The primary mission of the college is fulfilled by a competent teaching faculty. In fall 1997, 85 full-time faculty and 129 adjunct faculty taught 3,209 (or 1,572 FTE) students. Within the 1987 NEASC evaluation, the faculty was described as mature, experienced, and stable. In 1997, the numbers in the Faculty Profile (see Appendix II, CIHE Data Form VI) show those descriptions to be even more apt.

The major elements of the statistical summary of the college's full-time faculty look very similar to the summaries of the full-time faculty presented in the Self-Study Reports from 1987 and 1977. The faculty remain well credentialed.

<table>
<thead>
<tr>
<th>Year (Fall)</th>
<th>Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>87</td>
</tr>
<tr>
<td>1987</td>
<td>84</td>
</tr>
<tr>
<td>1997</td>
<td>85</td>
</tr>
</tbody>
</table>

Table 5.1

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>1987</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Master's</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 5.2

The overall age of the faculty has continued to climb, the median age moving from 46 in 1987 to 50 in 1997. The male-female ratio has nearly reversed itself since the 1987 report, with 47 males and 37 females in 1987, and 39 males and 46 females in 1997.

If the summary of full-time faculty shows stability, the summary of the adjunct faculty (all credit-course teaching faculty who are not full-time) continues to show major changes, especially in the total. There were 117 adjunct faculty in 1987 and 129 adjunct faculty in 1997. This dependence on adjunct faculty has had several ramifications which are dealt with later in the section.

The four major sources of information for the descriptive purposes of this section are the Agreements between the Higher Education Coordinating Council and Massachusetts Community College Council [one for full-time faculty (July 1, 1995-June 30, 1998) and another for the Division of Continuing Education (January 1, 1996-December 31, 1998)], the college Academic Policy and Procedures Manual (August, 1997), and the Adjunct Faculty Handbook. All four documents focus on the relationship/duties of the institution and the individual faculty member rather than on the faculty as a whole. Indeed, after over two decades of collective bargaining, the relationship of the individual faculty member and the institution is very clearly defined; yet statements about the faculty as a whole, either descriptive of the present situation or predictive of the future in planning documents, are few.
Faculty are members of one of four established academic divisions of the college (Division of Arts, Community and Evening Services and Non-Credit, Division of Business and Health Sciences, Division of Languages, Mathematics and Sciences, or Division of Social Sciences and External Programs). Each division has an associate dean responsible for evaluating individual faculty and for making course assignments appropriate to the individual and the institution (see Agreement, XII). Faculty also belong to academic departments within those divisions. Further, faculty may belong to specific areas or programs within a department. For example, a faculty member could belong to the Speech Communication Area of the Department of Language and Literature within the Division of Languages, Mathematics, and Sciences. Such member would attend meetings within each unit and help formulate academic policy or otherwise participate in academic decisions.

**Full-time faculty**, beyond divisional and department involvement, also have the right and obligation to participate in the academic deliberations of the college through voting for representatives to the Faculty Professional Committee, through membership in the College Meeting, and through assignment to one of a variety of standing committees of the College Meeting. The Academic Policy and Procedures Manual under "Faculty Responsibilities" states, "While the instructional process is of primary importance, other duties in support of that process are required of the faculty." The manual enumerates six such areas of responsibility (see Section II, pp. 7-8):

1. Be familiar with and subscribe to the educational objectives of the college
2. Uphold and promote sound academic standards ...
3. Observe professional standards and growth ...
4. Serve as an advisor to an assigned number of students ...
5. Operate as an effective part of the college organization ...
6. Be aware of the new Copyright Law and the Computer Software License Policy.

The college utilizes search and screen committees with broad representation and advertises widely to attract qualified people to fill faculty vacancies. A member of the Affirmative Action Committee serves on each search committee. There are typically 75-125 applications for each vacancy. The college is also aware of the value of diversity and its obligation to hire minorities; in fall 1996, it added two minority members, bringing the total on the full-time faculty to seven.

The Agreement (HECC & MCCC/MTA) governs much of the relationship between the college and its faculty and provides the parameters for many college regulations. The Agreement defines salaries and terms of employment; promotion and tenure; workload, work assignment and working conditions; evaluation procedures; grievance procedures; dismissal and retrenchment procedures, etc. The Agreement also provides a clear statement on academic freedom as well as on the responsibilities of the faculty to the institution (Article VII).

Support for faculty endeavors within and without the classroom includes over one hundred individuals, both full and part time, ranging from the President to custodians. In fall 1997, the college employed 29 non-unit managers, 17½ professional unit staff, 20½ general maintenance staff, and 72½ support staff.

The staff of the Library-Learning Resources Center provides research assistance to the faculty, inter-library loans, and student orientation as required by faculty. The Instructional Media Services Department and the Academic Computer and Technology office provide services without which the faculty would be severely handicapped. Tutoring services for students are available through CASA (Center for Academic Support and Advising.) A very capable (and very busy) Learning Disabilities Specialist works with
students with learning disabilities. The O'Neill Center provides assistance to those with disabilities which otherwise might impede learning. There are procedures for employing such staff and those professional staff who are not in supervisory positions belong to the MCCC/MTA unit. Non-teaching professional staff belong to the MCCC/MTA unit, and their conditions of employment are governed by the Agreement.

