

Standard V

Faculty

Description

Number and Distribution

Fulltime and part-time faculty categories are clearly defined in the 2007-2011 CSU-AAUP Collective Bargaining Agreement (Articles 1.6.1 and 1.6.2). Fulltime faculty members are contractually obligated to teach courses, advise students, assess students, develop curricula, conduct research/engage in creative activity, participate in professional development activity, and participate in shared governance, all of which contribute to the systematic understanding and implementation of effective teaching/learning processes. The function of part-time faculty members is primarily to teach courses, as well as for specialized functions, such as applied music study and other curricular experiences specific to professional degree programs, such as student teacher observation/evaluation. These functions are in keeping with the University's mission of meeting the educational needs of a diversified student body through instruction, scholarship and public service.

WCSU maintains a sufficient number of fulltime and part-time faculty members to achieve its mission and purposes. As shown in the DATA FIRST tables, WCSU employed 228 fulltime and 273 part-time instructional faculty members in the fall of 2012. Fulltime/part-time faculty composition is governed by the 2007-2011 CSU-AAUP Collective Bargaining Agreement (Article 10.8), which specifies that the no more than 20% of a university's faculty can be part-time (with a 1% exception per year between academic years 2007-20011) (see Appendix: Standard 5: 1).

The total number of fulltime faculty remained stable in 2010 (228), 2011 (225), and 2012 (228), but will fall to 215 positions for Fall 2013 due to decreased enrollment and budgetary considerations. Ten of the 26 academic departments had ten or more fulltime faculty in Fall 2012. Nursing had 21, followed by Education (17), Social Sciences (15), Mathematics (13), Music (13), Psychology (12), History (12), Biology (11), Communication (10), and Management (10). Six of the 10 departments experienced increases in faculty, and the four that remained the same were Mathematics, Music, Biology, and Management.

In the remaining 16 departments, numbers of fulltime faculty ranged from 3 to 9. Three departments experienced decreases: Writing (2), English (1), and the Division of Justice and Law Administration (1). Four departments experienced increases of one faculty member each: Chemistry, Philosophy, Theatre Arts, and Art. The other nine departments had the same number of fulltime faculty in 2012 as in 2009.

Qualifications, Recruitment, and Appointment

WCSU maintains a faculty of fulltime and part-time educators, scholars, artists, and performers whose aggregate qualifications provide its student body with a wealth of teaching experience, scholarship and creativity based on years of scholarly preparation, research, performance, and teaching. Faculty roles are clearly articulated in the collective bargaining agreement and the

faculty handbook, including the criteria for evaluation (see Appendix: Standard 5: 2). Faculty qualifications are monitored by academic departments and Human Resources and meet or exceed expectations for degrees held in appropriate disciplines to insure quality instruction, research, and professional development. A complete listing of fulltime faculty, including degrees earned, is included in the Undergraduate and Graduate Catalogs (see Appendix: Standard 5: 3). Many departments display complete listings of their full and part-time faculty on their websites. Excellent examples of this are found in Nursing, Justice and Law Administration, Music, History, Theatre Arts, and Biology. There is a clear distinction between full and part-time faculty in all publications, both in print and on the web.

A database listing WCSU faculty and its credentials is available at ???.

Fulltime faculty members are recruited and appointed according to documented procedures outlined in the CSU-AAUP Collective Bargaining Agreement, Articles 4.4-4.15, and the WCSU Faculty Handbook (4). When a new faculty position is made available to a department, the department elects members to a search committee. These members are given a training session with the Executive Assistant to the President/Chief Diversity Officer to insure that the search committee operates in accordance with University policies and legal responsibilities (see Appendix: Standard 5: 4).

Once a suitable candidate is identified through the search process, the nature and terms of the initial appointment are articulated through a Letter of Appointment, which is tendered by the President, in accordance with the policies outlined in the CSU-AAUP Contract, Articles 4.7-4.10.

Evaluation, Advancement, Retention

The Faculty Handbook and the Collective Bargaining Agreement specify faculty responsibilities, recruitment, appointment, evaluation, promotion, and tenure. Renewal, promotion and tenure evaluation procedures are defined and enumerated in the Faculty Handbook and in the CSU-AAUP Collective Bargaining Agreement (see Appendix: Standard 5: 2). The documents also detail a grievance procedure and the AAUP provides a grievance officer to assist in this process (see Appendix: Standard 5: 5).

Departments elect tenured faculty to departmental evaluation committees each year. These committees conduct annual evaluation of untenured faculty and periodic professional assessments of tenured faculty. Evaluations are structured by the Faculty Handbook, per the Collective Bargaining Agreement (see Appendix: Standard 5: 2). They include load credit activity (teaching, advising, departmental administration, or other activities carrying load credit), scholarship or other creative activities appropriate to the field, service, and professional activity/development. Part-time faculty are evaluated at the Department level only. Department Chairs determine the method and frequency of part-time faculty evaluation.

Salary and Rank Classifications, Benefits

WCSU has clear, published definitions of faculty classification as defined in the CSU/AAUP Collective Bargaining Agreement, Article 5.3.

