

## CHAPTER FIVE: FACULTY RESOURCES

Characteristics of Excellence:

Through this chapter, Trinity will demonstrate compliance with these Middle States standards:

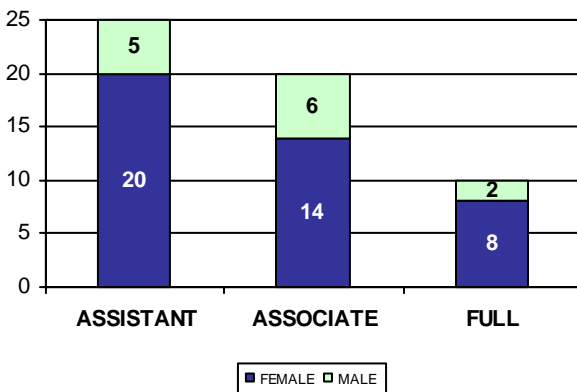
- Standard 10: Faculty Resources
- Standard 11: Educational Offerings
- Standard 6: Integrity
- Standard 4: Leadership and Governance

As the preceding chapters illustrate, Trinity’s success in teaching today’s students depends heavily upon the creativity and excellence of the faculty in meeting the challenges that today’s Trinity students present. The necessarily dry and analytical language of self-study sometimes does not adequately convey the real and genuinely human story of struggle and triumph that is the teaching and learning process everywhere, a process that takes on almost unimaginable dimensions of complexity, stress and creativity in an environment like Trinity’s. Trinity’s faculty and staff are supremely dedicated to one goal: the success of Trinity students. Toward this end, the faculty and staff extend themselves in ways that go far beyond assessable measures, particularly with students for whom “success” might mean achievements not recognized through conventional standards. Hence, while this chapter addresses the profile and distribution of the faculty, and various macro assessment measures required by institutional self-study, the full story of Trinity’s faculty can only be told through each professor’s life’s work with Trinity students.

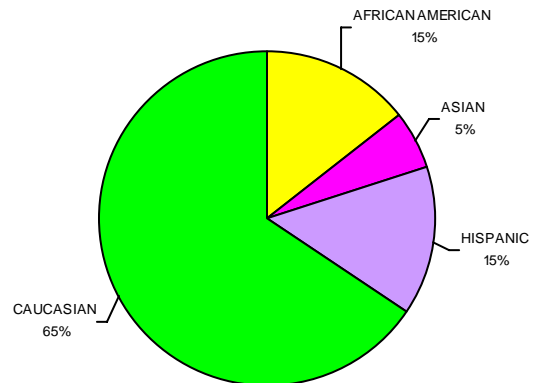
### I. PROFILE AND CREDENTIALS OF TRINITY’S FACULTY IN 2005

In Fall 2005, Trinity has 55 full-time teaching faculty, of whom 30 (55%) have tenure. 40 of the 55 are in the College of Arts and Sciences, with 10 in the School of Education and 5 in the School of Professional Studies. An additional 122 adjunct faculty members augment the teaching corps, with the majority of adjunct faculty deployed in the School of Professional Studies and School of Education. **Charts 5.1 and 5.2** illustrate the profile of the faculty.

**CHART 5.1**  
**2005 Full-Time Faculty By Rank And Gender**



**CHART 5.2**  
**2005 Full-Time Faculty By Race/Ethnicity**



**Chart 5.1** above reveals, reflecting Trinity's heritage as a women's college, 75% of the full-time faculty are female.

**Chart 5.2** above reflects Trinity's faculty by race/ethnicity. 65% of the faculty are Caucasian, and 35% are African American, Hispanic and Asian. While this data reflects a profile that is more diverse than the typical American collegiate faculty in 2005, Trinity continues to have clear goals to increase the diversity of its faculty in relation to the diversity of the student body.

**Chart 5.3** below compares Trinity's full-time and part-time faculty on race and gender data:

<i>Chart 5.3: 2005 Faculty Profile</i>		
	<b>Full-Time</b>	<b>Part-Time</b>
<b>Gender</b>		
Female	75.4%	58.5%
Male	24.6%	41.5%
<b>Race</b>		
Caucasian	65%	43%
African American	15%	39%
Hispanic	15%	4%
Asian	5%	5%
Other	0	9%

In terms of academic credentials, 100% of the full-time faculty have terminal degrees in their disciplines. 45 of 55 (82%) have Ph.D.s, and 7 (13%) have Ed.D.s. One has a D.M.A., and two have the M.B.A., which Trinity recognizes as a terminal degree for the Business Program.

This "perfect" score on terminal degrees illustrates Trinity's traditional and still-rigorous commitment to hiring and sustaining full-time faculty with the best possible credentials. The list of universities and programs from which the Trinity faculty received their degrees is available in the Document Room.

Among the part-time faculty, a broader range of credentials reflects Trinity's recognition of appropriate specialized experience to augment degrees. 61% of the part-time faculty hold doctorates and other terminal degrees, including the Ph.D., Ed.D., Psy.D., J.D. and M.B.A. The balance includes various master's degrees including the M.A., M.Ed., M.S.W., M.F.A., and other specialized master's appropriate for the subjects taught.

All faculty vitae are available in the Document Room.

## **II. FACULTY WORKLOAD AND DEPLOYMENT**

Trinity's *1998 Faculty Handbook* requires full-time faculty to teach three courses per semester in the regular fall and spring semesters. Additionally, faculty have obligations in advising, which is considered to be part of teaching, research and professional development, and service to Trinity.

Concepts of faculty workload have evolved dynamically during the last two decades as Trinity has experienced the great paradigm shift in its student body and programs. Trinity's faculty has risen to the challenge of adapting pedagogy, teaching schedules, advising loads, service modalities and scholarly production to the changing nature of Trinity's academic environment. Significant changes in Trinity's organization (adoption of the three-school model, a greater emphasis on graduate education) along with new delivery modalities for courses and new thinking about academic advising require new approaches to the workload rules. The *Faculty Handbook*, last fully updated in 1998, will undergo another substantial revision in 2006-2007 as a result of the work done in self-study.

For the purpose of this self-study and strategic planning for the future growth of the faculty, Trinity has analyzed the deployment of faculty personnel for teaching across the course schedule, student loads, advising loads, service projects. The Faculty Committee on Professional Development and Scholarship has examined faculty productivity in scholarly and professional activities. Additionally, the Faculty Welfare Committee has gathered self-reported data about the use of faculty time in tasks outside of class, course preparation, advising, teaching and administrative duties. This analysis will inform the revision of the *Handbook* as well as future decisions about hiring in various programs, full-time versus part-time balances, and in a few cases, program continuation.

