

## NEASC STANDARD FIVE FACULTY

### **Introduction**

The Franklin Pierce University faculty is a community of well-qualified, active teacher-scholars whose service to the University is diverse, significant and valued. The institution encourages and supports advances in pedagogy, student-teacher collaboration, professional development, and academic inquiry, consistent with its mission.

### **Description**

**Faculty as Teacher-Scholars:** Faculty employ a range of instructional techniques, including lecture, discussion, studio, laboratory, and field experience, appropriate to the delivery of a comprehensive liberal arts and professional curriculum, and appropriate to the aims stated in the institution's Mission Statement of "cultivating an ethos of academic excellence" and "providing the knowledge and skills required to lead a responsible professional life."

Delivery of instruction has been increasingly facilitated by information technology developments since 1998. A 2006 survey shows faculty widely accepting of instructional technology: 88% agree that in-class technology can enhance student learning and 65% believe themselves skilled in classroom computer applications (up from 42% in a similar survey three years earlier). (Exhibit 5.1)

Awareness of the learning needs and styles of the broader student body has been enhanced, by a growing professional literature on the subject, by dissemination of the results of local administration of the National Survey of Student Engagement (NSSE), and by the beginnings of formal in-house measures of learning outcomes. One influential perception, originally contributed by an educational marketing consultant, holds Franklin Pierce students to be "experiencers," who learn well through doing and in authentic "real world" situations. Notable efforts to meet this perceived disposition include the work done in Archaeological Field Schools (AN232), where student and faculty hands get dirty uncovering Native American artifacts locally or exploring ancient Celtic material in Ireland. In Investment Analysis (FM423), students engage in "Fantasy Finance," pretending to buy and unload real stocks as they go about trying to understand the principles of capital markets.

**Faculty Profile:** The faculties in both the College at Rindge and the College of Graduate and Professional Studies (CGPS) have grown over the past decade. The full-time CGPS graduate faculty has increased from five to 28. The number of full-time Rindge faculty has risen from 62 to 76, including 4.5 library faculty, five division chairs and an instructional laboratory technician. There are also three institute directors who teach part-time, 92 part-time faculty (not all teaching in the same semester), and 12 staff members who directly support academic programs. In addition, there are three administrators with faculty status who teach occasionally.

Faculty at Rindge may hold the ranks of Lecturer (part-time), Instructor (full-time), Assistant, Associate, and Full Professor, and up to seven part-time faculty members may be appointed as

Senior Lecturers (part-time with added duties and benefits). Since 1996, all full-time hires at the College at Rindge have been required to hold or be near completion of the terminal degree in their field. 88% of full-time faculty hold such degrees; 14% of part-time faculty, and 50% of Senior Lecturers and Institute Directors. In 1998, only 74.3% of full-time faculty held such degrees and in 1991, only 44.7%. The increase in faculty with terminal degrees has resulted in a significant increase in faculty scholarly activities both in professional societies and in scholarly production. Despite a heavy teaching load (four courses per semester) and course overloads by a number of full-time faculty, 81% report at least one conference paper or publication in the last five years. More than 95% of these faculty report active work to keep abreast of current pedagogical and disciplinary advances in their fields. (Exhibit 5.2)

Student-faculty ratios have remained relatively stable over this period as enrollments have also increased. The infusion of new faculty coupled with the University's embracement of a global perspective and its establishment of new masters and doctoral programs has resulted in a vibrant, educational environment in which faculty are more fully engaged than in previous years.

Growth and turnover in the number of Rindge full-time faculty have led to improved ethnic and gender diversity. Since 1998 the percentage of female faculty has increased from 34% to 39%. Although the faculty remains overwhelmingly Caucasian, eight identify themselves as Asian, Hispanic or African/African-American. In addition, a significant number of faculty members represent an international perspective based on their country of origin or their experience of living and working abroad. The University's commitment to international education enhances and supports these experiences by providing opportunities for faculty to lead Study Abroad programs at a number of sites (see Standard Four).