Salary at the time of initial appointment is determined based on the candidate's prior experience and expertise according to the WCSU New Faculty Hire Salary Chart (see Appendix: Standard 5: 6), which correlates to the salary structure as defined in the CSU-AAUP Collective Bargaining Agreement, Article 12. Future increases in salary are determined by a set formula as defined in the CSU-AAUP Collective Bargaining Agreement. Compensation for Summer school and intersession is articulated in Article 11. WCSU employees are eligible for a variety of fringe benefits, including health care and several retirement plan options (see Appendix: Standard 5: 7).

Assignments and Workloads

Faculty workloads are established and reviewed each semester by the Department Chair and Dean in consultation with each fulltime and adjunct faculty member in accordance with workload formulas set by the CSU-AAUP Collective Bargaining Agreement and in specialized side-letter agreements as appropriate (Article 10; pp. 64-75). Twelve (12) workload credits per academic semester constitute a fulltime faculty teaching assignment (24 per year). Overloads must be alleviated within three semesters of their accrual; however, a maximum of nine (9) workload credits may be re-assigned in any one semester to address a previously accrued overload. The minimum allowable workload for a fulltime faculty member is three (3) credits. Faculty assignments for graduate courses are in accordance with policies published in the Faculty Handbook (see Appendix: Standard 5: 8).

Fulltime faculty members may receive credits of reassigned time for research and curriculum development as well as administrative and professional duties. Criteria and policies governing reassigned time are articulated in the CSU-AAUP Contract, Articles 10.6.4, 10.6.5 and 10.10. All independent coursework by students including Student Developed Studies generate workload credit of one-ninth (0.11) credit per student credit hour. Graduate Thesis Direction generates one (1) workload credit per student enrolled. Additional provisions for specialized instruction are articulated in Article 10 of the Contract as well as in individual side-letter agreements (see Appendix: Standard 5: 9).

Part-time faculty members may be assigned a workload not in excess of eight (8) workload credits per semester if they are teaching two courses or six (6) credits per semester if teaching two or more courses. Part-time faculty members teach between 3 and 8 credits per semester, with a median of 4.5.

Adjustments to full and part-time workloads are made periodically in response to changes in curricula and/or course schedules. The CSU-AAUP Contract provides for faculty re-training to help the institution respond to changes in program and curricular offerings (see Appendix: Standard 5: 10).

There are a limited number of Graduate Assistants who support faculty in such areas as Visual Art, English, History, Music, and Writing, among others. The application process includes the submission of an application, resume, letter of interest and letters of reference (see Appendix: Standard 5: 11).

Graduate Assistants receive stipends of varying amounts depending on their assigned workload, which may include teaching (supervised), classroom management, assessment assistance, and tutoring in the Writing Center. Graduate Assistants are monitored and evaluated for their performance by the graduate faculty and/or Graduate Coordinator in the respective departments.

Academic Organization and Governance Policy and Procedure

Academic organization and governance policy and procedure as related to the composition and variety of faculty appointments is derived from the CSU-AAUP Collective Bargaining Agreement and is articulated in the contract and in the Faculty Handbook. The core element of the WCSU Governance structure is the University Senate, which is comprised of an elected member of each academic department, as well as other members of the University community, including staff members, library faculty, coaches, students, and administrators.

All University-wide committees have membership allocated to the four schools and school-wide committees have membership allocated to divisions within each school (see Appendix: Standard 5: 12). Thirty faculty members are elected by their departments to serve on the University Senate, and faculty are elected and/or appointed to serve on 27 Senate standing committees and centers, as well as committees for each school. Department Chairs are fulltime faculty elected members by their respective departments and serve terms according to departmental bylaws, typically ranging from 2 to 5 years.

Content and Methods of Instruction

Faculty at WCSU are responsible for the development and oversight of all curricular elements, including course content, methods of delivery, assessment, and adherence to professional standards. The role of faculty in curriculum development and implementation is clearly defined in the 2007-2011 CSU- AAUP Handbook, Article 5.17, which states that *“The department shall have responsibility for the content and development of courses, curriculum and programs of study within its discipline, research and service within its area, and for evaluation of the performance of all department members, subject to all other provisions of this Agreement.”* Faculty responsibilities and procedures for curriculum and program development are also articulated in the Faculty Handbook (see Appendix: Standard 5: 13).

Course content is expected to conform to the outline for each course, which has been approved by the Department, appropriate School committee and the Committee on Undergraduate Curriculum and Academic Standards (CUCAS) or the Graduate Council. Department Chairs are responsible for ensuring that course syllabi reflect the approved outline and contain relative assessment criteria specific to the discipline. Recent changes to the curriculum and program review policies and procedures have made the process easier to understand and much more palatable to faculty members, resulting in a significant number of non-substantive changes moving forward in the past academic year (2012-2013).

Program assessment has been ongoing at the base unit level, with many programs holding discipline-specific accreditation (Chemistry, Counseling, Education, Nursing, Social Work, and Music) (see Appendix: Standard 5: 14).