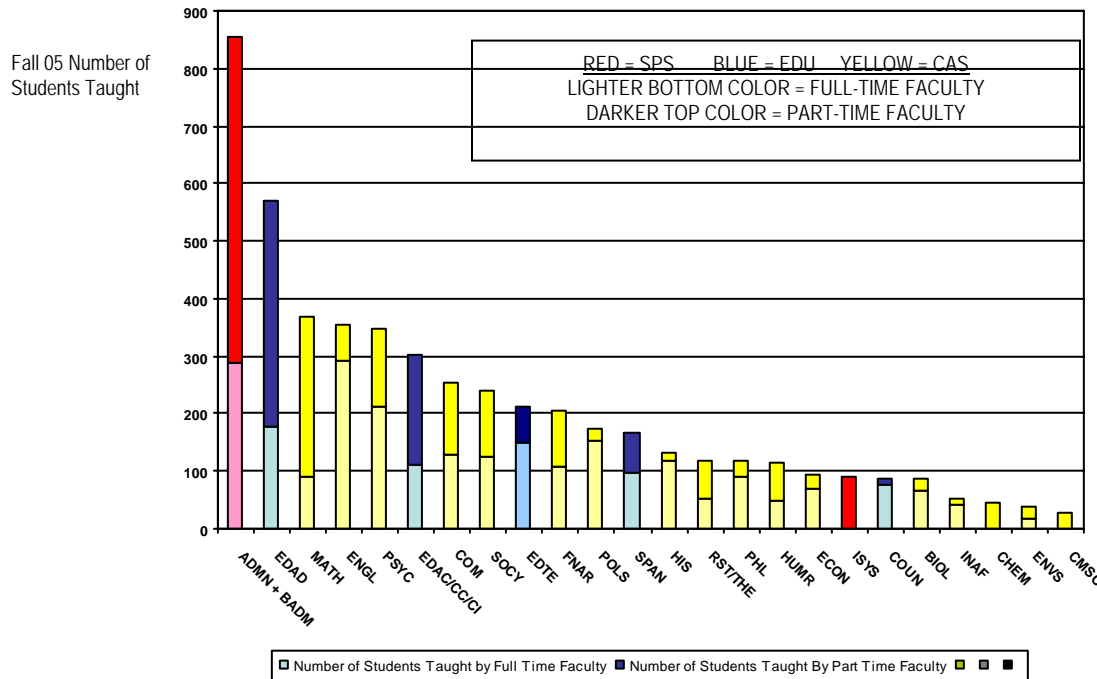
This section of the self-study discusses the analysis in relation to personnel deployment across the course schedule and by schools, as well as student loads in teaching. The analysis related to programs appears in the chapter on Educational Offerings.

#### A. Overall Deployment of Faculty

Trinity has examined the deployment of full-time and part-time faculty by program through the course schedule as part of analysis for strategic decisions on faculty growth. **Chart 5.4** below summarizes the results; the full analysis is available in the Document Room.

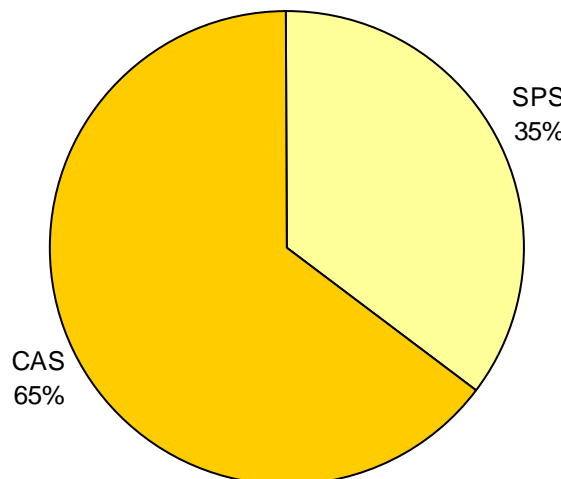
Chart 5.4: Deployment of Faculty By School, Fall 2005 and Fall 2004							
	# Course Enrollments Total	# Courses Total	# Credits Total	# Full-time Faculty	# Courses taught by FT Faculty (%)	# Part-Time Faculty	# Courses taught by PT Faculty (%)
<b>College of Arts and Sciences (Includes all Liberal Arts General Ed and Majors in Both CAS and SPS)</b>							
	(#s in Parenth show CAS/SPS Balance in Fall 05)						
FALL 05	2917 (1916/1001)	178 (113/65)	8651 (5601/3050)	40	103 (59%)	55	72 (41%)
FALL 04	3000	181	9000	44	116 (64%)	50	65 (36%)
<b>School of Professional Studies (Major Programs, Undergraduate and Graduate)</b>							
FALL 05	943	67	2829	5	16 (24%)	35	51 (76%)
FALL 04	828	53	2484	4	10 (19%)	28	43 (81%)
<b>School of Education (Major Programs, Undergraduate and Graduate)</b>							
FALL 05	995	67	2843	10	30 (45%)	25	36 (54%)
FALL 04	1139	76	3093	10	35 (46%)	31	41 (54%)

Not surprisingly, this chart reveals that full-time faculty teach the majority of courses in the College of Arts and Sciences, while part-time faculty offer the majority of courses in the two professional schools. The balance in the School of Education is not particularly problematic, with close to a 50-50 ratio. In the School of Professional Studies, the gap is far more pronounced. While programs in Business and Information Technology certainly benefit from practitioner faculty at many universities, including Trinity, the imbalance between full-and-part-time faculty in the major programs in SPS is a topic high on the agenda for SPS strategic development. **Chart 5.5** below offers some further analysis of the full-time and part-time balance by individual academic program:



**Chart 5.5**  
**Fall 2005 Full-Time**  
**And Part-Time Faculty**  
**By Discipline**  
Showing Number of Students Taught

The analysis of these faculty deployment patterns has an important dimension when considering the deployment of liberal arts faculty for fulfillment of general education requirements and select majors in the School of Professional Studies. In fact, more than one-third of the course offerings through the College of Arts and Sciences are courses in the SPS Core Curriculum or select majors for SPS. Both full-time and part-time faculty members teach these liberal arts courses. **Chart 5.6** below is a graphic illustration of the CAS faculty’s delivery of courses in both schools:



**Chart 5.6**  
**Deployment of CAS**  
**Faculty in CAS and**  
**SPS Liberal Arts**  
**Courses (By total**  
**volume of course**  
**enrollments**

In fact, of 71 CAS courses offered in the SPS curriculum in Fall 2005, full-time CAS faculty taught 28 (39%); 43 of those courses fulfilled both Core Curriculum and liberal arts major requirements, and CAS faculty taught 15 of those courses (35%).

