

Standard Six: Teaching, Learning, and Scholarship

DESCRIPTION

Faculty and Academic Staff

The faculty at Washington County Community College is committed to preparing students to enter the workforce or transfer to four-year institutions through high-quality instruction. Effective pedagogical techniques and engagement with academic best practices enable instructors to support the diverse learning needs of the student body. This student-centered approach is in keeping with WCCC's mission and vision statements.

WCCC currently employs twenty-one full-time faculty members and approximately twenty adjunct faculty members per semester in three academic departments: Liberal Studies, Career Studies, and Mechanical and Construction Technologies. The College serves upwards of 500 students on the main campus, as well as secondary school students for dual and concurrent enrollment courses.

WCCC has qualified instructors with expertise and experience in their fields. Nine full-time faculty members teach in the Mechanical and Construction Technologies department. Seven full-time faculty members teach in the Career Studies department. Five full-time faculty members teach in the Liberal Studies department.

As outlined by the Data First forms, the academic credentials of a majority of our full-time and adjunct faculty members (73%) fall within the categories of one degree higher or more, with thirteen Master's degrees and five Bachelor's degrees this current year. The remainder of our faculty (27%) have highly specialized professional licenses in their area of expertise.

Faculty within each department nominate a Department Chair, who is then appointed by the President. The Academic Dean and Department Chairs meet monthly. Department Chair responsibilities are outlined in a [Department Chair job description](#).

In addition to instruction, WCCC faculty contributes to the success of the College in a variety of ways. Faculty is responsible for reviewing and revising curricula, advising students, and serving on college committees. Department Chairs recruit and oversee adjunct instructors. Professional development funds are available through departmental budgets and Perkins funding. Faculty regularly partake in professional development activities to maintain currency in their field and to enhance their teaching methods. For example, in the past three years, eighteen faculty members participated in external professional development activities. Other faculty members participated in professional development activities independently for accreditation or certification requirements.

All faculty is encouraged to participate in professional development, with some financial support provided through administration or department budgets whenever resources are available. The College regularly budgets funds for professional development activities of faculty and staff, and individual departments may budget funds for specific external professional development opportunities. Standard Seven provides a chart that outlines budget amounts and expenditures for the previous three years. The College provides professional development on campus each semester by offering a variety of workshops during administrative days.

The recruitment and hiring of faculty are part of a thoughtful, engaged process with a key focus on locating individuals committed to fostering a positive educational experience for students. Faculty members are recruited through advertisements, electronic job sites, the College website, system-wide job postings, and word of mouth. The primary factors considered in the hiring process are the applicant's professional qualifications, academic and technical experience, and knowledge of the academic field. Guided by federal and [MCCS policies](#), a search committee makes the final recommendation in the hiring process while the President makes the final hiring decision. The faculty is actively involved in the hiring process by serving on these search committees.

Much of our faculty, 60%, participate in professional practice and professional and community organizations. As part of the negotiated Faculty contract this current year, faculty develop a yearly work plan and provide a copy to the Academic Dean. That work plan outlines teaching goals, advising goals, anticipated committee work, professional student contact outside of the classroom, professional development activities planned, community involvement goals, and long-range goals for the year. Several faculty members own local businesses. They serve on town and city councils, school boards, and community-based projects. They also serve as code enforcement officers in local communities. The work plan information will be compiled in a spreadsheet and used to guide planning for future professional development activities on campus. It will also be used to showcase how the civic involvement of its employees strengthens WCCC's connection to its surrounding community.

The academic staff includes five positions, which are Academic Dean, Assistant to the Academic Dean, Director of Library and Learning Resources, Librarian, and Instructional Technologist. Our academic staff supports student success through a variety of roles, including teaching, advising, counseling, and information literacy instruction. The Student Services office plays a vital role in retention through academic advising, personal counseling, student advocacy, and assessment of student needs (e.g., financial aid, outside resources, and external barriers to success). Standard Five provides detailed information regarding these retention efforts. TRIO Student Support Services is a Federal grant administered by the Department of Education and provides support to students who are either first-generation, from low-income households, and/or have a documented disability. They offer a large array of student success services designed to assist these specific populations on campus. Services include tutoring, exam proctoring, learning and academic accommodations, a quiet study environment, computer lab, transfer counseling, career counseling, academic advising support, study skill development workshops, and one-on-one and group tutoring across the curricula.

