

Standard Five Faculty

Description

Goodwin College prides itself on continually developing the interdependence between education, community, and commerce as stated in the mission. Its faculty are a group of committed, education professionals with degrees and experiences from a variety of institutions. Their first priority is classroom instruction. Adjunct faculty, primarily specialists employed in their profession, round out the academic cadre. Over 40% of the full-time faculty have been with the College five or more years.

As of November 1, 2009, Goodwin College employs 44 full-time faculty members, not including three Department Chairs with faculty status, double the number employed in 2004. Three new faculty started in January 2010. All but three hold a masters' degree or higher. Consistent with our hiring policy for programs with faculty shortages, these faculty members hold professional licensure required by the programmatic accreditor, and/or are actively pursuing Masters degrees. Ten hold terminal degrees. Through our Doctoral-Preparation Assistance program, the college financially supports pursuit of a terminal degree. Currently two faculty members are taking advantage of this program, both from departments that have begun offering upper-division courses. Since receiving approval to offer bachelor programs, the Board of Trustees has supported a hiring policy stating that, whenever possible, all new full-time faculty hires should possess a terminal degree in the appropriate field. Since January 2008 we have hired eight new faculty with terminal degrees.

The number of adjunct faculty reflects our changing enrollment from semester to semester. For the Fall 2009 semester, 135 adjunct faculty were employed by the college. Forty percent began at the college prior to Fall 2007 and 26 hold doctorates or terminal degrees. A small minority who hold only a bachelor degree have licensure or certification plus experience in their technical field. All adjunct faculty meet the same rigorous hiring criteria as the full-time faculty. We consider them members of the Goodwin community. Definitions of both full-time and adjunct faculty positions are included in the faculty handbook.

Our current faculty size supports our student population of 2,083. The ratio of FTE students to FTE faculty is 13:1. In September 2009, the average class size was 18.

Goodwin College does not have teaching assistants at this time; however, peer tutors work with and are supervised by faculty in foundational courses. Peer tutors are members of New England Peer Tutors Association and assist students, both individually and in small groups.

Faculty are provided with adequate administrative support. Each department employs a full-time administrative assistant. Additionally, work-study students are available to help with the clerical needs of the faculty.

Hiring and Recruitment

All faculty are required to hold at least a master's degree appropriate to the field of their assignments. Additionally, research and scholarly activity, teaching experience, professional experience, training and professional credentials or licensures are also judged during the hiring practice.

Faculty are recruited and appointed in an open and orderly process. In an effort to ensure that current employees are aware of new teaching positions, all openings are posted internally in our employee lounge and on the Human Resource page on our website. Advertisements may also be placed in *The Hartford Courant*, higherjobs.com, on the Internet via the State of Connecticut Department of Labor website and in local newspapers. Due to the small size of our college, it is not effective for us to recruit nationally.

Each academic department is responsible for determining the need for additional full-time faculty positions. New positions are then approved by the VP for Academic Affairs. In most cases, candidates are interviewed by a selection committee comprised primarily of department faculty. The final interview includes a classroom presentation. Upon recommendation from the selection committee, the President issues a Letter of Agreement that clearly outlines the length of offer and when applicable, any conditions for remaining in the position. For those occasions where additional faculty are needed who were not approved in the annual budget, an interim budget request is submitted for approval by the Budget and Finance Committee.

Goodwin College has no tenure system. All full-time faculty are employees-at-will and are provided with an annual Letter of Agreement each August, covering the upcoming 3-semester academic year. This letter includes current rank and salary and outlines specific responsibilities. Adjunct faculty are hired based on semester enrollment projections. They receive an Offer of Employment letter from the VP for Academic Affairs outlining terms and conditions of the semester assignment.

The faculty handbook contains information about conditions of employment and expected responsibilities, policies, criteria for appointment, evaluation, and causes for termination. Policies and statements regarding the expectation of faculty to act in an ethical and responsible manner are also included. The handbook outlines the procedures for addressing grievances, when they arise. Requirements for promotion of full-time faculty are clearly outlined. The policies contained in the handbook are applied equitably to full-time and adjunct faculty. The handbook is reviewed annually to ensure accuracy.