The responsibilities of Rindge faculty are defined both in the Faculty Handbook, available online, and in the Collective Bargaining Agreement (CBA). While the Handbook cannot supersede the contract, it provides additional information and institutional guidelines not covered by the CBA. Both documents describe fully, and explain, faculty responsibilities and the criteria for appointment and renewal. New criteria for promotion were recently developed by the Faculty Affairs Committee and reviewed and approved by the faculty and by the Board of Trustees at their March 2008 meeting. (Exhibits 5.3, 3.1, 2.16)

Part-time faculty members make up a significant part of the instructional community at the College at Rindge but are limited by contract to 30% of courses taught in any semester. Full-time faculty have consistently taught an average of 74.14% of courses since 2004. (Exhibit 5.4) Many part-time faculty have been with Franklin Pierce for years; a majority have at least a Master's degree in their specialization and several have or are seeking doctorates. Many part-time faculty are employed as professional practitioners outside of academe and are expected to bring their professional expertise to the classroom. Part-time faculty have access to faculty development funds, can accrue seniority, and can apply for Senior Lecturer status.

CGPS offers both undergraduate and graduate studies. A total of 28 full-time faculty positions now teach in CGPS, a significant increase from five full-time faculty in 1998. Most of the undergraduate faculty are part-time and employed on a course-by-course basis. A few full-time Rindge faculty also teach in CGPS. Implementation of a Bachelor of Science in Nursing

completion program resulted in the hiring of three full-time CGPS undergraduate faculty, including a full-time Academic Director.

CGPS offers graduate programs at both the master's and doctoral levels. The M.B.A., M.S. in Information Technology Management, and M.S. in Sports and Facilities Management programs share seven full-time faculty. The M.Ed. program currently has four full-time faculty positions. The Doctor of Physical Therapy (D.P.T.) program has nine full-time faculty members. The D.P.T. program is accredited by CAPTE. The Doctor of Arts (D.A.) program has five full-time faculty (Core Faculty) and four part-time faculty (Associated Faculty). All graduate programs are also complemented as needed by adjunct part-time faculty employed on a course-by-course basis.

The responsibilities of CGPS faculty are defined both in the Faculty Handbook and the Faculty Protocol (available online). Both documents describe fully, and explain, faculty responsibilities and the criteria for appointment and renewal. (Exhibits 5.3, 3.2)

**Faculty Salaries, Benefits and Other Policies:** Rindge faculty are represented by the Rindge Faculty Federation (RFF) in contract negotiations with the University. The CBA prescribes clear procedures and conditions for a broad range of faculty activity, including appointments, work conditions, promotions, salary and benefits. Academic freedom is covered both in the Faculty Handbook and in the CBA (Article 6). The Human Resources department maintains an Administrative Manual which details appropriate standards of responsible and ethical work behavior throughout the University. CGPS faculty are non-unionized. Issues of contract, salary, working conditions, contract renewal and promotion are covered by the CGPS Faculty Protocol.

**Faculty Recruitment and Hiring:** Full-time faculty recruitment and hiring begins with budget approval for any new or vacated positions. Formal requests for hires are submitted to the respective Deans by the responsible Division Chair (Rindge) or Program Director (CGPS). The deans review these requests with appropriate personnel and submit prioritized requests to the Provost. Once the Provost has approved a new faculty position, the Deans coordinate job descriptions and advertising with the Office of Human Resources. Advertisements are placed in national publications, such as the Chronicle of Higher Education, as well as appropriate disciplinary-specific outlets. The University also recently joined the New England Higher Education Recruiting Consortium (NE-HERC) which lists all higher education vacancies of member institutions across New England.

Search committees for full-time Rindge and CGPS positions are typically composed of three to five members including the appropriate Division Chair or Academic Director, often including a member outside the discipline, and sometimes a student. Individual search committees are given wide discretion in organizing their work. The search committee submits its recommendations to the Dean. After consultation with the Provost, the Dean enters into negotiations with the top candidate; the Dean may proceed to subsequent candidates if initial negotiations are not successful. The University has succeeded in attracting strong faculty, but our rural location and limited salary resources have proven to be challenging in the hiring process.

