Standard Five: Faculty

Description

Faculty. Like many institutions of higher education, Eastern has full-time faculty ranks of Professor, Associate Professor, Assistant Professor, and Instructor; the University also employs part-time faculty. Full-time faculty are hired through a process that is much like that common at other universities, and which follows state regulations for hiring state employees. Full-time faculty can be appointed to tenure track or one-year special appointments. Faculty in temporary lines can serve a maximum of two years within a six-year period. Eastern does not have conditional appointments after the probationary period.

Of Eastern’s full-time faculty, 175 have earned doctoral degrees and 29 have Master’s degrees. Faculty who do not hold doctorates fall into one of the following categories: 1) they work in fields where the Master’s is the appropriate terminal degree (MBA, MFA, etc.); 2) they were hired at a time when the University’s standards for faculty hiring were different (and are now nearing retirement); 3) they are newly-hired faculty who have received conditional appointment letters indicating that they must complete the Ph.D. for continuing appointment; or 4) they are faculty hired under full-time special appointments (one-year contracts).

Eastern’s commitment to diversity is reflected in the makeup of its faculty and its faculty recruitment efforts. Eastern follows all state and federal guidelines for affirmative action in hiring, and the CSU-AAUP Collective Bargaining Agreement (CBA) provides the framework for employing faculty using non-discriminatory affirmative action processes and for creating diversity through Minority Recruitment and Retraining Funds. President Núñez has, moreover, extended Eastern’s commitment to diversity through new search procedures developed by the Office of Equity and Diversity. The University’s 2008-2013 strategic plan establishes inclusive goals for attaining and maintaining diversity on campus as one of the University’s core values. Eastern has made substantial progress on the gender gap among the ranks of the faculty: in 2010, 43% of faculty members were women. In the same year, 26% of the University’s faculty were members of racial or ethnic minorities—a rate more than double that of Eastern’s peer institutions in the Council for Public Liberal Arts Colleges (COPLAC).

Retention of full-time faculty has not been well studied. In most years, several faculty members retire and several leave voluntarily for other reasons. In AY 2008-2009, one tenure-track faculty member did not return and five retired in response to a retirement incentive. In AY 2009-2010 one faculty member retired, one tenured faculty member resigned to take a position at another university, three faculty members on temporary appointments resigned to accept teaching positions elsewhere, one tenure-track faculty member resigned to take a position at a research institute, and one other tenure-track faculty member resigned. There is no formal process in place to help the University understand how our environment might be more conducive to retaining these faculty, nor is there any record kept of how often and why first choices in searches may turn down offers of employment.

The University monitors and responds to changing departmental performance and needs. However, Eastern has faced resource and occasional recruitment constraints that have made such responses difficult. For instance, when Business experienced a large increase in the number of majors, there was not a proportional increase in the number of full-time faculty.

Part-time Faculty

Part-time (PT) faculty members are primarily engaged in instructional delivery. Department chairs assign courses to part-time faculty based on three criteria: credentials, experience, and merit. The performance of part-time faculty in this role is not assessed in any uniform process, though student opinion surveys are conducted for all teaching faculty as mandated by the CBA (see below, “Evaluation of Faculty”). The
role of part-time faculty in department business is determined by the departmental bylaws, and their integration varies by department. There is a formal orientation event for part-time faculty and a part-time faculty handbook. Departments sometimes provide additional orientation events and involve part-time faculty in social events. Part-time faculty have access to travel and faculty development funds mandated in the CBA (see below), and are eligible for—and receive—certain University awards. As of a recent change in policy, part-time faculty have some access to health benefits, but the use of those was limited to between ten and 14 part-time faculty members in each of the past three years.

There are several different ways to compute the ratio of part-time to full-time faculty at Eastern. Data reported to COPLAC for the 2008-2009 academic year show that Eastern employed 244 part-time faculty members and 202 full-time faculty members in Fall 2008. In the 2009-2010 academic year, nine departments actually had more part-time faculty members than full-time faculty members—in two cases, part-time faculty outnumbered full-time faculty two to one. Of course, many part-time faculty teach only a single class, while full-time faculty generally teach four classes, so a simple head count does not provide a clear picture of the ratio of part-time to full-time faculty.

COPLAC calculates the ratio of part-time faculty instruction to full-time faculty instruction by first determining the full-time equivalent (FTE) of part-time faculty—that is, by determining how many full-time teaching faculty would be needed to teach all of the credits taught by part-time faculty members (in practice, the FTE of part-time faculty equals the sum of all credits taught by part-time faculty divided by twelve). In the Fall of 2008, the full-time equivalent for part-time faculty was 91.5, or 31% of the total full-time equivalent faculty of 293.5, markedly higher than the 21% average for COPLAC institutions.

