

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

The composition of faculty and staff at WSC reflects the regional diversity, while actively seeking to further expand the represented groups. Employees of the college come from several different generational groups. There is parity between male and female employees, and there is diversity in sexual orientation among employees. Race and ethnicity of college employees largely reflect regional demographics. A copy of the [faculty and staff demographics survey](#) is available along with [the results from the Spring 2024 semester](#).

3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

WSC has sufficient faculty numbers to continue classroom and non-classroom roles. Using institutional data from 2022 to 2024, the student-to-faculty ratio was eleven

students to every faculty member; there were 29 students per full-time faculty member. Additionally, [section IV.D. of the program review](#) process asks the faculty to evaluate the need for additional faculty. Furthermore, the question requires a reflection on the impact on the mission of the program and the impact on the outcomes for the learners and the community.

In addition to their instructional roles, faculty drive the Curriculum committee and its decision-making processes; faculty also hold membership and leadership positions on Faculty Senate, Faculty Council, Executive Cabinet, Instructional Cabinet, Distance Learning, and Technology committees. Student organizations and clubs also include faculty members as advisors; for example, one of the Nursing instructors advises the Student Nurses Organization, an English instructor advises a non-denominational Christian club on campus, and the Chemistry instructor oversees the Dice and Decisions club for tabletop gaming.

Employee morale was an area of improvement in a previous accreditation report, and WSC is rebuilding that morale in several ways. In early 2023, several faculty members pursued other opportunities; despite this change in faculty, WSC retained a stable number of faculty positions and hired new employees for those vacated positions. Changes were made to WSC's salary matrix to ensure pay rates were competitive, including an increase to the beginning salary of new full-time faculty by more than 20% over the past three years. More professional development funds were made available to retain faculty. Policies and procedures were created or amended to provide clarity about the expectations of faculty, and Instructional Cabinet prioritized training for new faculty to ensure a smooth onboarding process.

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Faculty qualifications were found to be lacking in a previous accreditation report, and this has been addressed in multiple ways. First, WSC created a [minimum qualifications rubric](#) for hiring faculty; the rubric notes the area of study, the minimum qualifications necessary for a new faculty member to teach in that area, and a list of equivalent qualifications (if applicable). Second, WSC has revisited its faculty hiring process with the newly created minimum qualifications rubric. Third, [dual-credit faculty now go through an onboarding process to provide clarity on their roles as representatives of WSC for their high school students](#). Finally, annual faculty observations ensure that faculty are qualified and have proper training to teach; the State Board of Higher Education

is also discussing a future [post-tenure review process](#) to further evaluate the performance of those faculty who have earned tenure.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

WSC evaluates faculty regularly based on institutional policies and procedures. The newly created minimum qualifications rubric provides a baseline for faculty qualifications. [WSC Procedure 604.4: Faculty Evaluation](#) explains that faculty shall be evaluated at least once per year. Ideally, faculty evaluations should be opportunities for professional growth by setting goals and creating learning plans to enhance the instructor's teaching. WSC's full-time faculty observe dual-credit faculty's classes at regional high schools to ensure consistency with WSC sections and alignment with student learning outcomes as prescribed in WSC's course outcome guides. With expanded professional development funding, this ideal is more attainable moving forward. Part of the faculty evaluation process will also be to investigate student learning outcomes and suggest professional development to create and revise outcomes as necessary.

In the Fall 2024 semester, WSC will implement a new faculty orientation program with two main components. First, [new faculty will receive orientation training prior to the scheduled in-service week before the semester begins](#); this will include need-to-know information for starting the semester, such as how to access class rosters, build content in Blackboard, and how to create syllabi. Second, [orientation and training will continue through their first year at the college to help them set professional goals and find ways to enhance their respective programs](#). By generating professional goals, administrators can conduct regular evaluations of new faculty to provide guidance and support in the attainment of those goals.

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Faculty evaluations are the starting process for professional development. Following [WSC Procedure 604.4: Faculty Evaluation](#), an administrator can observe instruction and provide feedback on the instructor's performance in the classroom. From there, the administrator and instructor can identify professional development needs.

Faculty can also submit individual requests for professional development using the [Faculty Professional Development form](#).

At present, student learning outcome assessment is an area of growth across all programs at WSC. To address this, professional development funding paid a consultant from [Worldwide Instructional Design Systems](#) to meet with faculty as a group and individually to discuss learning outcome creation, revision, and assessment. Moving forward, WSC plans to create a process to properly assess student learning outcomes, and discussions have started to send faculty and staff for professional development regarding assessment.

3.C.6. Instructors are accessible for student inquiry.

Faculty are available for student inquiry. Each week, faculty hold office hours for several hours to field students' questions regarding individual classes or their plans of study. Faculty also conduct academic advising with students to discuss educational and career goals and create educational plans with students. Full-time faculty are available in-person, and all faculty are available via email and even Teams for live-chats or video calls with students. On-campus faculty also display full, detailed schedules outside of their offices to show their availability.

WSC faculty are also available for students in other capacities across campus. The coordinators for the Communication Lab and Math Lab regularly meet with student workers in these student support areas; in the Spring 2024 semester, the Communication Lab coordinator met with tutors individually to gauge their strengths and weaknesses and find additional resources to develop their tutoring skills. Faculty also act as advisors for various student clubs and organizations across campus; for example, the Chemistry professor advises the Decisions and Dice Club, the Business professor advises WSC's

chapter of FBLA-Collegiate, and the Phi Theta Kappa honor society group is advised by Psychology and Math instructors. With a low student-to-faculty ratio, WSC faculty are engaged in various groups to support students.

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Staff who provide student support services are appropriately qualified, trained, and supported in their professional development. Currently, WSC offers academic support in the Learning Commons, the Math Lab, and the Communication Lab; many support staff in these areas are student workers, and supervising staff provide professional development and mentoring to those student workers. For example, as professional development opportunities, Communication Lab student workers are given sample essays to read and review with the coaching of the lab's coordinator to enhance tutors' abilities to work with students and build their peer review skills.

Full-time staff members are also eligible for professional development support. The Student Life coordinator and Housing director have attended several professional development activities in the past two years, including conferences and events from the American College Personnel Association, the National Association for Campus Activities, the North Dakota Adirondack Solutions Users Group, and Maxient.

Staff members may apply for professional development funding using the [Staff Professional Development form](#).

Sources

- Employee Diversity Survey.pdf
- Faculty staff demographic survey Spring 2024.pdf
- Academic Program Review Template 24-25Final.docx
- WSC website, "Minimum Qualifications"
- Dual-Credit Onboarding Process folder

- North Dakota University System website, “State Board begins identifying legislative initiatives for 2025”
- WSC website, “Procedures”
- Faculty Bootcamp outline.docx
- Propose WSC Faculty Mentoring Program – Year 1 & Year 2.xlsx
- WSC website, “Faculty Professional Development Application.pdf”
- Worldwide Instructional Design System website
- WSC website, “2022 Staff Professional Development Application.pdf”