Professional Development

WCSU provides resources for continued professional development of full and part-time faculty members through faculty development funds to enhance teaching (see Appendix: Standard 5: 15); CSU/AAUP Research Grants to support individual faculty projects and enhance the educational mission, visibility, and research stature of the Connecticut State University units of the ConnSCU; reassigned load credit for research to contribute to the body of research, creative or pedagogical knowledge of the applicant's discipline; sabbatical leaves to support scholarly and creative endeavors that strengthen the professional competence or enrich the teaching or equivalent professional responsibilities of faculty members; Summer curriculum related activities grants for curriculum development of courses and programs; and faculty retraining grants (see Appendix: Standard 5: 16).

Academic Freedom and Professional Responsibility

The commitment to academic freedom is expressed in the 2007-2011 CSU-AAUP Collective Bargaining Agreement (see Appendix: Standard 5: 17). It is defined as extending to research, writing without threat of censorship, classroom teaching, grading, and provides a process for the investigation and resolution of complaints of violations. The AAUP leadership assigns an Academic Freedom Officer to assist faculty in this area. The Academic Freedom Officer reports five formal filings over the last few years and several issues that were resolved without a formal filing. One case in 2012 has gone to a system panel for review.

Professional rights and responsibilities are articulated in the 2007-2011 CSU-AAUP Collective Bargaining Agreement. Faculty are expected to promote the truth as they see it, develop and improve scholarly competence, exercise critical self-discipline, and practice intellectual honesty. They should encourage free pursuit of knowledge in students, hold students in respect, and foster the same sense of intellectual honesty in students as in faculty. All faculty must understand and adhere to the ethical guidelines of employees of the State of Connecticut, as well as the Connecticut University Sexual Harassment Policy (see Appendix: Standard 5: 18).

Teaching

Faculty employ a variety of techniques and delivery systems in meeting the mission and purposes of the University while meeting academic program goals and course objectives. Instructional techniques include traditional lecture courses as well as those supported by online resources such as Blackboard Learn. Faculty access Blackboard Learn via the Banner web portal. In addition, specialized instruction in small classroom and studio courses occurs in many areas such as Nursing, Education, Social Work, and in all programs within the School of Visual and Performing Arts (Art, Music, Theatre). Examples include nursing clinical experiences, applied music lessons and ensembles, studio art courses, theatre productions, and student teaching. Many upper division courses within the Ansell School of Business are delivered through seminar-style experiences, as are the majority of courses in the honors program. Courses at the graduate level are typically delivered through seminars as well as through online systems and one-on-one thesis direction. Assessment of instructional techniques occurs during individual program review as well as in discipline-specific accreditation review (see Appendix: Standard 5: 14).

The majority of classrooms are equipped with, at minimum, internet-connected instructor stations, projectors, and sound reproduction equipment. Twenty-five classrooms and labs have multiple (from 10-30) student workstations, including many with specialized software according to discipline. Each School has a technology committee whose chair is a member of the University-wide Information Technology Committee (ITC), a standing committee of the University Senate. Faculty members provide workshops on software and multimedia applications for their peers. These workshops were initiated by the School of Arts and Sciences Technology Steering Committee. (see Appendix: Standard 5: 19).

Students are encouraged to engage in scholarly and creative activity, which enhances the institution's mission and purposes as well as the student's capability to achieve his or her aspirations. Scholarly and creative activity is assessed at the program level, primarily through capstone course and/or experiences. Scholarly activity for students in the Honors Program, for example, is facilitated in part through course enhancement, allowing students to receive additional credit hours in their core major courses through research and/or creative work. Students in the arts typically present their capstone projects on stage or in portfolios/exhibitions and are assessed according to the professional and/or accreditation standards specific to each discipline.

Scholarly and creative activities at the graduate level are essential elements of all programs and are assessed according to established professional standards according to the discipline. Students in the MFA in Visual Arts, for example, are required to submit their work to a juried panel for critique prior to inclusion in the Annual MFA Thesis Exhibition. MFA in Creative Writing students submit their work to an outstanding panel of faculty and guest mentors for assessment and critique. Student research in the EdD in instructional leadership program focuses on an area of specialized research in instructional leadership, culminating in a directed dissertation project, which is adjudicated by WCSU graduate faculty. WCSU undergraduate and graduate students have the opportunity to present their research and/or creative work for inclusion in the WestConn Research Day (WRD) (see Appendix: Standard 5: 20).

Typically, students are taught by a variety of faculty with different viewpoints (see Appendix: Standard 5: 21). When feasible, multiple sections of the same class are distributed among more than one faculty member. Where a specialization is important, one faculty member may teach multiple sections. WCSU's location allows for the hiring of part-time faculty from the New York City metropolitan area to provide specialized instruction, providing for a diversity of viewpoints in virtually all programs within the institution, with an emphasis on the arts, business, science, and technology.