<table>
<thead>
<tr>
<th></th>
<th>ECSU</th>
<th>COPLAC Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Full-time faculty (headcount)</td>
<td>202</td>
</tr>
<tr>
<td>B</td>
<td>Part-time faculty (headcount)</td>
<td>244</td>
</tr>
<tr>
<td>C</td>
<td>Full-time Equivalent (FTE) part-time faculty (sum of all part-time faculty teaching credit load / 12)</td>
<td>91.5</td>
</tr>
<tr>
<td>D</td>
<td>FTE all faculty (A + C)</td>
<td>293.5</td>
</tr>
<tr>
<td>E</td>
<td>FTE part-time faculty / FTE all faculty (C / D)</td>
<td>31%</td>
</tr>
</tbody>
</table>

The CBA details its own formula for calculating the percentage of part-time faculty work at each CSU campus. This formula considers part-time faculty instructional load credits (less the number of non-instructional credits carried by full-time faculty for administrative tasks, research reassigned time, etc.) as a fraction of the total load credits carried by all faculty in a given year. For the 2009-2010 academic year, for instance, 465.04 non-instructional load credits carried by full-time faculty must first be factored out of the 1,136.72 part-time instructional faculty load credits; the resulting 671.68 credits represent 18.92% of the 3,549.17 total faculty load credits for the year—under the contractually-mandated maximum of 21%.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Full-time Faculty Instructional Load Credits</td>
</tr>
<tr>
<td>B</td>
<td>Full-Time Faculty Load Credits for Non-Instructional Duties</td>
</tr>
<tr>
<td>C</td>
<td>Part-time Instructional Faculty Load Credits</td>
</tr>
<tr>
<td>D</td>
<td>Part-Time Faculty Ratio (C – B) / (A + B + C)</td>
</tr>
</tbody>
</table>

While Eastern employs many capable and dedicated part-time faculty—some who have taught at the University for many years—its reliance on part-time faculty for the delivery of its academic programs is, by any measure, greater than the University would like to see as it pursues its transformation into a public liberal arts university. In Fall 2008, 48% of LAC Tier I sections were taught by part-time faculty and
part-time faculty taught approximately 41% of the sections in Tier II of the LAC. (It is important to bear in mind, however, that Tier I of the LAC, in particular, includes a number of classes—first-year Composition, introductory Mathematics, Health and Physical Education, etc.—that are commonly taught by part-time faculty at many institutions across the country.) Between Fall 2004 and Fall 2008, the number of sections taught by part-time faculty outside the LAC—that is, in the various departments’ major programs—increased from 28% to 35%. In that period, the number of credits that Eastern’s students earned in classes taught by part-time faculty rose from 32% to 38%.

Academic Freedom and Professional Conduct

Academic freedom guarantees in the CBA insure faculty autonomy in the classroom. In keeping with conventional interpretations of academic freedom, there is an expectation that courses are consistent with approved course descriptions and goals. ECSU-AAUP has an Academic Freedom Committee, but that committee has had very few cases to discuss. There has been no case of a violation of academic freedom upheld by grievance since the last self study. Faculty autonomy is also fostered by the Academic Misconduct Committee of Senate, which was created to address matters relating to students’ academic comportment to ensure that the faculty member’s instructional academic freedom to determine classroom policies is not violated.

The CBA provides guidelines regarding the ethical behavior expected of faculty, and the University Senate also made a statement on this topic in its bill on Academic Misconduct. In 2008, the University Senate established policy and procedures for handling cases of alleged misconduct in research by faculty members. The Grade Appeals Committee provides both students and faculty with due process to redress issues of grading and ethical treatment. When students or community members complain about the behavior of a particular faculty member, the university diligently investigates, meets with the faculty member (often with an AAUP representative), and works to resolve the situation. These events are relatively rare, but when they do occur, they are typically resolved in a reasonable and equitable way. In cases of verifiable and egregious misconduct, the CBA provides a Special Assessment pathway for the University to investigate inappropriate behavior on the part of a faculty member, but no Special Assessments have been conducted since the last self-study.

In 2003, according to CSU mandate, the University investigated the ethical use of faculty-authored textbooks assigned in courses taught by faculty authors. The University review panel on Course Adoptions of Faculty Authored Texts and Other Materials developed guidelines for determining how financial gain from royalties arising from textbooks assigned in courses at Eastern could be handled ethically. This panel ruled on several cases where this practice was occurring. In 2007-2008, CSU implemented a new procedure and guidelines for faculty offering external consulting services. The approval form (Reporting of Research or Consulting Compliance Form) and guidelines are available online at http://www.easternct.edu/humanresources/forms.htm.

The CBA has provided a pathway for addressing faculty grievances that covers both full-time and part-time faculty. This multistep pathway was streamlined in the 2002 contract. At the local level, Eastern’s AAUP and management have mutually developed a positive working relationship; problems are typically, but not always resolved at the informal complaint phase and there is very limited use of the formal grievance steps.

Evaluation of Faculty Members

Criteria for evaluating full-time and part-time faculty are specified in the CBA, which outlines a regular, orderly, codified procedure for evaluation of faculty for renewal, tenure, promotion and post-tenure assessment. Standards for the evaluation of full-time faculty are articulated more specifically in the Senate Bill on Promotion and Tenure for full-time faculty, which can be found online. At Eastern, the Promotion and Tenure bill has been revised periodically. While this bill cannot contradict the CBA, it has
primacy in Eastern’s procedures. Eastern’s administration has dynamically worked with the AAUP in keeping the Senate Promotion and Tenure bill up to date.

