

Section 4.8: Faculty

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Introduction

This chapter evaluates the selection, academic and professional qualifications, and responsibilities of the Angelo State University faculty. It also considers policies affecting the ASU faculty, the development opportunities available to them, and the means of evaluating faculty for continued employment, tenure, and promotion. The conclusions are based on a thorough review of faculty transcripts, close scrutiny of published policies and guidelines affecting faculty and graduate teaching assistants, and analysis of survey results and official data published by the University.

Note: unlike most of the other sections of this report, this section presents the Committee's recommendations and suggestions at the end of each subsection because of the substantial length of this document. The discussion of overall strengths and weaknesses is presented at the end as "Findings."

Overview

One of the major assets of Angelo State University is a highly qualified faculty dedicated to the teaching mission of the University. The University's mission statement emphasizes that "Teaching is the foremost area of faculty contribution . . . followed by creative or scholarly activity and service." The University's *Academic Master Plan 2000* cites superior teaching and scholarly excellence as the primary faculty goals of ASU and speaks to the tradition of excellence in teaching at all levels, the faculty commitment to maximizing learning and student success, and the University's commitment to providing faculty with opportunities for professional development and with assistance in infusing technology into teaching practices.

ASU has assembled an impressive faculty. Approximately 67% of the faculty hold doctoral degrees granted by sixty-three different universities representing all regions of the nation. Individually, and collectively, faculty members from all disciplines are committed to effective teaching in their fields of specialization. Numerous faculty members actively engage in programs of scholarly research that bring national and international recognition to the University. Virtually all faculty members play an active role in University service functions, and many provide outstanding service to the broader San Angelo community and West Texas region and to their own professional organizations.

On the whole, the ASU faculty serve as outstanding members of a campus learning and service community. The following report clearly demonstrates that Angelo State University can take great pride in the quality and the accomplishments of its faculty and can be assured that students attending ASU have an excellent opportunity to receive a quality educational experience.

4.8.1 Selection of Faculty

An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.

An institution must show that it has an orderly process for recruiting and appointing its faculty. This process will normally involve the development of a pool of qualified candidates and the interviewing of those who appear to be the best qualified. Institutions are encouraged to recruit and select faculty whose highest degree is earned from a broad range of institutions.

Recruitment and appointment procedures must be described in the faculty handbook or other published documents.

The University is in compliance.

Angelo State University has employed faculty members qualified to accomplish its purpose, and has used an orderly process for recruiting and appointing them. The procedures are detailed in the *Faculty-Staff Handbook* (II-33, III-57, and IV-1 through IV-4). All faculty appointments are formally made by the Board of Regents of The Texas State University System (TSUS) upon recommendation of the University President as specified in Chapter V, Subsection 4.1, of the Regents' *Rules and Regulations*. Recruitment and appointments are considered in the context of the University's Affirmative Action Plan and Equal Employment Opportunity Plan. Copies of these documents are filed in the ASU Personnel Office as well as the offices of the vice presidents, deans, and department heads.

Individual departments request permission to hire faculty during the yearly budget cycle. Normally, a national search is conducted to fill full-time faculty positions. The Vice President for Academic Affairs (VPAA) may, however, recommend on a case-by-case basis that vacancies be filled from qualified individuals currently employed at the University.

After receiving administrative approval to fill a vacancy, the department conducting a search begins the recruiting process by preparing a vacancy announcement. All such announcements and any subsequent advertisement of the position require approval from the appropriate dean, the VPAA, and the President. The University attempts to ensure a pool of qualified candidates with degrees from a broad range of institutions by carefully crafting the vacancy announcement and distributing it widely. Vacancy announcements are typically mailed statewide and are advertised in professional journals and in other appropriate publications such as *The Chronicle of Higher Education*. Vacancy announcements are also posted on the ASU web page (<http://www.angelo.edu/publications/employment>).

The initial contacts with prospective faculty members are normally made by the department head or dean of the appropriate college or school who builds each applicant's dossier, including application form, official transcripts, and letters of recommendation. The department head (or, in the case of a search for a department head, the appropriate dean) appoints a search committee to screen the applicants, conduct telephone interviews, check references, and recommend two or more of the best candidates for on-campus interviews. Criteria for selection include academic preparation, quality of recommendations, prior work experience, record of or potential for research, publications or creative activity, and departmental and University needs.

The department head or chair of the search committee organizes the on-campus interviews, making sure that departmental faculty and appropriate academic administrators have an opportunity to meet with the candidates. The department's choice is then forwarded for approval to the appropriate dean, the Vice President for Academic Affairs, and the President. The President issues a contract letter to the successful candidate with the understanding that the appointment is subject to approval by the Board of Regents. The appointment is official upon receipt of the signed contract.

The faculty profile indicates that the University is successfully recruiting and selecting faculty from a broad range of institutions. Since 1995, eighty-seven of the current faculty have been hired. Of those, forty-nine have their highest earned degree from thirteen different Texas universities, and thirty-eight earned their highest degree from universities in twenty-one different states. The degree-granting institutions include select liberal arts colleges, comprehensive master's level institutions, and major state and private research universities.

The Faculty Committee conducted an informal poll of department heads to determine their satisfaction with the existing recruitment procedures. The majority expressed satisfaction with the existing policy, but questions were raised about delays in securing approval of requested positions, submitting advertisements for approved vacancies, and sending out contracts to the prospective employee. Delays generally result because the President is understandably reluctant to authorize approval of positions until the budget is formally approved.

Due to the particular demographics of the faculty, recruitment demands are likely to escalate over the next decade. There is some concern that the rising costs of conducting on-campus interviews will present problems as more frequent searches occur. These costs might be partially offset by using teleconferencing or other technology-based forums to screen finalists for positions.

It is expected that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution.

If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the

United States, the institution must show evidence that the faculty member has appropriate academic preparation.

The University is in compliance.

The University employs no faculty members who hold degrees from non-accredited institutions within the United States. Two faculty members in the Modern Languages Department hold highest earned degrees from foreign universities. The University retained an independent agency to verify transcripts from each of these foreign universities to ensure that the faculty member holds credentials appropriate to the teaching assignment. The earned degrees of all ASU faculty are published in the *2001-2003 Bulletin* (pp. 20-41).

Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.

The University is in compliance.

In 1989, the Texas Education Code (Section 51.97) mandated that each higher education institution assure the English language proficiency of all faculty. An excerpt from that Code is published in the *Faculty-Staff Handbook* (V-1). The Code required existing faculty to identify their primary language. Those who specified a primary language other than English were required to demonstrate their ability to be understood. In addition, each higher education institution was asked to create a policy to identify those deficient in English language skills and to assist them to develop appropriate proficiency.

In compliance with that mandate, ASU adopted the “Program for English Language Proficiency Instruction for Individuals Who Teach at Angelo State University” in 1990. The policy established specific procedures and requirements to ensure English language proficiency in both oral and written communication and outlined remediation programs for faculty who fail to demonstrate adequate command of the language. While the document places primary responsibility for ensuring compliance in the hands of the academic deans, actual determination of proficiency resides with the academic department. Throughout the hiring process, department members ascertain a candidate’s language proficiency by considering written letters of application, examining publications, conducting telephone interviews, and conducting on-campus interviews that combine informal discussion and formal presentations. English language proficiency has not been a significant problem at the University, but should a department determine that a deficiency exists, the identified individual would be required to complete a tutorial program designed by the appropriate department head and approved by the appropriate dean.

Periodically, the Texas Higher Education Coordinating Board may request compliance certifications from the University. The Office of the Vice President for Academic Affairs is responsible for responding to such requests.

The University also offers courses in Spanish, French, German, and Russian through the Department of Modern Languages. The department assures proficiency in the target language during the initial hiring process. A thorough review of academic credentials and telephone interviews and on-campus presentations conducted partially in the target language determine fluency, and new faculty are closely monitored during the probationary period to determine classroom effectiveness in the target language.

Recommendations and Suggestions: 4.8.1

Having determined that the University complies with all of the requirements in this section of the *Criteria*, the Faculty Committee makes no recommendations. However, the Committee suggests that the University should explore means of reducing delays in approving and advertising faculty vacancies and particularly in issuing contracts to prospective employees.

4.8.2 Academic and Professional Preparation

Section 4.8.2 of the SACS *Criteria for Accreditation* covers academic and professional preparation for four categories of faculty: Associate (4.8.2.1), Baccalaureate (4.8.2.2), Graduate (4.8.2.3), and Distance Learning Programs/Activities (4.8.2.4). Each section outlines the general qualifications for faculty in that particular category. The comprehensive criterion states that

Both full-time and part-time faculty must meet the following criteria for academic and professional preparation.

The University is in compliance with the comprehensive criterion in each of the areas. Evidence of compliance for each category is provided in separate sections of the report.

More than two hundred full-time faculty members are employed at Angelo State University. Two-thirds (67%) of the full-time faculty hold earned doctoral degrees, and half (50%) have been in continuous service for more than ten years. The Office of the Vice President for Academic Affairs monitors the credentials of all faculty members providing graduate and undergraduate instruction. The Office of the President maintains official transcripts in all faculty personnel files. Those files also contain official documentation of appropriate professional and work experience, technical and performance competency, and certifications necessary to establish credentials for teaching assignments in the rare case that a faculty member does not technically meet academic requirements.

4.8.2.1 Associate

In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis.

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

Each full-time and part-time faculty member teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.

ASU offers no associate degree programs in the humanities/fine arts; social/behavioral sciences; or natural sciences/mathematics, nor does it offer non-degree diploma or certificate occupational courses.

Each full-time and part-time faculty member teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience.

The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for members teaching both transfer and non-transfer courses in these areas. Such exceptions must be justified by the institution on an individual basis.

It is the responsibility of the institution to keep on file all full-time and part-time faculty members' documentation of academic preparation, such as official transcripts, and, if appropriate for demonstrating competency, records of publications, and certifications and other qualifications.

The University is in compliance.

ASU offers only one associate degree—the Associate in Applied Science in Nursing (AASN). Credits earned in the associate degree program are not designed for transfer. The program prepares students to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Those who pass the licensing examination receive the designation of Registered Nurse and become eligible to pursue a baccalaureate degree in nursing. The Nursing Department employs fifteen full-time faculty members and no part-time faculty in the AASN program. Each faculty member teaching in the program holds at least a master's degree with a minimum of eighteen graduate semester hours in the teaching discipline. Each instructor also brings considerable clinical experience to his or her classroom that greatly enhances quality of instruction.

The faculty credentials have been accepted by two accrediting agencies, the Board of Nurse Examiners for the State of Texas and the National League for Nursing Accrediting Commission. The high quality and instructional ability of the Nursing faculty resulted in a commendation from the Board of Nurse Examiners of Texas based on the excellent performance of ASU graduates on the 2000 National Council of Licensing Examination for Registered Nurses.

Official transcripts documenting academic preparation, records of professional certification and experience, and additional qualifications to establish credentials for each teaching assignment are on file both in the Nursing Department and in the Office of the President.

Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, but with an emphasis on competence gained through work experience. In all cases, faculty members must have special competence in the fields in which they teach.

It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

ASU has no non-degree diploma or occupational courses except those offered through the Continuing Education Division covered in Section 4.6 of this *Self-Study Report*.

Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a bachelor's degree, and ideally, should have work or other experiences which help them relate these skills to the occupational field.

ASU has no non-degree occupational programs.

Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate these skills to the occupational field.

ASU does not offer adult basic education courses below the collegiate level.

Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their assignment or graduate training in remedial education.

The University is in compliance.

ASU offers remedial programs, under the title of developmental (pre-collegiate) courses, in mathematics and English. Those students who require remediation for either Texas Academic Skills Program standards or ASU admission standards are placed in the appropriate courses upon registration.

Developmental mathematics courses are taught by faculty members of the Mathematics Department, all of whom hold at least the master's degree with eighteen hours or more in mathematics. Developmental English courses are taught by English department faculty holding at least a master's degree in English or by teaching assistants who have completed at least eighteen graduate semester hours in English. Teaching assistants are trained and closely supervised by the Director of Developmental English.

4.8.2.2 Baccalaureate

Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be justified by the institution on an individual basis.

The University is in compliance.

The appropriate department head is responsible for ensuring that each full-time and part-time faculty member teaching courses in the baccalaureate degree programs holds at least the master's degree and has completed at least eighteen graduate semester hours in the teaching discipline or holds the minimum of a master's degree with a major in the teaching discipline at the time of the initial appointment. The office of the appropriate dean and the Office of the Vice President for Academic Affairs also monitor credentials to ensure compliance with the above requirements.

In those instances in which faculty do not meet the stated criteria, the department head is required to submit a letter or memorandum to the VPAA providing justification for the teaching assignment. ASU grants exceptions in some cases on the basis of professional experience, outstanding contributions to the teaching discipline, specific interests of the University, direct relationships between disciplines, and established practice in developing fields. A department normally requests such exceptions at the time of the new faculty member's initial appointment and includes the justification in the original contract letter, a copy of which is filed in the faculty member's file in the President's Office. If departmental curricula or personnel changes require assignment of existing faculty to new courses in areas in which they do not have the required eighteen semester hours of graduate work, the department head submits a letter of justification explaining alternate credentials for the assignment. That justification letter is placed in the faculty member's file in the President's Office.

The Committee's thorough review of faculty transcripts reveals that most ASU faculty do have at least eighteen graduate semester hours in the teaching field. Exceptions to this rule are adequately justified by virtue of professional experience or certification, demonstrated technical expertise, or contributions to the teaching discipline.

During the 2000-2001 academic year, individual faculty members who teach in the fields of physics, computer science, journalism, management and marketing, finance, economics, biochemistry, linguistics, geography, nursing, and kinesiology did not technically meet the eighteen-hour requirement. The committee is satisfied that teaching assignments have been sufficiently justified by appropriate department heads in all cases.

For example, a faculty member assigned to teach biochemistry actually holds a Ph.D. in Nutrition, but a very clear relationship between the two disciplines can be demonstrated since many of the nutrition courses correspond directly to those designated as Biochemistry courses at comparable universities. Likewise, a faculty member teaching geography has only fifteen graduate semester hours in the field but holds a Ph.D. in History with several courses having a very strong geography component.