Orientation sessions are provided for all new faculty hires. Prior to September 2009 orientation for new faculty were conducted at the department level. Based upon analysis of a faculty survey conducted in the summer of 2009, all new faculty are invited to attend a general orientation session conducted by the Vice President for Academic Affairs. A new faculty procedures manual was updated based upon this feedback and posted on the website. Current as well as new faculty are encouraged to view training sessions on such topics as FERPA regulations, course rubrics, SMART Board, Blackboard, etc., that are posted on the website.

Faculty represent the diversity embraced by the College. They embody a wide range of experiential, ethnic, and cultural backgrounds. This diversity exposes students and the college community to a range of life experiences and viewpoints that serve to enhance the educational experience. Goodwin College is an equal opportunity employer and strictly adheres to the laws set forth by the U.S. Equal Employment Opportunity Commission (EEOC).

Promotion and Benefits

Although Goodwin College does not have a tenure system, it does encourage full-time faculty to apply for promotion in rank. Requirements for promotion are listed in the faculty handbook. Currently there are 14 associate professors, 26 assistant professors, with the

remaining faculty members holding the rank of instructor. All department chairs hold the rank of Associate Professor.

Goodwin College's faculty are compensated at a wage that is competitive in the geographic area. All full-time faculty are eligible for benefits under the College's benefit plan. A description of all benefits can be found in the faculty handbook. The handbook is available on the college website.

Work Load and Responsibilities

According to the 2009-2010 faculty Letter of Agreement, full-time faculty teach 12-18 credits per semester. Faculty may choose to teach an overload of three credits with appropriate compensation. After careful review by the President's Cabinet, work loads for faculty have been decreased; beginning in January 2010, the standard load will be 12-15 credits per semester. Any credits over 15 will constitute an overload with compensation.

Current instructional load gives faculty ample time to engage in other required activities. While faculty are not expected to be on campus continually, they are expected to be available Monday through Friday from 8:00 am to 4:00 pm to participate in these activities. Faculty are required to post office hours on syllabi and provide support to students as requested. They participate in departmental meetings, curriculum development and assessment. They are required to serve on one of the new governance committees. Most faculty serve on more than one college committee or taskforce.

The VP for Academic Affairs and department chairs (DC) cooperatively evaluate and adjust faculty workloads as needed. For example, faculty who participated on the Baccalaureate Taskforce and/or developed syllabi for upper division courses for the new baccalaureate programs were given appropriate release time.

Faculty oversee the curriculum and play a major role in development of curricula, syllabi and course assignments to ensure student learning. Examples of such faculty engagement are the Baccalaureate Task Force that developed the curriculum and recommended policies for the new bachelor degree programs, as well as the General Education Subcommittee that developed the matrix of new perspectives and competencies.

All full-time faculty are invited to participate in a formal, independent Faculty Senate. Adjunct faculty are invited to participate as non-voting members. Department Chairs do not participate to ensure that their faculty can discuss issues without their supervisors being present. Senate meetings are held twice a semester. Subcommittees of the Faculty Senate deal with professional, academic, social, and cultural concerns of the college-at-large. Ad hoc committees are formed whenever an issue of importance arises. The different departments often share similar needs and concerns. It is at these meetings that the faculty has the opportunity to speak as one voice. A copy of the Senate Constitution, minutes, memoranda, and committee meeting minutes are filed with the Senate Chair. An example of faculty's oversight of the integrity of the award of credit is the work completed by the Faculty Senate for revising the college's Academic Integrity Policy. The policy was approved by the faculty and administration for implementation in January 2010. An Academic Integrity Board that includes five faculty members has been developed to conduct hearings and render sanctions.

Faculty also serve on college-wide governance committees that encompass all areas of the college, such as facilities, technology, integrity, student services, academics, etc. In this way, faculty are truly involved in the overall governance of the college.