**Faculty Contract and Salary:** Full-time faculty members at the Rindge campus are hired on a one-year renewable contract basis for their first three years and then become eligible to apply for

a two-year roll. A faculty member will not be reappointed unless they have applied for a rolling contract by their fourth year. Most initial appointments are at the Assistant Professor level. Faculty are eligible for promotion to Associate Professor after five years of full-time college teaching (of which four must be at Franklin Pierce). The procedures for non-reappointment are specified in the CBA (Article 14), as is termination for cause (Article 15). A total of four Rindge faculty have been denied promotion in the past five years; two subsequently reapplied and were promoted. No Rindge full-time faculty has been terminated for cause during this same period, and only three faculty failed to receive rolling contracts. One part-time Rindge faculty (Senior Lecturer) was terminated for cause. Rindge faculty salaries are set by the CBA, and individual raises (by percentages) are uniform across ranks and length of service. Promotion carries an additional salary increment, but change in rolling contract status does not.

Full-time faculty at CGPS follow a similar process from hiring through promotion. CGPS full-time faculty are not covered by the CBA; CGPS full-time graduate and undergraduate faculty are covered by the CGPS Faculty Protocol. It should be noted that there are only three full-time undergraduate faculty in CGPS. Graduate and undergraduate adjunct faculty are hired on a term-by-term basis and are not covered by the Faculty Protocol. Hiring and promotion guidelines are clearly articulated in the Faculty Protocol. Accordingly, full-time faculty are hired within a particular discipline and receive one-year renewable contracts for the first two years at which time they may request a two-year roll. If a faculty member is placed on a third one-year contract, the individual is given specific reasons for this action and has one year to address the issues. Faculty may request a three-year rolling contract after the first two-year rolling contract. One graduate faculty member was terminated for not meeting the requirements of the position within the first three months of hire and two graduate faculty members did not receive renewal contracts. CGPS is in the process of updating its Faculty Protocol. A draft document, prepared in conjunction with the faculty, is undergoing review and will be submitted to the Provost for approval during the fall of 2008.

In 2007, the first year of the most recent contract, the Rindge faculty received a 5% raise, the largest in a decade. Subsequent raises are defined by the faculty contract and are contingent on meeting enrollment targets. CGPS full-time graduate faculty salary raises are tied to annual staff raises. The absence of a union contract means that the CGPS Dean has some flexibility when merit or market conditions warrant. CGPS full-time graduate faculty have averaged salary increases of 4% over the last three years. Faculty tend to retain very well once they join the Franklin Pierce community.

Faculty salaries at Rindge are below the median for our Peer and Aspirant institutions by at least 12% and as much as 26% in some faculty ranks, even adding in the most recent 5% raise. Salary has been a key determinant in recent failed searches; candidates in Criminal Justice, Education, Mass Communication, and Library have cited low salaries as a concern in refusing positions. CGPS undergraduate adjunct faculty are paid considerably less than their counterparts at Rindge. CGPS Graduate faculty are compensated at levels more attuned to market realities. However, all faculty salaries still remain below those of Peer and Aspirant institutions. (Exhibit 5.5)

Faculty can supplement salary with course overloads or summer teaching, with 20-25% of full-time faculty teaching such courses in the last three years. (Exhibit 5.6, 5.7) Faculty also receive

stipends for coordinating academic programs, team taught courses, and individualized instruction (e.g., tutorials, internships, student theses). Course releases are provided for Rindge Division Chairs (with a stipend), CGPS Academic Directors, and the Rindge Faculty Federation President. Chairs are not members of the collective bargaining unit.

The CBA provides annual funds for Rindge faculty general development (\$48,000), personal professional development (\$400/person/year), research (\$15,000), and educational benefits (\$15,000). Applications to these funds are made to the Faculty Development Committee and administered by the Dean. Faculty may also apply to the Dean for funding for scholarly activities and course reductions. Recently, the Provost has made available funds to underwrite activities that could not be covered by other funds.

CGPS supports graduate faculty development with dedicated operational budget lines for Faculty Betterment funds, Conference Registration, Conference Travel, and Membership Dues. These CGPS funds are managed and allocated by the CGPS Faculty Development Committee (FDC) and the CGPS Dean. The responsibilities of the FDC are detailed in the Faculty Protocol. Professional development funds are managed through a process of applications to the Faculty Development Committee of CGPS. The Committee makes a recommendation to the Dean. These funds are also used to support faculty development through local conferences and educational series developed by the Committee. For those faculty members who are pursuing doctoral education, a fund is available for faculty support through applications directly made to the Dean.