Faculty members in the Nursing and Physical Therapy Departments lack the required graduate hours but more than compensate for this in professional experience, training, and licensure. The

qualifications of the faculty in the new Physical Therapy program were submitted to SACS for review, and accrediting agencies in Physical Therapy (Commission on Accreditation in Physical Therapy Education) and Nursing (Board of Nurse Examiners for the State of Texas and National League for Nursing Accrediting Commission) have accepted the qualifications of the faculty teaching in these programs.

In one rather unique situation, a computer science professor holds the terminal degree in linguistics but has demonstrated exceptional expertise in teaching computer languages and designing computer programs and web pages, and she brings practical experience in a critical area that the University has been unable to fill despite national searches. Also, faculty members in the management and marketing and finance programs often have earned degrees in related fields and hold professional credentials in the teaching area. For example, the individual assigned to teach Estate Planning holds a Doctor of Jurisprudence with a specialty in tax and estate law.

Other exceptions are due to specific course offerings to support particular majors. In the Modern Languages Department, linguistics courses are taught by faculty with degrees in specific languages which have strong elements of linguistic training. Likewise, the Communications, Journalism, and Drama Department, in keeping with developments in the field, now offers courses in desktop publishing, graphics, and advertising. Faculty initially trained in Speech and Communications have retrained themselves to meet the changing market demands of their discipline as is customary in the field. This allows the department to stay abreast of changes in this rapidly developing field without sacrificing academic integrity.

In another exceptional situation, the Education Department employs individuals on a contract basis to supervise student teaching. Some of these field supervisors do not have the required graduate hours in education, but each has at least a master's degree in the supervision field and appropriate experience in public school teaching that qualifies that person for the assignment.

The Department of Aerospace Studies provides another special case situation. The Air Force Reserve Officer Training Corps program is not a traditional academic program; it is a professional preparation program designed for students considering careers as U. S. Air Force officers. Courses are geared toward Air Force career opportunities, leadership training, and the role of the military in American society. Courses are normally taken for elective credit but may be used as part of a composite academic minor as well.

The individuals teaching the aerospace studies courses are technically classified as ASU faculty but are in actuality Air Force officers assigned to this duty. The very nature of this program makes academic specialty a secondary consideration as the qualifications for service are based more on military training and standing. At present, four Air Force officers comprise the Aerospace Studies faculty. The Department Head holds a master's degree in National Strategic Studies. The other

faculty officers hold master's degrees in Computer Science, Information Management, and Public Administration.

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

The University is in compliance.

ASU offers no interdisciplinary degree programs at the baccalaureate level other than the Bachelor of Science in Interdisciplinary Child Development and Learning leading to elementary teaching certification. Since this is a new degree program resulting from a recent realignment to meet State Board of Education mandates, qualifying degrees are not clearly defined. Seven of the nine faculty teaching courses in the ASU program hold terminal degrees in Curriculum and Instruction with specializations in Reading and Early Child Development or related degrees in Education or Educational Psychology.

Students are also allowed to seek secondary teaching certification in composite social studies, which requires students to complete courses in economics, geography, government, and history. While the courses themselves are not technically interdisciplinary, the academic preparation is. Likewise, students may choose to pursue a supporting concentration in ethnic studies, which combines coursework in English, history, sociology, and Spanish. In both these areas, faculty teach in their actual academic specialization and therefore meet the same eighteen graduate semester hour requirements noted above.

The University, however, recognizes that certain general areas of study lend themselves to an interdisciplinary or multidisciplinary approach and allows such courses to be taught under a University Studies (USTD) listing (*2001-2003 Bulletin*, p. 361). Generally, three types of courses have been offered under this title.

The first is USTD 2323, a fundamentals of computer usage course designed primarily for students in the liberal arts. This course is taught by a professor with a terminal degree in sociology who has significant experience in data collection and analysis and publications in both sociology and history, some of which are textbooks with computer applications.

The second and third of these courses are USTD 2381 and 3381, which are both designated as Special Topics in Interdisciplinary Studies. Members of the faculty can apply to the appropriate dean to offer various courses of special interest to the faculty member or to students. These courses have most commonly been used to support the International Studies program, to offer specialized focus on the University Symposium on American Values theme, or to test new fields or course offerings in such

areas as Southwest Studies. Individuals with terminal degrees or other qualifications in the specific discipline and an interest in the multidisciplinary approach teach these courses and are held to the same standards as faculty teaching in a single discipline. Of special note are the Southwest Studies courses, presently coordinated by individuals with terminal degrees in English and Sociology. While these professors serve as the instructor of record, invited lecturers in such fields as regional history, women’s studies, government, and ecology share the instructional duties.

The final element of the interdisciplinary course offerings is University Studies 1201 (Critical Thinking). This course is a unique offering in that it combines elements of academic subject matter, social adjustment skills, and orientation to University programs and policies. Qualifications for teaching the course are deeper than academic training and are difficult to link to academic specialty. The University Studies Program narrative specifies that the classes will be taught by members of the faculty, and the course description identifies the subject matter as having strong components of logic, critical thinking, decision making, and problem solving. The course utilizes current University policies to introduce beginning students to the fundamentals of college life, as well as academic majors and career choices. All faculty approved to teach the course must hold at least the master’s degree in their specific academic disciplines. Staff approved to teach USTD 1201 are designated as Lecturers and typically hold the master’s degree in one of a variety of academic disciplines and have some experience in the student life aspects of the University. All USTD 1201 faculty must apply to teach the course, undergo basic training by the program coordinator, and follow an established syllabus.

The academic preparation of the faculty members teaching interdisciplinary courses other than the University Studies 1201 classes during 1998–2001 is summarized in Table 4.8.2.2.a.

Table 4.8.2.2.a

Faculty Members Teaching Interdisciplinary Courses

| Departmental Affiliation | Terminal Degree | Major |
|---------------------------------|------------------------|--------------------------|
| Accounting, Economics & Finance | Ph.D. | Finance |
| Business | Ph.D. | Management |
| Education | Ph.D. | Curriculum & Instruction |
| English | Ph.D. | English |
| Government | Ph.D. | American Politics |
| Government | Ph.D. | Urban Administration |
| Modern Languages | Ph.D. | French |
| Psychology & Sociology | Ph.D. | Sociology |

The appropriate department head and deans share responsibility for assuring the appropriateness of faculty credentials to teach interdisciplinary courses. Documentation of the academic and professional

preparation of faculty teaching in these courses can be found in the files of the faculty members in the Office of the President. The appropriate department head makes the teaching assignments in interdisciplinary courses each semester and monitors the academic preparation of the faculty members teaching in these courses.

It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.

The University is in compliance.

The Office of the President maintains personnel files that include official transcripts for every ASU faculty member which document the academic credentials for the teaching assignment. In those cases where the assignment is based on professional and work experience, outstanding technical and performance achievements, or professional certifications, justifications for the assignments are included in those personnel files. Some disciplines maintain duplicate files at the departmental level.

At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M.L.S.; in others, a master's degree in the discipline, coupled with a doctoral degree in a related discipline, is considered appropriate.

The University is in compliance.

The long semesters used to evaluate this criterion were the Fall of 2000 and the Spring of 2001. With the exception of the major in Medical Technology, more than the required 25% of the course hours in each undergraduate major were taught by faculty members holding the terminal degree, usually the earned doctorate in the discipline, the master's degree in disciplines where this is considered to be the terminal degree, or the master's degree in the discipline coupled with a doctoral degree in a related discipline.

The following table shows the percentages of undergraduate major hours taught by faculty with appropriate terminal degrees during the semesters used for evaluation.

Table 4.8.2.2.b

**Percentage of Undergraduate Hours Taught by Faculty with Appropriate Terminal Degrees,
Fall 2000 and Spring 2001**

| Major | Percentage of Undergraduate Major Credit Hours Taught by Faculty with Earned Doctorate in Discipline, MFA, M.S.W., M.L.S., or Master's Degree in Discipline Coupled with Related Doctorate | Major | Percentage of Undergraduate Major Credit Hours Taught by Faculty with Earned Doctorate in Discipline, MFA, M.S.W., M.L.S., or Master's Degree in Discipline Coupled with Related Doctorate |
|------------------|---|--------------------------------------|---|
| Accounting | 37 | History | 95 |
| Animal Science | 100 | Interdisciplinary Child Development* | 78 |
| Art | 100 | Journalism | 40 |
| Biochemistry | 70 | Kinesiology | 47 |
| Biology | 90 | Management | 49 |
| Business | 40 | Marketing | 65 |
| Chemistry | 70 | Mathematics | 41 |
| Communication | 37 | Medical Technology | N/A** |
| Computer Science | 50 | Music | 65 |
| Criminal Justice | 100 | Nursing | 32 |
| Drama | 100 | Physics | 96 |
| English | 62 | Physics, Applied | 96 |
| Finance | 55 | Psychology | 67 |
| French | 100 | Sociology | 90 |
| German | 100 | Spanish | 40 |
| Government | 84 | Studio Art | 100 |

*This percentage does not include the Student Teacher Supervisors, who all have Master's degree qualifications and are considered clinical faculty.

**The Committee determined this criterion to be non-applicable (N/A) to the undergraduate degree program in Medical Technology. The Head of the Department of Biology, who holds a Ph.D., provides administrative oversight and coordination for all courses in this program. Members of the University faculty, however, do not teach the courses. Instead, Medical Technology courses are taught in conjunction with other programs throughout the State of Texas on a contract basis by qualified medical technicians located at on-site medical facilities.

It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines.

The University is in compliance.

ASU recognizes the Master of Fine Arts as the terminal degree for the Studio Arts, as is customary across the State, as well as the Master of Social Work and the Master of Library Science. There are several faculty members who hold teaching assignments outside their area of doctoral study but who also hold a master's degree in the teaching field. For instance, one biology professor has a doctorate in botany but a Master of Science in biology. Likewise, a nursing professor has a doctorate in Adult Education but holds a master's degree in nursing along with professional certifications and experience that more than qualify him for the assignment. One sociology professor holds the Ed.D. in Psychology but a Master of Social Work as well. All such justifications are on file in the Office of the President.

The above requirement also applies to each major offered through distance learning, including those offered at branches or other sites.

The University is in compliance.

The University has offered distance learning classes in nursing, education, and public administration. As detailed in Section 4.8.2.4 of this report, full-time ASU faculty taught all the courses. All individuals teaching those classes either held the terminal degree or had a minimum of eighteen hours of graduate work in the teaching discipline or qualified for the assignment by virtue of special credentials and experience.

The University does offer some courses at Goodfellow Air Force Base. Faculty members teaching at the base must present the same academic credentials as faculty teaching on campus. A fuller discussion of this issue is found in Section 4.8.2.4 of this report.

Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.

The University is in compliance.

ASU offers three developmental courses: English 130C (*Fundamentals of English*), Math 130A (*Fundamentals of Mathematics I*), and Math 130B (*Fundamentals of Mathematics II*). According to the *ASU Developmental Education Plan (Spring 2000)*, all instructors of developmental courses must

hold at least the bachelor's degree and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.

The developmental English faculty in the Fall of 2000 included two full-time Lecturers, one tenure-track Assistant Professor, one Visiting Assistant Professor, one teaching assistant, and the Director of Developmental English who is a Full Professor. With the exception of the one teaching assistant, all hold at least the master's degree in English and regularly teach college-level courses. Teaching assistants assigned developmental classes must have a minimum of eighteen graduate semester hours in English and undergo extensive in-house training and supervision.

The developmental mathematics faculty in the Fall of 2000 was comprised of six full-time Instructors, one full-time Lecturer, one part-time Lecturer, and a Developmental Math Coordinator. Each of these individuals holds at least the master's degree in mathematics and has on average almost fifteen years of classroom teaching experience. Developmental mathematics instructors also teach college-level courses.

Recommendations and Suggestions: 4.8.2.2

Having determined that the University is in compliance with all criteria concerning academic and professional preparation, the Self-Study Steering Committee makes no recommendations. The Committee offers the following suggestions.

1. While the University is in compliance with the requirement that at least 25% of the course hours in each undergraduate major be taught by faculty holding appropriate terminal degrees, there are several degree programs where less than 50% of course hours are taught by faculty with such qualifications. These include accounting, business, communication, journalism, kinesiology, management, mathematics, nursing, and Spanish. The Committee suggests that the University make a determined effort to recruit qualified applicants in these fields to improve the ratio of course hours taught by faculty holding appropriate terminal degrees as personnel and funding opportunities arise.
2. The University should upgrade positions in areas with a low percentage of terminal degrees to tenure-track positions as vacancies and funding allow.

4.8.2.3 Graduate

Angelo State University is authorized by the Texas Higher Education Coordinating Board (THECB) to offer seven graduate degrees in twenty-two degree programs. All authorized graduate degrees and programs are master's level. Approximately 109 members of the faculty and administration have been appointed as graduate faculty, 3 members have been appointed as graduate specialist faculty, and an additional 18 Adjunct Professors support the graduate programs in Animal Science, Biology and

Physical Therapy. These faculty members are expected to engage in continuous scholarship, research, and professional activity.

The VPAA is responsible for overseeing the academic programs. The Graduate Dean is the chief administrative officer of the graduate faculty. The Graduate Council, which serves as an advisory body to the Graduate Dean, consists of the Graduate Dean, who serves as chair, and sixteen senior graduate faculty members representing academic departments that offer graduate majors.

Institutions offering either master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship.

The University is in compliance.

The *Faculty-Staff Handbook* (IV-3) indicates that to be appointed to the graduate faculty, candidates must (a) hold the terminal degree or have a demonstrated competency in lieu of the degree, (b) hold the rank of Assistant Professor or above, and (c) be a productive, creative scholar. Specialist graduate faculty must (a) hold the terminal degree or have demonstrated competency in lieu of the degree, (b) hold the rank of Professional Specialist III or above, and (c) be active in the profession.

