

## CHAPTER SIX: FACULTY AND LIBRARY RESOURCES

**Characteristics of Excellence:** Through this chapter Trinity will demonstrate compliance with these standards:

Standard 10: Faculty Resources

Standard 11: Educational Offerings

Trinity's faculty consistently manifest great devotion to institutional mission, along with high expectations for excellence and rigor in all courses and programs. Trinity provides comprehensive developmental and assessment support for faculty excellence in teaching, scholarship and service, with an emphasis on teaching. Chapters Three, Four and Five focus on student learning outcomes, the general education curriculum, and effectiveness of academic programs – the core of the teaching and learning endeavor. The key resource in Trinity's success is a well-qualified, carefully prepared and deeply dedicated faculty with the intellectual expertise and academic strengths to fulfill its educational mission. In Chapter Six, Trinity will demonstrate that “the institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals” as Standard 10 requires. This chapter also provides evidence in fulfillment of Standard 11's expectations on library resources.

Faculty personnel and governance policies are laid out in the *Faculty Handbook* and the *Framework for Academic Governance*. Both documents have undergone revisions to conform the language to Trinity's five-school structure. Additionally, the adjunct faculty voted in summer 2015 to form a union through SEIU and contract negotiations are underway.

The cardinal characteristic that distinguishes Trinity's faculty is commitment to mission, student achievement and success. Trinity's faculty is remarkable for its determination to meet students where they are and transport them to where they need to be as college-educated citizens and leaders. To support this work on a continuous basis, Trinity sets faculty development and assessment standards and helps faculty meet them in four primary ways: through the Academic Affairs' Professional Development series ([DR 6.1: Faculty Professional Development Series Spring 2016](#)); through the monthly Faculty Salon scholarly reflection series organized by the Faculty Welfare Committee; through professional development funding; and through continuous assessment and development in the deans' offices.

Trinity's Office of Academic Affairs tracks and measures several key faculty data points to inform strategic planning and goal setting, including:

- tracking retention of full- and part-time faculty (benchmark: retain over 90% of colleagues who prove to be strong educators);
- compiling part-time faculty credentials (benchmark: >50% of part-time colleagues will hold terminal degrees in their disciplines, a correlate of academic quality);
- assessing the percentage of courses taught by full- and part-time faculty (benchmark: >50% of courses taught by full-time faculty);

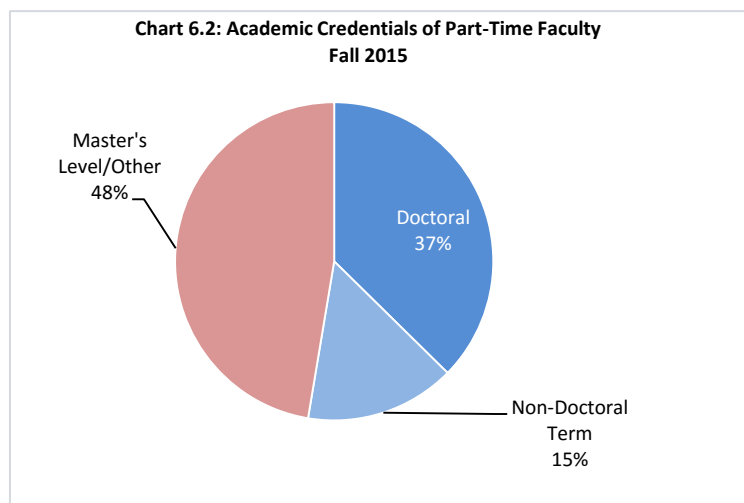
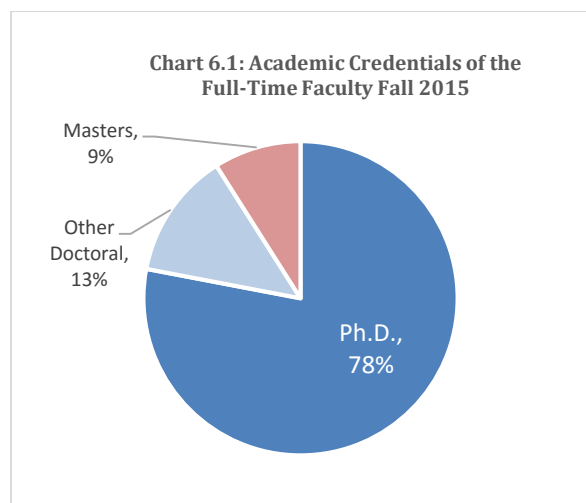
- staffing courses in a timely manner (benchmark: ensuring faculty have > 6 weeks to prepare courses, a correlate of academic quality);
- promoting learning management technology and course evaluations online (benchmark: increase response rate for student course evaluations to over 30%);
- offering multiple forms of orientation and professional development for all full- and part-time faculty (benchmark: 80% participation in opportunities in a given semester)

This chapter provides more details on these goals and benchmarks.