Rindge faculty benefits are defined by the CBA. CGPS full-time faculty benefits mirror those defined by the CBA. The benefits package includes health and dental insurance with options for family coverage, a \$50,000 minimum life insurance policy with the option to purchase additional coverage, short and long-term disability insurance, un-reimbursed medical expense savings plans, retirement contributions beginning at 5% with increases based on length of service and age, leaves of absence for family emergencies, and tuition remission for family members at Franklin Pierce and/or participation in tuition exchange with other institutions.

**Faculty Evaluation:** Faculty members at both Colleges undergo periodic evaluation. At Rindge, evaluation begins with the first renewal of a one-year contract. The purposes of this and subsequent evaluations is to help faculty improve professional performance, record a formal evaluation, provide regular discussions with a supervisor(s), and provide a basis for decisions on reappointment, rolling contracts, and promotion. Guidelines and requirements governing the evaluation and reappointment of full-time faculty are found in the CBA (Articles 13 & 14) for Rindge and in the Faculty Protocol for CGPS. Specific details and procedures governing promotion and change of contract status of Rindge full-time faculty are found in the documents of the Faculty Affairs Committee. Specific guidelines and procedures governing the five-year review process are found in the formal documents prepared by the Dean of the College. (Exhibit 5.8, 5.9, 5.10)

During the 2004-2005 academic year, the Board of Trustees (BOT) requested review of the guidelines and procedures used in the evaluation of full-time Rindge faculty, with a particular focus on promotion. In spring 2006 an ad hoc Faculty Evaluation Planning Committee comprised of faculty and administrators passed on its recommendations to an ad hoc Faculty Evaluation

Implementation Committee, which forwarded its recommendations to the Faculty Affairs Committee (FAC) in winter 2007. The Faculty voted approval of the new criteria and procedures in November 2007, and these were subsequently approved by the Board in March 2008.

To prepare for an evaluation, full-time Rindge and full-time CGPS faculty prepare a comprehensive professional portfolio that addresses effectiveness in the areas of teaching, scholarly activity (broadly defined), advising, and institutional/community service. "Teaching Effectiveness" is weighted most heavily among the criteria. At Rindge, the FAC makes its written recommendation to the Dean (with a copy to the candidate), who in turn makes a recommendation to the Provost. In CGPS, the Academic Director makes a recommendation to the Dean, and the Dean recommends to the Provost. Final approval of Rindge and CGPS promotions rests with the President and BOT.

The primary criterion for extending a contract, awarding a rolling contract or promotion at the College at Rindge is documented excellence in teaching. Scholarly activity is also an important criterion, especially when it relates to teaching. However, given the smaller size of the University, and the need for broad and intense faculty involvement to accomplish College work, service activities have perhaps a higher value in renewal and promotion than they might at other institutions. Franklin Pierce University subscribes to the multiple forms of scholarship defined by Ernest Boyer in *Scholarship Reconsidered: Priorities for the Professoriate* and by Charles Glassick, et. al., in *Scholarship Assessed: An Evaluation of the Professoriate*. Accordingly, the Faculty Affairs Committee may consider other criteria for rolling contracts and promotion including academic advising, program development, and service in the wider community related to the mission of the University.

Full-time undergraduate and graduate faculty in CGPS are expected to engage in scholarship appropriate to their disciplines and the expectations of their respective appointments. Scholarly expectations for all CGPS faculty also follow the Boyer model cited above. All full-time faculty members pursue scholarship designed to ensure that they are current in the theory, knowledge, skills and pedagogy of their discipline or profession. However, graduate faculty are promoted as much on their scholarly production as they are on their teaching and service. All scholarly expectations are detailed in the Faculty Protocol. Physical, technological, and administrative resources are adequate to support the faculty's commitment to research and creative activity. Faculty workloads reflect this commitment, and policies and procedures related to research, including ethical considerations, are established and clearly communicated.

**Faculty Advising of Students:** Franklin Pierce has a decentralized faculty-only model for academic advising at the College at Rindge. New students are advised initially by Admission Counselors and the Assistant Registrar until they matriculate. At that point, First Year Seminar (IC 101) instructors serve as student advisors until a major is chosen. Transfer students not required to complete IC101 are assigned a faculty member within the Division of their intended major. Most students at Rindge are advised by a full-time faculty member (75-80%). Developmental opportunities offered to faculty engaged in advising include monthly e-newsletters, sponsored Webinars, brown bag discussions, and one-on-one meetings. More than a

third (37%) of faculty indicated in a recent survey that they had participated in some kind of professional development related to advising in the past year.