The Committee believes that these minimum requirements for appointment ensure that the graduate faculty demonstrate the requisite commitment and competence essential for the integrity and effectiveness of graduate education. The Graduate Office maintains curriculum vitae that confirm the quality of the graduate faculty. The *2001-2003 ASU Bulletin* lists the earned degrees of all graduate faculty (pp. 365-373).

Further evidence shows that graduate faculty members received thirty-five of fifty-five (67.2%) grants from the University's Faculty Development Program during the 1999-2000 and 2000-2001 academic years. Through the Faculty Development Program, the University provides grants for research, faculty enrichment experiences, integration of technology into curriculum, and for travel when faculty are actively involved in conference programs. Over the past two academic years, members of the graduate faculty have received funding in areas such as development of interactive course web sites, final preparation of book manuscripts, archival research in literature, and historical study of Chinese-American relations. Beyond the requirements for appointment, the level and quality of scholarly and professional activities conducted by the graduate faculty show that they are well prepared to guide, direct, and model scholarly activities and professional development for students.

Departmental Inventories report a variety of techniques to ensure that graduate faculty demonstrate high levels of competency in both teaching and scholarship. Among the measures employed are use of student evaluations, funding for attendance and presentation of papers at conferences and workshops, and rigorous screening before appointment to the graduate faculty.

Furthermore, all faculty undergo yearly evaluations by peers and department heads. Tenure and promotion guidelines require completion of portfolios validating a faculty member's teaching and scholarly activity. Course evaluations and syllabi are routinely considered in both the annual and promotion and tenure evaluation processes. The Self- Study Master's Level Survey indicates that 95.8% of graduate student responders agree or strongly agree that faculty are competent to teach the courses.

Institutions offering doctoral degrees must demonstrate the research capability of faculty members teaching in these programs.

ASU does not offer doctoral degrees.

Eligibility requirements for faculty teaching graduate courses must be clearly defined and publicized.

The University is in compliance.

The graduate faculty consists of those members of the University academic faculty and administration who have been appointed to membership in accord with eligibility requirements and procedures established in the *Faculty-Staff Handbook* (IV-3). This policy is accessible on the Internet, as is the complete *Faculty-Staff Handbook*. Hard copies are provided to each faculty member and also are located in the offices of the academic deans and department heads as well as in the Porter Henderson Library.

The following statements in the *Faculty-Staff Handbook* (IV-3) establish the eligibility requirements for graduate faculty:

In order to qualify for the graduate faculty, a faculty member must (a) hold the terminal degree or have a demonstrated competency in lieu of the degree, (b) hold the rank of Assistant Professor or above, and (c) be a productive, creative scholar. [. . .] In order to qualify for the specialist graduate faculty, a faculty member must (a) hold the terminal degree or have demonstrated competency in lieu of the degree, such as holding advanced practice or nursing certification in the State of Texas, (b) hold the rank of Professional Specialist III or above, and (c) be active in the profession, such as having a minimum of two years advanced practice nursing experience.

Further, "The graduate faculty is appointed by the President of the University on the recommendations of the Dean of the Graduate School and the Vice President for Academic Affairs" (*Faculty-Staff Handbook*, IV-3) The Dean of the Graduate School is assisted and advised by the Graduate Council in the process of evaluating candidates for appointment who are nominated by their department heads.

As the *Faculty-Staff Handbook* specifies, “Members of the Graduate Council, in turn, are appointed by the President upon recommendation of the Vice President for Academic Affairs. Departments offering graduate majors are represented by a senior graduate faculty member other than the Department Head; departments offering minor programs are represented by the Department Head. The Dean of the Graduate School serves as Chair of the Graduate Council” (I-9-10).

All institutions must have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered.

The University is in compliance.

Since no doctoral programs are offered at Angelo State University, this criterion was evaluated only in relation to the University’s various master’s degree programs.

ASU is generally able to attract and retain an able and qualified graduate faculty even though there are few salary incentives for graduate faculty. When considered with employee benefits, facilities, and professional growth opportunities, the overall resources are adequate.

Evidence gathered from the faculty and departments support this general finding. While the Self-Study Steering Committee did not survey graduate faculty separately, the Self-Study Faculty Survey indicates that less than half of faculty members agreed that salaries are adequate to attract (only 35.0% agreed) or retain (only 33.0% agreed) able faculty members. At the same time, however, a strong majority of faculty members agreed that employee benefits such as retirement plans (82.3% agreed) and insurance coverage (78.0% agreed) are adequate. In addition, more than 60% of faculty members felt that educational facilities such as computer resources (79.8%), instructional materials (78.8%), office space (63.6%), laboratories (63.1%), and library materials (78.0%) are adequate. The majority of faculty members also thought that key elements of the academic environment are adequate: for example, 61.9% thought the University adequately safeguards academic freedom; 83.8% felt free to examine all pertinent data in their teaching efforts; and 58.7% agreed that the University provides opportunities for continued professional growth.

Similar contradictions were reported in the Self-Study *Departmental Inventories*. Of the thirteen departments offering graduate programs, for example, seven reported that they do not have adequate numbers of faculty to provide effective teaching and advising and to pursue scholarly or creative activity. However, all thirteen departments reported that they successfully promote scholarship, creativity, and teaching effectiveness among their graduate faculty members.

Salary incentives for graduate faculty are somewhat scarce, but when coupled with other assets, resources to attract and retain a qualified faculty are adequate.

Faculty members responsible for the direction of doctoral research must be experienced in directing independent study.

ASU offers no doctoral degree programs.

Faculty members engaged in graduate teaching should demonstrate, by their involvement in institutional activities, their commitment to the academic community and the institution which they serve, as well as to their students and their academic disciplines.

The University is in compliance.

The requirements for appointment to the graduate faculty (see item 3 above) entail evaluation of candidates on the basis of the criteria listed. Additionally, each of the 13 departments offering graduate programs reported in their Self-Study *Departmental Inventories* that they regularly evaluate graduate faculty members on the basis of activities that reflect these commitments. Several departments also reported that they screen candidates for faculty employment partly on the basis of evidence reflecting these factors during hiring processes. Faculty curricula vitae indicate that members of the graduate faculty lead major committees, hold memberships in professional associations, present papers, and compete effectively for University and national grants and awards.

Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. In some instances, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M.L.S.; in others, a master's degree in the discipline coupled with a doctoral degree in a related discipline is considered appropriate.

It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines.

The University is in compliance.

In most cases, faculty members teaching courses at the master's degree level hold the terminal degree in the teaching discipline. In extraordinary circumstances, however, it may be necessary for a faculty member who has not been appointed to the Graduate Faculty to teach a specialized graduate course that is necessary to the degree program and cannot be taught by any member of the graduate faculty. In such cases, the appropriate department head and college or school dean must recommend the appointment to the Graduate Dean for approval and fully justify the appointment (*Faculty-Staff Handbook*, IV-3).

The Master of Science in Nursing and the Master of Physical Therapy programs provide unique situations in which individuals with outstanding professional credentials and workplace experience may be classified as Specialist Graduate Faculty with the approval of the Graduate Council and the Graduate Dean. Outside these two areas, all graduate faculty hold the terminal degree.

Records of all such exceptions are maintained in faculty personnel files located in the President's Office.

All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.

This criterion does not apply as ASU has no doctoral level courses.

The Commission recognizes that in unusual cases institutions may appropriately include as graduate faculty members those who have demonstrated exceptional scholarly or creative activity, or professional experience, but who may not possess the required academic credentials. There also may be an occasion when a new graduate discipline is in its formative stage in higher education and there are no faculty members available with academic credentials in the discipline. In either case, when an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty.

The University is in compliance.

Only two programs, the Master of Physical Therapy and the Master of Science in Nursing, require consideration in respect to this imperative.

The Master of Physical Therapy program represents a unique situation. The profession only recently moved to the Master's as the entry-level degree; therefore, the pool of academically credentialed faculty is somewhat limited. Moreover, the ASU program is a clinical-based program dedicated to turning out practitioners. As such, workplace experience and professional credentials are at least as important as academic specialization for faculty in this program. Individuals with outstanding credentials are occasionally classified as Specialist Graduate Faculty to serve this new program with the approval of the Graduate Council and the Graduate Dean.

During 2000-2001, two of the six members of the graduate Physical Therapy faculty held only the Master of Science degree. Both, however, are licensed physical therapists with many years of teaching experience in academic physical therapy programs at other universities in Texas. A third individual has a Master of Education and an Ed.D. with specialization in Exercise Physiology. The department head works closely with this individual in development of course materials and has observed classes, labs, and seminar sessions to assure quality performance. The roster of physical

therapy faculty was submitted to SACS for review and has been accepted by the Commission on Accreditation in Physical Therapy Education.

Four of the six faculty members teaching in the Master of Science in Nursing program hold earned doctorates from regionally-accredited institutions and a fifth is a doctoral candidate. One of those holds a Ph.D. in Adult and Extension Education but is certified as a Clinical Nurse Specialist in Medical-Surgical Nursing and has extensive experience in the CNS role. One individual holds a Master of Education and an Ed.D. with specialization in Exercise Physiology and Statistics. That individual team-teaches with faculty who are Registered Nurses. The sixth holds a Master of Science in Nursing degree but is certified and experienced as a Family Nurse Practitioner. The credentials of the ASU nursing faculty have been accepted by both the Board of Nurse Examiners for the State of Texas and the National League for Nursing Accrediting Commission.

Both programs also use adjunct faculty to provide specialized expertise, but adjunct faculty must present the same credentials as regularly appointed faculty.

Justifications for all appointments based on clinical or technical expertise are included in the personnel files in the President's Office.

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

The University is in compliance.

Angelo State University does not currently teach any interdisciplinary courses at the graduate level but does offer graduate degrees in three multidisciplinary programs: a Master of Arts in International Studies, a Master of Arts in Interdisciplinary Studies, and a Master of Science in Interdisciplinary Studies. The Interdisciplinary Studies programs allow a student to undertake graduate work in three separate disciplines approved by the Graduate Dean. The International Studies program requires students to complete courses in Government, History, and Business Administration.

The faculty involved in these multidisciplinary programs teach courses within their academic discipline only. All individuals involved in each of the programs hold the terminal degree.

It is the responsibility of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.

As indicated earlier, the Office of the President maintains official transcripts and other records necessary to demonstrate the academic preparation and competence of the graduate faculty.

An effective graduate program depends on the scholarly interaction of faculty. The appropriate number of faculty members to adequately support a program varies according to discipline and the scope of the program. However, for each graduate degree program, an institution must employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.

The University is in compliance.

The Graduate Dean's roster of graduate faculty for the 2000-2001 academic year shows the following numbers of full-time faculty with teaching responsibilities in the respective degree program.

Table 4.8.2.3

Faculty Members Teaching in the Graduate Programs

| Graduate Degree Programs | Number of Full-Time Faculty Teaching in the Degree Program |
|---------------------------------------|---|
| Accounting, M.B.A. | 4 |
| Animal Science, M.S. | 6 |
| Biology, M.S. | 9 |
| Management, M.B.A. | 5 |
| Communication, M.A. | 4 |
| Education, M.A.; M.Ed. | 9 |
| English, M.A. | 14 |
| Government, M.A.; M.P.A. | 6 |
| History, M.A. | 11 |
| Interdisciplinary Studies, M.A.; M.S. | N.A.* |
| Kinesiology, M.S. | 5 |
| Nursing, M.S.N. | 7 |
| Physical Therapy, M.P.T. | 6 |
| Psychology, M.S. | 7 |

*The criterion was found to be non-applicable to the degree programs in Interdisciplinary Studies. These programs are coordinated by the Graduate Dean and require completion of courses selected from three separate departments offering graduate courses. All graduate faculty members teaching graduate courses are prospective participants in these programs.

All policies and regulations affecting graduate curricula – and requirements leading to graduate credits, certification and degrees – should be formulated by the graduate faculty or by an appointed or elected group representing the faculty.

The Graduate Council serves as the representative of the graduate faculty in the formulation of policies and regulations affecting all matters of graduate education at Angelo State University. Members of the Graduate Council are appointed by the President upon recommendation of the Vice President for Academic Affairs. Departments offering graduate majors are represented by a senior graduate faculty member other than the department head. The Dean of the Graduate School serves as Chair of the Graduate Council.

Recommendations and Suggestions: 4.8.2.3

Finding that the University is in compliance with these criteria, the Self-Study Steering Committee has no recommendations or suggestions for this section.

4.8.2.4 Distance Learning

Institutions offering courses for credit at any degree level at off-campus locations must meet all criteria related to faculty.

The University is in compliance.

Angelo State University has four full-time, regularly appointed professors who teach distance-learning classes in the University's Distance Learning (DL) Center. The Education Department has offered four graduate-level education classes by two-way interactive video. Three faculty members have taught these classes, and a Professor of Government has taught a graduate-level class in the Distance Learning Center. All hold the terminal degree in the teaching discipline and meet all requirements for appointment to the graduate faculty detailed in 4.8.2.3 of this report. In addition to those qualifications, each of these faculty members has received training through Southwest Center for Advanced Technological Education (SCATE) in methodologies for conducting distance-learning classes with interactive television.

The Department of Nursing offers eight undergraduate nursing classes and two graduate classes via the Internet. Nine full-time faculty members teach the online courses. Each of these individuals meets all the criteria as outlined in 4.8.1 and 4.8.2.

The University does teach a few classes at an off-campus site, Goodfellow Air Force Base (GAFB), located approximately four miles from campus. In the fall of 2000, ASU offered a total of eight courses at GAFB. Four of these were taught in the traditional sixteen-week format, and four were taught as eight-week courses. In the spring of 2001, nine courses were offered at GAFB. Four were

taught for the full sixteen-week term, and five were offered as eight-week courses. Faculty teaching at GAFB are held to the same standards as those teaching on campus. Each has a minimum of eighteen graduate semester hours in the discipline and is subject to the same policies and procedures as on-campus personnel (see Appendix B in Section 4.2 for a detailed discussion of this site).