WCCC ensures that all faculty members are aware of the MCCS policies and procedures. In addition to receiving a [Faculty Handbook](#) or [Adjunct Faculty Handbook](#), which includes these policies and procedures, during orientation, full-time and adjunct faculty members are notified that this information is readily available online. The MCCS provides a generous pay and benefits package, and the College has a Human Resource/Payroll Coordinator and Human Resource Director to answer questions and provide additional information. Provisions in the Maine Community College Trustees Agreement with the Maine Education Association Faculty Unit protects academic freedom, which is seen by the College as essential to fostering an open, honest, and challenging learning environment.

Faculty contractual security, salary, and benefits are set via the collective bargaining process at the system level. The Department Chairs, in collaboration with the President and the Academic Division, prepare the academic schedule. Scheduling of courses keeps students' needs in mind. The campus maintains a Faculty Management Committee to address concerns about work conditions that may arise.

Per the [faculty negotiated contract](#), WCCC calculates the faculty's workload as teaching load credit or contact hours. Depending on the area of specialization, teaching loads for some full-time faculty is fifteen to eighteen credits with a maximum of four course preparations. Some fluctuate based on previously negotiated contracts. Other faculty workloads are calculated by contact hours, currently ranging between 22 and 26 contact hours. Adjustments are made based on the number of different course preparations and lab time. Additional work assignments are compensated by a calculated hourly rate.

Faculty Evaluation

The Faculty collective bargaining agreement with the Maine Education Association outlines a faculty evaluation process, which is used in practice on campus. Each year full-time faculty in continuing contract status can be evaluated once. New full-time faculty members who are not yet in continuing contract status can be evaluated twice, once per semester. Faculty members enter continuing contract status after three years of successful teaching. The Academic Dean visits the faculty member's lab or classroom and observes their instruction, using an evaluation tool to facilitate focused and productive feedback. This tool was agreed upon by both management and faculty. Faculty who are not currently on continuing contract status are prioritized for evaluation. Faculty members on continuing contract are visited and evaluated as time allows during the semesters. We plan to develop a matrix that will become a rotating schedule for faculty evaluation and complete the process with each faculty member on a regular basis.

Each semester during the last three weeks of the semester, students are afforded the opportunity to provide feedback to their instructors through a course evaluation instrument. The College uses an online electronic survey called CourseEval. Students are encouraged, but not required, to answer questions and provide written feedback to each of their instructors in all courses in which they are registered. The results are compiled and tabulated by the online

system and are delivered to faculty members after all grades are submitted to the Registrar's office at the end of the semester. This process provides the opportunity for faculty to adapt and change the learning environments in their courses to meet the needs of our evolving student body.

Faculty is an integral part of the Program Evaluation process. Every five years the College is required to evaluate each of its programs and provide a summary of the evaluation to the Maine Community College System Board of Trustees Education Policy Committee. The summary details the outcomes of the program and identified areas for growth and improvement. Faculty members are valuable resources in every program at the College and are therefore highlighted in the summary, as well. The strengths and successes of our programs are directly related to the expertise of our faculty members and their commitment to our mission as a Maine Community College.

Teaching and Learning

WCCC offers a variety of programs and courses that serve the local area and the state of Maine. Each program is unique and has characteristics that are unique to Washington County Community College. With our small size, we can provide a student-to-faculty ratio that is twelve to one and a teaching and learning environment that is student-focused, friendly, and puts everyone on campus on a first name basis. We have resources that help create unity in how faculty members deliver the expected curriculum. One of these resources is our learning management system. Jenzabar EX provides a portal system that gives each course at WCCC an online presence. The system can be used to deliver online and hybrid courses with a variety of tools useful to both the faculty and the students. Courses that are delivered live also have a presence in the system; faculty can upload documents and multimedia items for student use or just track attendance and grading. When choosing which portal resources they will utilize in their courses, faculty consider how electronic access to course information and materials will enhance student success. The majority of faculty members choose to use the electronic grade book and the attendance functions in the portal. The College requires that all faculty file their final grades at the end of each semester electronically through the portal to the Registrar's office. Faculty members adhere to the [Universal Design for Learning Principle](#) (UDL) when applying assessment solutions to fulfill student academic accommodations.