At present, the number of the full-time faculty and senior lecturers on the Rindge campus appears sufficient to limit the average number of advisees to twenty-five per faculty member, as required by the CBA. However, a number of faculty in popular programs take on additional advisees. Thus, while the median advisees per faculty member is 13.5 (fall 2007) it ranges from one to 68. In CGPS, undergraduate advising is undertaken by center directors, staff and the Dean. Graduate advising is done by Academic Directors and graduate faculty, and the load is maintained, when possible, at 25 advisees. In the D.A. program the advising revolves primarily around course choice and dissertation interests. Dissertation advisors are chosen from the D.A. core faculty.

**Faculty Workload:** Teaching loads for full-time faculty are established by the CBA or the CGPS Faculty Protocol. Rindge operates on a semester basis, while CGPS graduate programs operate on a four-term per year basis. The teaching load at the Rindge campus is four sections and/or laboratories per faculty member per semester (three preparations) or eight courses per year. The full-time load for graduate CGPS faculty is two courses per term or eight courses per year. Undergraduate class sizes are determined by the nature of the course, but remain relatively small. Most 100 and 200 level courses have a cap of 28 students. Courses at the 300 and 400 level are capped at 24 students, while seminars and courses with a heavy writing component are capped at 18. Laboratory courses and those with heavy technological requirements are capped at 14-18 or fewer students depending on equipment needs, space and safety considerations. Graduate classes are generally capped at 20 students to ensure the requisite contact required for advanced study.

The average faculty-to-student ratio at Rindge is 16.7:1 and has changed little in recent years. The total number of students taught by a faculty member in any given semester may vary considerably, depending on the program or the combination of courses taught. Since 1998, changes in the CBA and CGPS Faculty protocol have increased expectations for service and participation in institutional governance and this is a cause for concern among faculty.

**Supervision of Part-time Faculty:** Part-time faculty recruitment and supervision are the responsibility of the Division Chairs at Rindge and the Academic Directors in CGPS. Part-time faculty are recruited most often from the immediate geographic region and possess the academic credentials and/or professional experience that qualify them to teach at the institution. Part-time faculty members are provided instructional guidance that includes recommended course texts, sample course syllabi, and other appropriate instructional materials as required. During the course of the particular class, the Division Chair, Program Director, Academic Director, Associate Dean, or Dean will visit new part-time faculty in their classrooms to evaluate performance. At the end of each term/semester, the Division Chair, Program Director, Academic Director or appropriate Dean will review all student course surveys to identify issues associated with specific classes for all faculty members.

## **Appraisal**

The faculties of the College at Rindge and CGPS are dedicated to the delivery of rigorous and effective educational programs. They possess the academic credentials and the teaching competency to promote an excellent educational environment. Faculty members are involved in many aspects of student development in and out of the classroom. Faculty are committed to providing challenging and engaging academic experiences, quality advising, course and program development, mentoring of students, and contributing to retention programs.

While in some respects instructional techniques and purposes may be strikingly aligned with the institution's mission, in others it appears that incongruities may exist. While traditional, academically oriented objectives loom large in the minds of Franklin Pierce faculty, and while purposes added more recently to the higher education agenda are pursued in standout individual courses and initiatives, it appears that the great bulk of instructional practice has yet to be informed by the newer emphases.

Institutional efforts to ensure and enhance the quality of teaching are manifest in faculty development policies and the work of the faculty. Funds earmarked for Rindge faculty development in accordance with the CBA are regularly expended for pedagogical purposes as well as scholarship, and sabbaticals are granted in whole or in part for professional development purposes, including pedagogy. There are regular fall faculty development workshops dedicated to curriculum and instruction.