Policy issues that have arisen as a result of this analysis include both programmatic and personnel considerations. Programmatically, as indicated in the earlier chapter on General Education, Trinity must consider whether and how to reform the Core Curriculum in the School of Professional Studies. This reformation must include a serious consideration of reformatting the course schedule and consolidation of some of the course offerings. In light of the size of the undergraduate SPS student body (@ 400-450 in any given semester) and the fact that many transfer general education credit, the faculty will consider whether 43 courses spread over five nights and all day Saturday is a wise use of resources and time, and whether this profile truly meets the general education needs of today's SPS students.

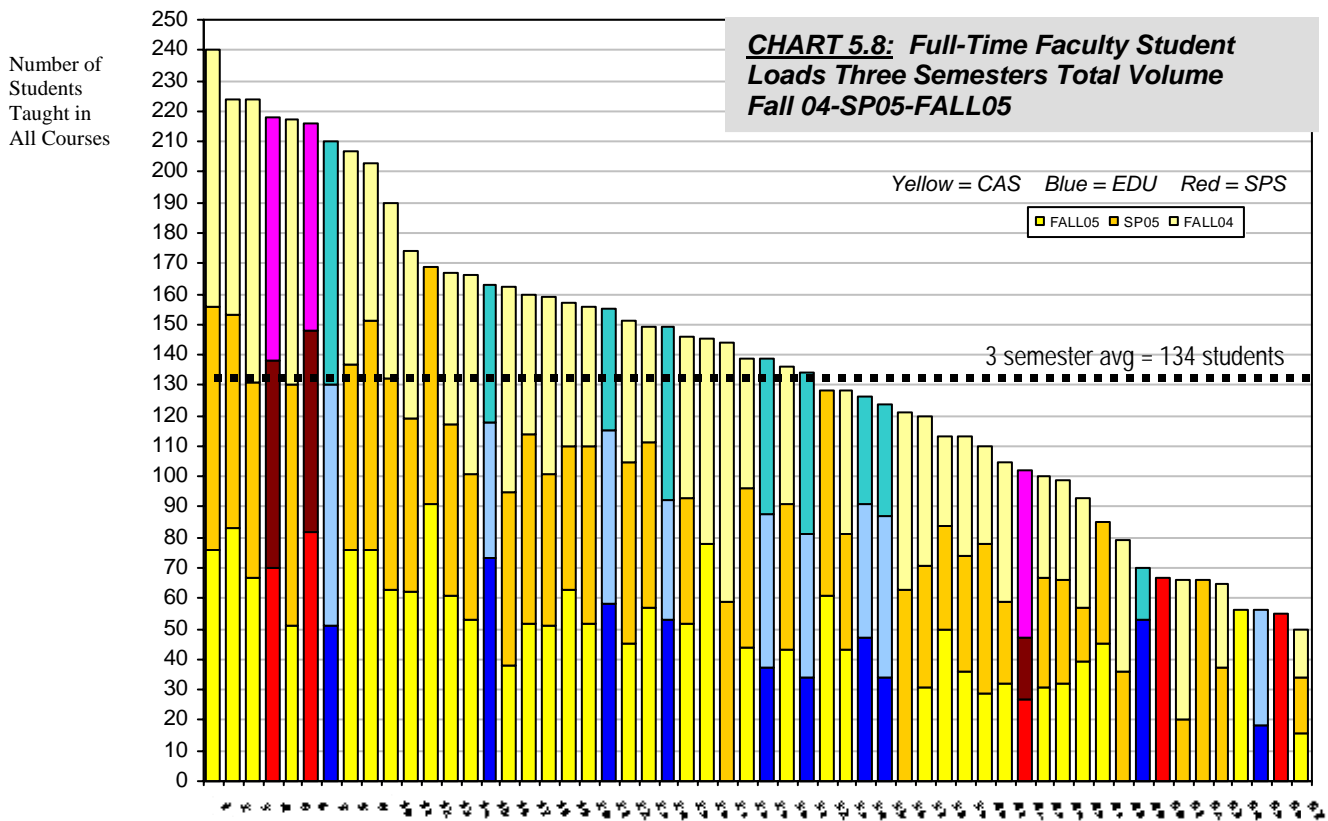
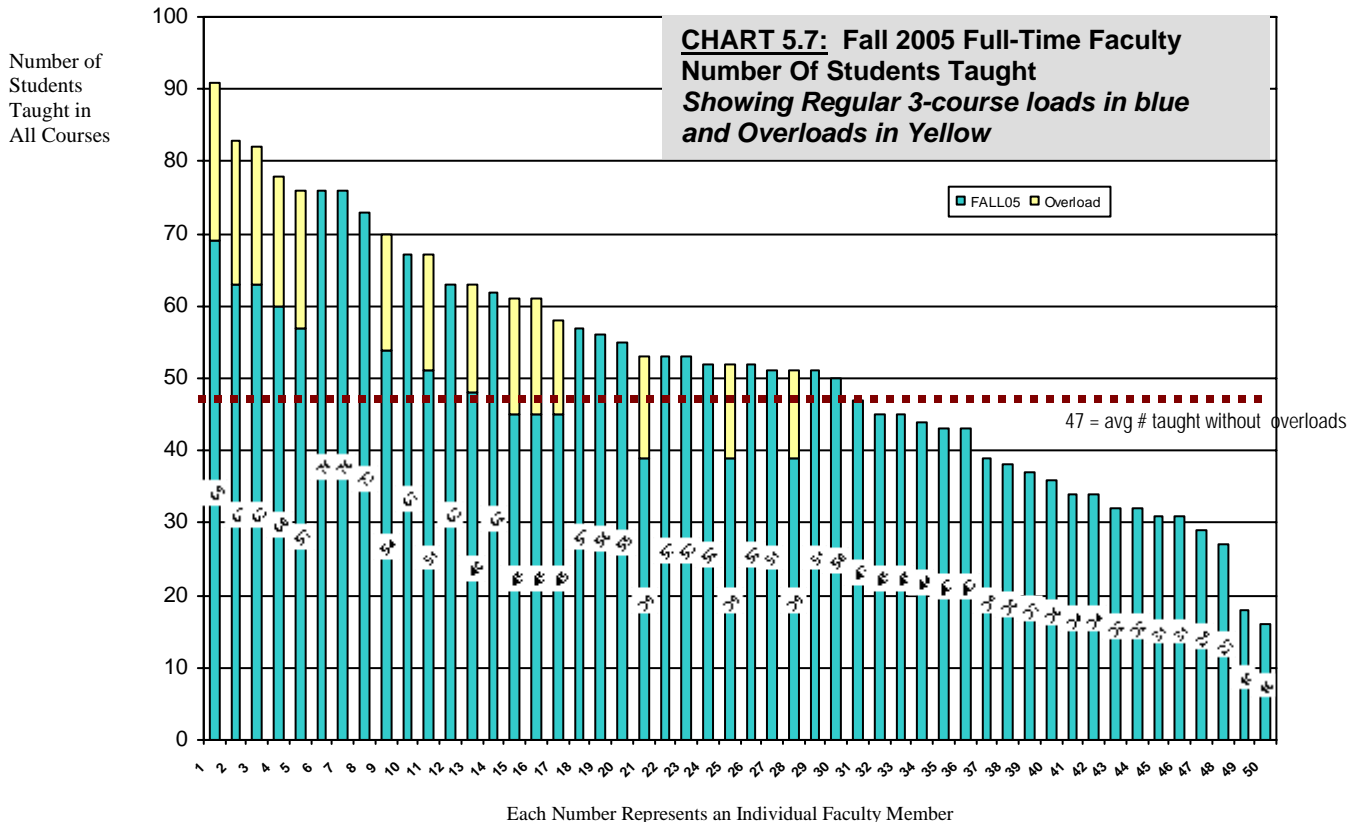
The related personnel question affects *both* CAS and SPS students: whether the time has come for Trinity to develop a cadre of liberal arts faculty specifically deployed to teach in the SPS formats. This question has arisen several times since Trinity started the Weekend College in 1985. At first, for many good reasons, Trinity was reluctant to create a separate faculty to serve the adult studies program. However, the program has now matured into a clearly distinguishable academic unit with readily identifiable academic and pedagogical needs for the students that SPS serves. At the same time, as the previous chapters illustrate, the needs of CAS students have also changed. So, the planning and policy question becomes whether CAS faculty should devote more time and effort to CAS students, and whether SPS should develop a general education faculty that would clearly articulate to the liberal arts disciplines, but whose focus would be on teaching SPS students.