A second resource that maintains unity across program curricula is a [syllabus template](#), which all faculty use in each of their courses. This template is designed to provide relevant and pertinent information to students in an organized manner. Faculty members are free to add items to the template beyond the required information. Use of the template ensures consistency in how course information, policies, and practices are communicated to students. Students know what to expect, which enhances the teaching and learning process.

Faculty also have opportunities to incorporate information technology and literacy into their courses. Upon faculty request, the Director of Library & Learning Resources provides information literacy workshops to students, either in the classroom or in the library computer lab. [Program-specific resources](#) are posted on [LibGuides](#), the library's main webpage. These

Program Guides were developed in collaboration with faculty members and can be linked to electronic syllabi by faculty request. Our librarian can also be embedded in any online, hybrid, or live course to provide information literacy services and enhance student learning.

The College employs an Instructional Technologist, a new position that was established following the fifth-year interim report. This position is focused on working with faculty to improve the teaching and learning environment of their courses. The Instructional Technologist oversees the portal environment and works with each faculty member to improve their online presence in each of their courses. Curriculum development is also a specialty of the Instructional Technologist. She is available to work with any faculty member who wishes to adapt or improve their curriculum. One example of this work would be curriculum changes in our Education and Early Childhood Education programs. The Instructional Technologist, along with our Director of Library & Learning Resources, coordinated a workshop using the ADDIE model of curriculum design and change. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. Live courses have been redesigned to be delivered online through a collaboration between the program faculty member and the Instructional Technologist.

Forty-three percent of our programs provide a path to industry licensure or certification. These programs therefore provide valuable data for assessing our institutional learning outcomes. Plumbing, Heating, Welding, and Residential & Commercial Electricity each culminate in an opportunity to sit for a state licensing exam. Students enrolled in Automotive, Early Childhood Education, Education Technology, Engine Specialist, Computer Technology, Adventure Recreation, Medical Assisting, and Production Technician have the opportunity to gain national certifications. Four of our programs are nationally accredited, including Medical Assisting, Automotive Technology, Engine Specialist, and Powersports.

The College has established some unique partnerships with external organizations that add to the teaching and learning environment of our programs. One of those partnerships is with the Federal Department of the Interior at the Moosehorn National Wildlife Refuge. During the fall semester, the Heavy Equipment Operations program resides at the refuge doing earthmoving construction projects. Our students have the unique opportunity to gain experience working on a job site in the heavy equipment field, using a variety of earthmoving equipment as part of their learning environment. The Moosehorn provides funding for fueling the equipment and gains valuable road building and site maintenance for the upkeep of their property.

Another partnership is the symbiotic relationship between our Adventure Recreation & Tourism program and our Outdoor Adventure Center (OAC). The OAC provides experiences to the public like rock wall climbing, fresh water canoeing and kayaking, salt water kayaking, fly-fishing, ropes course, and frisbee golf. Students in Adventure Recreation work for the OAC, learning and practicing what they will be doing in their careers after graduation. The OAC is a vehicle through which the Adventure Recreation & Tourism students deliver place-based outdoor recreation activities that allow local school students to connect to resources in the area.

Through a partnership with Aroostook Mental Health Center (AMHC)—Calais, WCCC provides students with access to mental health services. The College provides three sessions with AMHC to students without insurance. The average wait time for an appointment is forty-eight hours. In addition to student appointments, AMHC consults with the College on individual cases and responds to mental health emergencies. AMHC also provides professional development for employees on an as-needed basis. Refer to Standard Five for more information.

The College partners with the two local hospitals in Washington County, Calais Regional Hospital and Downeast Community Hospital, to provide clinical internship experiences for our Medical Assisting and Phlebotomy students. Students complete a 165-hour clinical rotation in our Medical Assisting program or a clinical rotation that provides the opportunity for Phlebotomy students to do fifty blood draws. This excellent teaching and learning environment provides a well-rounded experience for our students and usually results in job connections for them after they graduate. Additionally, the Education and Early Childhood Education programs partner with local childcare facilities and school systems to provide several internship opportunities for students in these majors; these internships immerse students in the workings of the institutions for 100 to 260 hours of hands-on experiences. The Criminal Justice and Conservation Law Enforcement programs require students to be placed in a local, county, or federal law enforcement agency for 130 hours of experience in the criminal justice field.