At all levels of evaluation, the University emphasizes the quality of a faculty member’s contributions. The CBA and Senate Bill clearly place load-credit activity (teaching and reassigned time work) as the most important category for demonstrating quality for renewal, promotion, and tenure. The CBA mandates that all courses be evaluated by students through a student opinion survey that is generally administered near the end of the semester. The results of student opinion surveys are addressed differently by different departments, but faculty members report those results individually when applying for renewal, tenure, and promotion, and when undergoing sixth-year assessment. Teaching is followed in importance in deliberations about renewal, promotion, and tenure by scholarly or creative activity; University service and professional activity round out the four categories.

From Academic Years 2006-2008, 85% of applicants were granted tenure. Most of the 15% denied tenure were applying before their penultimate year and therefore could apply again; consequently, less than 15% of faculty fail to earn tenure by their penultimate year. Rates of promotion to Associate Professor and Full Professor during the same period were 76% and 64%, respectively.

**Teaching and Advising: Teaching.** Faculty responsibilities are laid out in the CSU-AAUP Collective Bargaining Agreement (CBA). The instructional teaching load for full-time is specified in the CBA as twelve faculty load credits (FLCs), where each weekly lecture hour earns one faculty load credit, and each weekly hour of laboratory or studio instruction earns three-fourths of a faculty load credit. (Per CBA guidelines, this discount for laboratory and studio instruction can be partially restored by supplemental credits, but only with a concomitant reduction from the allocation pool for research reassignment [see below].) Full-time faculty are required by the CBA to schedule five office hours distributed over three days of each week.

Re-appraisal of workload is typically a top priority in contract negotiations, but that mission faces obstacles on many levels. There has been a grassroots movement outside the collective bargaining process to address workload issues. In 2008-2009, President Núñez commissioned a Workload Working Group to develop recommendations for modifying faculty workload. The group’s recommendations have been addressed over the last 18 months, with the exception of a key recommendation to change courses from three credits to four credits. Members of the Workload Working Group became members of the committee charged under the 2008-2013 Strategic Plan with developing an Academic Plan. The approved Academic Plan does not include a recommendation for a change of courses from three to four credits.

While a typical 12-FLC assignment would represent four three-credit classes each semester, portions of a faculty member’s teaching load may be reassigned for a variety of purposes, and the average instructional load is actually 9.7 FLCs. There are formulae for determining load reassignments for chair duty, for a variety of university officer positions, for research, and for faculty and curriculum development. Department work accounts for nearly half of the total of reassigned time, while reassigned time for scholarly or creative activity (sabbaticals, research, etc.) accounts for a further one-third of non-instructional loads; the remainder of reassigned time is for administrative purposes. Faculty in some departments receive non-instructional load credits for administrative or quasi-administrative work on a consistent basis. These include the certification officer in the Education department, the Director of the Theatre, and the Coordinator of the Planetarium. Most assignments of this kind are made on a year-to-year or semester-to-semester basis, although some (including the Director of the Writing Program and the Director of the Radio Station) were written into appointment letters and have been in place for several years.
A faculty member’s teaching load may also be reduced in a given semester to offset accrued overloads from previous terms in which the faculty member may have taught extra classes in response to programmatic need, or may have taken on administrative assignments carrying load credit without a corresponding reduction in course load. The disparity between the contractually-stipulated 12 FLC load and the average of 9.7 instructional FLCs arises, then, not because faculty are “under-loaded,” but because they assume a variety of non-instructional responsibilities, on the one hand, and because they are contractually obliged to reduce accrued overloads in a timely manner, on the other. Indeed, departments accrue an average of 27 “excess load credits” each semester due to faculty members teaching more than the requisite 12 FLCS, with ten departments accruing more than 24 excess load credits.

Faculty members are primarily responsible for all instruction, though undergraduate students do serve as assistants in some classes. (There are small numbers of graduate student assistants, but they are used to supply administrative services to academic and administrative departments, rather than to provide instruction.) Most undergraduate assistants receive academic credit for their work, though writing tutors for English 100P are paid. Undergraduate students also serve as peer mentors in First Year Program (FYP) clusters. The mentors are trained by the FYP staff, are mentored by the faculty member, and receive credit for their service. The CBA limits the use of student teaching assistants in its delineation of faculty responsibilities. Only faculty members can grade student work.

Eastern makes every effort to provide faculty with the technologies they need to enrich their teaching. Over the past decade, the University has been steadily retrofitting classrooms with data projectors, document cameras, and multimedia peripherals working through an instructional console outfitted with a PC and Ethernet access to our information technologies. The Center for Instructional Technologies (CIT) also makes software available to faculty in a variety of ways. Academic programs can use departmental operating funds to purchase technologies appropriate to their disciplines, and faculty have won grants from the CSU system office and the State of Connecticut, as well as from private and federal sources to supply technologies and additional pedagogical materials. Equipment available to faculty campus-wide generally meets student and faculty needs. The University recently built a new Science building, which brings state of the art laboratory spaces to students in the Natural Sciences. Facilities and equipment for the Visual Arts and Performing Arts do not meet the standards set elsewhere on campus, but these deficiencies will be addressed with the construction of a new Fine Arts Instructional Center. A fuller discussion of instructional technologies and facilities can be found under Standards Seven and Eight.