Whether through direct contact or other appropriate means, institutions offering distance-learning programs must provide students with structured access to and interaction with full-time faculty members.

The University is in compliance.

Interviews with the faculty teaching in the Distance Learning Center indicate that instructors have used a commercial software package, either *Intrakal* or *Blackboard*, that provides easy e-mail access for the students at the distance site. Professors required students to post to a bulletin board for a threaded discussion and to turn in projects to the digital drop box provided. Chat rooms for groups of more than seven students proved not to be an efficient means of holding discussions. However, students at the distant site were paired with local students in group problem-solving discussions and used class time to interact and prepare their projects. Distance learning professors have used an Internet web site with *Power Point* presentations, syllabi, and class handouts to support the class. Professors have also been available for questions from the distant site using the interactive video system directly before and after the scheduled class period.

The Nursing Department uses two commercial software packages, *Intrakal* and *Blackboard*. The department provides an online handbook, and students use message centers, e-mail, and telephone contacts for interconnectivity with faculty members. Some nursing courses have occasional on-campus requirements for orientation, competencies testing, and program evaluation.

Classes at GAFB are taught in the traditional manner of the instructor offering the instruction in real time and in person. Interactivity with the instructor is therefore handled as it is for classes taught on the ASU campus (see Appendix B in Section 4.2).

Recommendations and Suggestions: 4.8.2.4

ASU is in compliance with both of these requirements; therefore, the Committee offers no recommendations or suggestions.

4.8.3 Part-Time Faculty

The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, and be appropriate to participate in curriculum, policy making, institutional planning and governance.

The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.

The University is in compliance.

The adequacy of full-time faculty members to provide effective instruction, advising, scholarship, and institutional service functions is considered fully in Section 4.8.9 of this report. Full-time faculty clearly comprise the teaching core of the University. For the 2000-2001 academic year, 78.7% of faculty were full-time employees. The full-time faculty taught 88.8% of the full-time equivalents (FTEs) for the Fall 2000 and Spring 2001 semesters. It is, however, frequently necessary to hire part-time faculty to meet specific needs. The *Faculty Staff Handbook* clearly emphasizes that part-time faculty are “not to be used to replace regular faculty positions” (IV-3).

As a matter of general policy, the University prefers to keep part-time employment to a minimum. The *Faculty-Staff Handbook* (IV-3, IV-4) establishes the conditions under which part-time faculty hires may be authorized. Individuals may be employed to meet specialized curricular needs that cannot be adequately met by existing personnel; to teach departmental overloads on a temporary basis; and to replace regular faculty positions in the event of leaves of absences or extraordinary circumstances as authorized by the President. As part of their appointment, part-time faculty members are available to assist in curriculum development, policy recommendations, and institutional planning, but the actual level of participation is generally at the discretion of the departmental faculty.

For the fall 2000 semester, Angelo State University employed 237 full-time faculty members, 54 part-time faculty members, and 12 teaching assistants. For the Spring 2001 semester, ASU employed 233 full-time faculty members, 49 part-time faculty members, and 11 teaching assistants. Seven of the part-time faculty members were retired, former full-time faculty members who have chosen to participate in the modified service option that allows them to teach one-quarter time or one-half time during each of the two long semesters. Eight others were staff or former staff who taught only one or two sections of the University Studies 1201 class.

Statistics compiled by the Office of the VPAA establish the total full-time equivalents (including full-time faculty, part-time faculty, and teaching assistants) for Fall 2000 at 252.17. The FTE for full-time faculty was 223.00 and the FTE for part-time faculty was 22.92 or 9.1% of the total FTE for the

University. For the Spring 2001 semester, the total FTE was 245.64. Full-time faculty taught 219 (89.2%) FTEs, and part-time faculty taught 20.64 (8.4%) FTEs.

Fifteen academic departments hired part-time employees for the 2000-2001 academic year. Eleven of those departments hired from one to three individuals to teach one or two classes due to high demands or the need for a specialized course. Only two departments appear to use significant numbers of part-time faculty, but the figures are somewhat misleading. The Psychology/Sociology Department hired thirteen part-time faculty members, but eight of those were actually staff or former staff members hired to teach only one or two sections of the USTD 1201 class, which was housed in this department for reporting reasons. The Education Department typically employs fourteen to sixteen part-timers, but most of these are individuals hired on a contract basis to supervise the field experience of student teachers. These personnel are needed to meet state mandates for certification requirements in the Teacher Education program, which require mentoring by University supervisors of all pre-service teachers during their student teaching experience.

The University clearly relies heavily on its full-time faculty, and the credit hours taught by part-time faculty are limited. Despite this, however, the use of part-time faculty has increased over the past decade. The 8.8% FTE represents a significant increase over the 3.7% FTE reported for the *1990-1991 ASU Self-Study Report*. A number of factors have contributed to the increase. Among them are the following: the introduction of the modified service option for retirees, the classification of staff members as part-time faculty to serve the USTD 1201 class, the proliferation of course load reductions, the inability to fill allocated positions in high demand areas, and a significant increase in the number of small classes being taught. While all of these factors help explain the increased use of part-time faculty, the University should exercise caution to ensure that this trend does not continue.

Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.

The University is in compliance.

ASU makes no distinction between requirements for full-time and part-time faculty. Part-time faculty members teaching credit courses are held to the same standards of professional, experiential, and scholarly preparation as the full-time faculty serving in the department of employment. Qualified applicants are screened, evaluated, and recommended for the appointment by the department head and dean in consultation with the full-time faculty in the department. The *Faculty-Staff Handbook* (IV-3 - IV-4) addresses the qualifications of part-time faculty members.

Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members.

The University is in compliance.

All policies pertaining to part-time faculty members are published in the *Faculty-Staff Handbook* (IV-3 - IV-4). The *Handbook* establishes policies regarding qualifications, employment procedures, duties, salary, benefits, and evaluation. Part-time faculty members who are employed half-time or more and for four and one-half months or more are eligible to receive other fringe benefits on a pro-rata basis. They receive the same group insurance benefits that are provided to the full-time faculty and are paid on the basis of their credentials.

It must also provide for appropriate orientation, supervision, and evaluation of all part-time faculty members.

The University is in compliance.

The *Faculty-Staff Handbook* (IV-4) requires that academic deans and department heads provide orientation, supervision, and evaluation of all part-time faculty members.

Responses in the *Departmental Inventories* indicate that all departments employing part-time faculty provide some form of orientation, supervision, and evaluation for part-time faculty. In general, supervision and evaluation are conducted along the same guidelines as are established for full-time faculty. Individual departments may, however, supplement the minimal procedures with more stringent guidelines of their own.

At the very least, all department heads reported that they provide a general orientation for part-time faculty. A number of departments also assign full-time faculty mentors to assist the part-timers, and the Nursing Department has part-timers team-teach with full-time faculty members. A few departments require part-time faculty to use texts, syllabi, materials, and exams provided by the department head or senior faculty during their first year of employment.

The Personnel Office also provides orientation to the part-time faculty members concerning payroll and fringe benefits in the same manner that orientation to full-time faculty is provided.

Part-time faculty, like their full-time counterparts, are evaluated by students in each course they teach in the fall semester and are also evaluated by the appropriate department head or program coordinator for continuation of employment.

Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.

The University is in compliance.

The *Faculty-Staff Handbook* (IV-4) requires that students who are taught by part-time faculty must have access to the instructor comparable to students taught by full-time faculty. *Departmental Inventories* indicate that most, but not all, departments are able to provide office space, telephones, and e-mail access. Part-time faculty are expected to hold office hours commensurate with their teaching load and to include contact numbers in the course syllabus.

Recommendations and Suggestions: 4.8.3

The Self-Study Steering Committee finds that ASU is in compliance with each of the must statements and offers no recommendations. The Committee does, however, suggest that the University should carefully monitor the use of part-time faculty and review the reasons for the increased use of part-timers over the past decade.

4.8.4 Graduate Teaching Assistants

An institution must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction.

The University is in compliance.

The University does not extensively use graduate teaching assistants. Only four of the nineteen academic departments at ASU (English, Biology, Psychology/Sociology, and Kinesiology) currently employ graduate teaching assistants. For the Fall 2000 semester, a total of twelve graduate teaching assistants were employed, and eleven were employed for the Spring 2001 semester. Graduate teaching assistants taught approximately 2.2% of all classes. For Fall 2000, the teaching assistants' FTE was 6.25 (2.5%) of the 252.17 total FTE. For the Spring 2001 semester, TAs taught 6.0 (2.4%) of the 245.64 total FTEs. The use of graduate teaching assistants is relatively unchanged from the 1990 data included in the prior self-study report.

Each institution employing graduate teaching assistants must provide a published set of guidelines for institution-wide graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation, and reappointment.

The University is in compliance.

The University's "Policies and Procedures Governing Teaching Assistants and Graduate Assistants" provides institution-wide guidelines for graduate assistants. The Graduate Council and the Graduate Dean formulate policies regarding teaching assistants. Copies of the guidelines are included in contract letters sent to prospective teaching assistants and are printed as Enclosure III of the *Faculty-Staff Handbook*. The guidelines specify academic requirements, application and appointment

procedures, teaching responsibilities, benefits, remuneration, and procedures for supervision, evaluation, and reappointment. Further information about responsibilities and workload are published in the *2001-2003 Bulletin* (pp. 377-378). Teaching assistants receive a contract letter stating the appointment term and salary. For academic year 2000-2001, they were paid \$9,020.00 for two long semesters.

Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course and whose professional and scholarly preparation does not satisfy the provisions of Section 4.8.2 must have earned at least 18 graduate semester hours in their teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be evaluated regularly.

The University is in compliance.

Successful appointees to a teaching assistantship must have completed eighteen graduate semester hours in the teaching discipline, present three letters of recommendation, and hold good standing with the Graduate School and the University. Each graduate teaching assistant employed by the University (except one teaching only physical activities classes and therefore specifically excluded from this rule) has the requisite eighteen graduate semester hours in the teaching discipline. All teaching assistants are supervised by experienced faculty members and are regularly evaluated by students, program coordinators, supervising faculty members, and department heads. Reappointment is at the discretion of the department.

Orientation and in-service training for teaching assistants are conducted at the departmental level. The *Self-Study Departmental Inventories* indicate varying degrees of formality in these procedures. The Biology Department requires that their teaching assistants work in the lab under the direct supervision of a full-time faculty member.

The Department of Psychology and Sociology requires its teaching assistants to complete Psychology 6161: Seminar on the Teaching of Psychology. The course takes the students through the process of creating a syllabus, developing a course outline, and conducting a Psychology 1303 class. The instructor then meets with each teaching assistant throughout the semester to review course content, to discuss teaching strategies, to assist in developing examinations, and to provide encouragement and constructive criticism.

The English Department provides extensive in-service training and a highly structured teaching environment. Teaching assistants work closely with the T.A. supervisor to learn the craft of teaching. All teaching assistants are required to use the textbook, the standardized course syllabus, and guidelines provided by the department. Regular meetings with the supervisor provide a forum for discussion of course content, student evaluation, appropriate professional behavior, and response to

problems in the classroom. A member of the Freshman English Committee observes and evaluates each teaching assistant's classroom performance twice during the semester and meets with the teaching assistant to discuss his or her performance. The Teaching Assistant Supervisor evaluates each teaching assistant's overall job performance, counsels each teaching assistant on improvement strategies, and monitors his or her progress.

Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English, or other reliable evidence of the applicant's proficiency in oral and written communication, indicates that the appointment is appropriate.

The University is in compliance.

The University requires that students for whom English is not their primary language demonstrate proficient writing and oral language skills in English. Students must score a minimum TOEFL score of 550 on the paper and pencil version of the test with at least 55 on each subsection or a minimum score of 213 on the computer based version with a minimum score of 17 on each subsection. Teaching assistants, like all ASU faculty, are held to the language proficiency standards outlined in the "Program for Language Proficiency Instruction for All Individuals who Teach at Angelo State University" detailed in 4.8.1 of this report.

Institutions employing graduate teaching assistants must provide a structure for administrative oversight at a level above that of the individual academic units to ensure conformity with institutional policies and procedures.

The University is in compliance.

The Graduate Dean and the appropriate school or college dean interview all candidates for teaching assistantships and must approve each appointment, and the Graduate Dean and the Graduate Council formulate all policies that apply to teaching assistants. The "Policies and Procedures Governing Teaching Assistants and Graduate Assistants" place immediate responsibility for supervising graduate teaching assistants in the hands of the supervising faculty member, the department head, and the college or school dean. Like all faculty, however, they are ultimately responsible to the Vice President for Academic Affairs, the President of the University, and the TSUS Board of Regents.

Recommendations and Suggestions: 4.8.4

The Faculty Committee finds the University to be in compliance with the SACS criteria for teaching assistants and offers no recommendations or suggestions.

4.8.5 Faculty Compensation

An institution should provide adequate salaries and benefits to attract and retain able faculty members. The institutions should also provide a retirement plan, to which it contributes a reasonable percentage of the cost and a plan for adequate insurance coverage.

The University is in compliance.

ASU is generally able to provide adequate salaries and benefits to attract and retain able faculty. This is proven by the fact that, except in high demand technical and professional areas, vacant faculty positions are generally filled quickly by qualified faculty. For example, thirteen faculty positions were opened by either retirement or resignation in the 1999-2000 academic year. Virtually all of those were filled during the 2000-2001 year by either full-time or part-time faculty with outstanding credentials. Moreover, data for the 2000-2001 academic year shows that 117 of the 299 faculty members, approximately 39%, have been employed at the University for at least ten years. Approximately 50% of full-time faculty have more than ten years of continuous service.

Admittedly, the University has trouble competing for faculty in high demand areas, in part because of salary limitations. Since ASU is a state institution, the Texas Legislature mandates the budget for faculty salaries in its biennial sessions. Funding is based in part on enrollment figures and rate of growth, which has significant implications because of the continuing population decline in the West Texas region.