An analysis of student loads and scheduled time, below, also addresses a related question about CAS faculty deployment in SPS. Some faculty wonder whether they would have sufficient workloads if they taught exclusively in CAS. At the time the Weekend College began in 1985, Trinity's full-time weekday undergraduate population had declined to fewer than 400 students. Indeed, Trinity began the Weekend College as a strategy to counter the severe enrollment decline of the 1980's. At that time, many full-time faculty had insufficient student loads to fulfill their workload needs, and so the Weekend College proved to be an effective means to ensure full loads for the faculty. However, Trinity's overall student body has doubled since the late 1980's, and the CAS student body has grown by more than 50%. As a result of that growth, for almost all disciplines, sufficient numbers of students are present in CAS to fill most courses, assuming the course schedule is planned effectively. A review of faculty deployment patterns indicates that in some critical disciplines, CAS faculty are teaching third or fourth courses in SPS while adjunct faculty are retained to teach CAS students. This situation further illustrates the need to consider the full-time personnel needs of both CAS and SPS.

### B. Student Loads and Scheduled Time

As part of the workload and deployment analysis, Trinity has also examined the student loads and scheduled time of the full-time faculty in an effort to understand more completely the nature of the core academic workforce.

Charts 5.7 and 5.8 below display the actual number of students that each full-time member of the faculty taught in Fall 05 and for the last three semesters (Fall 05, Spring 05, Fall 04):



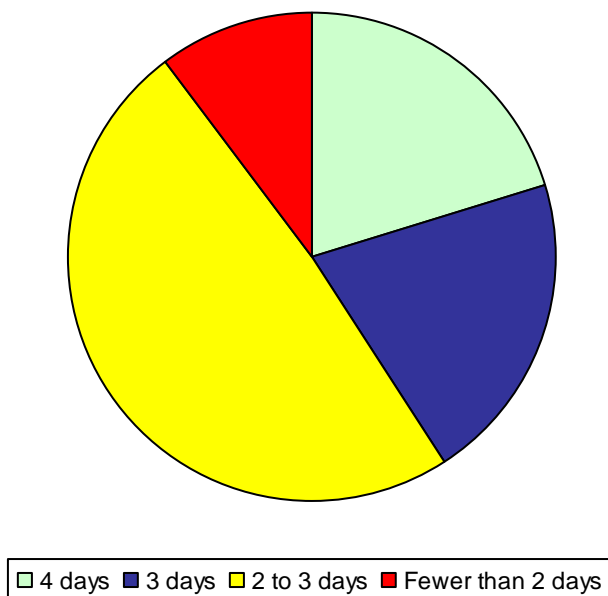
Note: Differences in the number of full-time faculty on this chart and in other displays in this report are a result of sabbaticals, retirements and new hires from year to year. The variances are not significant.

This analysis of student loads over three semesters reveals that all faculty teach, on average, between 45 and 50 students per semester, and that average does not change noticeably with overloads, meaning that average class sizes range from 15 to 17. In any given semester, approximately 25% of the faculty teach overloads. The majority of the overloads are among CAS faculty who teach in SPS. However, not all CAS faculty who teach in SPS do so as overloads. In fact, in Fall 2005, of 17 CAS faculty teaching at least one course in SPS, 9 did so as part of their regular 3-course courseload, and 8 had overloads.

Faculty hasten to point out that the average student loads and class sizes indicated above are vital dimensions of Trinity's distinctive focus on student success. While these loads may seem relatively small when compared to larger universities, in fact, Trinity's long-stated values include a low faculty-to-student ratio in order to ensure high quality, personal academic attention to each student. Faculty spend considerable amounts of time with students outside of the actual classroom contact hours --- advising, tutoring, providing extra help on coursework, writing references, arranging internships, overseeing independent studies, working with student organizations, and generally supporting majors and students in many ways. The commitment of Trinity faculty to the success of Trinity students is one of the great hallmarks of the institution, and this commitment has made it possible for the faculty to adapt successfully to the paradigm shift in the student body. That adaptation did not come easily; as the needs of Trinity students have changed, the amount of time and effort required of the faculty has increased considerably for everything from pedagogical reform to program development to advising students and providing additional instruction outside of the formal class periods.