Teaching and Advising: Advising. Student academic advising is among the faculty responsibilities specifically outlined in the CBA and is included in faculty evaluation, but does not carry load credit. Each faculty member is assigned advisees in his or her department’s major as well as advisees who have not yet declared a major. (Faculty are not involved in advising for students in the School of Continuing Education—unless a student seeks out a faculty member’s advice, of course. Students in continuing education programs receive advising services from the staff of the SCE.) Advising loads are monitored informally by the Academic Advising Center and by department chairs. A recent analysis of advising loads in 17 departments over eight years showed that advising loads ranged from 11.5 to 40.5 advisees per faculty member. In seven departments faculty have more than 20 advisees each (the historic departmental average), while faculty in three departments have more than 30 advisees each.

A new program for advisement has been implemented as part of the strategic planning process that will focus faculty members’ advising efforts on declared majors. Freshmen or transfer students who begin as undeclared majors are assigned a professional advisor and a faculty advisor from a department that has few majors. Freshmen who arrive having declared a major have both a faculty in that major and a professional advisor. These changes were made following recommendations of a Senate committee on Academic Advising that was formed to address weaknesses in advising revealed through student
responses on the NSSE survey. Five full-time Student Development Specialists now provide advising in
the Advising Center.

The Center for Educational Excellence and the Advising Center provide workshops for faculty on
advising issues, but there is no formal evaluation of academic advisement. NSSE results from 2007 and
2008 indicate that satisfaction with advising among Eastern freshmen is as high or higher than at
COPLAC peer institutions. However, NSSE results also showed that freshmen at Eastern get more of
their advice from family and friends than do freshmen at other COPLAC institutions.

Faculty Responsibilities: Other Student-focused Activities
Independent study and creative projects are supported with load credits assigned to supervising faculty.
These activities are summarized in Departmental Annual Reports. In 2008, a website on student
scholarly/creative activity was launched to showcase student research. For the past three summers, the
University has provided short-term housing for students who are involved in research with a faculty
member. In Summer 2010, housing was paired with stipends for students and faculty and a food
allowance for students in a new initiative designed to support the Liberal Arts Work program. Both the
School of Arts and Sciences and the School of Education and Professional Studies hold annual student
research conferences. The student participants present posters, give multimedia presentation, or perform
for an audience of faculty and peers. In past years, the presentations were adjudicated with awards for
outstanding work. Many of our students also present their research and creative activity at international,
national, and regional meetings. Some of our students have won awards at these meetings as well. The
deans of the schools, the ECSU-AAUP and the Eastern foundation have provided small amounts of
funding for student research projects in collaboration with faculty members.

In many departments, faculty advise disciplinary clubs, or honor societies, that encourage student research
and collaboration. Honors societies provide intellectual stimulation through seminars, foster growth with
induction ceremonies, and some reward outstanding research or creativity. Many departments also offer
an awards ceremony at the end of each academic year to acknowledge the scholarly/creative work of their
students.

Student learning outcomes assessment is not a mandated activity in the CBA, but is mandated by BOT
policy. Each department is required to complete student learning outcomes assessment on a yearly basis.
The results of these assessments are part of departmental annual reports as discussed in Chapters Two and
Four. Resources for assessment are provided partially through the System Office in the form of an annual
Request for Proposals for funding for the development and implementation of assessment tools and
programs. The Education department has a faculty member who receives non-instructional credits for
assisting with assessment and recording of student learning outcomes for NCATE. Other departments
(eight since 2007-2009) have received resources to support the development of assessment plans.

Faculty Responsibilities: Shared Governance
Eastern’s faculty is actively engaged in fulfilling the mission of the University at all levels. The high
level of faculty participation in the recent strategic planning process is indicative of faculty members’
commitment to that responsibility. It is notable that in both 2009 and 2010, Eastern was awarded
designation based largely on faculty and staff responses to a survey by the Chronicle of Higher Education
as a Great College to Work For.

The teaching faculty maintains principal authority over the University’s academic programs. Course
changes, changes to academic programs, and new academic programs at Eastern originate with the faculty
and are approved by committees composed primarily of teaching faculty. This process is described in
detail in Chapters Two, Three and Four. Teaching faculty are responsible for evaluation of all academic
programs through the Academic Program Review Committee. APRC procedures are administered
through the office of the Vice President for Academic Affairs, but the committee is composed of teaching faculty. The APRC Committee reviews results of the process and provides support for programs undergoing review. Programmatic assessment is detailed further in Standards Two and Four.

**Scholarship, Research and Creative Activity.** Although Eastern considers teaching the highest priority for its faculty, most of them also engage in research and creative work. Each year, Eastern faculty members publish books and scholarly articles, present at conferences, and perform or exhibit creative work for external audiences. While not all faculty pursue scholarly research and/or creative performance equally, most are actively engaged in having their creative work acknowledged by their peers. Increasingly, faculty members attempt to engage undergraduates in this work. Each department details the scholarly and creative work of its faculty in its annual report; the University’s annual reports show lengthy lists of publications in peer reviewed journals, books in print, performances and admissions into juried shows.