Within the University, the Faculty Salary Schedule dictates salary distribution. The salary schedule is a “rank-step” system that technically assigns a base salary for each rank and awards additional monies for the earned terminal degree, advanced study, professional experience, and certifications. In reality, however, adjustments are frequently made to allow the University to be more competitive in high demand areas. The salary schedule and this “market adjustment” determine the initial salary and also determine future salary advances apart from those funded by the legislature in its biennial sessions.

On the whole, the State of Texas has not been overly generous in the past seven years, but the University has provided some pay raises above the mandated levels. Table 4.8.5.a compares actual percentage raises for faculty at ASU with percentages mandated by the State Legislature during the last seven fiscal years. For five of those seven years, ASU’s salary increases have been higher than the percentages mandated by the State. The University must come up with the money to cover these raises over and above what the state legislature budgets.

Table 4.8.5.a**Faculty Pay Raises at ASU as Compared to Those Funded by the State Legislature**

| | FY 1995 % | FY 1996 % | FY 1997 % | FY 1998 % | FY 1999 % | FY 2000 % | FY 2001 % |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| ASU | 0 | 3 | 0 | 7 | 2 | 3 or \$100/mo. | 5 |
| State Mandated | 0 | 0 | 0 | \$100/mo. | 0 | 0 | 3 |

*Source: Vice President for Fiscal Affairs Office

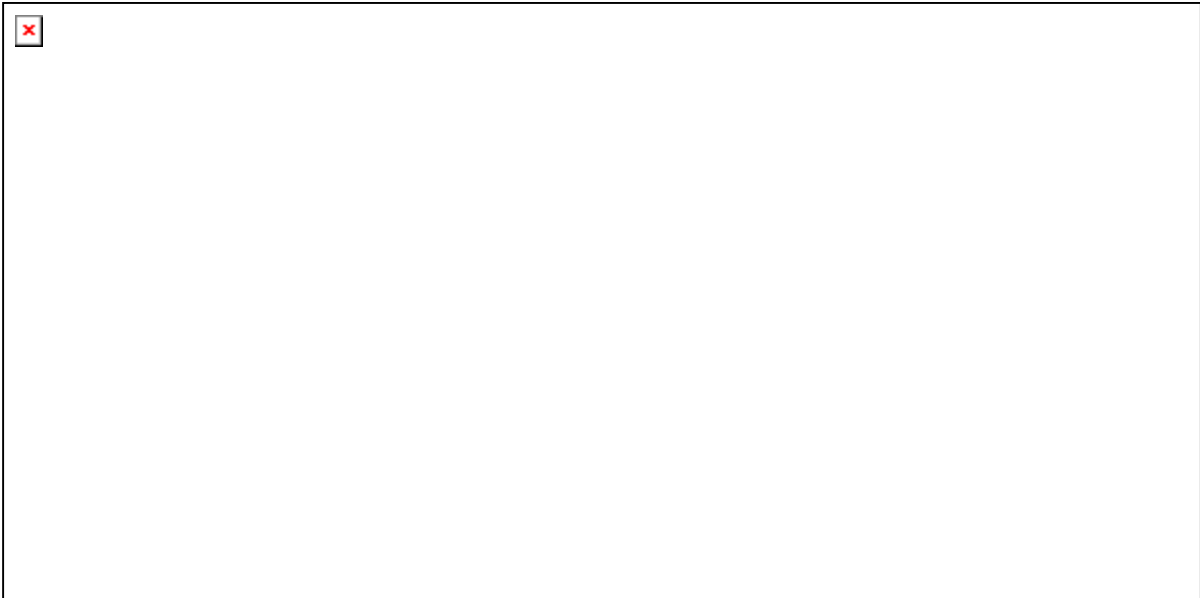
A Statistical Profile prepared by the Southwest Texas State University Office of Institutional Planning, Research and Development for the Fall 1999 semester compares average nine-month salaries at components of The TSUS. When the average salaries of Professors and Associate Professors were compared to those at the other universities, Angelo State University ranked third. When the average salaries of Assistant Professors and Instructors were compared, ASU ranked fourth. Southwest Texas State University and Sam Houston State University are larger institutions that are growing considerably faster than the other TSUS members. Moreover, those universities have doctoral programs which are funded at considerably higher levels in the state formula funding process. When this is taken into consideration, and ASU is compared to Lamar University and Sul Ross State University, institutions that are more comparable in size and mission, ASU ranks first in the Professor and Associate Professor categories and second in the Assistant Professor and Instructor categories. Table 4.8.5.b shows the actual average salary figures for each university.

Table 4.8.5.b**Comparison of Average Faculty Salaries by Rank at Universities in The Texas State University System**

| Rank | Angelo State | Southwest Texas | Lamar | Sam Houston | Sul Ross |
|------------------|---------------------|------------------------|--------------|--------------------|-----------------|
| Professor | \$56,093.76 | \$61,989.27 | \$55,126.51 | \$61,145.86 | \$55,596.27 |
| Assoc. Professor | \$48,579.91 | \$49,613.97 | \$48,275.55 | \$49,315.52 | \$46,755.05 |
| Asst. Professor | \$39,446.29 | \$40,329.94 | \$40,581.18 | \$42,955.57 | \$38,064.97 |
| Instructor | \$30,254.60 | \$37,082.00 | \$30,018.62 | \$38,341.71 | \$30,595.02 |

Likewise, Figure 4.8.5.a below shows an average salary comparison between Angelo State University and similar comprehensive master's level colleges in the West South Central region (Arkansas, Louisiana, Oklahoma, and Texas) as defined by *Academe*. These averages are figured for the 1999-2000 academic year. Angelo State University falls just below the regional average in all categories shown for the 1999-2000 academic year, except for the Assistant Professor category, where the salaries are comparable.

Figure 4.8.5.a



* Adapted from: *Academe*, March-April, 2000: 27

Salary considerations are partially offset by a strong benefits package. State law mandates health and life insurance for all university employees in Article 3.50-2 of the Texas Employee University Group Insurance Benefits Act. Many standard benefits are available to Angelo State University faculty. These include medical and dental insurance, sick leave, retirement plans, and life insurance. The ASU Personnel Office maintains documents describing the standard and optional benefits available. This information is given to new faculty members when they meet with the Benefits Coordinator at the time of their initial employment, and updated information is provided to all faculty members as it is received. The Benefits Coordinator is available upon request to faculty for information, assistance with filing claims, and general advice.

State law also mandates that both the faculty member and the University make contributions to either the Teacher Retirement System (TRS) or the Optional Retirement Program (ORP). The Teacher Retirement System allows full or part-time employees to participate. In this program, the State assumes the investment risks and manages the retirement fund. Employees contribute 6.4% of their annual salary and the State contributes another 6.0%. Full and part-time faculty may opt to participate in the Optional Retirement Program rather than the TRS. Participants contribute 6.65% of their annual salary and the State contributes another 6.0% into retirement accounts managed by approved carriers for the participating faculty member.

Full or part-time employees at ASU are offered a choice of two health insurance plan options: HealthSelect or HealthSelect Plus. Employees pay no premiums for individual coverage and may purchase health insurance for dependents if they desire. Coverage begins on the first day of work, and

no evidence of insurability is required with enrollment during the first thirty-one days of employment. Both of these insurance plans offer retail pharmacy and mail order prescription benefits. ASU also offers Life Insurance as well as Accidental Death and Dismemberment Insurance. As part of the health benefits, faculty receive \$5,000 in term life insurance and \$5,000 in Accidental Death and Dismemberment insurance. Additional incremental coverage may be purchased.

Responses to the ASU Faculty Self-Study Survey, shown in Table 4.8.5.c, yield mixed results. Thirty-five percent agreed that salary and benefits are adequate to attract able faculty members, 47.2% disagreed, and 17.8% were unsure. When asked whether salaries and benefits are adequate to retain able faculty, 33% agreed while 41.6% disagreed, and 25.4% responded unsure. At the same time, however, 82.4% thought that the retirement program was adequate while only 5.6% disagreed and 12.1% marked unsure. Likewise, 78.1% considered insurance coverage adequate, while 13.3% disagreed and 7.7% were unsure.

Table 4.8.5.c

Faculty Compensation: Faculty Survey

| Statement | Strongly Disagree (%) | Disagree (%) | Not Sure (%) | Agree (%) | Strongly Agree (%) |
|---|------------------------------|---------------------|---------------------|------------------|---------------------------|
| 32. Salaries and benefits are adequate to attract able faculty members. | 15.7 | 31.5 | 17.8 | 32.0 | 3.0 |
| 33. Salaries and benefits are adequate to retain able faculty members. | 16.2 | 25.4 | 25.4 | 31.0 | 2.0 |
| 34. ASU provides an adequate retirement plan. | 2.5 | 3.0 | 12.1 | 67.7 | 14.7 |
| 35. ASU provides adequate insurance coverage. | 4.1 | 10.2 | 7.7 | 61.7 | 16.3 |

This table and the faculty retention rates would seem to suggest that the combined benefits and salary package is adequate to attract and retain able faculty members in general. There are certain high demand areas in which low salaries are clearly an impediment, and obviously, higher salaries would be welcomed by all faculty. Despite the legislative climate, the relatively static enrollment, and the general desire to retain the existing salary schedule (as exhibited by debates in the Faculty Senate over the past three years), ASU has frequently provided salary increases above what the legislature has funded and offers a very strong benefits package.

Salary increases must be based on clearly stated criteria.

The University is in compliance.

The Texas Legislature has mandated that all faculty salary increases must be merit-based. Faculty members are evaluated annually for several purposes, among which are salary increases for legislatively mandated merit pay and university promotions that involve salary increases. In either case, the evaluation process considers four categories of professional performance: teaching, scholarly/creative activity, leadership/service, and honors, awards, and achievements.

Salary increases due to promotion in step or rank are based on criteria outlined in the *Faculty-Staff Handbook* (IV-18-IV-25). A revised version of this policy, effective with the Fall 2000 semester, is available from the academic department heads until the new handbook is printed. The promotion process, fully considered in section 4.8.9 of this report, is clearly outlined in the guidelines. The guidelines provide the general criteria by which each faculty member will be evaluated and give specific examples of the type of activities that would be deemed appropriate proof of effective performance in each area.

The Faculty Committee did, however, find some disturbing statistics that led members of the committee to feel that there may have been some gender inequity in past promotion policies at ASU. Table 4.8.5d below, a statistical profile of the Angelo State University faculty by rank and gender for the 1999-2000 academic year, suggests some gender inequity at both the higher and lower ranks. Of the 299 Angelo State University faculty members, 55.9% are men and 44.1% are women. Based on gender proportionality, the largest disparity is at the professor rank. Out of 67 professors, approximately 83.5% are men and 16.4% are women. Women are also disproportionately represented in the lecturer (66.7%) and professional specialist (84.6%) ranks, which are not eligible for tenure. While women are paid at the same scale within ranks as their male counterparts, the disparities in numbers within the ranks prompted further study.

Table 4.8.5.d: Statistical Profile of Angelo State University Faculty

| Rank | All | Men | Women |
|---------------------|------------|------------|--------------|
| Professor | 67 | 56 | 11 |
| Associate | 35 | 22 | 13 |
| Assistant | 73 | 46 | 27 |
| Instructor | 27 | 13 | 14 |
| Lecturer | 71 | 24 | 47 |
| Professional Spec. | 13 | 2 | 11 |
| Teaching Assistants | 13 | 4 | 9 |
| TOTAL | 299 | 167 | 132 |

Source: ASU Summary of Institutional Data Planning Resource Guide 2000-2001

Subsequent investigation of these troublesome statistics yielded mixed results. The reasons for the high number of women in the non-tenurable ranks can be generally explained by two factors. First, the professional specialist designation applies primarily to nursing, a traditionally feminized

profession. And, second, lecturer positions are temporary three-year appointments at a modest pay scale. Such conditions make the position appealing primarily to individuals who are seeking a supplementary income, a situation more likely to occur among females. In either case, the disparity seems to be more in the nature of the position than in any institutional bias.

The disparity at the full professor level, which admittedly improved dramatically with the promotion of four females to full professor status in the 1999-2000 school year, is far more difficult to investigate at the self-study level. Reliable statistics are available only for the past three years. Those statistics indicate that women seem to be advancing in faculty rank at the same or slightly higher rates than their male counterparts. New promotion policies adopted in 1995 allow individual faculty members to initiate the promotion process and make their cases through a portfolio process. This process probably provides the best chance for fair and equitable opportunity the University can provide.

Another criterion causing confusion is the “merit-based” pay raise occasionally provided by the Texas Legislature. For the 2000-2001 academic year, the state provided funds for a 3% merit-based salary increase, and the University supplemented that with an additional 2% increase, for a total of 5%. Although a memorandum was sent to faculty, administrators, and staff outlining the merit-based salary increases, the *Faculty-Staff Handbook* made no mention of how the determination of who receives these increases is made.

The confusion over salary increases was clearly evident in the responses to the ASU Self-Study Faculty Survey. When faculty were queried about salary increases being based on clearly stated criteria, approximately 36.9% responded strongly disagree or disagree with 31.3% responding not sure. Only 31.8% responded agree or strongly agree. The divergent responses and the large percentage of unsure responses indicate an actual problem, a perception problem, or a communication problem that needs to be addressed, and the University’s administration has been prompt to do so.

The specific terms for merit-based pay increases are now defined in the newly revised *Faculty-Staff Handbook* (IV-6). This definition should clear up the confusion over the role merit plays in assigning salary increases to individual faculty members.

Recommendations and Suggestions: 4.8.5

Having determined that the University generally complies with the imperatives in this section of the *Criteria*, the Self-Study Steering Committee offers no recommendations. However, the Committee does offer the following suggestion:

1. Because the state’s funding formula is not favorable to universities like Angelo State University, the University should continue to seek funding increases or alternate means of academic endowments to ensure that it can remain competitive regarding faculty salaries.

4.8.6 Academic Freedom and Professional Security

Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.

An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research, and publication.

The University is in compliance.