The University supports a Center for Excellence in Learning and Teaching (CELT), which holds workshops and demonstrations to enable faculty to share teaching methods and techniques (see Appendix: Standard 5: 22). Experimental methods are presented at these events, and faculty who choose to utilize these methods are invited back to report to colleagues about the results of implementation. In addition to CELT-sponsored Friday Afternoon forums for the sharing of teaching ideas, Information Technology and Innovation provides training in Blackboard (Vista and Learn), course management systems (see Appendix: Standard 5: 23).

Advising and Academic Integrity

Academic advising by faculty is essential to student success. To operationalize this statement, advising is considered a part of a faculty member's workload under the 2007-2011 CSU-AAUP Collective Bargaining Agreement (see Appendix: Standard 5: 24). Each student with a chosen major is assigned an academic advisor upon matriculation, with undeclared students assigned to the Academic Advisement Center. The Advisement Center advises undeclared students and provides assistance and information resources to all students and faculty. The Academic Advisement Center Website contains information for undeclared students as well as for general advising resources for all undergraduate and graduate students (see Appendix: Standard 5: 25). Support for advising is also available at the Academic Advising Central website (see Appendix: Standard 5: 26). Since 2007 a Director of Faculty Advising assists advising efforts across the University.

Advisors and students utilize Banner as a tool in the advising process, both for course selection and for unofficial degree audits. Courses are listed via BannerWeb at the OpenClose web portal (see Appendix: Standard 5: 27). Unofficial degree audits, used primarily for advising, are available in Banner using the Current Degree Evaluation (CAPP). Advisors use Banner for early attendance recording (first three weeks of each semester), entering grades, and accessing its Curriculum, Advising and Program Planning feature to track student progress. In Spring 2013, the University added MAP-Works, a program, which asks students to complete a survey and tracks survey answers, mid-term grades and GPAs. This data will help identify at-risk students. Faculty volunteers are piloting the program (see Appendix: Standard 5: 28).

Departments utilize individual advising, group advising, and combinations of these two as appropriate to the disciplines. Undergraduate education students in the School of Professional Studies are assigned two advisors, from Education/Educational Psychology and the School of Arts and Sciences, for their academic major. In some departments, hard-copy program sheets are still maintained in departmental offices and are updated manually each advising session. Many departments use a standard advising checklist for their programs that is stored on a shared computer drive to allow access to student advising records by all department faculty members, making it possible for the student to receive effective advising if their primary advisor is unavailable.

Advising at the graduate level is facilitated primarily by Graduate Coordinators in consultation with graduate faculty in each discipline. As is the case with undergraduates, advisors utilize Banner in nearly all aspects of the advising process. Program sheets for all degree programs are available on the website (see Appendix: Standard 5: 29).

The WCSU faculty commitment to academic integrity is reflected in its mission and purposes and throughout the Faculty Handbook and Collective Bargaining Agreement. The Mission and statement on fulfilling the Mission were developed with participation of all stakeholders in the University, including and especially the faculty.

Academic integrity includes the principles of empowering students, facilitating quality learning, fostering dynamic curricula, cultivating a rich and diverse cultural environment, and developing a strong partnership with the greater community. There must also be a strong commitment to continuous improvement. The Faculty and Student Handbooks and Catalog articulate a clear

policy of academic honesty, what constitutes violations of the policy, and the steps taken to determine that the policy has been violated, with procedures for appeals (see Appendix: Standard 5: 30).

Scholarship, Research, and Creative Activity

The active pursuit of scholarship, research, and creative activity is essential to the mission and purposes of the institution, which articulate that effective and excellent teaching and learning require that faculty be active, engaged, scholars and practitioners in their disciplines. All faculty are expected to pursue scholarship, research or creative activity appropriate to the discipline and degrees offered. These expectations are articulated in the 2007-2011 CSU-AAUP Collective Bargaining Agreement (see Appendix: Standard 5: 31). Scholarship, research, and/or creative activity are assessed regularly as part of the faculty member's continuing appointment evaluation, promotion/tenure evaluation, and professional assessment. As mentioned previously, student scholarship and creative work are integral parts of the student experience at WCSU and are supported by the equally important scholarly and creative pursuits of the faculty.

Faculty members are eligible to receive CSU-AAUP Research Grants funds of up to \$5,000 in support of their scholarship or research/creative endeavor. CSU-AAUP grant guidelines stipulate that grant monies will support projects that have a direct benefit to the students and the institution, as well as to the discipline in general. Additionally, faculty members are eligible for sabbatic leaves as well as for reassigned time for research (see Appendix: Standard 5: 16). Outside grants for scholarship, research and creative activity are supported through the Office of Sponsored Research and Administrative Services (see Appendix: Standard 5: 32).

All research involving human subjects by students, faculty, or any other person or group conducting research at the University or with University participants are approved by the Institutional Review Board. IRB membership is taken from the faculty, campus Health, and Danbury Hospital. All researchers must undergo human subjects training. The University contracts with an organization to provide this training to faculty and students. The University also has an Institutional Animal Care and Use Committee responsible for reviewing protocols that call for the use of vertebrate animals in research (see Appendix: Standard 5: 33).