The new Exemplary Program Review process instituted as part of the 2008-13 strategic plan includes faculty research and creative activity as a criterion of distinction. The process was piloted in 2009-2010 and will be expanded in 2010-2011; though the process has not been fully implemented yet, faculty research will be one element used to assess programs seeking designation as exemplary programs.

**Faculty Support: Compensation**
Analysis of COPLAC faculty salaries for academic year 2008-2009 shows that the average salary at Eastern is higher than the COLAC average. The average nine-month base salary across all ranks at Eastern was $72,740 while the average across all COPLAC schools was $65,092. According to data compiled by AAUP, Eastern’s salaries for assistant and associate professors in 2009-2010 are in the third quintile among universities of its type. Those for full professors are in the second highest quintile. The total value of compensation for Eastern faculty is in the second highest quintile at all ranks. These figures are not adjusted for regional differences in cost of living.

**Faculty Support: Faculty and Curriculum Development**
Curriculum innovation and development is supported in several ways. The CBA requires the distribution of Faculty Development and Summer Curriculum Development funds. These funds are allocated through an RFP process with faculty committees reviewing and ranking applications. In the case of the Faculty Development grants, the committee makes the awards itself. For Summer Curriculum Development grants, the committee makes recommendations to the deans who have generally followed the committee’s recommendations.

Faculty Development fund use by full-time faculty has seen a large increase in the last ten years. Over half of the full-time faculty (125) have requested support, and 80% of those requests were funded. Of 98 faculty receiving awards, 20 were fully funded. An analysis of Summer Curriculum Development funds shows that requests for curriculum funding exceed the funds available for this purpose by more than 100%. Comparatively few part-time faculty apply for and receive faculty development funds. Only 42 part-time faculty applied for developmental support in the years studied. Of these 42, 17 were not funded at all, 21 received partial funding, and only four were fully funded.

The university also hosts the Center for Educational Excellence (CEE), a unique entity in the CSU system. The CEE, which is administered by a faculty member who receives non-instructional credits for the work, provides a wide range of faculty development opportunities. These include supporting faculty who wish to incorporate service-learning in courses, providing workshops on pedagogy and best practices, promoting asset-based instruction, supporting faculty in the use of electronic portfolios, orientation for new faculty, etc. The CEE cooperates with the Center for Instructional Technology to
provide programs for faculty who are interested in learning more about how to use technology in instruction, research, or creative work.

**Faculty Support: Research and Creative Activity**

Eastern provides support for faculty research and creative activity by several means, including four CBA-mandated supports: Travel Funds, Research Reassigned Time, Sabbatical, and CSU Research Grants. In the last three years, additional funds to support faculty travel have been provided by the ECSU Foundation. The Foundation also provided funds to support summer student/faculty research collaborations. Eastern is fourth-lowest among COPLAC institutions reporting budget support for research at $688 per FT faculty member (the COPLAC average is $4,320 per FT faculty member).

Each of the CSU campuses receives an allotment of funds to support faculty travel to scholarly conferences. The CBA indicates that each faculty member shall not ordinarily receive in excess of $1,500 per year to support conference travel. In practice, faculty members who apply for travel funding generally receive $1,000 if they are presenting a paper (less if they are not) until the funds are exhausted. In the previous academic year, travel support was distributed fairly evenly across the five departments in the School of Education and Professional Studies. The School of Arts and Sciences maintained data for all requests for conference travel, whether funded or not, which allows for a more detailed analysis. The Dean of Arts and Sciences has developed a decision-making process that attempts to provide funding for at least one conference trip per faculty member each year, holding back allocation for second conferences for a certain time in an effort to ensure that as many faculty as possible can travel to at least one conference. Fifty-seven percent of the faculty in the School of Arts and Sciences applied for travel funding, with 68% of those travel requests fully funded. As in the School of Professional Studies, some faculty received more support than others, but disparities in degrees of support were narrow.

Faculty can also apply for reassigned time for research, which involves a partial release from teaching responsibilities; such reassigned time for research represents less than ten percent of non-instructional faculty load credit at Eastern. An analysis of data from a 15-semester period indicated that, while some individuals were repeatedly granted reassigned time, more than half of the faculty received no reassigned time for research (many faculty, it must be noted, do not submit requests for reassigned time). The same analysis found that faculty in some departments request and receive considerably more reassigned time than faculty in other departments.

Prior to 2009-2010, each dean formed a committee that reviewed and ranked requests for research reassigned time. These committees made recommendations to the deans, which were generally followed. In response to a recommendation in the report of the 2008-2009 Workload Working Group, the process for allocating research reassigned time was modified. A Research Reassigned Time committee was elected by Senate; this committee reviewed and ranked applications and made recommendations to the deans and Vice President of Academic Affairs, who followed the committee’s recommendations. Each year the committee is charged with reviewing its procedures and proposing changes to the Vice President of Academic Affairs.