As part of the analysis of faculty deployment and student loads, Trinity also analyzed the course schedules of each faculty member for Fall 2005 and Spring 2005. The results proved quite similar, with about 60% of the faculty actually scheduled to teach on three days or fewer each semester. **Chart 5.9** below depicts the faculty teaching days scheduled for Fall 2005, and the pattern is virtually the same for Spring 2005:

**Chart 5.9: Fall 2005 Faculty Scheduled Teaching Days**



About one-third of the faculty are scheduled to teach on Tuesdays and Thursdays, and about one-third are scheduled to teach on Mondays and Wednesdays. Almost no courses occur during the daytime on Fridays. Faculty in the School of Education and School of Professional Studies teach primarily in the evenings and on weekends.

Of course, the actual teaching schedule does not necessarily indicate all of the time and effort the faculty devote to instruction, scholarship and service to Trinity. Many faculty are actively engaged on campus in teaching and service activities at least 3 and 4 days each week, and in a few cases, even more. Self-reported data in the faculty survey conducted by the Faculty Welfare Committee (full report in the Document Room) indicated a faculty work time estimate of a total of 49 hours per week.

These patterns --- student loads, course scheduling and workloads, days on campus --- raise critical issues for faculty personnel policy development, and these will be part of ongoing discussions in revision of the *Faculty Handbook*.

Among the critical issues that the data above raise are these topics:

- Should the faculty compensation and workload plans take into consideration the wide disparity in numbers of students taught, and if so, what is the appropriate policy response to this pattern?
- Although the *Faculty Handbook* requires faculty to be present on campus at least some part of four days per week, with an assumption that the fifth day is devoted to research and professional development, many faculty are scheduled to teach fewer than 3 days per week, and some faculty have teaching schedules only at nights or on weekends. Faculty make the case that the “presence” policy came into being prior to email and voicemail and web-enhanced instruction, and that, in fact, they are likely to be in touch with their students six and seven days per week in some semesters. What is the appropriate policy response to ensure some measure of accountability for faculty time and effort while also recognizing the ways in which technology has changed the modes of student-faculty communication?
- How does the development of new delivery systems --- accelerated courses, online courses --- affect policy development around workload?
- With increasing volumes of experiential learning --- internships, service learning, student teaching, clinical practice --- what are the appropriate policy considerations for including these activities in measurements of faculty workload?

All of these topics also have implications for faculty compensation.

### **III. FACULTY COMPENSATION**

Since 1990, when faculty salaries were below 75% of the AAUP IIB cohort, Board-directed policy has emphasized improvement of faculty salaries as a priority in annual budget



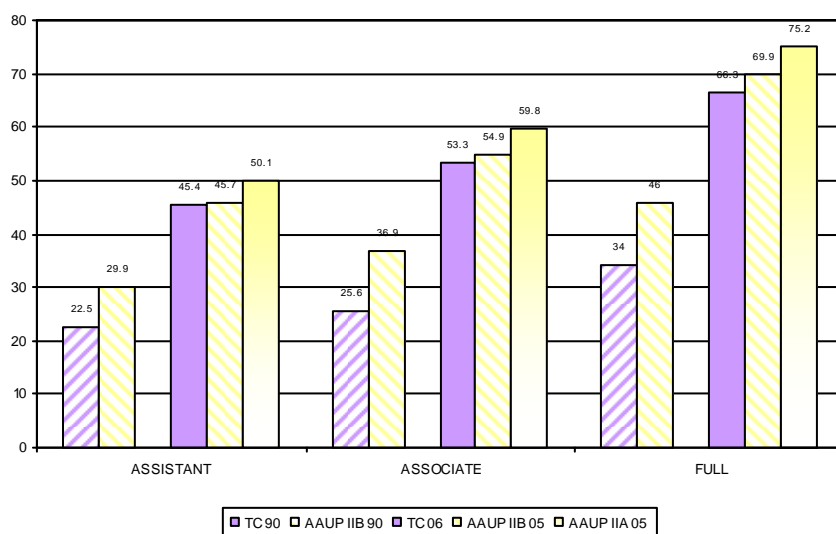
formulation. Trinity has made considerable progress over the years, and today, as **Chart 5.10** below illustrates:

	Assistant	Associate	Full Professor
1990 % of AAUP IIB	75%	69%	74%
2005 % of AAUP IIB	99%	97%	95%
2005 % of AAUP IIA	91%	89%	88%

Trinity historically used the AAUP IIB Mid-Atlantic salaries as the benchmark (IIB includes liberal arts colleges in Pennsylvania, New York, New Jersey). However, as Trinity has grown and diversified, including moving into the Masters Comprehensive I Carnegie Classification, Trinity has begun to track faculty salaries according to the AAUP IIA South Atlantic cohort which includes Masters Comprehensive I institutions in D.C., Maryland and Virginia.

**Chart 5.11** below shows the growth in Trinity’s average 10-month faculty salaries by rank against the AAUP IIB and II A cohorts in terms of actual dollars:

**Chart 5.11: FACULTY SALARIES FY90-FY06**



For this salary analysis, including faculty on sabbatical and other leave in Fall 2005, the ranks include 25 assistant professors, 21 associate professors, and 12 full professors.

Faculty salary increases occur annually. Trinity uses a step scale with \$900 increases between the steps. The scale is available on the website and in the Document Room. Each year, Trinity calculates the likely average increase in the AAUP cohort, and then calculates an average increase for each rank, and adjusts the scale accordingly. Increases in the averages have ranged from 3% to 6% over the years. Each faculty member then receives a one-step increase, which generally results in salary increases from 3% to 5% depending upon the place in rank. Faculty who have earned promotions and tenure also receive additional step increases. In order to ensure

that faculty salaries maintain parity as new faculty join the ranks, the president makes additional step adjustments as necessary to ensure equity.

As a general principle, Trinity hires new faculty members at the assistant professor level, and Trinity makes salary offers according to the experience and credentials of the new faculty. Over the years, Trinity has experienced increasing pressure on starting salaries, as new faculty expect to come in at considerably higher levels. Trinity is continuously attentive to maintaining the balance between competitiveness at hiring and equity with continuing faculty.