ASU is strongly committed to the principles of academic freedom for faculty in teaching, research, and scholarly publication. ASU follows the *Rules and Regulations* of The TSUS on this matter. The ASU statement of compliance with the Regents' policy is found in the *Faculty-Staff Handbook* (IV-28). The policy recognizes that faculty members are entitled to freedom in the classroom with respect to the subject field under study and freedom in research and publication in accordance with responsible academic and professional practices. The Regents' policies on academic freedom are excerpted in Chapter II of the *Faculty-Staff Handbook* (II-25-26), distributed to all members of the faculty.

Eight questions on the Self Study Faculty Survey addressed faculty satisfaction with academic freedom. In response to the statement "academic freedom at ASU enjoys adequate safeguards," 61.9% agreed or strongly agreed. The 24.4% that responded not sure seems high, but responses to subsequent more specific statements indicate faculty satisfaction with University policies and practices.

In response to the statements "in my teaching, I am free to (1) examine all pertinent data, (2) question assumptions, (3) teach the substance of my discipline, and (4) be guided by the evidence of scholarly research", 83.8%, 85.3%, 89.7%, and 92.8%, respectively, agreed or strongly agreed. In response to the statements "in my research, I am free to (1) study the substance of my discipline, (2) investigate, and (3) report results," 83.5%, 81.9%, and 80.4%, respectively, agreed or strongly agreed.

Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.

The University is in compliance.

ASU has clearly stated policies (*Faculty-Staff Handbook*, IV-28-30) that broadly define responsibilities and duties in the areas of classroom instruction; respect for, interest in, and relationships with students; departmental and university service; faculty recruitment; and scholarship. In each area, emphasis is placed on professional integrity, ethical behavior, and enhancement of the University's mission and reputation. Faculty are expected to be judicious in the introduction of controversial subjects into the classroom and in dealing with students both in and out of the classroom. They are to maintain professional integrity in their teaching and research. Furthermore, the University has adopted a number of specific guidelines emphasizing personal and professional integrity in specific areas including research involving human subjects, misconduct in research procedures, biohazardous experiments, and sexual harassment. All such policies are detailed in the *Faculty-Staff Handbook*.

Collegial participation is implicit in requirements that emphasize "assisting the administration and faculty colleagues in departmental and University activities" (*Faculty-Staff Handbook*, IV-29) through carrying a fair share of committee responsibilities and participating in University functions.

Although tenure policy is not mandated, each institution must provide contracts, letters of appointment or similar documents to faculty members clearly describing the terms and conditions of their employment.

All policies regarding employment, as established by the governing board, must be published and distributed to the faculty.

The University is in compliance.

The President communicates faculty appointments and reappointments by issuing contract letters. Usually, contract letters stating that the Board of Regents has approved reappointment are mailed to the faculty in June of each year. The letter outlines the Regents' authority and details the faculty member's rank, tenure status, teaching assignment, and chain of command. A sample contract letter and ancillary information packet are on file in the Self-Study Office. Letters that notify faculty of their salary for the academic year are generally mailed after the late summer Regents' meeting, at which time the University budget is approved. Faculty members often receive salary notification letters in the first or second week of the fall semester.

The Texas State University System policies regarding employment (Chapter V, Regents' *Rules and Regulations*) are published as Chapter II of the *Faculty-Staff Handbook*, which is distributed to new faculty at the beginning of each academic year. Revisions and amendments to the existing *Handbook* are distributed to individual faculty members as they are adopted, and the faculty member is responsible for keeping personal copies of the *Handbook* current.

If the institution uses faculty rank and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.

Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.

The University is in compliance.

The *Faculty-Staff Handbook* clearly addresses issues of promotion, tenure, and non-renewal or termination of contracts.

Tenure and promotion regulations and guidelines are extensively detailed in the *Faculty-Staff Handbook* (IV-6 – IV-25). Provided in the *Handbook* are the following:

1. a schedule of development for tenure-track faculty,
2. a guide to assist junior faculty to mature as scholars and teachers and to achieve a level of performance that will qualify them for both tenure and promotion,
3. the criteria upon which decisions of tenure and promotion are made,
4. the tenure and promotion process.

The guidelines were drafted by a faculty committee and approved by the Faculty Senate.

An elected University Committee on Tenure and Promotion, consisting of eleven tenured faculty members including the President of the Faculty Senate, recommends faculty for tenure and promotion to the VPAA who then recommends to the President of the University. The Board of Regents makes final decisions upon recommendation from the President of the University. Individual faculty members apply for tenure upon certification of eligibility by the VPAA and for promotion upon certification of eligibility by their academic dean or department head. Faculty members prepare portfolios, following the published guidelines in the *Handbook*. The tenured faculty in the department examine the portfolios based upon procedures determined by the individual department.

Recommendations are sent to the department head who attaches a personal recommendation and forwards the application to the academic dean. The academic deans forward a rank-ordered list from their college or school to the University Committee on Tenure and Promotion.

In response to faculty concerns, a revised policy was adopted for the Fall 2000 semester. The revised policy is available for faculty inspection in the department heads' offices and will be published in the next *Faculty-Staff Handbook*. The revised policy clarified promotion criteria for non-tenurable ranks and added a mechanism for revising the standards. The procedures will be reviewed biennially by a representative Select Faculty Committee appointed by the President of the University upon

nomination by the VPAA after consultation with the Faculty Senate and the academic deans. The Select Faculty Committee is charged with reviewing current guidelines in light of recommendations made by the University Committee on Tenure and Promotion, the Faculty Senate, department heads, academic deans, and individual faculty members. The committee will then forward proposed changes to the VPAA who will make recommendations to the President. A Select Faculty Committee has been appointed for the 2000-2001 academic year, but a final report is not anticipated before October, 2001.

Chapter V of the Regents' *Rules and Regulations*, reprinted as Chapter II of the *Faculty-Staff Handbook*, clearly requires adequate notice on non-renewal of a probationary appointment. Written notice must be given no later than March 1 of the first academic year of appointment or no later than December 15 of the second year. After two years of service, written notice must be given by August 31 that the next academic year will be the terminal year of employment.

The Regents' *Rules and Regulations* (Chapter V, Subsection 4.5) also allows termination of tenured faculty and all other faculty before expiration of their contract for "good cause" and provides general categories of actions that would result in dismissal. None of these categories appear to violate academic freedom principles, and provisions exist for a hearing before a faculty tribunal (composed of tenured faculty chosen by the President from a pool elected each year by the faculty) in cases where facts are in dispute. Nontenured faculty are entitled to a hearing only if they can provide factual evidence that constitutional rights have been violated.

Faculty may, however, be terminated without any specified period of notice at the Board's discretion in case of program consolidation, financial exigency, or significant enrollment decline.

Recommendations and Suggestions: 4.8.6

Having determined that the University complies with all the criteria in this section, the Self-Study Steering Committee has no recommendations or suggestions.

4.8.7 Professional Growth

In recent years, expectations for professional development and formal research have increased on the ASU campus. Concurrently, the University has dramatically increased its financial investment in development programs and expanded the range of opportunities available to faculty members interested in pursuing formal avenues of professional development.

An institution must provide faculty members the opportunity to continue their professional development throughout their careers.

The University is in compliance.

The University has established policies and programs to support a variety of professional development opportunities.

University Policies

A. Faculty Development Leaves of Absence

Faculty leaves of absence with pay are governed by the provisions of Vernon's Texas Civil Annotated (V.T.C.A.), Education Code, Chapter 51, Subchapter C. Under the provisions of the statute, the governing board may grant to a faculty member a faculty development leave either for one academic year at one-half of his or her regular salary or for one-half academic year at his or her full regular salary. Procedures for Faculty Development Leaves of Absence are outlined in the *Faculty-Staff Handbook* (IV-30-31). Records in the VPAA Office indicate that in the 1999-2000 academic year, two faculty members received faculty development leaves of absence.

B. Faculty Development Travel

Travel to conferences and workshops is an important factor for faculty growth and development. It reflects the level of activity and engagement of the faculty and the commitment of the University to professional growth. The VPAA establishes budgets for the colleges, and the deans establish departmental budgets consisting primarily of Maintenance and Operations (M&O) accounts. Generally each academic unit is allowed to establish its own spending priorities regarding the use of M&O funds. Departmental travel funds may also be supplemented from the Dean's Discretionary Funds. Such requests are funded on a case-by-case basis after consultation between the Dean and the Department Head.

In addition, travel monies are available through the VPAA Faculty Development Travel Funds. These funds are available to support full-time tenured or tenure-track faculty members who are presenting juried/refereed or otherwise appropriately selected papers or performing at a meeting of a major national or regional professional organization or association (*Faculty Development Handbook 2000-2001*, p. 24).

University Programs

A. Technology Development Grants

The University Technology Committee administers funds allocated by the VPAA for the purpose of developing and implementing innovative technology approaches to instruction that improve student performance and support the goals and priorities of Angelo State University. The maximum amount that could be requested in 2000-2001 was \$10,000 per grant. In certain situations, the University Technology Committee may recommend to the VPAA that a collaborative grant receive additional

funding beyond the \$10,000. The policies and procedures for applying for Technology Development Grants are outlined in the *Faculty Development Handbook 2000-2001* (p. 2).

B. Faculty Development and Enrichment Program

The Board of Regents has authorized the President of Angelo State University to continue the University's Faculty Development and Enrichment Program supported by available unrestricted gift funds and Auxiliary funds and administered under guidelines approved by the President of the University. Faculty Development and Enrichment Funds are used primarily to upgrade and enhance the quality of teaching by faculty and for the improvement of the content and quality of the instructional programs of the University. Approximately \$50,000 is available for this program annually. Policies and procedures for applying for funds through the Faculty Development and Enrichment Program are published in the 2000-2001 *Faculty Development Handbook 2000-2001* (p. 8). Upon completion of the faculty development or enrichment project, faculty members must submit a report outlining the results of the project.

C. Research Enhancement Program

The Research Enhancement Program (REP) was established by the 70th Texas Legislature to "encourage and provide support for research conducted by faculty members" by providing seed monies to attract non-state financial support.

Research Enhancement Program funds are used to improve Angelo State University and advance the interests of the State of Texas. The maximum amount that could be requested in 2000-2001 was \$10,000. Funding is available for faculty salaries and expenses related to research such as secretarial salaries, student assistant salaries, graduate assistant salaries, capital equipment, expendable supplies, and necessary associated travel. The policies and procedures for applying for Research Enhancement Program Grants are published in the 2000-2001 *Faculty Development Handbook* (p. 17). Grant recipients are required to submit a report detailing the results of the research project.

D. Technology Development Opportunities for Faculty

Each faculty member at Angelo State University has e-mail and Internet access through a campus-wide network that connects directly to a high-speed statewide telecommunications backbone. In addition, a Multimedia Instructional Support Center offers training sessions for faculty who wish to learn the latest technologies and methods for presenting class materials to students. Complementing the advanced multimedia training, faculty members are provided with additional technology training resources through the Office of Information Technology. Training sessions are scheduled each semester to assist faculty and staff in mastering various technology and software tools. Information about technology development opportunities is distributed to the faculty via e-mail and posted on the Angelo State University web page.

E. Library Opportunities for Faculty Development

At the beginning of each fall semester, “New Faculty Orientation” sessions are scheduled to introduce faculty to the services and resources provided by the Library. These tours and demonstrations include instruction on the use of *RamQuest*, the online catalog and gateway to online databases, full text articles, and information services. In addition, instruction sessions may be scheduled at any time by faculty and are conducted on demand for individuals or in scheduled group focus sessions for academic departments or divisions of the University. Information about programs and opportunities for faculty development is distributed through the Porter Henderson Library’s Faculty Newsletter and e-mail.

F. Lilly Conference on College Teaching

Each year faculty are provided the opportunity to attend the Lilly Conference on College Teaching held at Miami University in Oxford, Ohio, or one of its regional affiliates. Depending upon funding, one or two full-time, tenured or tenure-track faculty members from each college and school are nominated for this opportunity by the respective dean (*Faculty Development Handbook 2000-2001*, p. 31). Participants are often called on to share insights from the conference in formal or informal venues.

G. Angelo State University Teaching Excellence Award

Beginning with the 2000-2001 academic year, the Angelo State University Faculty Senate will award the Angelo State University Teaching Excellence Award (ASUTEA) to a deserving full-time faculty member. This award has been established to provide encouragement and incentive for excellence in teaching.

H. Symposium and Lectureships

The University provides a variety of on-campus enrichment programs that allow faculty the opportunity to hear nationally and internationally recognized speakers and to engage in dialogue with them. The University Symposium on American Values is designed to enrich the academic environment at Angelo State University by providing intellectually challenging programs for students and faculty to promote learning and thought. In addition to the Symposium, three distinguished lectureships are also offered. These lectureships include the Wells Fargo Distinguished Lectureship in Business, the Roy E. Moon Distinguished Lectureship in Science, and the Ralph R. Chase Lectureship in the Humanities. The faculty also benefit from public lectures and private visits with the AEP/WTU Distinguished Visiting Professor.

I. Academic Master Plan 2000 Initiatives

In addition to the existing development programs, the *Academic Master Plan 2000* (p. 6) proposed the development of a teaching forum that would bring outside experts to campus to join ASU faculty in a dialogue on teaching improvement. The *Master Plan* also suggested a “Grow Your Own Faculty Program” which would provide financial assistance to outstanding ASU graduates and junior faculty to pursue terminal degrees in high-demand areas. It also recommended that a portion of indirect grant money be set aside to manage and support grant-writing activities. The Faculty Committee was divided over the potential benefits of these programs, but the majority believed that the “Grow Your Own Faculty Program” merits further consideration in areas where the University has trouble competing for faculty.

Results of the ASU Self-Study Faculty Survey indicate that most faculty are aware of and appreciative of the level of support for professional development as Table 4.8.7.a clearly indicates.