## A. Faculty Profile

In Fall 2015, Trinity employed 75 full-time faculty and instructional specialists and 180 adjunct faculty. The faculty offered 534 courses, with 49% taught by full-time faculty and 51% taught by part-time faculty. Proportions vary by academic unit; in CAS, full-time faculty teach about 60% of all courses in any given semester. In the professional units, adjuncts teach the majority of courses with the largest adjunct proportions in SPS and BGS. Trinity has set an overall institutional strategic goal to increase the size of the full-time faculty, over time, to staff at least 60% of all courses with full-time faculty. The enrollment fluctuations of the last four years have slowed progress toward achievement of this goal.

Trinity emphasizes strong academic backgrounds and appropriate credentials for all faculty. **Charts 6.1 and 6.2** below show proportion of credential for full-time and part-time faculty:



All faculty curricula vitae are available at [DR 6.2: Faculty and Instructional Staff Curricula Vitae](#).

### 1. Faculty Hiring

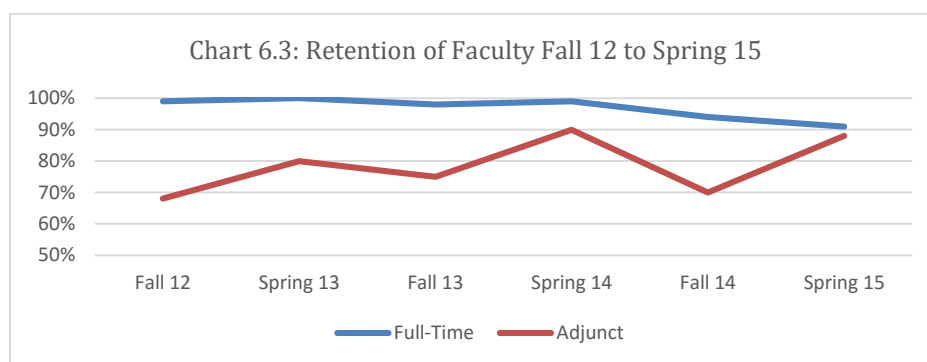
Trinity has established a clear set of criteria for recruiting, hiring and orienting full and part-time faculty, consistent with professional standards in higher education. Trinity has well-established processes for review of faculty candidates; the provost and deans work with program chairs and faculty committees on initial candidate screening. Before hiring, the provost systematically

reviews the credentials of all part-time faculty candidates; the president reviews the credentials and meets with all full-time faculty finalists prior to hire.

Trinity faculty searches begin with an analysis of the needs of the programs and identification of likely vacancies, additions or changes in staffing patterns. The provost oversees this analysis with the deans of each academic unit, and discusses the staffing needs with the president. The annual budget process includes consideration of the need to add faculty lines, as well as faculty salary increases overall. The analysis also includes consideration of instructional needs that vary by program, and that require different types of positions; e.g., for foundation courses, the CAS first year program may be more likely to hire staff instructional specialists who also engage in tutoring, curriculum development, and student learning outcome assessment activities for first-year courses in reading, writing, math, and science. Nursing and other healthcare programs may focus more specifically on faculty who can fulfill both didactic and clinical needs, while the graduate programs may need program directors whose portfolios include both administrative and teaching duties. While all units hire full-time and adjunct faculty, the balance among tenure-track and non-tenure track positions is different among the units and disciplines. CAS hires predominantly tenure-track (Category A) positions for full-time faculty, with some non-tenure track (Category B) and staff specialists; CAS faculty positions are all ten-month appointments. EDU hires predominantly tenure-track with twelve-month appointments. In NHP, SPS and BGS, the full-time faculty are all non-tenure track in the professional disciplines, and all are twelve-month appointments since those programs run all year.