APPRAISAL

WCCC has made significant strides in raising the credentials of its faculty over the past ten years. The majority of the faculty have academic credentials that are specific to their area of expertise. In some programs, the College has hired faculty who have considerable industry experience and certifications but don't have the necessary academic credentials. These faculty members are given financial support and a reasonable timeline for completing their credentials. These academic credentials can be pursued and achieved while the faculty member is mentored and supported by their colleagues, their Department Chair, a faculty mentor, and the professional development program of the College. Additionally, many faculty in technical programs pursue and maintain industry credentials, which ensures their currency as subject matter experts in their industry. Of the group of faculty whose credentials are specialized professional licenses, several are working on their Associate or Bachelor's degrees. The College strives to hire adjunct faculty with appropriate credentials, but it also offers to adjuncts with specialized professional licenses and experiences the opportunity for professional development.

The process for hiring new full-time faculty members is dictated by system policy and the MCCS Faculty Collective Bargaining Agreement. A formal screening process is employed, and a diverse group of employees is organized as the search committee. Adjunct Faculty members are hired under the MCCS [Adjunct Faculty Collective Bargaining Agreement](#) after an interview with a Department Chair or the Academic Dean. Adjuncts serve on a semester-by-semester basis but do gain seniority under the agreement. Adjuncts are evaluated by the Department Chairs and

are considered experienced after delivering 24 credits of instruction. Full-time faculty members are evaluated according to the collective bargaining agreement with an instrument and process that is mutually agreed upon by the Faculty Association and Management.

Current trends having a positive effect on the teaching and learning process at WCCC include the following:

- Expanded hybrid offerings, when appropriate. The data from Fall 2018 shows that 52% of students enrolled in hybrid courses were successful. During that same semester, 80% of students were successful in online courses. If we exclude hybrid science courses from the success calculation, the rate increases to 70%. Based on this data, the College will no longer offer science courses with labs as hybrids. We will continue to examine data to make sound educational decisions regarding the modality with which courses will be delivered.
- Focus on instructional technology using the current learning management system and the utilization of an Instructional Technologist to aid faculty, staff, and students in that process.
- Focus on consistency across courses. All similarly numbered courses (i.e., ENG 101) will continue to use the same textbook, the same course objectives, and a similar syllabus.
- First Year Experience (FYE) coursework. Students with no prior college experience are required to take and pass FYE, a course that provides students with a guide for the successful pursuit of a college education. Students follow a national curriculum created by Skip Downing, called "On Course for College."
- A Student Navigator position. WCCC has employed a Student Navigator as an additional level of advising and counseling for qualified students. The role of our Navigator is outlined in more detail on page 56 of Standard 5.
- Additional funding allocated to the Business & Industry division of the College. This funding allowed for the addition of a Dean's position to pursue workforce development training for local companies. This division serves as a proving ground for analysis of new and expanding programs that might be added to the College's academic inventory.
- Creative programming to enhance students' co-curricular experiences. The addition of a full-time Director has enhanced the offerings of the Outdoor Adventure Center.
- Becoming an Achieving the Dream college. With a three-year action plan focused on student success, the College will provide professional development opportunities for faculty in advanced teaching and learning topics. In the past two years, our focus on this effort has brought training to campus in the areas of Math Pathways, Equity, Multiple

Measures, Poverty and Trauma-Informed Practices, Information Literacy, and Affirmative Action. We also expect to have presentations on Assessment and Identifying Risks of Suicide. We have developed a list of topic areas that are continually reviewed and added to for future training opportunities. Faculty has also attended national conferences on best practices in teaching and learning.

- Providing special services contracts for faculty and staff that go above and beyond their regular workload. This effort compensates faculty and staff for project work that enhances the instructional offerings of the College. Currently, we have faculty working on developing online synchronous delivery options for catalog courses that are typically delivered live. We also have faculty members who serve as Program Directors and maintain national requirements for programs that hold special accreditation by national organizations.
- Having an embedded librarian presence in online and hybrid courses to aid students and enhance information literacy. The Director of Library & Learning Resources conducts information literacy modules and workshops at the library for individuals and classes and can customize a workshop to suit the needs of a specific class. The director can also collaborate with faculty on creating assignments that optimize usage of the online database subscriptions available to students.