Table 4.8.7.a: Professional Growth: Faculty Survey

| Statements | Strongly Disagree % | Disagree % | Not Sure % | Agree % | Strongly Agree % |
|---|---------------------|------------|------------|---------|------------------|
| 45. I am familiar with policies regarding summer salaries paid from grant funds. | 7.6 | 18.4 | 19.9 | 39.8 | 14.3 |
| 46. ASU provides the opportunity to continue professional growth. | 6.2 | 12.9 | 22.2 | 47.9 | 10.9 |
| 47. ASU makes it clear that I must take the initiative in promoting my own professional growth. | 2.6 | 7.7 | 16.0 | 52.3 | 21.5 |
| 48. When I work on a grant, there is a clear division between my research and my teaching responsibilities. | 6.9 | 9.0 | 52.9 | 22.2 | 9.0 |

Approximately 58.7% of the faculty agree or strongly agree that the University provides opportunities to continue professional growth (Item 46), but 22.2% of the faculty responded not sure. This level of uncertainty is troubling considering that opportunities for professional development are clearly outlined in the *Faculty Development Handbook 2000-2001*.

Responses to questions regarding grants yielded a high degree of uncertain responses. When asked if there is a clear distinction between research and teaching responsibilities when working on a grant (Item 48), 31.2% agreed or strongly agreed, but 52.9% responded unsure. There is no way to determine if that uncertainty is because people have no experience working on a grant or whether those with grants are unclear of the distinction, but the issue merits further investigation. In addition, 54.1% of the faculty reported awareness and understanding of the policies regarding summer salaries

paid from grant funds (Item 45), but 19.9% responded not sure. The problem in both cases may be with the wording of the question or the faculty's interpretation of the question.

[The institution] must demonstrate that such development occurs.

The University is in compliance.

The number of awards granted to faculty to pursue independent research, to develop technology based projects, and to attend conferences documents faculty development. In addition, the faculty portfolios presented for promotion and post-tenure evaluation clearly indicate that faculty have used these programs to further their professional growth. Many of these grants require participating faculty to provide written reports or demonstrations of their use of the monies.

For the 1999-2000 academic year, \$20,000 was allocated for the VPAA Faculty Development Travel Funds. During this time frame, 30 faculty members were awarded travel funds of up to \$800 each to attend conferences and workshops. In addition, 19 faculty members attended the Lilly Conferences held in Oxford, Ohio, and San Antonio, Texas.

For the 1999-2000 academic year, \$79,951 was granted to 18 faculty members to work on technology based projects. Of this \$79,951, four faculty members were awarded summer stipends (totaling \$16,453) for the U.S. Department of Education's Preparing Tomorrow's Teachers to Use Technology Grant. A second phase of the grant currently underway involves four Education Department faculty and four Arts and Sciences faculty working with four rural school districts to learn the technology needs of beginning teachers and to assist the participating schools in a technology-related project.

During the 1999-2000 academic year, nine faculty members were awarded funds through the Faculty Development and Enrichment and Charitable Trust Faculty Development Reserve Programs. The total amount awarded was \$47,470 of the \$50,000 budget. Also, six faculty members were awarded Research Enhancement Program grants totaling \$40,597.

Reports submitted to the Dean in charge of each of these programs outlining the progress or results of the research also serve to demonstrate the professional development and growth resulting from this funding.

The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and especially in professional and occupational fields, practitioners.

The University is in compliance.

The Faculty-Staff Handbook addresses issues of faculty growth and development in Chapter IV, “Policies Affecting Faculty.” Listed under faculty responsibilities and duties is the expectation that each faculty member will engage in a “continuous program of studying, investigating, discovering, and creating designed to produce intellectual and scholarly growth” (IV-30). The language of a number of other statements (IV-12, IV-15, IV-41) also implies that the individual faculty member must take the initiative in promoting his or her own professional growth. The *Faculty Development Handbook* adequately outlines the procedures to secure funds for faculty development activities, but clearly places the responsibility to initiate the process in the hands of the individual faculty member.

Responses to Item 47 of the ASU Self-Study Faculty Survey (Table 4.8.7.a above) indicate compliance with this “must” statement. Approximately 73.8% of the responders indicated that they understand that they must take the initiative in promoting their own professional growth while only 13.7% disagreed that the University made this clear and 15.9% responded not sure.

Recommendations and Suggestions: 4.8.7

Having determined that the University complies with all “must” statements in this section of the *Criteria*, the Self-Study Steering Committee has no recommendations. However, the Committee offers two suggestions:

1. The University should assure that programs for faculty development leaves, faculty travel, and faculty development activities be funded at current or increased levels in order for faculty members to be able to continue their professional development.
2. The University should further investigate the potential benefits and limitations of the development initiatives outlined in the *Academic Master Plan 2000*, particularly the “Grow Your Own Faculty Program” in high-demand areas.

4.8.8 The Role of the Faculty and Its Committees

Primary responsibility for the quality of the educational program must reside with the faculty.

The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published. Much of their business will normally be conducted through such structures as committees, councils, and senates, operating within the broad policies determined by the administration and the governing board.

The University is in compliance.

The *Faculty-Staff Handbook* places the primary responsibility for the educational program and its improvement with the faculty (I-9-11; IV-29-30; IV 35). Moreover, the Regents' *Rules and Regulations*, as excerpted in the *Handbook* (II-32 – II-33), specifically calls for faculty participation and jurisdiction in academic affairs. The University encourages faculty governance in the course of academic affairs through the Faculty Senate and through faculty representation on committees charged with all aspects of University affairs.

Faculty Senate

The Faculty Senate represents the Faculty Organization on the Angelo State University campus. The Faculty Organization Constitution with Faculty Senate Bylaws, as approved by the Board of Regents, is available from the President of the Faculty Senate or the Office of the VPAA. The Senate Bylaws clearly empower the Senate to act on behalf of the faculty and participate in the governance of the University in an advisory capacity to the President. Full-time teaching faculty and department heads with at least the rank of Instructor and with at least three years on the faculty can be elected to the Senate. The Senate, consisting of one representative elected from each academic department, holds regular meetings each month except August. The Senate is free to consider issues relating to the general welfare of the University. Senators, faculty members, administrators, and student government officials may bring matters to the attention of the Senate for consideration. The Senate President sits on the Administrative Council and the Deans' Council to provide a faculty voice in the key decision-making bodies.

The Senate has six standing committees with members appointed from among the senators: the Executive Committee, the Academic Affairs Committee, the Bylaws and Standing Rules Committee, the University Affairs Committee, the Student Affairs Committee, and the External Affairs Committee. Minutes of the Senate meetings are available for consultation on the Senate web page (<http://www.angelo.edu/org/fsenate>).

Committee Structure of the University

The Office of the President of the University maintains an annually updated list of faculty committee assignments and a larger Committee and Councils List, which details committee charges, membership requirements, and terms of office. The VPAA, upon advisement by a Committee on Committees established by the Faculty Senate, appoints faculty members to most University committees. The Committee on Committees actively seeks volunteers for service and strives to balance committee membership, equalize the opportunities to serve, and share the burden of committee service among the entire faculty.

There are, however, some exceptions. The Committee on Committees is not responsible for naming members to five major academic enrichment committees: the AEP/WTU Distinguished Visiting Professor Committee; the Roy E. Moon Distinguished Lectureship in Science Committee; the Wells

Fargo Distinguished Lectureship in Business Committee; the Ralph R. Chase Lectureship in the Humanities Committee; and the University Symposium on American Values Committee. The Dean responsible for the program generally names these committees, but there is significant faculty membership and normally faculty leadership on all of these committees. The President may also name ad hoc committees to deal with specific issues without consulting the Committee on Committees.

Fifty-six formal committees or councils have faculty representation. Two items on the Self-Study Faculty Survey involved faculty satisfaction with committee assignments. In response to the statement "I participate in committees/councils which have responsibility for the quality of educational programs," 77.0% agreed or strongly agreed. In response to the statement "committee responsibilities are assigned equitably," 51.2% agreed or strongly agreed and 25.4% responded not sure. The list of committee membership shows a more equitable division of responsibilities than before the Committee on Committees existed, but a small group of faculty has heavy responsibilities on very active committees while the majority have very reasonable assignments.

Curriculum Development and Revision

The University is actively committed to ongoing curriculum development and revision that invites faculty participation. As demonstrated in the *Faculty-Staff Handbook* (V-2) and thoroughly developed in the "Angelo State University Curriculum Change Guidelines" adopted January 2001, ASU adheres to the idea that the curriculum is a primary concern of the faculty. Academic departments normally initiate curriculum changes which then proceed through College or School Curriculum Committees and the University Curriculum Committee. Descriptions of these committees' functions and membership are detailed in the *Handbook* (I-9). The *Handbook* states that the College or School Curriculum Committee, chaired by the appropriate dean, includes the department head, one other full-time faculty member from each academic department that offers a baccalaureate degree, and a librarian. The University Curriculum Committee includes as standing members the Deans of each college or school, the Dean of the Graduate School, the Registrar, and the Director of the Library. Three faculty representatives from each college serving three-year staggered terms and the Faculty Senate President round out the committee membership.

Clearly, strong faculty membership on the curriculum committees gives faculty the opportunity to assume primary responsibility for the improvement of the educational program of the University. As pointed out earlier, the faculty strongly concur (77.0%) in the assertion that they have responsibility for the quality of the educational program as a whole.

Recommendations and Suggestions: 4.8.8

The Self-Study Steering Committee finds that the University complies with the criteria of this section and offers no recommendations or suggestions.

4.8.9 Faculty Loads

An institution must provide a faculty of adequate size to support the institution's purpose.

The University is in compliance.

Judging from external evidence, the size of the faculty would clearly appear to be adequate to fulfill the University's function as a multi-purpose institution of higher learning. Accrediting agencies in business, nursing, and physical therapy consider faculty size in those areas sufficient to receive or retain accreditation. The THECB has recently approved new programs and concentrations in several areas (a B.A. and a B.S. in Criminal Justice, a master's program in Communications, Drama, and Journalism, and a minor in Southwestern Studies), and departments throughout the university consistently add new courses. All new program and course addition requests must convince the Coordinating Board that the faculty is adequate to support the expansion.

A comparison of faculty-to-student ratios places the University at a slightly higher ratio than five other TSUS members and slightly lower than two others. During the 1999-2000 academic year, Angelo State University employed 234.04 full-time teacher equivalents (FTEs) during Fall 1999 and 241.60 FTEs during the Spring 2000 semester. Student enrollment was 6,220 for the fall semester and 5,633 for the spring semester. Using the Board of Regents' formula for computing faculty-to-student ratio, these figures represent a 1:21.88 faculty-to-student ratio for the fall and a 1:19.14 ratio for the spring. This shows ASU with the third largest faculty-to-student ratios as compared with other institutions in The TSUS (Table 4.8.9.a), but also indicates that ASU is within an acceptable range compared to other TSUS components.

Table 4.8.9.a

Comparison of Faculty-to-Student Ratios by Institution

| Institution | Faculty-to-Student Ratios | |
|--|---------------------------|-------------|
| | Fall 1999 | Spring 2000 |
| Angelo State University | 1:21.9 | 1:19.1 |
| Lamar University-Beaumont | 1:15.6 | 1:15.0 |
| Lamar University-Orange | 1:18.0 | 1:15.0 |
| Lamar University-Port Arthur | 1:17.2 | 1:17.1 |
| Lamar University Institute of Technology | 1:25.8 | 1:25.3 |
| Sam Houston State University | 1:20.2 | 1:18.9 |
| Southwest Texas State University | 1:23.3 | 1:20.1 |
| Sul Ross State University | 1:17.1 | 1:16.6 |

These averages, however, do obscure the fact that average course sizes are quite large in certain disciplines (over forty-five in government and history) and that a number of departments need to fill existing vacancies or add new permanent faculty.

Despite such external evidence, faculty perceptions of the adequacy of the size of the faculty are less positive. Anecdotal evidence of excessive demands on faculty time, statistical data documenting course overloads (detailed in 4.8.9.4), and responses to Self-Study questionnaires indicate deep concerns. In Self-Study *Departmental Inventories* the academic department heads responded to the question “Is the number of faculty in your department adequate to provide teaching, advising, and scholarly or creative activity?” Department heads for nine of the eighteen departments that responded to the inventory questionnaire (Computer Science, Education, English, Government, Kinesiology, Nursing, Physics, Physical Therapy, Psychology/Sociology) reported that their departments did not have adequate faculty to provide teaching, advising, and scholarly or creative activity. Three other departments (Biology, Modern Languages, History) answered with an affirmative response to part of the question, but qualified their answers. Six department heads (Accounting, Economics and Finance, Agriculture, Art and Music, Business, Chemistry/Biochemistry, Mathematics) responded that faculty size was adequate.

These data are difficult to evaluate as the responses are written by individual department heads whose definition of adequacy may differ significantly. For example, the heads of the Government and Physics Departments report that the faculty is not adequate and cite large class size as the rationale. The head of the History Department, however, responded that the faculty is adequate, but also reports a problem with large classes. Likewise, the heads of the Communications, Drama, and Journalism Department and the Computer Science Department both report that their numbers are not adequate but explain that it is because they have been unable to fill allocated positions. There is some irony in the fact that a number of these departments reporting inadequate faculty to fulfill existing responsibilities are nonetheless adding new programs and new courses.

The *Academic Master Plan 2000* (p.7) acknowledges the fact that class size in a number of disciplines is a significant problem and that large classes are often detrimental to effective teaching and learning. Recommended strategies for reducing class size are identifying the areas where the problem is most critical and adding tenure-track faculty positions as needed or adding qualified support staff in classes with more than fifty students. The Faculty Committee acknowledges the need for additional full-time faculty positions in a number of disciplines. There was, however, little sentiment for adding support staff in large classes.

It should also be noted that since 1996, the University has chosen to supplement the regular faculty with a class of temporary lecturers. These lecturers are fully qualified faculty who hold one-year appointments for a maximum of three consecutive years. The President in exceptional cases may approve a fourth year, and individuals may reapply for a new appointment after a one-year interruption of service. Some departments have experienced difficulty in finding qualified people for

these positions and find it a destabilizing factor in their attempt to maintain consistent, quality programs.

Overall, the faculty is providing adequate instruction and advising for students, and many faculty are participating in numerous creative and research projects and providing service to both the University and the broader community and region. The level of activity is, however, being sustained by individuals who are going far beyond the regular 40-hour work week and who are devoting increasing amounts of time out of a sense of personal and professional obligation and a recognition of the very real financial constraints under which the University operates.