Tenured faculty may apply for sabbatical leave after every six years of service to pursue scholarly or creative projects. Sabbaticals are requested and awarded either for one semester at full pay or for the full academic year at half pay. At the end of a sabbatical, the faculty member provides a report of the sabbatical leave activities to the Vice President of Academic Affairs. The University Senate recently revised the Senate Bill on sabbaticals that makes compliance with this reporting requirement a criterion for the next sabbatical. Currently, the University awards 14 sabbaticals per academic year, up from twelve since the last self study. The pool of applicants for sabbatical leave has grown in the last ten years. In 2009, the sabbatical leave committee received 18 applications for sabbatic leave and recommended all 18 for consideration. Fourteen sabbatic leaves were awarded. In 2008 there were 20 applications, 17 of
which were recommended by the committee for consideration. Thirteen of those 17 were awarded sabbaticals.

The CBA also mandates funding for CSU AAUP Research Grants as well as the process for awarding such grants. Analysis of CSU AAUP research grants awarded from 2001-2009 indicates that the amount of funding requested exceeds the awarded funds by a wide margin. While some faculty members apply for funding through this program every year, 80 of our 201 faculty never requested grant funding in the period studied. The amount of money requested varies, as might be expected, as do the amounts awarded. As with Faculty Development and Summer Curriculum Development funds, review and recommendations for funding are made by a faculty committee with faculty from one CSU campus evaluating the applications from another campus. Recommendations of the committee determine the awards.

In recent years, faculty have expressed greater interest in pursuing external grants. Although no formal data has been collected on this issue, it would appear that, in the past at least, the processes for pursuing and securing grants, from application to administration, can sometimes discourage the faculty from pursuing external funding.

**Appraisal**

Eastern’s faculty is hard-working and is fully engaged in the effort to achieve the University’s aim of becoming a public liberal arts university of first choice. Eastern’s administration is open in its dealings and is committed to the same goal. The faculty and the administration generally work very well together at Eastern.

Eastern has complex, well-defined roles for full-time faculty, and uses part-time faculty primarily for instruction. The important duties of curriculum and program development, advising, and research and scholarship with our students are, appropriately, in the hands of full-time faculty. Courses at Eastern are conducted exclusively by faculty. Though undergraduate teaching assistants assist with some courses, they do not replace faculty in any sense; they are, rather, in training with supervising faculty members as they learn how to teach by assisting with logistics, by perhaps giving a presentation, and by working with students in the course.

Hiring processes for full-time faculty are uniform across the campus. Changes made in the last three years to streamline the search process have made the hiring of full-time faculty more efficient and allowed most academic departments to compete in a timely way for the best faculty recruits. Eastern has a highly-qualified faculty and continues to hire outstanding new tenure track professors. The processes for hiring full-time faculty on special (emergency) appointments and for hiring part-time faculty are clearly less rigorous than those for tenure-track hiring. Such appointments are sometimes made without formal search committees or formal reports, though some departments require faculty approval of all one-year and part-time hires.

The criteria and categories for renewal, promotion, tenure, and professional assessment of full-time faculty are clearly outlined in publicly-available documents. The AAUP Contract and the Promotion and Tenure Bill are kept fully up to date and available on-line at Eastern. The university’s criteria and categories for the evaluation of part-time faculty, by contrast, are quite informal, and vary from department to department.

Eastern has a well-conceived and well-executed affirmative action plan for hiring faculty belonging to under-represented groups. Every area of the University is committed to this plan as a core value, as is
evidenced by Eastern’s considerable success in recruiting and retaining a diverse faculty. Eastern continues to lead COPLAC institutions in the diversity of its faculty.

Data ranking universities offering master’s degrees nationwide show that faculty salaries are in the middle of the range while total compensation is in the second highest quintile. Among COPLAC institutions, Eastern ranked third highest of twenty-five institutions in 2008-2009 average base nine month salary across all ranks.

**Teaching and Advising.** The faculty offer courses and maintain programs that are subjected to assessment and evaluation to ensure professional best practices and expectations. Courses and programs are assessed in various ways, within the limitations of time and financial support. This critical work is supported largely by the good will and special interest of faculty and departments. Both departments and individual faculty members take the responsibility to revise and update their courses and to incorporate new teaching approaches and technologies as opportunities arise, though not all faculty members and departments are equally active in this regard.

Eastern is alert to the need for appropriate instructional technologies and provides access to as wide a range of modern technologies as the University’s financial circumstances permit. All classrooms at Eastern now have a full suite of technology needed for teaching. The new Science Building, the first classroom/laboratory building built since 1989, has greatly increased the faculty’s capacity to deliver instruction in many modalities, including the application of modern technologies. Though Eastern does leverage technology to offer online classes, they are relatively few in number.

While specific data are lacking, there is no evidence to indicate that faculty members have faced any infringements of their academic freedom—indeed, the absence of any substantive complaints concerning academic freedom is itself the best evidence that the University respects the academic freedom of its faculty. In Connecticut state government, in CSUS in general, and in particular at Eastern, ethical behavior of faculty is taken very seriously. The University has articulated appropriate policies holding faculty and students to high ethical standards in the classroom, in the laboratory, and in research. The University takes steps to ensure that faculty, staff, and students understand their ethical obligations and—in the rare cases when concerns arise—addresses problematic cases directly.

As Eastern has pursued its transition from a regional comprehensive institution to a public liberal arts university, questions concerning the nature and balance of the faculty’s workload have arisen repeatedly, as have questions about the amount and variety of support available to support faculty members’ development in their teaching and scholarship or creative activity.