Teaching and Advising

The faculty promote an active and engaging learning environment by using a wide range of instructional techniques and delivery strategies to engage, nurture, and impact a culturally and demographically diverse student population. Faculty diversity ensures experiences in different methods of instruction and exposure to different viewpoints. By encouraging the integration of technology in the learning environment, students are exposed to different techniques, strategies, and viewpoints. To ensure academic freedom, Goodwin College has adopted an Academic Freedom policy approved by the Board of Trustees. This policy applies to all faculty members regardless of rank or term of appointment and can be found in the Faculty Employee Handbook.

Through continual self-assessment, departments strive to enhance the teaching and learning in their courses and programs. This self-assessment occurs through departmental meetings, surveys, curriculum review, program review, and classroom student evaluations. Through annual and formal program review, departments assess their needs and areas for improvement. The college actively supports the improvement of instructional effectiveness. Goodwin has developed a mini-grant program to support faculty endeavors that encourage experimentation of methods to improve instruction. An example of the assessment process and the use of a mini-grant is a pilot program that is beginning in January 2010 in the Child Studies major to incorporate the use of portfolio review.

Goodwin College views academic advising as a shared responsibility among trained professional advisors, department chairs, program directors and faculty. Students are assigned an academic advisor from the Academic Advising and Counseling Center (Center) when they enroll in the college. That advisor remains with the student through graduation creating continuity throughout the student's education. Upon enrollment, all students meet with an academic advisor to register for their first semester. For the second and subsequent semesters, all students except for those in the Health Science major, select their courses with a department faculty academic advisor. Course selection is conducted three times a year, and students work with their advisor/faculty before official registration during these three times. Advisors from the Center and faculty work together to support students in coping with academic and personal issues. Students are afforded the same advising opportunities, regardless of whether they receive instruction on-ground or online.

The Academic Affairs Office has developed an extensive evaluation system to give faculty opportunities to assess their instructional effectiveness and overall contribution to the college. By utilizing this evaluation process, the College ensures that it is maintaining a highly qualified faculty that is well-prepared and well-qualified to fulfill its mission and goals. The Faculty is evaluated through student evaluations at the end of each course, annual self-evaluations, and annual evaluations by chairs and directors. At the conclusion of each course, students conduct evaluations of the faculty member and the course. This instrument assesses student satisfaction with the instructor's performance and course content. A summary of the results is distributed to each faculty member, the DC/PD and the VP for Academic Affairs. Issues of concern are identified and discussed with the faculty member, with recommendations for improvement. Faculty annual reviews consist of the report of these surveys, a self-evaluation, and a classroom observation, all of which cumulates into a plan for improvement. Similarly to the process for full-time faculty, program supervisors evaluate adjunct faculty and discuss strengths and concerns.

Scholarly activities are tracked by the Human Resources Office and placed in the faculty member's employment file. Promotions and salary increases are provided yearly on the basis of student evaluations, department evaluations, extra curricular support, committee participation, and professional activities.

Goodwin College has always supported faculty in their pursuit of scholarship and professional development activities. All full-time faculty and staff receive up to \$1,000 per year for professional development activities. Release time is provided for workshops, conferences, and seminars. With the pursuit of baccalaureate status in 2008, it has become even more important to enhance this support. Therefore, Goodwin has made a strategic investment to set aside \$25,000/year through a Doctoral Assistance Program to assist current Masters-prepared faculty and administrators in their pursuit of a terminal degree. The College will match the employee's contribution to his/her doctoral education to a maximum of \$5,000 per fiscal year, recurring each year until completion. The College's contribution is considered a loan, which will be forgiven by one year of post-doctoral service to the college for each year of contribution match. Candidates for this program are chosen from an application process.

The college also provides faculty development sessions three times a year at the College Council's Community Day. Some of the prior sessions included Intergenerational Learning Styles, Creating a Culture of Assessment, Writing Across the Curriculum, and Developing Rubrics to Assess Student Learning. The Faculty Forum, the Technology Committee, and the Faculty Senate assist in the planning of relevant professional development activities for the faculty. All full-time faculty attend these training sessions; adjunct faculty are invited to attend as well.