## 2. Faculty Retention

Trinity seeks to retain full and part-time faculty members who are strong educators and has set a benchmark of >90% retention across semesters. **Chart 6.3** below shows strong retention of full-time faculty across semesters; in each semester Trinity met the >90% benchmark for full-time faculty retention (data include instructional staff). Note that the attrition of full-time faculty is largely due to several retirements in recent years (in all cases in which program review supports the appointment, new faculty have been hired). For part-time faculty, Trinity met the benchmark for Spring and Summer 2014, and trended toward 90% in Spring 2015. Overall, from Fall 2012 (68% part-time faculty retention) to Summer 2015 (86% part-time faculty retention), part-time faculty retention shows an average yearly increase. These data suggest that Trinity overall meets the goal for faculty retention, yet more work is necessary to ensure recruitment, retention and development of part-time colleagues who are strong educators.



## B. Promoting Faculty Excellence

Trinity seeks to recruit, hire, and retain exceptional teaching scholars who develop innovative pedagogies, encourage student success, model the highest standards for scholarship and achieve national and regional prominence. Trinity has multiple processes for acknowledging, promoting and assessing faculty success. Faculty achievements are widely disseminated through faculty meetings, the “faculty salon” series, and on Trinity’s public media sites such as the webpage and electronic publications.

In 2014-2015 the Academic Affairs team offered an increased number of faculty development opportunities across a range of important pedagogical and institutional topics. [DR 6.3: Faculty Professional Development Series 2014-2015](#) In the same time span, Academic Affairs materially supported twenty-five individual professional development requests. Trinity’s College of Arts Sciences (CAS) hired an associate dean for Faculty Affairs whose primary responsibilities include enhancing faculty development. In the service of the university, this associate dean welcomes faculty from all colleges to participate in developmental programs and activities.

Adjunct faculty also have opportunities for professional development through a robust orientation program each semester as well as other professional development programs through the year. For example, adjunct faculty are invited and welcome to attend the Academic Affairs professional development series along with their full-time counterparts, and Academic Affairs is expanding its on-line orientation module offerings in order to reach adjunct faculty wherever they are with just-in-time support. As an example, see the “Moodle 101” online resource for adjuncts [DR 6.4: Adjunct Resources Moodle 101](#) and [DR 6.5: Adjunct Resources](#) web page.

### 1. Faculty Scholarship and Professional Development

In keeping with its core mission as a teaching university, Trinity’s Faculty Professional Development Committee has adopted the Boyer Model as described in [“Scholarship Reconsidered”](#). In 1990, Boyer proposed that the definition of scholarship be reimaged to include works and efforts in the following categories: 1) scholarship of discovery, including original research (traditional model); 2) scholarship of integration, which includes interdisciplinary synthesis; 3) scholarship of application, in which theories and methodologies are tested in real-world settings (also known as scholarship of engagement); and 4) scholarship of teaching and learning, which includes pedagogical investigation and, at Trinity in particular, the assessment of student learning outcomes.

This latter form of scholarly activity is highly prized at Trinity; documents supporting Chapter 3 on Assessment of Student Learning ([DR 3.1: Faculty Publications on Assessment](#)) confirm that Trinity’s faculty regularly and meaningfully engage in the assessment of student learning outcomes as a function of pedagogical advancement. Recent years have brought a major paradigm shift in higher education with focus shifting towards learning through inquiry, integrating undergraduate research into the curriculum and interdisciplinary teaching and learning. Trinity’s faculty have adapted to this shift by broadening their scholarship activities to include implementation of these teaching and learning modalities throughout the curriculum, particularly in the sciences and social sciences, but also in the arts and humanities. The flexibility

and adaptability of the Trinity faculty in leveraging these principles is reflected in faculty curricular development and scholarship from 2005 to 2015. [DR 6.6: Report of the Committee on Professional Development 2011-2015](#)

[DR 6.7 Faculty Scholarship](#) provides numerous links to current scholarship of Trinity faculty.

All Trinity full-time faculty develop annual professional development plans that are the basis for their continuing education. Trinity provides monetary and other support to faculty for professional development. Typically, individual faculty may request up to \$1000 in funding annually to present at professional conferences or in support of other scholarly and research-related activities. The Clare Booth Luce faculty in the sciences receive additional generous funding from the Luce foundation for professional development, research, and travel support. In Fall 2015, a Mellon Grant provided additional funding for faculty professional development in CAS for strengthening the first year curriculum, particularly in Arts and Humanities, and undergraduate research. Also in 2015, Trinity received a substantial Carnegie Academic Leadership Award that will also be used to support faculty development for pedagogical and curricular transformation.