The same commitment to academic freedom that exists for curricular offerings is also in place for scholarship, research and creative activities and is expressed in the 2007-2011 CSU-AAUP Collective Bargaining Agreement, Article 4.2, pp. 12-15.

Appraisal

Number and Distribution

The number and distribution of faculty allows the institution to fulfill its mission and purposes, in some cases in exemplary fashion, while in others, only at the threshold level. Due to fluctuating economic conditions, hiring freezes combined with untimely retirements in many departments, pockets of imbalance have been created between full and part-time faculty. In many cases, such as the Division of Justice and Law Administration and the Department of Art, high fulltime faculty to student ratios require a significant time commitment from fulltime faculty to advise students and provide service to the department and university.

Although the CSU-AAUP Contract mandates that part-time instruction be limited to 21% of total teaching load, many departments exceed this, while others fall well below. In some cases that require part-time faculty members for specialized instruction, such as in the department within the School of Visual and Performing Arts and the School of Professional Studies, extensive use of part-time faculty members is not only justified, but provides students with the opportunity to study with highly skilled practitioners.

Due to the variety of methods of delivering instructional programs, the number and distribution of faculty does not often correlate to the number of majors within a specific program. WCSU's outstanding Nursing program, for example, requires sufficient fulltime faculty to maintain small class sizes and offer clinical and lab experiences as do programs in Music, Biology, Chemistry, and other specialized programs. Many programs with large enrollment, such as Justice and Law Administration, Communication, and Marketing, have grown at such a rapid rate that the institution has not been able to add fulltime faculty fast enough to meet demand. In such cases, the use of specialized part-time faculty allows the institution flexibility to meet fluctuations in student demand.

In this regard, WCSU's pool of part-time faculty are a tremendous asset. Many WCSU part-time faculty have been teaching at WCSU for 10 or more years. This longevity gives students a sense of faculty consistency, although as contingent faculty they are not guaranteed future employment and generally do not participate in governance or in the day-to-day work of their specific departments.

Qualifications, Recruitment, and Appointment

WCSU maintains an outstanding cohort of full and part-time faculty, many of whom are regional, national and/or international leaders in their respective disciplines. Examples of this include:

- Kevin Gutzman (History); Author (*James Madison and the Making of America; The Politically Incorrect Guide to the Constitution*)
- James Greene (Music); Renowned jazz musician and composer
- Casey Jordan (JLA); Criminologist (appearances on ABC News 20/20, NBC Today Show, Good Morning America, CNN, CBS Early Show, among others)
- Marjorie Portnow (Art); Paintings are exhibited at the Metropolitan Museum of Art (NYC)
- Wynn Gadkar-Wilcox; Author (*Allegories of the Vietnamese Past*)
- Julio Agustin Matos Jr. (Theatre); Broadway Casts of Chicago, Fosse, Steel Pier

Over the past three years, the number of fulltime faculty members with Doctorates averaged 175 and the number with Master's degrees, 44. In addition, three members hold professional licenses. Part-time faculty members typically hold master's degrees and/or have significant professional experience in specialized areas.

Recruitment of new faculty is orderly and effective. Eighty-two percent of the faculty reported that their departments used WCSU's Vision, Mission, and goals in setting priorities for staffing. WCSU's strategic location near New York City and Boston offers a clear advantage for the recruitment of outstanding faculty as articulated in the Strategic Plan (Goals 1 & 5). The location

in the tri-state area is also often a potential liability when recruiting faculty. As indicated in a recent analysis of the Strategic Plan, the high cost of living in this area weighs heavily in some program areas, especially in the Ancell School of Business. In other areas, such as Visual and Performing Arts, the location near New York City has proven to be a significant advantage in attracting faculty with exemplary qualifications.

Evaluation, Advancement, Retention

The combination of the Collective Bargaining Agreement, the Faculty Handbook, the evaluation process, and the bylaws of the various committees and centers make for a transparent set of procedures for University activities. Faculty evaluation follows a clear set of guidelines. The Promotion and Tenure Committee (P&T) holds several open sessions for candidates and members of departmental evaluation committees to make clear how to present material for consideration. These meetings are well attended.

The record of awarding of tenure and promotions is consistent with selecting quality faculty in well-run searches. Between FY 2010 and FY 2013, the number of tenured fulltime faculty remained virtually unchanged, rising from 152 to 157, falling to 151 and then rising to 152. However, the composition of the tenured population changed: the number of Associate Professors decreased by 10.2% while the number of Assistant Professors increased by 25% and the number of Full Professors increased by 3.2%. In any given year, there may be departures of 12 to 14 Assistant Professors, and retirements of 3 to 9 Full and Associate Professors.

In FY 2012, the tenured faculty was 67% of the total (151 or 225 fulltime faculty). Of the 228 fulltime faculty, 43.4% were Full Professors, 24.1% were Associate Professors, 29.4% were Assistant Professors, and 3.1% were Instructors. The number of Full Professors increased by 2.1% over four years, compared to an 8.1% increase in Assistant Professors and a 6.8% decrease in Associate Professors.