The averages presented above and the salary scale are not the entire compensation picture. Many faculty, particularly recent hires in the professional schools, now work on twelve month contracts. Many faculty also receive overload compensation during the regular semesters, as well as additional compensation during the short-terms and summer terms.

*Adjunct Compensation:* While great attention continues to be paid to full-time faculty compensation, progress on adjunct compensation has moved more slowly, largely because of the emphasis on improving full-time compensation. Most adjuncts and all overloads are paid at a rate of \$700 per credit, or \$2100 for a three-credit course. In 1999, Trinity moved to create a small nuance among adjuncts, recognizing those with longstanding service by creating cohorts at \$800 and \$900 per credit based on length of service. However, the adjunct compensation plan has not been modified since that time.

Policy issues emerging in the compensation analysis include:

- Whether and how to move to a differential compensation system for faculty in the different schools and disciplines, and undergraduate and graduate faculty. Particularly with the introduction of Health Professions and increasingly large graduate programs, pressure is growing to adopt a more flexibly-normed compensation system.
- 
- Whether and how to compensate faculty who teach significantly larger student loads than the norm.
- Whether certain kinds of service should receive extra compensation, e.g., major program chairs, committee chairs, etc.
- Whether faculty may swap a service obligation for an additional course as part of routine workload.
- How to develop an annually-adjusted adjunct compensation plan that will meet the needs of the various disciplines more effectively.

#### **IV. FACULTY DEVELOPMENT, ASSESSMENT, RANK AND TENURE**

Sustaining and improving the quality and effectiveness of Trinity's faculty are important strategic objectives for Trinity. Trinity achieves these objectives in a variety of ways according to the classification of the faculty member and the needs of the academic programs.

### A. Faculty Classifications

Since 1998, Trinity has recognized three major categories of faculty personnel whose terms and conditions of employment are set through the *Faculty Handbook*:

- Category A = Full-Time Tenure Track Teaching Faculty
- Category B = Full-Time Non-Tenure Track Teaching Faculty
- Category C = Adjunct Faculty

The *Faculty Handbook* also lists three other categories of academic personnel who have faculty status, and may have rank, but they are not (or no longer) on the tenure track and the terms and conditions of their work are governed by the *Employee Handbook* or contracts:

- Category D = Executive Administrators (e.g., the president and vice presidents, librarian)
- Category E = Designated Academic Administrators
- Category F = Retired Faculty (Professors Emerita/i)

Category B non-tenure track positions provide flexibility for faculty who have not yet earned a terminal degree, as well as for new programs, introductory instruction, and situations in which the long-term horizon for a program or concentration is unclear. Category B contracts also provide flexibility for positions that have blended teaching and administrative duties when the tenure-track might not be appropriate given the level of other responsibilities. Category B personnel receive year-to-year contracts without a time limit, and may receive long-term contracts according to the terms of the *Faculty Handbook*. The *Handbook* also spells out the process for their annual reviews and contract renewal.

Category B appointments should constitute no more than 15% of the faculty. At present, such appointments account for 12% of the faculty.

### B. Faculty Development and Assessment

In addition to the academic vice president and deans, three faculty committees play particularly important roles in the area of faculty development and assessment: the Committee on Professional Development and Scholarship; the Faculty Welfare Committee; and the Committee on Rank and Tenure.

While the concepts of faculty development and assessment have components that are quite separate, in fact, the ideas require joint consideration to make sense. Faculty development and assessment start at the point of hiring and continue in various ways throughout the lifespan of a Trinity faculty member. Faculty in both Categories A and B are expected to participate in formative and summative assessment activities, and the overall assessment program is stated in the *Handbook*.

*a. Portfolios:* Professional portfolios are the bedrock of faculty development and assessment at Trinity. As part of the formative assessment of the untenured faculty, each dean meets annually with each untenured faculty member to review and update the portfolio. (For

Category B faculty, the annual assessment is part of contract review prior to renewal, but since untenured Category A faculty also have annual contract review, the processes are very similar.) For tenured faculty, the schedule for updates are more varied, but the same principles apply. Theoretically, the portfolio development process reveals the areas in which each faculty member needs to pursue additional professional development, as well as the research and scholarship agenda.

*b. Professional Development Activities:* Faculty members who wish to pursue professional development and scholarship individually may apply to their respective deans for financial support for travel, conferences and related professional development. Trinity's faculty travel policy provides partial and full funding for these activities depending upon (1) whether the faculty member is presenting original scholarship, or (2) presenting or participating in a program of great value to Trinity, or (3) whether the faculty member is able to demonstrate significant professional development opportunities in the program. Trinity also sponsors professional development activities for groups of faculty and the full faculty. Topics included in these programs include technology training, assessment, teaching diverse classrooms, service learning, intelligence studies, and other topics of interest to the faculty.

*c. Faculty Mentors and Peer Observation:* Experienced faculty also accept assignments to mentor new faculty through their first year. Additionally, on a voluntary basis, many faculty invite colleagues to observe their teaching and to provide comments to coach them on improvements.

*d. Third Year Review:* At the recommendation of the Committee on Professional Development and Scholarship, the faculty adopted a Third Year Review process for Category A tenure-track faculty hired in Fall 2005 or thereafter. The purpose of this program is to provide a more systematic means for faculty to oversee the development of new tenure-track faculty, and for new faculty to have more structure in their professional development.

*e. Course Evaluations:* All faculty participate in the course evaluation process in all courses. During the last five years, course evaluation has been a 'hot' topic for faculty discussion. Departing from a longstanding practice of using an external course evaluation instrument (a product from the University of Washington) the faculty have chosen to create an internal course evaluation instrument tailored to the particular needs of Trinity's curriculum. This instrument has been in use for two years. As of Spring 2005, the faculty added questions to the course evaluation instrument to assess student perceptions of how well they achieved learning goals in each course. While individual faculty receive their evaluations, the aggregate results of the total course evaluation process have not been analyzed as of this report.

### C. Rank and Tenure Processes

A report from the Faculty Rank and Tenure Committee concerning their processes is available in the Document Room and on the website. Historically, the promotion and tenure processes at Trinity comprised the most formal assessment program for Trinity's tenure-track faculty. While other processes, indicated above, have become important, the preparation for tenure and promotion, and the assessment of candidate work around those moments, remains the most

critical phase of faculty assessment for Category A. (While the *Faculty Handbook* permits long-term contracts for Category B faculty who have served five years or more, the process needs further development. This is an issue for further discussion as part of *Handbook* development.)