## 2. Faculty Assessment

Because the faculty's role in Trinity's mission is so central, Trinity is very intentional with regard to faculty assessment in both the full-time and part-time teaching corps. For the full-time faculty, deans oversee the faculty formative and summative assessment processes. For the tenure-track faculty, the rank and tenure processes set forth in the *Faculty Handbook* provide additional benchmarks for summative assessments.

The deans and program faculty also engage in routine assessment of part-time faculty, providing feedback on best teaching modalities, and ensuring that part-time instructors (many of whom are professionals in the fields they teach) teach effectively. The faculty has consistently used rubrics for these assessment activities, giving transparency and structure to this process.

The annual faculty professional development plans are the basis for continuous faculty assessment. Deans review the plans and provide feedback to foster professional growth. In prior years, this process has been spotty, and the provost and deans have identified a clear need for more routine and systematized feedback on the annual professional development plans. In Fall 2015, CAS hired an associate dean for faculty development, and through the work associated with that position, more systematic processes and rubrics are being formulated that will assist faculty and deans across the institution.

The Faculty Handbook describes both formative and summative assessment processes, and in the revisions currently underway for the Handbook, more definitive application of these processes to the different classifications of faculty will emerge. For example, faculty in programs that now have specialized accreditation must have particular kinds of development and assessment, and the Handbook must reflect this. Similarly, Trinity's faculty is more diversified by full-time and part-time, tenure-track and non-tenure-track, and staff specialists, and the development of assessment procedures and rubrics must account for this diversity.

At present, the Category A tenure-track faculty have the most systematized assessment process. Cat A faculty are 70% of the full-time faculty. These faculty participate in Third Year Review which entails a self-reflective narrative, identification of areas for additional professional development, structured written feedback from the dean, identification of faculty mentors as well as an external peer reviewer. Category B faculty may also participate in Third Year Review but this opportunity has not yet occurred for any Cat B faculty member.

Subsequent to Third Year Review, the Cat A faculty member proceeds into the tenure process. The tenure application process includes a full portfolio, reflective narrative, evidence of effective teaching and scholarship, peer review and letters of recommendation. The Faculty Committee on Rank and Tenure makes a recommendation to the president, who then makes a recommendation to the Board of Trustees. The Board makes the final determination about awarding tenure.

Post-tenure assessment is also an expectation, with a three-year cycle of assessment outlined in the Faculty Handbook. At present, 43% of all full-time faculty have tenure. Here again, the application of the process has been spotty, but with direction from the provost and president, the deans and faculty are paying greater attention to post-tenure review.

In addition to the formal processes and professional development programming described above, the university prioritizes special assessment initiatives to promote effective teaching and learning practices across the faculty. One way Trinity has advanced is by reflecting on and revising rubrics for evaluating teaching effectiveness. In 2014-15, the Dean of the College of Arts and Sciences led that college's faculty in a semester long process to articulate a common set of standards to be reflected in a rubric for evaluating part-time faculty's teaching effectiveness. In 2015-2016, this rubric is expanded to full-time faculty, and includes a more structured approach to classroom observations as well as assessment of other evidence. Working with the dean, faculty synthesized dominant themes in the scholarship of engaged teaching and learning and used an iterative process to reach a consensus on common components of teaching excellence.

Student course evaluations are another way to inform faculty of student responses to their pedagogy and overall course organization. In moving from paper to electronic course evaluations several years ago, Trinity experienced a decline in student participation. In recent semesters Academic Affairs has undertaken a review of the course evaluation process and participation rates to develop a more effective plan for student participation. [DR 6.8: Course Evaluations Analysis](#). In Fall 2014, Academic Affairs piloted an initiative encouraging course evaluations in the Term 1 session. The on-line course evaluation pilot project increased survey response rates from an average of 30% to 56% for Fall 2014 Term 1 courses. This approach increased the overall number of course evaluations completed by students, and in fact the Fall 2014 semester saw the highest percentage of evaluations completed across the institution in twelve semesters – 33.4%.