A number of faculty attend the annual New Hampshire Colleges and Universities Consortium (NHCUC) conference addressing pedagogical matters. Natural Sciences faculty participated in the Science Education for New Civic Engagements and Responsibilities (SENCER) conference in both 2006 and 2007. Their participation resulted in the transformation of the Integrated Science Evolution sequence. Faculty members have participated in conferences sponsored by *The Teaching Professor*. As a result, many of these faculty employ a variety of learning-centered pedagogies including collaborative learning communities, inquiry-based research, service learning, deliberative dialogue and place-based learning. (Exhibits 5.11, 5.12)

Teaching effectiveness at Rindge is measured through classroom observations by the Division Chairs and the SIR II evaluation instrument recently adopted. The faculty involved in delivering the Integrated Science Global Change sequence also use on-line pre- and post-SENCER SALG student evaluation instruments. In a survey of 92 full and part-time Rindge faculty in fall 2007 (after the first year of SIR II use), 91.3% responded that they had made changes in instruction resulting from student evaluations. Respondents also criticized the rigidity of the SIR II instrument for not allowing open-ended responses to certain questions. (Exhibits 4.38, 5.13, 5.14, 5.15, 5.16)

In CGPS, undergraduate teaching effectiveness is measured through classroom observations by Center Directors and peer faculty. In graduate programs, Academic Directors assume the same responsibility. In addition, graduate faculty are evaluated by students using a standard evaluation form available for both in-class and online courses. The CGPS Faculty Protocol also outlines a faculty self-evaluation process which is used in graduate courses. (Exhibit 5.17)

There is currently no systematic evaluation system for faculty advising of students at either Rindge or CGPS beyond that provided by the SIR II, voluntary student or alumni endorsements

presented by the faculty, or records of problems recorded by supervisors in faculty files. While approximately a third of Rindge faculty report attending advising workshops, participation is not as robust as it could be. Although the Registrar and Student Academic Services provide general institutional advising support (including a monthly online newsletter), there is no dedicated budget specific to advising across the campus.

The University recognizes that the purposes of scholarly activity at Franklin Pierce include strengthening the professional identity of faculty members, supporting the academic programs and reputation of the University, and enhancing the intellectual lives of students. Because the College at Rindge considers teaching to be its primary objective, the model of scholarly activity described in Boyer's *Scholarship Reconsidered* (1992) is normative. CGPS also subscribes to the Boyer model and recognizes that graduate education places greater emphasis on empirical research that advances the profession.

Rindge and CGPS faculty development support a wide range of scholarly and creative work, including grants for comparative European and American dance analysis, New England archaeological research, studies of mosquitoes and bats in New England, wattled bellbirds in Costa Rica, and the pedagogy of writing. In a survey of faculty, the average number of presentations and publications in the last five years was eight and the median was four.

Faculty have also been recognized for their scholarship and service. Since the last self-study, Franklin Pierce Rindge senior faculty have been honored with four *New Hampshire Professor of the Year for Teaching Excellence* awards: three CASE awards and one NHCUC award. The NHCUC site states, "This award for outstanding teaching in postsecondary education is presented to a faculty member who exemplifies outstanding excellence in classroom teaching, has strong rapport with students and colleagues, and is recognized for encouraging independent thinking and intellectual development." A graduate D.P.T. faculty member was awarded Jack Walker Writing Award for Best Research Publication of the Year.

Faculty are committed to their students intellectually and artistically. Students in the College at Rindge Business division participate regularly in the Students in Free Enterprise (SIFE) program and reached the national finals for the past two years. Students working with the Pierce Media Group and Franklin Pierce Polling during the 2008 New Hampshire primary season developed YouTube coverage of the candidates, and conducted timely polls of voter preference. Students involved with the New England Center and the Monadnock Institute engaged in active research into pressing cultural and environmental issues.

The Rindge faculty has become more actively engaged in shared governance in recent years. For several years previously, sometimes opposing definitions of faculty held sway at the Rindge campus: one defined faculty as members of the union and asserted that all governance issues ought to be dealt with as labor/management discussions, the other held that it was possible to approach governance as a matter of faculty/administration relations. The result of these different understandings, especially during the Academic and Administrative Review processes, was a perception that the faculty and administration were not able to engage in meaningful shared governance. This disparity in perspectives has diminished. The recent vote by the faculty on promotion guidelines and faculty statement of support for a Summit Committee to develop a 15-

to-20 year vision statement and plan for the College at Rindge reflect a renewed sense of trust between faculty and administration. (Exhibit 5.18)

The rapid growth of the University since the 1998 self-study, both in terms of enrollment and programs, has increased the size of the full-time faculties at both Rindge and CGPS. During the last few years, Rindge has added two new faculty lines per year, and CGPS has grown from five full-time faculty to 28. Although the CBA cap on the percentage (30%) of courses taught by Rindge part-time faculty has been met, the number of part-time faculty continues to rise. Many full-time Rindge faculty teach overloads, in response to program needs along with a desire for additional income. As enrollments have increased, so have advising loads for full-time faculty. This changing environment has created a certain amount of concern about our ability to continue to maintain our standards of teaching excellence.