Assessment of the three major criteria for tenure and promotion --- teaching, scholarship, service --- is a topic of continuous discussion with the Faculty Committee on Rank and Tenure, the deans and academic vice president, the president and trustees. What evidence is acceptable, and how to evaluate the evidence, are issues that invite annual review among all who participate in the process.

Faculty members apply for tenure in their sixth year of service, and as is traditional throughout higher education, they must achieve tenure or leave the institution. Prior to the *1998 Faculty Handbook* Trinity had a two-step process in which faculty members first applied for promotion to associate professor, and in the subsequent year they applied for tenure. This bifurcated process created some expectation that a candidate who achieved promotion would also achieve tenure. Because tenure is such a critical decision, the *Handbook* revisions focused on tenure, and promotion to associate professor is now a result of achieving tenure. Since the Year 2000, 12 members of the faculty have received tenure and promotion from assistant to associate professor, and 1 associate professor has received promotion to full professor.

Currently, the only formal post-tenure review process at Trinity is the application for promotion from associate to full professor. However, tenured faculty are expected to participate in the professional development portfolio process each year, and strengthening the post-tenure professional development oversight is an objective for careful consideration in reforming the *Faculty Handbook*.

## **V. FACULTY SCHOLARSHIP AND PROFESSIONAL ACTIVITIES**

Trinity's faculty are actively engaged with their disciplinary associations, and many have published refereed articles and contributed book chapters. Conference presentations are numerous. In Fall 2005, the Faculty Committee on Professional Development prepared an overall analysis of faculty professional activities since the Year 2000, and in that report the Committee wrote:

*“The faculty have adapted admirably to understand the distinctive learning styles and needs of their audience during the years when the student demographics at Trinity have undergone a paradigm shift. They have engaged actively in professional development that is relevant and appropriate for achieving learning outcomes for a student population that often represents the first generation in the family to attend college under the most challenging personal circumstances. The faculty have undertaken many initiatives which have helped them to gain useful insights into the learning needs of Trinity's diverse student community and enabled them to develop appropriate programs, courses, and pedagogy. The breadth and depth of the scholarship of the faculty is reflected in the topics of their publications, presentations, course development, innovative pedagogy, funded research, and service to the community...”*

The full text of the report of the Faculty Committee on Professional Development is available in the Document Room and on the website.

In 2003, President McGuire appointed a small work group of senior faculty to address issues surrounding scholarship and related professional development questions. As a result of their work, clearer guidelines emerged for the kind of scholarly activities considered appropriate for Trinity. Related, this work group expressed a need for more careful mentoring of junior faculty, and the Third Year Review Program emerged as a result of this work. The report from the special working group on scholarship, as well as the Third Year Review outline, are available in the Document Room.

Trinity's faculty has spent considerable time over the years focusing on the "Scholarship of Integration" concept first articulated by Ernest Boyer. For an institution that focuses almost exclusively on teaching, the concept of scholarship makes greatest sense when applied to program and course development, and pedagogical innovation. Hence, much of the faculty work product in the arena of scholarly and professional development has direct applicability to their course work. This focus has leveraged the faculty's ability to adapt curricula and pedagogy to the changing needs of the Trinity student body.

A sample of topics and types of scholarship in the last two years reveals the range of intellectual and professional activity of Trinity's faculty:

- "Community Based Learning in the First Year Seminar: Foundations for Civic Engagement" – presentation to AAC&U conference (Philosophy faculty member)
- "Eighteenth Century Studies and the Brit Lit Survey" – published (refereed) in the American Society for Eighteenth Century Studies website (English faculty member)
- "Looking Back at Donald's Girls in 'The Apprentice': A Critical Examination of the (Re)production of Sexuality" – presentation to the National Communication Association Convention (Communication faculty member)
- "The Intersection of Private and Public Experience Among Families Adopting Romanian Children" – book chapter (refereed) in *Sociological Studies of Children and Youth* (Sociology faculty member)
- "Ethnicity and Fertility in Nigeria" – publication (refereed) in *Social Biology* (Sociology faculty member)
- "State-Building in a Weak State: The Case of Haiti" – publication (refereed) in *Challenges in State-Building* (International Affairs faculty member)
- "Freedom Fight or Fallacy: Political Cartoonists Imagine the Iraq War" – presentation to the National Communication Association Convention (Communication faculty member)

- “Service-Learning Outcomes for Sociological Learning” – presentation to the Applied Sociological Association National Conference (Sociology faculty member)
- “Teaching the Psychology of Women Course Using a Multi-Cultural Perspective” – publication (refereed) in *Incorporating Diversity Across the Psychology Curriculum* (Psychology faculty member)
- “Racist-incident based trauma” – publication (refereed) in *The Counseling Psychologist* (Psychology faculty member)
- “Ekphrasis, Lorenzo Lotto’s *Annunciation* and the Hermeneutics of Suspicion” – publication (refereed) in *Religion and the Arts* (English faculty member)
- “Preaching to a Different Choir: Feminist Economics in an All-Female Minority-Serving Institution” – presentation to the International Association for Feminist Economics (Economics faculty member)
- “A Pocket Guide to Writing in History” – publication (refereed) by Bedford/St. Martin’s (History faculty member)
- “The Origins of a Mexican American Identity in the Pages of *La Opinion*” – presentation to the Association of Educators of Journalism and Mass Communication (Communication faculty member)
- “The Influence of Childhood Sexual Abuse and Depression on Substance Abusing Women” – presentation to the XXVIII International Congress of Psychology in Beijing (Psychology faculty member)
- “Hispanic Kindergarten Students: The Relationship Between Educational, Social and Cultural Factors and Reading Readiness in English” – publication (refereed) in the *NABE Journal of Research and Practice* (Education faculty member)

The list above is simply a sample; the complete list is available in the Document Room.

## **VI. FRAMEWORK FOR ACADEMIC GOVERNANCE**

Chapter 7 of this Self-Study on “Measuring Institutional Effectiveness” addresses Standard 4 on Leadership and Governance at the macro level of the Board of Trustees and senior management. This section addresses the *Framework for Academic Governance* which is the document that guides academic decision-making and faculty participation in governance. The Framework received faculty approval in December 2003, and Board ratification in February 2004. The *Framework* fulfills Middle States Standard 4 on Leadership and Governance.

The Framework emerged from a four year process of dialogue following the reorganization of the academic units into three discrete schools in the Year 2000. With Trinity’s reorganization into three schools, the need for a more diversified decision-making structure became clear.