In the course of this project, the Office of Instructional Technology identified sub-optimal interface with the evaluation forms on hand-held devices, a factor that discourages student compliance. Based on this identification, the Office of Instructional Technology is engaged in a



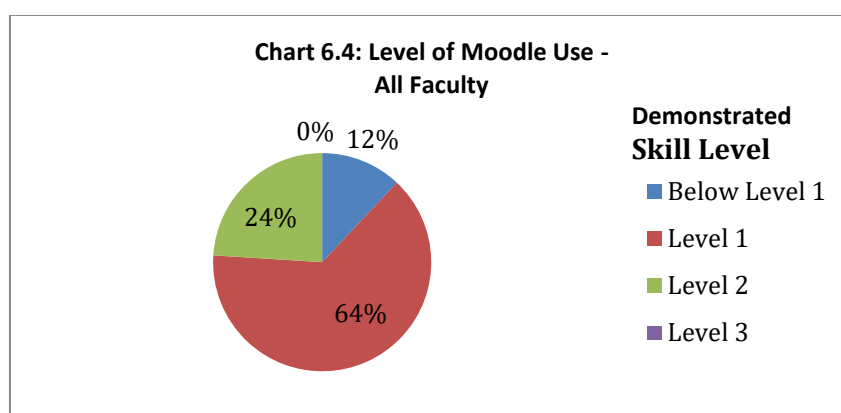
Student-Teacher Course Evaluation revision project to improve the evaluation interface on mobile devices, and will continue to incorporate methods of promoting survey compliance.

Of note, and in keeping with best practices in educational research and measurement, Trinity considers student-teacher evaluations primarily as indirect measures of student satisfaction, and not direct measures of teaching excellence, which are collected using the assessment rubrics detailed above. However, STE trends over time can help identify faculty responsiveness to student feedback by adjusting courses following consistent suggestions, feedback or complaints.

### C. Developing Faculty Technological Proficiency

Moodle is Trinity’s learning management system. In Academic year 2014-2015, Academic Affairs created the “Everybody on Moodle” project ([DR 6.9: Everybody on Moodle](#)) to assess, evaluate, develop and promote the use of Trinity’s on-line learning management system as a major faculty development initiative. The goal of “Everybody on Moodle” is for *every* Trinity course to have, at minimum, basic Moodle presence, including a syllabus, assessable learning goals, and a regularly updated gradebook. Academic Affairs will incorporate Moodle standards into faculty assessment procedures and will continue to ensure that faculty complete Moodle 101, Trinity’s on-line professional development course for Moodle usage.

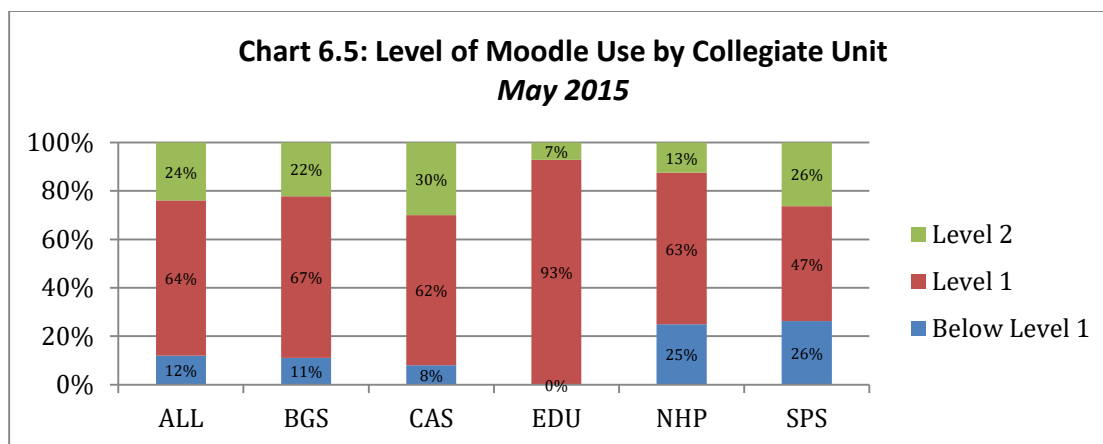
To benchmark faculty engagement and competency with “Everybody on Moodle”, in Fall 2014-Spring 2015, the Office of Instructional Technology undertook an assessment of faculty Moodle use and technological competency (**Chart 6.4** below). Sixty-four percent of faculty used Moodle at Level 1 (basic skills) and 24% of faculty used Moodle at Level 2 (intermediate skill level). Twelve percent of faculty members used Moodle with Below Level 1 skills; that is, the faculty member met less than 50% of Level 1 Moodle competencies. No faculty member in the representative sample met at least 50% of the Level 3 or advanced competencies. Level of Moodle usage was fairly consistent across academic units. Nineteen percent of part-time faculty use Moodle at Below Level 1 as compared to 4% of their full-time colleagues.



