3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. ISU strives to employ sufficient high quality faculty members to allow faculty the time they need to meet their teaching, research, and outreach expectations. Over the past 10 years the number of faculty members has increased from 1,734 (October 2005) to 1,892 (October 2014). In fall 2014, there were 1,003 tenured faculty members, 315 tenure eligible faculty members, and 574 non-tenure eligible faculty members, resulting in a tenure/tenure track to non-tenure ratio of 2.3 to 1.

In addition to having a large tenured faculty, the continuity of the faculty is demonstrated by the length of time members have served ISU at their current academic rank (Time in Rank). At the highest rank, 68.7% of full professors have been at ISU at the full professor rank for 15 or more years. Even among non-tenure eligible faculty, 20.9% have been at ISU for 10 or more years, and an additional 23.7% have been at ISU for 5-9 years.

Another measure demonstrating that ISU has sufficient faculty to meet the education needs of its students is the ratio of student credit hours taught to the number of FTE faculty. Over the past 10 years, this ratio has fluctuated from 216 to 255, with a current ratio of 239.

ISU faculty are engaged in all aspects of curriculum management, student outcomes, and learning assessment, as well as department, college, and university committees for curriculum and outcomes assessment. In addition, with the implementation of course-level continuous improvement plans (see 4.B.) 1,885 instructors (faculty, staff, and teaching assistants) of undergraduate courses enrolling over 200 students were actively engaged in student outcomes assessment work in 2014-2015.

3.C.2. The ISU Faculty Handbook, Chapter 3, defines hiring procedures for faculty, staff, and instructors. Faculty hiring follows a standard search process and requires specification of required

qualifications, academic credentials, etc. for each position. Even non-tenure track faculty appointments typically require a graduate or professional degree. Of all faculty members, 74.8% hold a doctorate degree, 19% hold a master's degree, and 5.9% hold professional and/or bachelor's degrees. Each department has specified the typical minimum qualifications (as documented by degree level) for tenure or non-tenure eligible positions. In some disciplines a master's degree can be considered a terminal degree (e.g. a Master of Fine Arts for an Art and Design faculty member). The percentage of ISU faculty with doctoral or other terminal degrees is 87%. While the preference is to hire faculty with terminal degrees in their discipline, there are times when candidates bring other qualifications and experience that merit review and, ultimately, hiring. In the case where a candidate does not have a terminal degree, faculty in the hiring department vet that the individual has extensive experience or other unique skills that qualify them for the teaching position (e.g. non-tenure track journalism faculty member who has a bachelor degree and 20 years of industry experience, or a tenure-track architecture faculty member who holds a professional bachelor degree with extensive industry experience and leadership). The approval process for all faculty hires routes through the academic dean, the Provost's Office, and the Board.

Faculty who teach distance courses are hired through the same process and must meet the same qualifications as faculty teaching on-campus courses. Most instructors of distance education courses also teach on-campus courses. In 2014-2015, there were 363 individuals who taught web-based courses. Of those, 314 or 87% were faculty who also taught on-campus courses within the past two years. The remaining 49 instructors were a combination of graduate assistants, teaching under the supervision of faculty numbers, and non-tenure track faculty positions.

ISU does not offer dual enrollment courses in high schools or have any contractual arrangements for educational offerings. ISU's only consortial program, the Great Plains Interactive Distance Education Alliance (GPIDEA), requires that faculty teaching courses for the consortium meet the requirements to teach graduate courses at the individual's home institution.

Graduate Handbook appendices outline the requirements for faculty members to be appointed to the Graduate Faculty (allowing them to teach graduate level courses and/or serve on graduate committees). The Graduate College manages this approval process.

Criteria 5.A.4. discusses the process used to verify credentials as a part of the hiring process.

3.C.3. The Faculty Handbook, Chapter 5 outlines the requirements for annual, tenure, promotion and post-tenure reviews for tenure track/tenured faculty members. It also establishes the policy for review of non-tenure eligible faculty members.