Although Goodwin College is not a research institution, faculty engage in research as part of the assessment processes occurring in each department; creative activity is highly encouraged. This research enhances the overall atmosphere of assessment and supports the necessary changes in curricula, programs, and departments. Examples of some of the areas of faculty research over the past year are a research project on the impact of National League of Nursing pre-testing on predicting state licensure exam success by the Nursing Department; a Child Studies project to determine if using a faculty member from the College as a mentor teacher to student teachers will effectively support their growth during their internship; and a Nursing Department study to increase retention of minority and underserved nursing students by providing academic support. Faculty have contributed to the writing, editing, and reviewing of numerous books and articles for publishers, national organizations and professional societies. Many faculty have shared their expertise with their colleagues by presenting workshops at various conferences. Examples of these activities will be in the evidence room.

Institutional Effectiveness

The college has procedures in place to ensure the effectiveness of the faculty in teaching. Methods include course evaluations, faculty annual reviews, and programmatic assessment. The administration also periodically reviews the resources allocated to faculty scholarship and service, which has led to such changes as the creation of the Doctoral-Assistance Program and the decrease in faculty teaching load.

Since the last NEASC visit, all academic departments now have dedicated full-time administrative assistants. We have not yet assessed the adequacy or effectiveness of this support. Department chairs and program directors are responsible for submitting budgets for their areas, ensuring that requests for new full-time faculty match enrollment projections.

During the past year, the college administered the Community College Survey of Student Engagement and the Faculty Survey of Student Engagement (FSSE) to benchmark

perceptions of faculty commitment to teaching and overall involvement with the academic enterprise.

Appraisal

The college has taken numerous steps to increase the quality of full-time faculty since the last NEASC visit. All faculty members possess appropriate degrees and credentials. Several faculty possessing terminal degrees have been hired. The policy to focus on hiring faculty with terminal degrees will ensure that the upper-level courses are taught by appropriately credentialed faculty. Additionally, many full-time and adjunct faculty members have experience teaching upper division courses at other four-year institutions. All faculty members hold degrees from regionally accredited institutions in appropriate academic disciplines.

Both full-time and adjunct faculty members enrich the college community by attending professional conferences and workshops, presenting at conferences, and authoring and editing professional books and articles. Ample support is given to the faculty to participate in creative and scholarly pursuits by means of financial support. The Faculty have begun utilizing the Doctoral-Preparation Assistance program in the pursuit of terminal degrees. As of January 2010, in recognition of moving towards creating a baccalaureate culture, the faculty will have more release time to pursue scholarly activities due to an adjustment in credit load.

In addition to expanding the quality of the faculty, the college has remained committed to its small-school atmosphere by offering small classes. As a result, the college has significantly increased the number of full-time faculty, as well as adjunct faculty since the last visit, maintaining a 13:1 FTE student to faculty ratio.

The college's method of recruiting and hiring new full-time faculty has been most utilized by the larger departments; smaller departments plan to use this method as they add additional full-time faculty. The Human Resources department is currently working on a policy to standardize the hiring procedure.

Though the college does not use a tenure system, there are sufficient safeguards in place to ensure that faculty are treated fairly and equitably with regards to renewal of Letters of Agreement and, when necessary, termination. The Faculty Senate has recommended that the Letter of Agreement increase the commitment from one to three years to increase contractual security. The Cabinet will be considering this suggestion in 2010.

Goodwin College supports Faculty as they apply a variety of teaching methods and new educational technology in the classroom. According to the 2009 Faculty Survey of Student Engagement, faculty members report using lecture and hands-on practice most often, followed by less frequent use of other teaching methods such as small group activities, student presentations, and in-class writing. The College expects to see an increase in reported use of these other strategies by the next FSSE administration as professional development continues to focus on these topics. For example, in January 2010 the faculty attended a second, mandatory workshop on *Writing Across the Curriculum* that taught faculty how to use in-class writing activities to reinforce learning.