A number of factors suggest that the ranks of Eastern’s full-time faculty are not quite large enough to support its changing mission in the ways that all members of the community would like to see. Faculty have done their best to rise to the occasion of supporting exciting new initiatives like the Liberal Arts Core and the First Year Program while still carrying out the work of their departments’ major programs, providing advising and mentoring to students, and performing a wide range of administrative and quasi-administrative duties. One measure of the amount of extra work that faculty have undertaken is found in the fact that departments at Eastern carry an average of 27 excess load credits each year—more than the 24 FLCs of a full-time faculty member’s teaching load. On average, then, one might say, each department at Eastern would require an additional full-time faculty member just to deliver its current program. (The fact that each hour of laboratory and studio instruction carries only three-fourths of a credit masks the true extent of the overload: rectifying this discount would render a fuller accounting of the work that many faculty do every semester.)
Such over-extension of the full-time faculty has a number of consequences. In the first instance, it means that the University’s reliance on part-time faculty is greater than anyone would like. Though Eastern has managed to remain under the ceiling on part-time instruction outlined in the CBA, part-time faculty have at times taught as many as 43% of the credits offered in a given term, a number that is far too high to be consistent with the mission of a liberal arts university. Students should be able to learn from faculty who have both the time and the professional commitment to the institution that would enable them to connect the work of an individual class to the University’s broader curriculum and mission. Academic departments that must rely on a changing group of part-time faculty to deliver significant portions of their curricula can find it difficult to ensure the coherence of their programs: even when part-time faculty are talented and skillful teachers, they are unlikely to be able to provide the kind of curricular continuity and development that departments would wish to achieve.

The demands on full-time faculty members’ time have other consequences, as well. Many faculty find it difficult to offer the kind of individual attention in teaching, advising, and mentoring that most faculty believe they should provide to students at a liberal arts university. While the hiring of professional advisors has alleviated faculty members’ advising load to some extent, faculty in departments with many majors still find themselves overwhelmed by the task of advising upper-division students. The fact that full-time faculty are spread so thin has also at times threatened to compromise the implementation of strategic initiatives that serve to advance the University’s mission. The University’s administration is alert to these difficulties, and has attempted to address them as best as possible. President Núñez has left a number of non-instructional posts vacant in order to hire additional faculty—though the University’s ability to do so is compromised by the state’s current budget crisis and hiring freeze.

**Scholarship, Research and Creative Activity.** Finally—and not least—increasing demands for faculty to perform service and administrative duties in addition to their already heavy teaching load leaves little time and energy for the scholarly and creative activity that should be the hallmark of a liberal arts university. The strain on faculty members’ research and creative agendas is exacerbated by what has been, in practice, an erosion of the amount of support for scholarship and faculty development. University support for faculty development has not increased at a rate consistent with the growth of the faculty and the student body. While Eastern’s administration is to be commended for going beyond the minimum levels of support for conference travel and faculty development dictated by the CBA, there has simply not been enough funding to support the scholarly and creative agendas of the University’s increasingly active faculty.

For some time now, Eastern has been hiring faculty whose graduate training disposes them towards a greater focus on research than was common at Eastern in the past. The fact that a number of senior faculty opted to take advantage of recent retirement incentives means that the University’s faculty is now made up largely of younger and mid-career faculty who consider research a key part of their professional activity. As a consequence, more faculty than ever before are competing for faculty development funds, travel funding, sabbaticals, and so on—funds that have remained relatively flat. The competition for research support might be still more intense were it not for the fact that some senior faculty opt not to apply for all the funding they might like, recognizing that junior faculty rely on those funds to support the activity needed for tenure and promotion. The academic deans, from the same consideration, generally prioritize funding for tenure-track junior faculty, meaning that senior faculty may be less able to sustain their scholarship and creative activity as they progress through their careers at Eastern.

Eastern’s administration has been moving in recent years towards greater transparency in the distribution of faculty development funding and reassigned time for research, which is a positive development. The administration is aware of the additional resources needed for Eastern to become a public liberal arts university of first choice: the obstacles that faculty face arise from a lack of resources, not of institutional commitment.
Teaching and Advising. Eastern’s faculty numbers will continue to be adequate to meet the University’s mission, though doing so will likely continue to be something of a strain. No change in the number of full-time faculty is anticipated in the next two years. Eastern will continue to recruit and hire faculty who bring excellent credentials and who reflect the diversity that is so important to our campus. Retaining those faculty, however, will be increasingly difficult unless constraints on tenure-track hiring are lifted. With the state’s hiring freeze in place, the University has been limited in making tenure track hires, even to replace retiring tenured faculty. In the 2009-2010 academic year, the 23 new faculty appointments were all to one-year positions. The University was permitted to conduct three tenure track searches in 2009-2010, two of which were successful; all other 2010-2011 appointments to replace faculty who have retired or resigned will be temporary.