Despite little change in the proportion of courses taught by Rindge part-time faculty (and a declining proportion in CGPS, given the move to more graduate programs), there remains a faculty concern about our ability to recruit, maintain and develop a quality part-time faculty cohort. Challenges include our rural location, relatively low salaries and limited development and recognition opportunities.

The recent approval of new faculty promotion guidelines is a strong indication of the thoughtful engagement of the Rindge faculty in shared governance. The new guidelines are also a symbol of the development of Franklin Pierce University that truly reflects its recent name change. As with any significant change, however, such progress is not without some concerns on the part of faculty. Of particular concern is that the guidelines may be asking for more than is reasonably possible for faculty at a predominately teaching institution. While there has been preliminary consideration of reducing teaching loads or moving to a four-credit system of courses (with faculty teaching three courses/ semester), such discussion was put on hold during the NEASC review. Future consideration of a four-credit system will necessarily also include discussion of concerns raised about academic culture. An additional underlying concern is the continuing need for more funding and/or course releases to support faculty development efforts.

Faculty at both Colleges are somewhat concerned about the rate of change, geographic separation, and the institution's continuing ability to maintain academic program quality in the face of increasing logistical challenges. These concerns are accentuated by the Arizona initiative, even as most faculty recognize the need to respond to anticipated demographic shifts and adapt to the larger evolving environment of higher education. These concerns are both pragmatic (how to manage quality programs as disparate sites) and philosophical (how can faculty come together to devise and deliver effective programming?).

### **Projection**

The growth of the student population at Rindge and the development of new graduate and professional programs at CGPS were intentional and strategic. As this growth moved toward stability, with the Rindge campus reaching 1700 students and the new graduate programs maturing, the University has sought to bring the size of the faculty more in line with the size of its student bodies. The University will continue to increase full-time faculty as resources permit.

It will strengthen its faculty recruiting by seeking new methods of advertising (e.g., the NE-HERC), approving and advertising positions earlier in the recruiting cycle, and raising compensation. The University will likewise seek ways to recruit, retain and more fully integrate part-time faculty into the community at Rindge and at CGPS.

The recent approval of new faculty promotion guidelines at Rindge has highlighted the need for clarification in expectations for faculty teaching, service, scholarship, and student advising, both at Rindge and at CGPS. The University is committed to continued discussion of how these expectations can be balanced and how resources can be best brought to bear to maintain and improve institutional quality and performance. In particular, the University will review funding for scholarship and professional development, stipends and course releases for institutional service, and the usefulness of the SIR II student course evaluation instrument in 2008-2009, review and propose mechanisms to evaluate advising (both collectively and individually), and continue the review of alternative calendars and course formats (e.g., four-credit courses) that began in 2006.

Although there is no tenure at Franklin Pierce, the CBA and CGPS Faculty Protocol afford strong contractual security. Nonetheless, the elements of the newly established promotion process at Rindge and the anticipated review of the Faculty Protocol focus the need to develop faculty confidence in both the criteria and processes of these initiatives. The College Deans will continue to work with appropriate faculty committees to clarify and publicize expectations for rolling contracts and promotion. This period of clarification will continue through spring 2010.

While the Rindge campus has an established evaluation process for faculty not reviewed for contract changes or promotion within the prior five years, that process has not been consistently applied. Accordingly, the Office of Academic Affairs will begin a strategic reorganization of workload and practices to fully implement the five year evaluation process. This process will be initiated starting in the fall of 2009.

It is clear that the faculty culture at the University has undergone and will continue to undergo significant change. The reinvigorated system of shared governance at the College at Rindge, the updating of the Faculty Protocol in CGPS, the implementation of new promotion standards, and the development of the assessment process, are all concrete examples of a rapidly changing environment. The University and the faculty leadership are aware of the many issues facing the institution and are resolved to enhance the strengths and address the issues described above. To this end, the University will continue to work to strengthen faculty participation in institutional governance, both at Rindge and CGPS sites.