The data show gender parity among fulltime faculty, but not at rank. Full Professors are c. 60% male (a 2006 study reported only 24% of Full Professors nationally were women). Fifty-six percent of Associate Professors were women at WCSU; and 60% of Assistant Professors were women. As the current faculty moves toward tenure and promotions, we should achieve gender equity in the next 10 years (information from Data First, Standard V, "Rank, Gender, Salary"). Racial distribution is about 82% White, 4% Black, 4% Hispanic, and 9% Other, which includes Asian, American Indian, and Pacific Islanders (Workforce Analysis, Form 33A). We used 2011 data on part-time faculty (adjuncts) as the best approximation of current patterns. There were 330 part-time faculty, of whom 40.6% were women. Between 2009 and 2011 the number of women decreased by 12.2% while the number of men decreased by 6.2%.

Security/consistency increases with rank at WCSU. Full Professors are tenured at 99%, Associates at 86%, and Assistants at 17%. Special appointments are employed for one-year periods and often stay for two (the maximum in a six-year period).

Salary and Rank Classifications, Benefits

Faculty at WCSU enjoy the benefit of a strong collective bargaining agreement that provides both security and stability. Salaries are an important aspect in acquiring and keeping the best faculty as Fairfield County is an expensive area in which to live. Compensation for faculty is

within the norm for the area – more than area public institutions of the same category; less than some private institutions. There is high retention at WCSU, which may be attributed at least in part to generous compensation and a collegial institutional environment (see Appendix: Standard 5: 35). As mentioned previously, the cost of living in Fairfield County is a factor in recruitment and retention of faculty in certain areas, especially within the Ansell School of Business (see Appendix: Standard 5: 34).

Salaries have remained flat over the past several years due to negotiated concessions as a result of the budget crisis in the state of Connecticut. Salary increases in the range of 4% are scheduled to be implemented in the Fall of 2013. Mean salaries for Full Professors increased by 2.5% over the four years previous to the salary freeze (from \$96,766 to \$99,160), compared to 3% for Associate Professors (from \$75,443 to \$77,681) and 4.8% for Assistant Professors (from \$62,230 to \$65,195). There were no fulltime faculty at the rank of Instructor in 2009, but there were seven in 2011 and 2012. The average salary for Instructors was \$60,710. No adjustments to these comparisons were made for inflation. The average part-time faculty member earned \$6,161 in 2011. While the contract provides security and stability, it also allows for little or no flexibility for performance-based salary increases.

The March-April 2012 issues of *Academe* provide “The Annual Report on the Economic Status of the Professions.” Eleven Category IIA public and private Connecticut institutions were compared, along with one nearby SUNY IIA college. Full Professor and Assistant Professor salaries were compared. WCSU ranked fifth of twelve in both categories (see Appendix: Standard 5: 36).

Assignments and Workloads

As is the case with salary and benefits, the CSU-AAUP Collective Bargaining Agreement provides faculty with clear parameters for workload assignments within their departments, so there is very little room for variance within the established system. As a result, WCSU remains primarily a teaching institution where research expectations are tempered with the demands of teaching and advising, which correlates to its mission and purposes.

Evaluation of workload credit is weighted toward teaching, which is the primary mission of the University. Responses to the [Spring 2012 Faculty-Staff Survey](#) indicate faculty agree that the four-course-per-semester (or equivalent) teaching load is acceptable for providing time for quality teaching, advising, and evaluating students; however, less than half of the faculty agreed that the workload allowed adequate time for research and scholarship. The latter raises three possible questions about this aspect of the workload:

- Are expectations for creative activity too high across the University?
- Are expectations too high in some departments (but not others)?
- Is this perception the result of personal expectations among half the faculty? (That is, are some faculty expecting too much of themselves without pressure from the University or their departments?)

The four courses (12-credit) per semester workload is typical for a teaching university, so it is likely that one, or some combination, of the above is causing 51.4 percent of the faculty to disagree with the idea that current workload assignments allow adequate time to participate in

scholarship and research. Part-time faculty are not required to advise students or serve on committees although some do, leaving the majority of this important work to fulltime faculty.

Teaching

[The Spring 2012 Faculty-Staff Survey](#) reveals that three quarters to nearly 90% of the faculty agree that WCSU emphasizes its mission and purposes in setting priorities for staffing, establishing a budget, technology, enrollment goals, planning for the future, and self-evaluation. There have been improvements in technology throughout the institution over the past five years that have enhanced its ability to deliver course content through a variety of means. There remain, however, areas within some departments that hold to traditional delivery systems, e.g., lecture/demonstration. Many departments have yet to implement and utilize Blackboard Learn in their mainstream curricula. Other areas utilize technology to enhance traditional forms of delivery and/or assessment. For example, the Department of Education and Education Psychology utilizes the TK20 system to serve as a repository of assessment data, much of which is collected and analyzed using traditional assessment tools (written exams, essays, etc.) The Department of Music employs digital video technology to record performance examinations (juries). While the technology enhances the assessment process, the content of the course remains traditional, based on the fundamentals of the discipline.