Another faculty survey that focused on technology was completed in the summer of 2009. Faculty indicated an interest in using more equipment in the classrooms and in attending more training in using the equipment (e.g., SMART Board, other presentation media, and Blackboard). The Technology Committee continues to develop and schedule in-service

training sessions for all faculty in these areas. The Faculty Forum plans include offering additional workshops on effective approaches to classroom teaching and learning.

Although most faculty are not assigned advisees, faculty are often the first resource for students experiencing difficulties. With increased enrollment, new bachelor degree programs and an increase in full-time faculty, coupled with the advent of a new student information system, the college is considering assigning advisees to faculty. This will require us to offer faculty additional training about academic and personal support services that are available for students. For example, the Writing Center coordinator is working to increase the number of faculty referrals. The library is working to increase the usage of databases and other research resources in classroom assignments.

Faculty are active participants in the governance of Goodwin College. Full-time faculty participate in department meetings and committees, the Faculty Senate, and college-wide governance committees. Though many adjuncts choose to participate in departmental meetings, their inclusion in college-wide governance activities remains a challenge.

Goodwin faculty, inspired by the support, ambition and leadership of the President and senior administrators, are driven to advance academically, professionally and personally. The family-like atmosphere of the College is an ideal environment for the realization of individual and departmental goals. The President's and Vice-Presidents' strong, approachable, on-campus presence, frequent emails, updates, and correspondence maintain an open-line of communication and preserve a positive, collegial atmosphere throughout the year.

Areas of Achievement

- A dedicated and qualified faculty. Student and graduate surveys verify the faculty's passion and success in teaching.
- Increased resources that orient new faculty to the college (e.g., password protected webpage with faculty handbook, faculty procedures manual, online trainings, faculty resources).
- A shared governance structure that provides more opportunities for faculty to be actively engaged in the governance of the college.
- A professional development program for the faculty, providing up to \$1,000 per year for participation in professional enrichment activities.
- The new Doctoral Assistance program.
- Over the last 18 months the college, led by the faculty, has moved toward an atmosphere of assessment as evidenced by an increase in activities to improve teaching and learning.
- The reduction in faculty teaching load to 12-15 credits per semester in order to provide faculty with more time to conduct scholarly activities in support of the bachelor degree programs.

Areas of Concern

- Percentage of faculty with terminal degrees necessary to support baccalaureate degree programs.
- Although we have seen improvement, the racial and ethnic diversity of our faculty does not reflect the diversity of our student population.
- The institution does not sufficiently track professional and scholarly activities.

- Consistent with national data, Goodwin faculty rely heavily on lecture as a teaching strategy. Lecture alone may not always meet the needs of a diverse student body.

Projections

As the college continues its transformation into a baccalaureate institution, the focus with regards to faculty will be to increase the percentage of faculty with terminal degrees. As we move towards three-year letters of agreement, the College is considering tying expectations of faculty involvement in scholarly activities and professional engagement to the renewal of their agreements. We are in the process of developing a tracking process in our new student information system to track this type of faculty activity. In return, the College will continue to support and look for new opportunities to help faculty in these endeavors.

The College continues to utilize adjunct faculty, therefore it is important that we find ways to recognize their contribution and encourage their participation in the College community. As we continue to increase our enrollment we must maintain a full-time to adjunct ratio appropriate for the fulfillment of our Mission.

In order to achieve these outcomes, we are taking the following initiatives:

- Recruit and hire faculty with terminal degrees, as well as support current faculty pursuing doctoral degrees.
- By January 2011, increase the percentage of minority faculty members by 10% to better reflect our student population.
- Support faculty in their efforts to coordinate additional training on teaching methods, educational technology, and assessment techniques.
- Increase adjunct faculty awareness of services available to support students both academically and personally.
- Provide three-year letters of agreement. Scholarly activity will be used as one of the considerations for renewal of letters of agreement and promotion in rank.