As outlined in the Data First forms for this section, the College usually has between forty and fifty instructors working each semester with about half being full-time and half being adjunct. Full-time instructors usually spend between 15 and 20 hours per week in classrooms, labs or on location, and the rest of their time in office hours meeting with and advising students or planning for upcoming classes. Adjunct instructors primarily work the evening schedule, but some are scheduled during the day and/or online, for between 3 and 9 hours per week. We have low turnover in our full-time faculty ranks, and 90% are under continuing contract status. The average length of service for a full-time faculty member at this point is 15 years. Each department has a Department Chair who acts as a liaison with Academic Affairs. The Department Chairs meet monthly with the Academic Dean to discuss policy, procedure, and actions that need to be taken within the departments or campus-wide. Our data first forms also indicate that we have work to do in the area of diversity in our faculty ranks. We will be hiring several full-time and adjunct faculty members next year because of retirements, position changes, and schedule needs. The College will undertake an extra effort through our Affirmative Action and Gender Equity endeavors to recruit more diversity in our applicant pool for these positions.

The program requirements in each major are balanced semester-to-semester, and the course schedule is created around the concept that students should be exposed to at least four different faculty members. General Education courses, including English, mathematics, social science, science, arts, and humanities, are usually offered in multiple sections during different times of the day or evening. Students are exposed to multiple teaching styles and a variety of classroom experiences, which expands their learning capabilities.

The College has recently streamlined the process by which we establish and maintain Articulation Agreements in order to generate increased utilization of the agreements by our incoming students and their sending institutions. In the past, WCCC has forged articulation agreements with high schools and career and technical education centers (CTEs) that were upwards of twenty pages long. These agreements were underutilized and involved a lot of paperwork on the part of the student and sending institution to qualify for the transfer of credit. We have reduced all agreements down to two pages or less and now award advanced placement credit based on a student's grade on their high school transcript. That grade is required to be a B or above. Articulation agreements are only established after our faculty has met with the faculty from the sending institution, reviewed their curriculum, and agreed that it is substantially similar to the curriculum of the College course or courses for which transfer credit will be awarded.

The College generally has twenty or more adjuncts working in various courses on any given semester. The adjunct faculty now have a collective bargaining agreement, seniority in their area of specialization, and a [pay scale](#) that provides increases for experience gained. We have some adjunct faculty who, over a period of semesters, have become seasoned and are integrated into the teaching and learning environment of the College. Our challenge is to integrate all adjuncts into our teaching and learning environment to the benefit of our students and the College. Department Chairs place adjunct faculty on a semester-by-semester basis and participate in an Adjunct Faculty orientation at the beginning of each semester. An Adjunct Faculty Handbook is presented along with a [Learning Technology Handbook](#) and the policy and procedures pertinent to working with our students. We invite our adjunct faculty to professional development days to participate alongside our full-time faculty and encourage our adjunct faculty to apply for professional development funds to enhance their pedagogical knowledge.

It is our practice to expose students to at least four faculty members per semester. Because of the nature of our offerings, career, technical and liberal studies, the College has diverse scheduling needs that sometimes conflict. We offer half-day to day-long courses in our technical programs to provide for both lecture and hands-on lab experiences. Academic courses are scheduled efficiently to augment students' learning in their program areas. When we make schedule changes to better serve our student body, those changes can have a ripple effect in the schedule, which may cause conflicts. For instance, if students have spent all day on campus or on location pursuing their program coursework, we acknowledge that scheduling students for evening general education courses can impede academic success. We analyze schedule changes for these ripple effects and work to minimize their impact.

Information, media, and digital literacy skills should become part of every course we offer at WCCC. We have been working on incorporating these concepts into our liberal studies offerings and our online courses using the embedded librarian or by scheduling workshops in the Library computer lab with one of our librarians. This process needs to be expanded to incorporate coursework in our other two departments, Career Studies and Technical Studies. We are

starting to move in that direction in our Education and Early Childhood Education programs, and we will begin connecting with Medical Assisting, Adventure Recreation, and Business Management. Currently all students are required to take College Composition (ENG 101) as part of their program requirements, and each section of ENG 101 has multiple information literacy workshops in our library computer lab, facilitated by the Director of Library & Learning Resources.