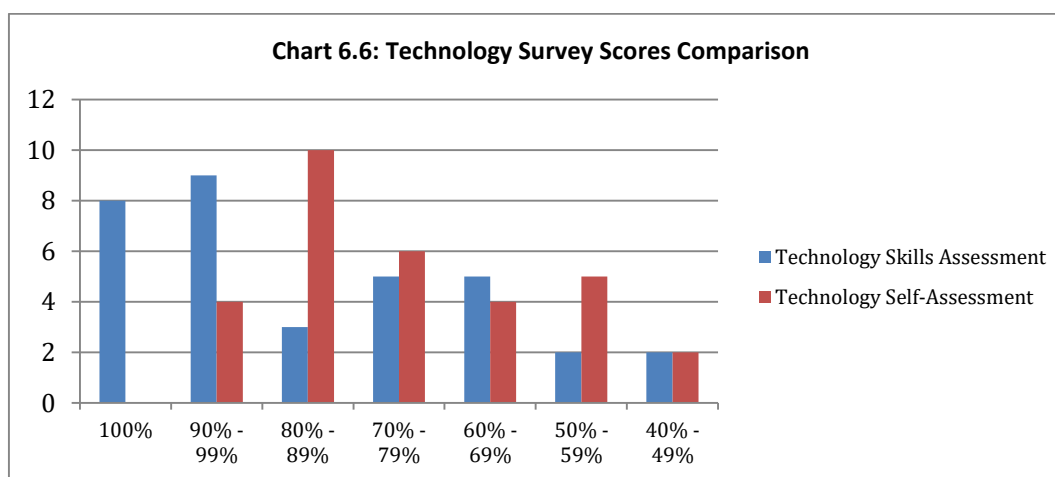
\*See also [DR 6.10: Instructional Technology Report](#)

Overall, six years after the adoption of the Moodle learning management system, 88% of faculty members demonstrate competencies in basic and intermediate Moodle use. The School of Education (EDU) demonstrated full Moodle adoption with 100% of the courses surveyed demonstrating Level 1 or 2 skills. SPS has the highest percentage of users below Level 1;

however, this unit also had the second highest percentage of intermediate users. The Office of Academic Affairs continues to focus on the development of faculty Moodle skills, particularly for part-time faculty in SPS and NHP who score the lowest on Moodle proficiency, per **Chart 6.5** below. (See also [DR 6.10: Instructional Technologies Report](#))



In addition to assessing faculty Moodle Usage, the Office of Instructional Technology directly assessed faculty technology skills, accompanied by a survey on faculty perceptions of their technological competence. This assessment yielded an extraordinarily interesting finding, which can be viewed on **Chart 6.6** below:



Overall, the average score for the Technology Skills Assessment was 80.6%, while the average score for the Technology Skills Self-Assessment was 75.9%: faculty members are actually better at using technology than they think they are. The scores on the Technology Skills Assessment showed that 64.7% of the scores were 75% or greater, while user confidence reported in the Technology Self-Assessment showed only 45.2% of users marked themselves at a 75% or greater level. Moving forward, in addition to specific skill sets, Academic Affairs will develop processes to improve faculty self-efficacy in the use of new and existing technologies.



## D. Library Resources

The Sr. Helen Sheehan Library is the university center for academic scholarship and information services with resources including 200,000 items in the physical collection, access to 42 databases (totaling over 30,000 publications), and membership in the Washington Research Library Consortium. Librarians and other staff are dedicated partners in the teaching and learning process who create physical, social and virtual spaces where ideas, learning, and innovation connect. The library at Trinity is continuously working to improve its collaboration with academic faculty, its development of specialized resources, and its creation of content specific reference supports for students in their major programs.

**Chart 6.7**, below, compares the Sheehan Library's resources with those of a select number of Trinity's Middle States cohort institutions. This chart shows that Trinity is almost exactly at the average for number of print books and of computers as compared to cohort institutions, and is on the low end (but not far from the mean) in electronic and print journal holdings. Trinity will examine its database and ebook holdings, as these are unknown or below cohort mean.