Annual Reviews
All faculty members (tenured, tenure-track, non-tenure-eligible, both full- and part-time) are evaluated annually for performance appraisal and development. The evaluation is based on scholarship and contributions in teaching, research/creative activities, extension/professional practice, and institutional service as indicated in each individual's position responsibility statement. Each faculty member's overall performance is evaluated as either satisfactory or unsatisfactory. Faculty who receive an unsatisfactory evaluation work with their chair to develop an action plan to guide improved performance. The annual evaluation also serves as a basis for determining merit salary increases, and is the responsibility of the department chair.

Promotion and/or Tenure Review

The evaluation for promotion and/or award of tenure initially takes place within the department, with review and approvals at the College, University, and Board-levels. Review of departmental recommendations at the college level must involve faculty from outside the department concerned.

Post-Tenure Review Timeline

Post-tenure review of each full- or part-time faculty member occurs under the following guidelines:

- At least every 7 years

- At the faculty member's request (but at least 5 years from last review)

- During the year following two consecutive unsatisfactory annual reviews

Faculty are exempted from their scheduled post-tenure review if: 1) they are being reviewed for higher rank during the same year, 2) they are within one year of announced retirement or are on phased retirement, or 3) they serve as department chair or have a title containing the term president, senior vice president and provost, or dean.

Evaluation, Renewal, and Advancement Policies for Lecturer, Senior Lecturer, Clinician, Senior Clinician, and Adjunct appointments

Non-tenure-eligible faculty positions are term appointments (typically one to three-years) eligible for renewal based upon the quality of performance and the continuing need of the unit. Individuals appointed to these positions are evaluated for compensation and advancement using established criteria appropriate to their positions. Evaluations for renewal of appointment are conducted by an appropriate faculty committee, and recommended by the department chair at the time of reappointment. Performance evaluations conducted by a faculty committee are completed at least every six semesters of employment for those who will be considered for future re-appointment; these reviews are based on the individual's position responsibility statement.

Student Evaluations of Instruction

Student feedback on faculty and courses gathered through end of course evaluations is regularly used in the faculty review process. In Spring 2011 the university began a shift from paper-based evaluations to the online Class Climate system. The online student evaluation of teaching via Class Climate software grows as the approach-of-choice for students to provide timely feedback. The Center for Excellence in Learning and Teaching (CELT) provides training, and over 100 faculty/staff attended Class Climate workshops and user group meetings during 2013-14.

3.C.4. Professional development within a faculty member's discipline is evaluated and encouraged through the annual review, promotion and tenure review, and post-tenure processes. All faculty members are expected to maintain currency in the professional discipline through appropriate research and scholarship, participation in appropriate professional organizations, and publication and presentation of their scholarly products. The institution, college and departments have a wide variety of seed grant, travel grant, and faculty development programming that enable faculty members to participate in on- and off-campus activities that nurture continuing professional development in their discipline. The Faculty Handbook outlines several faculty development opportunities, including the Faculty Professional Development Assignment program that is similar to sabbatical programs at other universities. The proposal-based program provides up to six months of salary, for leaves of up to

one year for the purposes of professional development. The leave may be taken at any location appropriate to the proposed activity, including on-campus. The University also supports the professional development of faculty through the allocation of indirect costs on external grants and contracts. For Primary Investigators, 15% of the indirect cost is returned to a professional development account for the faculty member. These funds can be used for travel, equipment, graduate student support. supplies and other purposes that support the faculty members activities and development.

New faculty members are supported in their transition to ISU. The Provost's Office provides a workshop series for new tenure track faculty members and for non-tenure eligible faculty members. In addition, the Provost Office supports mentoring programs for faculty.

CELT serves as the hub of professional development opportunities for faculty members, providing a wide range of programs and workshops to assist faculty in the development of teaching and student learning, including how to assess student learning.