PROJECTIONS

WCCC will continue to enhance the teaching and learning process on campus by improving the professional development opportunities on an on-going basis. We will pursue workshops on the following topics:

- Developing active and collaborative learning techniques;
- Establishing Communities of Practice;
- Improving and building capacity in our Learning Management System;
- Fostering high-impact teaching strategies;
- Encouraging Teaching Innovation;
- Teaching Generation Zero.

A new Teaching and Learning Center will be created on the second floor of Riverview Hall. This center will incorporate our Library, TRIO program, Study Center, and tutoring services, and it will house an innovative classroom where faculty and students can access a variety of teaching and learning services.

The College will submit a Substantive Change application to bring programs online at the 100% level. We will need to plan the expansion of several of our programs into the area over time and enhance online capabilities for providing student services, advising and tutoring.

We will expand the embedded librarian program and explore the potential of a writing across the curriculum project.

The Workforce Development division will continue to expand in areas that are needed by local and statewide companies, while the Academic Affairs continues to monitor the trainings that are provided and analyze how those trainings might fit into our program offerings. Current projects that are being followed and worked into the curriculum are Electromechanical Instrumentation Technology, Production Technology, and state licensed Truck Driving.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
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? Number of Faculty by category

Full-time	22	22	21	21
Part-time				
Adjunct	19	22	26	22
Clinical				
Research				
Visiting				
Other; specify below:				
Total	41	44	47	43

Percentage of Courses taught by full-time faculty

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? Number of Faculty by rank, if applicable

Professor				
Associate				
Assistant				
Instructor	41	44	47	43
Other; specify below:				
Total	41	44	47	43

? Number of Academic Staff by category

Librarians	2	2	2	2
Advisors				
Instructional Designers		1	1	1
Other; specify below:				

Total	2	3	3	3

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**



3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

Highest Degree Earned: Doctorate

Faculty	Professor				
	Associate				
	Assistant				
	Instructor	2	2	2	0
	No rank				
	Other				
	Total	2	2	2	0

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Master's

Faculty	Professor				
	Associate				
	Assistant				
	Instructor	14	13	13	13
	No rank				
	Other				
	Total	14	13	13	13

Academic Staff	Librarians	1	1	1	1
	Advisors				
	Inst. Designers	1	1	1	1
Other; specify*					

Highest Degree Earned: Bachelor's

Faculty	Professor				
	Associate				
	Assistant				
	Instructor	5	5	5	5
	No rank				
	Other				
	Total	5	5	5	5

Academic Staff	Librarians	1	1	1	1
	Advisors				
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Professional License

Faculty	Professor				
	Associate				
	Assistant				

	Instructor	9	7	7	7
	No rank				
	Other				
	Total	9	7	7	7
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor								
Associate								
Assistant								
Instructor	6	6	5	5	2	5	2	5
No rank								
Other								
Total	6	6	5	5	2	5	2	5

Number of Faculty in Tenured Positions

Professor								
Associate								
Assistant								
Instructor	18		17		20		20	
No rank								
Other								
Total	18	0	17	0	20	0	20	0

Number of Faculty Departing

Professor								
Associate								
Assistant								
Instructor	1		2					
No rank								
Other								
Total	1	0	2	0	0	0	0	0

Number of Faculty Retiring

Professor								
Associate								
Assistant								
Instructor			1				2	
No rank								
Other								
Total	0	0	1	0	0	0	2	0

Fall Teaching Load, in credit hours

Professor	Maximum						
	Median						
Associate	Maximum						
	Median						
Assistant	Maximum						
	Median						
Instructor	Maximum	18.00	9.00	18.00	9.00	18.00	9.00

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

?	Gen. Ed.	6	9	6	7	6	13	5	11
	Career	8	5	7	1	7	3	7	7
	Technical	10	1	9	8	9	1	9	1
	Other		4		6		9		3

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty				
	Full-time	Part-time	Total Headcount	Headcount Goal (FY 2020)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	8	12	20	18
Male	13	10	23	22
White	21	22	43	38
Non-white	0	0	0	2
			0	
			0	
			0	
Academic Staff				
	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	2	0	2	2
Male	1	0	1	1
White	2	0	2	2
Non-white	1	0	1	1
			0	
			0	
			0	