**Chart 6.7: Benchmarks: Sr. Helen Sheehan Library and Middle States Cohort**

INSTITUTION	PRINT BOOKS	ELECTRONIC AND PRINT JOURNALS	DATABASES	EBOOKS	COMPUTERS
Trinity	200,000	39,056	42		59
Carlow	77,990	16,800	50	118,000	✓
College of Saint Elizabeth	110,000	40,000+	100+		16
Manhattanville	206,000	66,000+	100+	138,300	✓
Marymount	237,000	✓	140	✓	✓
Notre Dame of Maryland	425,000	56,500	130		100+
Sage Colleges	250,000	✓	60,000	80,000	✓
<b>AVERAGE</b>	204,000	43,671+	94+*	112,100	58

✓ = Institution Library does have the materials or service, quantity is unknown

● = Outlier removed

Additional materials at [DR 6.11: Library Assessment Materials](#)

➤ *Case Study: Developing Information Literacy - The Library Instruction Class*

On average, the library provides thirty-one information literacy classes per semester, known as “one shot” classes, upon instructor request. The overall goal of these teaching sessions is to infuse tailored, just-in-time instruction on library research and other services in the context of a particular class or assignment. In a fall 2014 brief assessment, library instruction staff asked

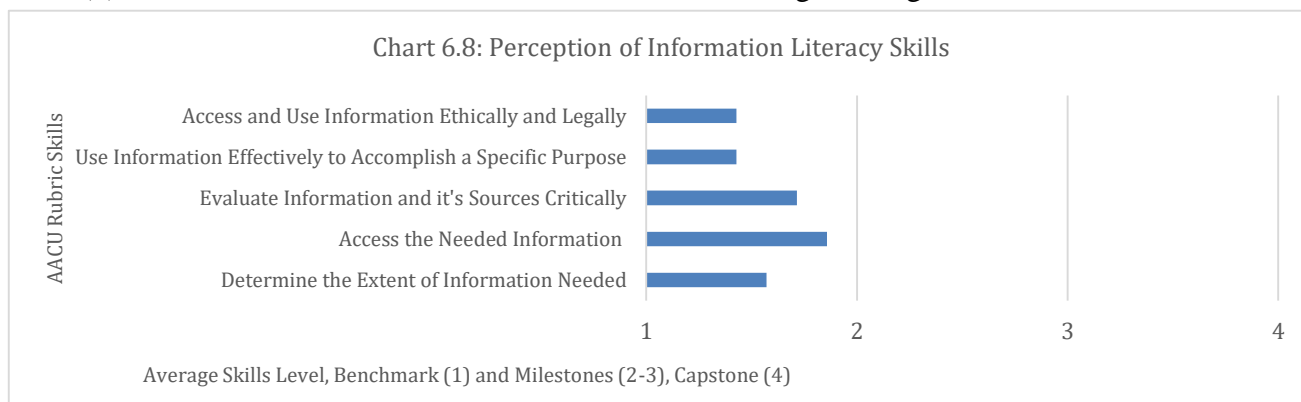
students to recall one point of information that they learned during the class. The most common skills students reported learning about were using the Washington Research Library Consortium, emailing articles, renewing materials, how and when to use Google, and citing sources.

In July, 2015 the newly appointed library director created an ad-hoc committee to use this initial assessment to develop a more robust information literacy program at Trinity. The AACU has created Information Literacy benchmarks, milestones, and a capstone to designate student skill levels. Drawing on their experience working with Trinity students at the reference desk, the working group found students at Trinity score at benchmark and milestones on the Information Literacy Rubric. The library's goal is to support students in meeting capstone proficiency.

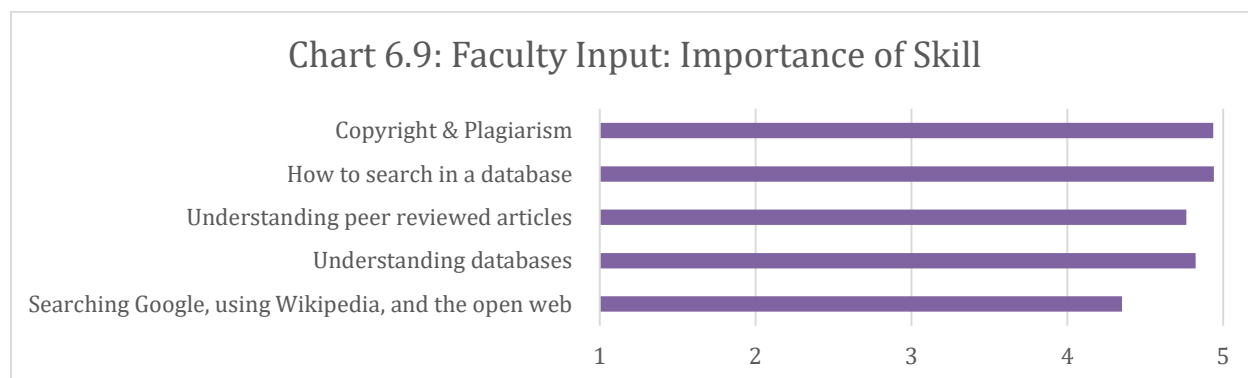
In the summer of 2015, the library formed a special task force to create an information literacy outline for librarians visiting classes. The purpose of the ad hoc group was to standardize instruction, increase success in student outcomes, and improve students' use of resources. The task force asked the following questions: 1) How should the curriculum be designed; 2) What are the best pedagogical practices in teaching information literacy material; and 3) How should the information be made available for student access (i.e., modes of delivery). To answer the first question, the committee created two surveys. The first asks librarians, faculty and academic support staff to assess their perceptions of students' information literacy skills. The second survey collects information on perceptions of "most important topics" for the literacy lessons conducted by librarians visiting classes.