> **University Teaching Seminar and CELT Workshops**
> In the past 10 years, 4,761 faculty and graduate assistants have attended the University Teaching Seminar prior to fall semester. This CELT seminar provides training in many topics involving academic integrity, student support services, and teaching effectiveness. From 2006 to 2014 CELT has offered 1,032 workshops, and the University Teaching Seminars, with a total enrollment of 12,483 faculty/staff.
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> **Scholarship of Teaching and Learning (SoTL)**
> CELT maintains active programs to support Scholarship of Teaching and Learning (SoTL) efforts, such as the Miller Faculty Fellowship, Teaching Partners (mentoring program), and the SoTL Institute.
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> **New Faculty Scholars Program (NFSP)**
> The NFSP was initiated by CELT in 2012, and 59 new faculty have participated. NFSP is designed for tenure-eligible faculty in their first two years of employment. The program helps faculty acclimate to their new roles, and is a coordinated effort to build collegiality and capacity for academic success. Participants more successfully meet departmental requirements while being exposed to topics of value to all new faculty.

3.C.5. ISU prides itself on being a student-centered institution. Faculty regularly post available office hours on their syllabi. Accessibility, interaction with faculty and staff, and high-impact advising are hallmark virtues. In 2013 ISU established a Student Experience Enhancement Council (SEEC), to ensure that the university was able to sustain this personalized, student-centered experience given recent growth in enrollment. Among the activities of SEEC was a survey of undergraduate students. Responding to survey questions, 53% of students agreed or strongly agreed that "at least one faculty member knows me well." Students also rated the accessibility of instructors and academic advisers highly. For instructors, 73.1% of students rated "instructor availability outside of class" as *very good* or *good*, 25.3% as *average*, and only 5.2% as *poor* or *very poor*. ISU uses a mix of professional and faculty academic advisers. For advisers, 76.2% rated availability of academic advisers as *very good* or *good*, 18.4% as *average*, and 5.5% as *poor* or *very poor*.

3.C.6. Position descriptions developed for student support staff members state the academic qualifications and experience required for the position. Through the hiring process, managed by University Human Resources (UHR), candidates are reviewed to ensure qualifications are met (see Criteria 5.A.4. for details). For some positions, such as academic advisers, there are different levels (e.g. Academic Adviser 1 through Academic Adviser 4) based on specific position responsibilities for the department/college. All newly created positions are vetted through UHR to determine the appropriate classification and review the required qualifications.

The university provides a wide range of professional development opportunities for staff. A few examples are provided below.

Advising Support

In April 2014, CELT hired a University Academic Advising Coordinator. The coordinator, in partnership with the University Academic Advising Committee, provides central leadership for advising professional development.

A Summary of Recent and Upcoming Professional Development Opportunities for Faculty and Professional Advisers at ISU provides an overview and evidence that staff providing advising services are appropriately supported in their role at ISU.

Conference Support

ISU programs support attendance at conferences associated with professional organizations. For example, the National Academic Advising Association (NACADA) is the global community for academic advising and supports quality academic advising. In 2014, ISU hosted the Region 6 NACADA Conference. ISU sponsored 61 faculty/staff to attend the conference.

Similarly, faculty and staff are supported in their attendance to professional development events sponsored by the American Association of Collegiate Registrars and Admissions Officers, National Conference on Race and Ethnicity, Annual HLC Conferences, and other conferences on higher education issues.

Financial Aid Workshop for Staff

The 17th Annual Financial Aid Conference for ISU Campus Partners, held in 2014, was attended by advisers, enrollment specialists, financial aid counselors and administrators. It is ISU's primary opportunity to support all staff that interact with financial aid and related support programs, including student employment, FAFSA, consortium agreements, veterans and military benefits and scholarship and grant administration.

Sources

- 2014 Financial Aid Conference Schedule
- Academic Advising Professional Development Summary - Oct 2014
- Calendar of PD events for 2014-15 New Faculty
- Calendar of PD events for 2014-15 NTE Faculty
- CELT Workshop Summaries

- Class Climate Usage Summary
- Employee Headcount FTE by Class
- Faculty by Highest Degree
- Faculty Handbook - Chapter 3 - Appointment Policies
- Faculty Handbook - Chapter 5 - Evaluation and Review
- Faculty Handbook - Chapter 6.7 - Faculty Professional Development
- Faculty Time In Rank 2014
- GPIDEA Program Memorandum of Agreement
- Graduate College Handbook - Appendices A and H
- Minimum Qualifications by Department June 2015
- SCH per FTE by College
- SEEC Survey Results 2013
- SVPP Mentoring Program Information