Technology in the classrooms and labs has been facilitated through the University Information Technology Committee (ITC), which operates as a conduit between the faculty, Information Technology & Innovation, and the Chief Information Officer. This has proven to be effective and has resulted in the majority of classrooms being equipped with technology applicable to the general student population and/or to specific program areas.

Opportunities for students to engage in scholarly and creative activity at the undergraduate level vary from department to department and are dependent upon the curricular requirements according to specific disciplines. In the areas that require capstone courses, student scholarship and creative work appears to be ongoing and in many cases outstanding, with significant support and encouragement from faculty members. WestConn Research Day has proven to be an effective forum for undergraduate and graduate scholarship and creative activity, as have portfolio exhibitions in the BA and MFA in Visual Arts programs.

While the University supports a Center for Excellence in Learning and Teaching (CELT), participation in CELT workshops remains a challenge, as does participation in training in Blackboard (Vista and Learn) course management systems. Participation is primarily by fulltime faculty, and as a result, many part-time faculty members have yet to implement Blackboard or other technological innovations.

Academic Organization and Governance Policy and Procedure

University citizenship in the form of contributing service is a priority where shared governance is practiced. WCSU faculty devote considerable effort and time to centers, committees, and other units of service at all levels of the University and the greater Danbury area. Taking the 2011-12 University Senate membership and committee roster as an example of service to the University, we see a high percentage of participation. There were 194 positions listed (combining membership in committees, centers, etc.), with 23 vacancies (“TBA”). Some faculty serve on

multiple committees, resulting in 118 people serving in various capacities. This does not include the many school committees and departmental sub-committees in which faculty members contribute service to the institution.

Advising and Academic Integrity

Advising at WCSU is considered a critical process for student success and is articulated as such in the Strategic Plan:

Improve and enrich the advising experience so that both faculty and students value advising as an integral part of life at a university. (Goal 5.5)

and;

Support and promote quality academic advising as an attribute of outstanding faculty, especially as related to ensuring student success. (Goal 1.4)

Academic advising continues to be a prominent issue at WCSU; there is much departmental discussion, mentoring of new faculty, and continued emphasis on improving advising, the techniques and mechanics of advising, and educating students to be effective advisees. The CAPP (degree evaluation program in Banner) is updated as needed so that Banner can produce accurate reports to students and advisors, however, it is extremely difficult to keep the system 100% accurate, resulting in cases of inaccurate degree evaluation. The MAP-Works system is new to the University and currently in the implementation phase. The expectation is that this program will contribute to more intensive advising for WCSU at-risk students, as it has at other universities.

Issues related to academic integrity, especially with regard to academic honesty as defined by the institution continue to provide challenges to students, faculty and the administration. Although WCSU's Academic Honesty Policy is published both in hard copy and online, many students and faculty members, especially part-time faculty members, remain confused about the policy (30). The policy for grade appeals is also presented clearly, yet many students and faculty have difficulty following the procedures in a timely manner.

Scholarship, Research, and Creative Activity

WCSU Faculty are actively engaged in significant and relevant scholarship, research and creative activity. Faculty publications, exhibitions, recordings, performances, conference papers and other creative activity are reported to the Provost and President annually by department. Many faculty have secured grants from outside organizations to support their research. External grants in 2011-12 ranged from \$2,000 in Social Work to \$97,654 in Chemistry and \$189,135 in Biology. Departmental annual reports are available electronically and grants summaries are available from the [Office of Sponsored Research](#).

Although the institution rigorously supports scholarship, research, and creative activity, many of these efforts are not known publically, or even within the institution. Until recently, the University conducted a Faculty Recognition event and published a list of creative activity across the University. The Faculty Development and Recognition Committee is considering new and

innovative ways to recognize WCSU's outstanding level of faculty scholarship and creative work.

Projection

WCSU Faculty members are supported by a very strong collective bargaining agreement that remains in effect through 2016. The collective bargaining agreement and its provisions for salary, benefits, evaluation, academic freedom, professional development, and shared governance have established an atmosphere of stability and trust, even in a less than optimal economic climate.

As the institution moves forward, it is critical that it continue to utilize its Strategic Plan and its mission and purposes to guide the decision making process. WCSU's commitment to support faculty is clearly articulated in its Strategic Plan where Goal 1 states that the institution will *"Retain and attract outstanding faculty who excel in their subject area and discipline and are committed to excellence in teaching, ensuring student success and fostering a diverse academic community"* (see Appendix: Standard 5: 21). Many of the initiatives of Goal 1 are already in place, or are currently being implemented. These include:

- Define the qualifications and characteristics that typify outstanding faculty for WCSU and determine how to assess those credentials in candidates. Include excellence in subject area and discipline, commitment to excellence in teaching, excellence in scholarship and creative activities, commitment to student success, and commitment to fostering a diverse academic community.
- Clearly communicate in recruitment materials and emphasize in the recruitment process the preferred characteristics and qualifications for WCSU as defined above. Establish the preferred qualifications as employment objectives where appropriate.
- Schedule courses so that our class sizes fit the recommendations of disciplinary and/or accrediting bodies.
- Provide quality facilities and technological infrastructure.
- Hire fulltime faculty adequate to the needs of the students and their programs of choice. Develop objective criteria for determining appropriate numbers of faculty (adjunct credits, overload credits, etc).