However, the introduction of complexity into a once-clearly-vertical organizational mindset required much discussion and time to secure broad consensus. Values supporting the new governance system became very important, and the document states these values very clearly at the outset (italicized section below excerpted from the Framework):

*Trinity's Governance structures and processes reflect these principles and values:*

- *Mission: The academic governance system ensures that academic decisions reflect Trinity's mission and values;*
- *Strategic Focus: The governance system aligns decisions about academic policies, curricula and programs with the strategic goals of Trinity.*
- *Quality and Integrity: The academic governance system protects and strengthens Trinity's ongoing adherence to principles of quality and integrity in all academic matters;*
- *Public Accountability: The governance system supports Trinity's public accountability through overseeing Trinity's compliance with accreditation standards, disciplinary expectations, and regulatory requirements;*
- *Subsidiarity: Whenever possible, decisions occur at the local level with further review only necessary in matters of major policy affecting Trinity's institutional goals, reputation or fiscal health; subsidiarity does not imply isolation or autonomy; decision-makers at all levels must communicate effectively and responsibly with others;*
- *Consultation and Participation: In shared governance, faculty and administrators comment on and participate in decision-making about matters that affect their work;*
- *Collegiality: Faculty and administrators share responsibility for the achievement of Trinity College's institutional goals, and do so in a spirit of mutuality and inclusiveness;*
- *Efficiency and Effectiveness: The governance system depends upon efficient and effective use of the time and talent of all participants, and delivery of results in a timely manner.*
- *Data and Information: Accurate, current data and analyses should inform governance decisions, and all proposals should include thorough analysis of data related to enrollments, outcomes, usages, costs and revenues.*

From that value set, the document goes on to specify the roles and relationships among faculty, schools, deans, the academic vice president, the president and board regarding academic decisions.

Perhaps the most significant changes in the *Framework* are these: first, the “principle of subsidiarity” vests each academic school with decision-making authority for many aspects of the curriculum and academic programs. The expectation that goes along with subsidiarity is



communication and consultation, but the full faculty respects the ability of the school faculties to move ahead with their respective curricula.

Each school has a Curriculum and Academic Policy Committee, which becomes the major decision-making and review structure. A university-wide Curriculum and Academic Policy Committee (UCAP) reviews assessments and major curriculum questions, and receives reports from the subsidiary committees. The *Framework* explains the nuances in decision-making and reporting.

Several major university-wide committees remain --- in addition to UCAP, the Rank and Tenure Committee, the Education and Technology Committee, Faculty Welfare, and Professional Development. Each collegiate unit also elects a faculty representative to the Board of Trustees.

While the *Framework* has generally worked well, individual faculty members at times express concerns about governance, depending upon the type of decisions being made and the robustness of communication and consultation. On a parallel track, administrators express concerns about delay and circuitous processes when results must be achieved. Both points of view are quite typical in the academy everywhere, and the tension between them ensures that enough discussion occurs at the pressure points to surface all opinions. Given Trinity's relatively small size, critical issues can still have full airing with all parties present, whether through the faculty meetings in the individual schools, or through the Academic Assembly that brings together all faculty and executive administrators.

As Trinity's programs continue to diversify, issues are emerging around control of course scheduling, the streamlined delivery of general education for adult students, as well as development of professional programs that will require very different general education designs (e.g., nursing and the health professions). These issues have generated considerable discussion among faculty. Related, as a result of this Self-Study and the work in student learning outcomes assessment and program reviews, numerous issues have surfaced that also test the effectiveness of the governance system to ensure full collaboration and engagement of all faculty. Fine-tuning of processes occurs continuously as issues emerge that require new approaches.

## **VII. FACULTY HANDBOOK**

The companion document to the *Framework for Academic Governance* is the *Faculty Handbook* that governs faculty personnel matters, and constitutes the backbone of faculty contracts.

Throughout this Chapter, references and recommendations have appeared concerning the *Faculty Handbook*. Clearly, one major result of the Self-Study will be a complete revision of the *Faculty Handbook* in line with these recommendations and the new realities for Trinity.

The last complete revision of the *Faculty Handbook* occurred in 1998. Following the reorganization in the Year 2000, Trinity intended to revise the Handbook, but the development of the *Framework for Academic Governance* took longer than anticipated, and then the Self-Study began. Hence, the *Faculty Handbook* revision has not occurred on schedule, but will occur starting in the summer of 2006.

Most of the policies in the current *Faculty Handbook* continue to be appropriate for the full-time faculty, and they will most likely continue into the new Handbook. However, as this chapter points out in earlier sections, issues have arisen about workload, differences among faculty by school and degree level, compensation and other questions that will require some changes to the basic structure of faculty personnel rules. The other changes that must occur are largely technical: the 1998 Handbook does not reflect the 3-school structure, but in practice, the procedures in that Handbook that reference the Dean of Faculty are implemented today by the deans of each of the three schools.

### **CONCLUSION AND RECOMMENDATIONS**

The quality and dedication of Trinity's faculty are the most important factors influencing Trinity's success in the education of students today. Hence, Trinity's attention to the condition of the faculty --- size, deployment, workload, compensation, assessment, promotion and tenure, governance, personnel policies --- is a major component of institutional effectiveness and ultimate success.

The major recommendations emerging from this chapter include these:

- Trinity should review the composition of its faculty with respect to:
  - The distribution of full-time faculty in each school;
  - The ratio of full-time and part-time faculty;
  - Increasing the racial and ethnic diversity of the faculty;
  - Development of a cadre of liberal arts faculty for general education in SPS.
- Revision of the *Faculty Handbook* must occur before the end of 2006.
- *Faculty Handbook* revisions must include consideration of these policy issues:
  - Differences in student loads in courses and advising;
  - Differences in type of work due to new programs and new delivery systems;
  - Expectations about faculty presence on campus in light of new technologies for teaching and communication, different delivery systems, and variances among the course schedules for the schools and programs;
  - Differential compensation by degree level, school and program;
  - Adjunct compensation.

- Faculty assessment system needs improved information tracking and aggregate reporting structure, along with clearer roles and expectations for oversight by the academic deans
  - Assessment of Category B faculty needs further clarification, along with the process for review prior to extending long-term contracts;
  - Assessment of Adjunct (Category C) faculty also needs further clarification.
- Scholarly and professional development reporting system needs improvement so that the volume and types of faculty work are more readily accessible to peers and more publicly available to represent the quality of intellectual life at Trinity.