Levels of technological support for teaching purposes are uneven. For example, the Business Department has reasonably close to state of the art equipment and software in the classroom, yet business faculty have antiquated (two to three generations old) equipment in their offices. Some new video projection equipment is entering areas of the college, but it is limited in scope and accessibility. Interactive academic web sites for course support are nonexistent. There is also no comprehensive plan to train the faculty to utilize that technology which is forthcoming.

In 1991, President Kraus created a Professional Life and Development Committee to plan and execute social and professional activities designed to enhance college community life, to increase our mutual understanding and appreciation of the value of a pluralistic society, and to upgrade the professional skills of all those who work at the college.

The effort was funded with $25,000 the first year, then between $52,502 and $60,000 each year since. These monies, open to the entire campus staff, have been used by faculty for conferences, for educational travel, and for speakers and programs at the college. In 1996, 87% of the full-time faculty took advantage of this resource. Another opportunity for professional development was negotiated within the Agreement (21.01) with each full-time unit member for "educational needs and professional development purposes." Another contractually stipulated opportunity for professional development is the sabbatical leave. There are always more requests for fully-funded leave than can be granted, but in the 1997-98 academic year, three faculty are on fully-funded sabbatical leaves; no faculty requested a "cost saving" sabbatical leave. Other professional development activities in which faculty participate include the "Brown Bag Speaker Series," the Round-Table Discussions, the annual Tilden Arts Festival, and other speaker series sponsored by various campus groups, and the SACHEM Internationalizing the Curriculum three-year grant.

The procedure for evaluation of each full-time faculty member is included within Article XIII of the Agreement. Eighty percent of the evaluation relates to teaching components (Student Evaluation, Course Materials Evaluation, and Classroom Observation Evaluation) which aptly reflects the emphasis on teaching found in the college's Mission Statement and in the Faculty Responsibilities listed in the Academic Policy and Procedures Manual. The other twenty per cent reflects evaluation for student advising and college service. In practice most full-time faculty spend far more than twenty per cent of their time in advising students and college service. A recent compendium of non-teaching activity by the Language and Literature Department highlights and exemplifies the many activities of highly professional and dedicated faculty (see Department of Language and Literature Profile, Fall 1997). Major activities include office hours (far beyond those required) for the purposes of academic, career, and personal advising; advising of student clubs and organizations; fund-raising; speaking to community groups; field trips; and teaching of independent study courses — all of which is voluntary but willingly done by this dedicated faculty.

Adjunct faculty, as indicated by the numbers in the first part of this section, have become an even more integral part of the campus over the last two decades (117 in 1987, and 129 in 1997), and there have been several important developments which reflect this change.
The college now defines "adjunct" faculty to denote any credit-course teacher who is not a full-time faculty member of the college. [With the integration of all credit courses into one system (the "one-college concept").]

Adjunct faculty are now within the collective bargaining unit and have their own Agreement with management, so salaries, terms of appointment, reappointment, evaluation, etc., are quite explicit. There is also an Adjunct Faculty Handbook to clarify expectations, responsibilities, and rights of these faculty.

Further, adjunct faculty are now officially part of the governance structure (see December 1996 minutes of College Meeting) with representation in College Meeting and on standing committees of the College Meeting.

The primary function of the adjunct faculty is to teach. While some perform duties beyond contractual teaching expectations, the majority of adjunct faculty are not as fully engaged in the non-teaching functions of the college as are the full-time faculty, nor are they as accessible to the students outside of the classroom. For example, adjunct faculty have always been welcome at department and division meetings, and some (but not the majority) do voluntarily attend on a regular basis; however, adjunct faculty are not required to attend these meetings, nor are they required to maintain office hours or provide academic advising for students.

APPRAISAL

The 1987 NEASC evaluation opened with a description of the Cape Cod Community College faculty as "mature," "experienced," "stable" and "well-prepared academically." The current faculty profile shows a faculty even more mature, more experienced, and better prepared academically.

The contractual evaluation system indicates that each separate faculty member’s performance is either "satisfactory" or "not satisfactory" and does not provide an insightful analysis of the success of the teaching of the faculty as a whole. More insightful, however, are the results of the Student Satisfaction Inventories taken by the Noel-Levitz groups in 1996 and 1997. In each of the surveys, both day and evening students rated "instructional effectiveness" as most important in their expectations and then rated instructional effectiveness at CCCC higher than any other quality at the institution. The statement, "Quality of instruction is excellent" was listed at the top of each list of student perceptions. Clearly, faculty are doing something right in the classroom.

While the adjunct faculty have become more integrated into campus life, there is still major concern about the increased reliance upon adjunct faculty for course delivery. (See College-wide Survey of NEASC Standards.) With adjunct faculty continuing to outnumber full-time faculty, students have less opportunity for out-of-class contact with faculty.

The further concern that adjunct faculty may not be receiving the proper support or supervision from their associate deans (division chairpersons) has been heightened with the associate deans' increase in responsibilities in fall 1996. The concern expressed in the 1988 NEASC evaluation (p. 20) still exists: "The quality of adjunct faculty ... will require close monitoring as the responsibilities of Division Chairs and faculty continue to expand."