There are numerous sub-goals within Goal 1 that articulate a variety of initiatives to enhance excellence in teaching, scholarship and student success that have yet to be implemented, but would enhance the institution's ability to improve its ability to attract and retain outstanding faculty. These include:

- (Provide) flexibility in the total compensation package to attract and retain strong faculty, including exploring third-party supplements of negotiated faculty salaries, (e.g.: University Foundation, endowed chairs, etc.).
- (Provide) adequate office space and clerical, secretarial, and technical support for all faculty, fulltime and part-time.
- Reduced load in first year for new faculty.
- Research/creative activities "start-up" funds for new faculty.

The implementation of the majority of these initiatives is dependent upon the CSU-AAUP Bargaining Agreement, such as providing for flexibility in the total compensation package. In this case, it may be difficult to elicit change until 2015 when contract negotiations begin.

In terms of teaching and advising, faculty will continue to emphasize quality instruction and advising as the primary avenue to fulfilling the University's mission and purposes, with a focus on meeting the initiatives identified in the Strategic Plan. These initiatives include:

- *Explore additional support for students in reading and developmental math.* This is already taking shape as the "Math Emporium," scheduled for implementation in Fall of 2013. (Goal 5.3)
- *All programs eligible for accreditation will develop a plan to achieve this quality standard; those without accrediting bodies will engage in program review involving outside experts in their discipline.* Accreditation and re-accreditation in those programs that are eligible requires periodic evaluation of instructional methods and learning outcomes. WCSU's recently revised Academic Program Review process (see Appendix: Standard 5: 14) mirrors many best practices of discipline-specific accrediting organizations, thereby providing all programs with a feedback loop that will inform innovation and changes in instructional methodology. (Goal 4.3.A)
- *(Provide) opportunities for faculty members to explore new modes of course delivery, teaching tools, and classroom management.* This has begun with the implementation of the Math Emporium as well as with the continued improvement of support for Banner Learn. (Goal 1.3.10)
- *Offer new training programs for advisors that include input from student, staff, faculty and professional associations, recognizing the different types of advisement that are necessary for fostering student success.* The implementation of MAP-Works has potential to assist with identifying at-risk students and providing more effective advising. In addition, periodic training for faculty advisors remains an essential, if elusive goal. (Goal 1.4.E)
- *Assess effectiveness of academic advisement; develop and apply advisement assessment tools.* To date, a process for evaluating the effectiveness of academic advisement has not been established. This remains a priority for increasing student success and retention.

Institutional Effectiveness

Short and mid-term support for faculty is evaluated by Department Chairs and Deans in consultation with faculty members and is directly related to the Strategic Plan and the mission and purposes of the institution, school and department. For example, a recent re-assessment of the Strategic Plan resulted in a committee report regarding the recruitment and retention of faculty as related to current levels of budget and contractual constraints (34).

In the broadest sense, WCSU, as a member of ConnSCU, periodically evaluates the sufficiency and support for the faculty during contract negotiations related to the CSU-AAUP Collective Bargaining Agreement. As a result of the recent concession negotiation between the State of Connecticut and the State Employees Bargaining Agent Coalition (SEBAC), the 2007-20011 Collective Bargaining Agreement was mutually extended by the parties through August of 2016.

Negotiations for a new agreement should commence in the Fall of 2015. The majority of processes and procedures that directly affect support of faculty are articulated in the contract.

Formal program review, as articulated in the faculty handbook, provides specific review criteria relative to mission and purposes, student learning outcomes, resources (including sufficiency and support for faculty), viability and public disclosure/integrity. As a part of the formal review process, all departments are required to submit an evaluation of the above as well as projections for the future (see Appendix: Standard 5: 14).

Programs in Chemistry, Counseling, Education, Music, Nursing and Social Work participate in periodic re-accreditation review and are subject to the accreditation standards relative to faculty support, teaching, advising, scholarship and service specific to each department's mission and purposes. The departments of Art and Theatre are in the final stages of initial accreditation review through the National Association of Schools of Art and Design (NASAD) and the National Association of Schools of Theatre (NAST). The Ansell School of Business is completing its self-study for accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

The effectiveness of individual faculty members in teaching, advising, scholarship, service, and professional development is evaluated in annual non-tenured faculty evaluation and professional assessment of tenured faculty. The results of faculty evaluation, professional assessment, program review and accreditation review all are used in the planning process and can be seen throughout the institutions Strategic Plan. The use of periodic evaluation in WCSU's planning process engages all constituencies of the University and members of the outside community and is especially evident in the Strategic Assessment Reports (see Appendix: Standard 5: 37).