#### *a) Qualitative Surveys & Findings*

To assess perceptions of students' information literacy skills, survey #1 asked a pool of librarians, library workers, academic support staff, and faculty to rate Trinity students' information literacy skill levels, using the AACU standards, benchmarks, and milestones. The survey asked participants the extent to which students were able to: (1) determine what information they needed, (2) access the needed information, (3) critically evaluate information, (4) use information effectively, and (5) access and use information ethically and legally. Survey results (**Chart 6.8**) revealed that the evaluators, all of whom work directly with students, perceive students to fall on average between the benchmark and first milestone of the AACU Information Literacy Value Rubric. Using language from the rubric, this means (1) students have difficulty defining the scope of their research, (2) types of information (sources) do not relate or partially relate to the research question, (3) students access information randomly or using simple search strategies, (4) students choose a few information resources using limited or basic criteria, (5) when students communicate information from sources it is fragmented or not yet synthesized, and (6) students use one or two of the information use strategies designated in the rubric.



Survey #2 administrators asked seventeen faculty and supporting staff to rate the relative importance of knowledge and skills topics that could be taught in the library instruction class: plagiarism & copyright policies, database searching, understanding peer review, understanding databases, and searching the open web. The respondents rated all skills as very important, rating them on average 4-5, 5 being most important, see **Chart 6.9**:



To assess student learning outcomes of the information literacy classes and sessions, the committee created a pre-and post-test survey to examine students' information literacy skills both before and after the class is given. The survey is paper based, with 5-6 questions per quiz that assess whether students' knowledge and skills increase as a result of the class session. After completion of the fall 2015 semester, the committee will begin to compile quiz results and will continue to enhance its role in the information literacy program on campus.

#### *b) Closing the Loop*

Using the AACU Rubric, the survey's findings, and the committee's expertise in library services the ad hoc group has begun to create various materials to support immediate information literacy needs of students. These include a standard class outline, a physical handout with research guidance to compliment the class, and a plan to slowly add videos and tutorials covering information literacy and research skills. These videos will be segmented so that students can easily find on demand instruction based on their needs. The committee also used the outline to develop workshops at the library: the library added new workshops on Google Searching, Library Research, and Citation Help to its repertoire of instructional sessions. The success of the Information Literacy Ad Hoc Group led the library to organize a more formal Information Literacy committee as a resource and work group. To the library's excitement, faculty are now approaching the library, wanting to be more involved in the information literacy program and hoping to collaborate with the committee.

The committee meets on a monthly basis, adding ad-hoc meetings as needed as a platform for continuous analysis and examination of methods to increase the information literacy skills of the Trinity community. The committee has identified website resources as a top priority for the next academic cycle. The library's current goal is to reformat all research guides and associate each with its relevant academic program. This project is set for target completion at the end of the spring 2016 semester.

## **Conclusion to Chapter Six**

Trinity continues to hire and develop faculty who are “appropriately credentialed and qualified for the positions they hold”; faculty retention remains high across time (at or near 90%). Trinity continues its strong record of faculty achievement and support for faculty professional development opportunities, notably in the scholarship of teaching and learning. Appropriate formative and summative assessment and evaluation procedures are in place for faculty, with timely delivery of information and feedback loops that enable faculty to make just-in-time adjustments that enhance their success on Trinity’s metrics of teaching, scholarship and service.

The Library has print resources appropriate for its size and provides significant assistance to faculty and students in developing information literacy skills as well as for research.

### *Recommendations:*

- Trinity must continue to work toward the goal of reaching at least 60% of all courses staffed by full-time faculty.
- Ensuring that the faculty development and assessment processes are equally available to all faculty regardless of classification or full-time/part-time status is a high priority going forward.
- Developing the vision and plan for the “Trinity Library of the Future” will be a top priority in the next phase of strategic and campus master planning.