At least in the near term, then, while the number of full-time faculty will remain stable, the percentage of full-time faculty in tenured or tenure-track positions will surely decline as tenured faculty retire. CBA prohibitions against faculty serving more than two years on temporary appointment in a six-year period, moreover, may lead to considerable turnover in the full-time temporary ranks. Eastern has recruited and hired many talented faculty—a fact demonstrated by the positions that many of those faculty have taken upon resigning from temporary appointments at Eastern. Current conditions, however, make it difficult—and may make it impossible—to retain them. In the 2008-2009 academic year, 69% of Eastern’s full-time faculty were tenured and 19% were tenure-track, for a total of 88%. In that year, COPLAC institutions averaged 59% tenured and 33% tenure-track faculty, for a total of 92%. If Eastern is unable to resume tenure track hiring, the percentage of tenured and tenure-track faculty at Eastern will fall further below the COPLAC average.

This reduction in the presence of tenured and tenure-track faculty will hamper efforts to implement some of the innovations called for in the 2008-2013 Strategic Plan, as there will be fewer faculty with deep knowledge of Eastern’s programs and culture. Temporary faculty may also be less likely use the high-impact and innovative teaching practices (such as mentored undergraduate research and creativity, service-learning, and group learning) called for in the Academic Plan, although some of the temporary faculty hired in the last two years have been very successful and enthusiastic adopters of these practices.

Eastern plans to maintain current levels of enrollment and, with a stable number of full-time faculty, the reliance on part-time instructors is not expected to increase, though the University will continue to rely on part-time faculty for some instruction. In some departments, part-time faculty bring valuable expertise in essential areas of study (e.g., Business Law) that are not represented among the full-time faculty. In other departments, part-time faculty provide important support for courses where there is a need for multiple sections at the introductory level (e.g., Mathematics and English). The Academic Plan calls for curriculum review that may reduce the number of distinct courses that departments have to offer, which in turn may reduce the need to hire part-time faculty. Enrollment in other classes taught by full-time faculty should be expected to increase as a result of this decrease in the number of sections and courses taught by part-time faculty. Closer monitoring and control of non-instructional assignments for administrative or quasi-administrative work will also reduce reliance on part-time faculty to replace full-time faculty in the classroom. For these reasons, the ratio of part-time faculty as measured for collective bargaining purposes will likely remain somewhere between 15% and 18%.

Faculty workload is determined through the collective bargaining process and without a change at that level, it is likely that most faculty will continue to teach four courses each semester. The Academic Plan calls for departments to conduct curriculum review partly to promote four-year graduation rates but also to ensure that course assignments and the number of preparations for each faculty member are at a level
that supports faculty members’ expertise and research and creative endeavors. Advising loads and responsibilities should become more manageable as responsibility for advising undeclared students shifts to professional advisors. Two departments are being funded in Summer 2010 to develop approaches to advising that increase student satisfaction and that may reduce the time required for advising.

As recommended by the Workload Working Group, the process for making non-instructional assignments will be increasingly transparent. The Vice President of Academic Affairs will continue to report to the Senate on all non-instructional assignments, a practice initiated in AY 2009-2010.

**Scholarship, Research and Creative Activity.** Support for faculty research and creative work and for professional development will remain at current levels or will increase slightly. Recommendations for awards of contractually negotiated pools of funds will continue to be made by faculty committees. Some faculty will continue to find that the University cannot fund all travel requests. In AY 2010-2011 academic departments will be encouraged to use department funds to support faculty travel when it involves accompanying undergraduate students who are making presentations or performances. This funding can be approved even while the ban on travel using state funds remains in place and should allow some additional faculty travel. The number of credits awarded for Research Reassigned time will not rise to a level that would allow support for all faculty members who submit requests. A faculty committee will continue to review and recommend awards of research reassigned time and sabbaticals. The Center for Educational Excellence and the Center for Instructional Technology will continue to provide a range of workshops and other programs to promote teaching excellence and innovation. Since 2007 more sabbatic leaves have been awarded than required. This should result in a moderate decline in the backlog of applicants.

Faculty are expected to become increasingly involved in the pursuit of external funding. As called for in the Academic Plan, a half-time grant writer will be hired with the primary responsibility of assisting faculty in preparation of grant proposals. Eastern will maintain its membership in the AASCU Grants Resource Center with the Office of Academic Affairs resuming its prior role as one of the official contacts. The Center for Educational Excellence will play an increased role in providing support for faculty in pursuit of grants, fellowships, faculty exchange opportunities, etc.

Policies, procedures and standards for promotion, tenure and renewal are not anticipated to change although the Senate Personnel Policies Committee may try to clarify policies and expectations related to service.

Faculty salaries at Eastern will increase at a rate determined through collective bargaining. Average salaries will be determined by negotiated increases, the stability of faculty at different ranks, the balance between retirements and new hires, and the salaries of new hires. Minimum and maximum salaries at each level are determined by the collective bargaining agreement.

**Institutional Effectiveness**

The adequacy of Eastern’s faculty numbers is assessed through comparisons of student/faculty ratios, part-time/full-time ratios and course loads to those at other COPLAC schools. Assessment of the effectiveness of the faculty as scholars, artists, and teachers is accomplished through promotion, tenure and renewal processes and reporting on scholarly and creative activity. Other measures of faculty adequacy and effectiveness are retention and graduation rates. Department chairs and faculty are playing an increased role in monitoring and responding at the department and program level to these rates which have been institutional priorities through the strategic planning process.