It must have procedures for the equitable and reasonable assignment of faculty responsibilities—including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.

The University is in compliance.

Procedures clearly exist for assigning classroom instruction. Full-time faculty academic workloads at Angelo State University have been adopted by the Board of Regents and filed with the THECB as required by V.T.C.A. Education Code 51.402. These are presented in the *Faculty-Staff Handbook*. These guidelines reflect the University's primary commitment to teaching, but also support its functions as a multipurpose institution of higher learning by providing guidelines for the equitable and reasonable assignment of other faculty responsibilities.

The normal academic workload per semester is twelve weighted semester hours or the equivalent of four lecture sections. Reductions in normal workloads theoretically may be granted for organized graduate instruction, thesis supervision, or large class size (above 100). Credit for three contact hours of organized undergraduate laboratory instruction, clinical, studio art, and studio music courses is equivalent to two semester credit hours of undergraduate lecture credit. Two contact hours in physical activity classes are equal to one semester credit hour of instruction in organized undergraduate classes. Department heads have primary responsibility and accountability for scheduling the academic workload for faculty members. Departmental faculty assignments are reviewed and approved by the Dean of the College. The VPAA is responsible for final review of teaching loads and academic assignments and for monitoring compliance. Adjustments in teaching loads require prior written approval of the Dean of the College and the VPAA.

Exceptions to the normal academic workload may be granted for departmental or institutional administrative assignments, when a class size does not meet minimum enrollment requirements and other classes cannot be assigned, or to compensate a faculty member for an excess of the normal requirements during a previous long-term semester. In addition, reductions may be granted for directing a major musical or dramatic production or substantial academic advising responsibilities.

Clearly, procedures exist for determining academic workloads, but there is considerable disagreement over the definition of equitable and reasonable demands. As indicated above, departments differ in how they define acceptable class sizes. Statistical data differ dramatically depending on the measures used to calculate overloads. Data from the *Data on Teaching Loads*, prepared by ASU for each full semester, shows consistent inequitable teaching loads, caused by high student demand, for several departments and between colleges. For example, the College of Sciences appears to have a heavier overload in terms of credit hours taught than the other colleges, and specific departments within the college appear to have enormous overloads. Yet, this does not take into account certain factors that must qualify the judgments based on such calculations. For instance, the clinical nature of certain courses, compensatory release time in some areas, and twelve-month contract provisions for individuals in Agriculture and Physical Therapy all give the appearance of a larger problem than actually exists.

Likewise, there are different ways of defining overloads. Some data sources consider credit hours; other sources consider contact hours; and still others consider class size or other features. This is not to deny that problems of overloads exist in specific disciplines across the campus but simply to explain that data sources are inconsistent and difficult to interpret.

Overloads become more significant for smaller departments when viewed by FTEs because the overloads are shared among fewer faculty members. Faculty typically are not compensated for the extra work. Because these overloads often occur in the same departments from semester to semester, year after year, these departments are rarely afforded the luxury of giving these faculty members compensatory time or reduced loads as permitted in the *Faculty-Staff Handbook*. To do so would negatively impact the department's course offerings or create an even heavier load for other faculty within the department. This is particularly problematic in those areas that provide core curriculum instruction but must also serve small graduate programs.

There is also some question as to the equitability of course reductions granted for various reasons. Currently, all department heads receive equal monetary and reduced teaching load compensation. However, tremendous variation exists among departments because of differences in number of faculty, number of majors and student enrollments, curriculum needs (e.g., special facilities, equipment, budgets), number and diversity of course offerings, and complexity of programs (e.g., accreditation requirements). These variations in departmental responsibilities and supervisory duties cause significant differences in the workload of department heads.

Also, over the past five years, the number of course load reductions has escalated dramatically. Until 1995, the University typically granted between 3 and 5 course reductions in a given year, normally for directing major musical or dramatic productions or for major administrative assignments such as directing the Language Learning Center. Since 1995, as many as 20-25 faculty members have received course load reductions in any given semester for duties such as program coordination; clinical supervision; certification responsibilities; practicum supervision; program development; and

supervising forensics teams, newspaper and broadcasting production, musical or dramatic productions, and international studies programs. The escalating course load reductions offset new tenure-track faculty positions added over the last few years.

There is also considerable inconsistency in the granting of load reductions for graduate instruction. Those departments like management and marketing that have outside accrediting agencies are essentially required to grant load reductions to those teaching graduate courses, while many departments are unable to provide any type of release for graduate instruction, supervision of internships, or direction of theses. In addition, there is some inequity in granting load reductions for administrative duties associated with the International Studies program. For instance, the Coordinator of the Mexican Studies Program receives a course reduction while those who oversee exchange programs with other countries do not. Faculty who direct the individual summer programs receive no release time in the semester when they are doing the difficult and time-consuming tasks of recruiting students, making travel arrangements, coordinating with the foreign contacts, and other related tasks.

Despite the above concerns, Table 4.8.9.b shows that 67.5% of faculty responding to the ASU Self-Study Faculty Survey agreed that teaching responsibilities are assigned equitably, while only 27.4% disagreed.

Table 4.8.9.b

Faculty Satisfactions with Appointments: Faculty Survey

| Statement | Strongly Disagree (%) | Disagree (%) | Not Sure (%) | Agree (%) | Strongly Agree (%) |
|--|------------------------------|---------------------|---------------------|------------------|---------------------------|
| 49. Teaching responsibilities are assigned equitably. | 12.2 | 15.2 | 5.1 | 50.3 | 17.3 |
| 50. Advising responsibilities are assigned equitably. | 5.6 | 9.2 | 14.3 | 56.1 | 14.8 |
| 51. Committee responsibilities are assigned equitably. | 8.6 | 14.7 | 25.4 | 42.6 | 8.6 |
| 52. Expectations for research are reasonable. | 6.7 | 11.8 | 32.3 | 42.1 | 7.2 |
| 53. Expectations for service are reasonable. | 8.1 | 15.2 | 24.4 | 44.7 | 7.6 |
| 54. Criteria in the Faculty-Staff Handbook are used as the basis of periodic faculty evaluation. | 7.2 | 7.7 | 31.3 | 43.1 | 10.8 |

Advising assignments vary among colleges and departments because of differences in the number of majors and the number of faculty in the department. Advising duties are assigned by Department Heads or by the Dean of the College or School for faculty advising students who are undecided in their major. As indicated in Table 4.8.9.b, approximately 70.9% of the faculty responses in the Self-

Study Faculty Survey indicated agreement or strong agreement with the equity of advising assignments.

As explained in section 4.8.8 of this report, the University has created a mechanism for ensuring a more equitable division of committee assignments. The Committee on Committees makes most University committee assignments. The appropriate college or school dean and the VPAA assign a few specialized committees. In the Self-Study Faculty Survey, 51.3% of the faculty agreed or strongly agreed with the equity of committee assignments, while 23.3% disagreed. An additional 25% of the faculty were not sure (Table 4.8.9.b). Also, 52.3% responded that expectations for service are reasonable, while 23.3% disagreed, and 24.4% were unsure.

The University does not generally assign faculty to guide student organizations. It does, however, urge faculty members to contribute to this “out-of-class” student experience (*Handbook*, V-17). Most faculty sponsors are solicited by the student group or occasionally assigned by an academic department. Sponsorship is a recognized service activity but is not an assigned duty.

Nor does the University assign faculty research (with the exception of the Agriculture faculty who are designated as research scientists with research projects linked to the MIR Center) and public service. Faculty are expected to conduct research and to perform public service but at their own initiative and as part of their general professional responsibilities. In the ASU Self-Study Faculty Survey, 49.3% agreed that expectations for research are reasonable, 28.5% found them unreasonable, and 32.3% marked unsure. Responses regarding reasonable expectations of service found 52.3% in agreement, 23.3% disagreeing, and 24.4% unsure.

The institution should have suitable policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon either the quality or quantity of the work they are employed to perform for the institution.

The University is in compliance.

The University policy, published in the *Faculty-Staff Handbook* (IV-40-41), clearly defines what constitutes outside employment and specifically discourages regular outside employment. Policies for outside employment by faculty follow Chapter V, Subsection 4.73 of the Board of Regents’ *Rules and Regulations*. Outside employment, considered an overload, must be pursued outside of the regular workday and must not exceed 20% of the individual’s forty-hour workweek obligation to the University. Prior written approval from the Dean of the college through normal administrative channels is required before a faculty member can engage in any form of outside employment.

There is, however, no stated policy to protect faculty from being assigned or assuming excessive internal responsibilities. Academic course loads are clearly regulated, and the Committee on Committees works to distribute committee assignments under its control relatively equitably.

However, numerous assignments are either elected or appointed positions that often fall heavily on a relatively small number of individuals. In fairness, the individual faculty member technically may decline any assignment without threat of repercussions.

The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, the nature of the subject and the help available from secretaries and teaching assistants.

The University is in compliance.

Because Angelo State University is a state-supported institution, the size of the faculty and faculty workloads are determined to a great extent by the annual FTE enrollment. Calculation of course loads does not generally take into consideration the number of preparations, the nature of the subject, or the help available from secretaries and teaching assistants. While workload policies detailed above indicate that reduced loads may be granted in classes serving more than 100 students, this is not typically done in most disciplines because of financial constraints. Table 4.8.9.b above indicates that faculty, in general, are satisfied with the weight, fairness, and distribution of responsibilities associated with faculty appointments.

Recommendations and Suggestions: 4.8.9

Having determined that the University is in compliance with this section of the *Criteria*, the Self-Study Steering Committee makes no recommendations. However, the Committee offers the following suggestions.

1. Adjustments to normal academic workload for directing independent study, teaching graduate courses, and supervising theses are granted in the *Faculty-Staff Handbook*, but few departments have the resources to provide any teaching load adjustments. In some disciplines, undergraduate and graduate student research is a critical educational component, and faculty spend considerable time supervising and assisting students in these endeavors. The University should actively seek some means of compensating faculty who undertake such projects.
2. The University should undertake a review of existing faculty needs and add new permanent positions in the areas with greatest needs as financial considerations allow.
3. The University should review and update as needed guidelines for reduced teaching loads. Some standing reductions in teaching loads have long histories, but have not been evaluated in many years. The University should award reduced loads across the campus more consistently and equitably.
4. The University should explore the feasibility of calculating instructional loads along the guidelines suggested by SACS Criteria 4.8.9.4 (number of preparations, number of students, nature of the subject, and available support help).

5. The University should reconsider the lecturer rank in light of the limited pool of well-qualified individuals willing to accept such positions.

4.8.10 Criteria and Procedures for Evaluation

An institution must conduct periodic evaluations of the performance of individual faculty members.

The University is in compliance.

ASU conducts periodic evaluations of individual faculty members through procedures formalized at both the departmental and university-wide levels. The faculty evaluation process is outlined in the *Faculty-Staff Handbook*. Chapter IV addresses the tenure and promotion process (IV-6-25) and the annual performance review of tenured faculty (IV-25-28). As detailed in section 4.8.6 of this report, revised Tenure and Promotion Guidelines effective Fall 2000 are available from department heads and will be published in the next *Handbook* revision. The criteria and procedures are consistent with the policies of the TSUS Board of Regents and mandates of the Legislature of the State of Texas.

Probationary faculty are reviewed annually for purposes of tenure progress, promotions in step or rank, and contract renewal. Faculty who are not in tenure-track positions are reviewed each year for contract renewals. Tenured faculty are evaluated annually for contract renewal and promotion purposes. The criteria for evaluating the performance of non-tenured and tenured faculty and for promotion between and within rank are the same: (1) teaching, (2) scholarly and creative activity, (3) leadership and service, and (4) honors, awards, and achievements.

The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.

The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.

The University is in compliance.

The criteria for evaluation (teaching; scholarly and creative activity; leadership and service; and honors, awards, and achievements) clearly support the mission of a regional comprehensive institution. ASU's mission statement makes clear that while teaching is the primary responsibility of this faculty, the University encourages and expects faculty research and participation in the broader campus and community cultures. As noted earlier, detailed descriptions of the evaluation criteria are provided in the *Faculty-Staff Handbook* (IV-12-15) and are also listed on the Faculty Evaluation Form used for annual evaluations separate from the tenure and promotion process. These descriptions

leave little question as to the general expectations of faculty but allow considerable latitude in judgment.

Tenure-track faculty are evaluated each of their first five years by tenured colleagues in their department, the department head, and the dean. Individual departments develop their own guidelines consistent with the University's recommended development schedule for tenure-track faculty. The third year review is critical. Third year faculty members are given a thorough appraisal of their performance with specific strengths and weaknesses in each criteria category highlighted and a candid departmental judgment of their prospects of receiving tenure at this university. The fifth year evaluation results in written notification from the VPAA as to the faculty member's eligibility to seek tenure.

The sixth year evaluation requires the development of a formal portfolio according to guidelines specified in the Tenure and Promotion policies. Tenured colleagues in the department, the department head, the appropriate dean, and the University Committee on Tenure and Promotion carefully evaluate the portfolio and recommend either continued employment with tenure or issuing of a terminal contract.

Tenured faculty are evaluated annually by a department review of the same criteria. Tenured faculty present portfolios which include a self-evaluation and a summary of accomplishments in teaching, research, and service areas for the academic year. Peers in the department judge these portfolios. The department head then prepares the Faculty Evaluation form, which contains a written evaluation based on the self-evaluation, peer review, student evaluations (IDEA forms), and the department head's professional judgment. The faculty member then reads and signs the document, adding any additional comments or rebuttals deemed necessary or significant to a fair evaluation. The department head forwards a copy of the evaluation to the appropriate dean.

If the annual performance evaluation is satisfactory, no further action is required by the faculty member, the department, the college, or the University. If the evaluation is unsatisfactory, the department head advises the faculty member on avenues of improvement, develops an improvement plan, and monitors progress. The *Faculty-Staff Handbook* (IV-26-28) details a potential 3-year review process, concluding with evaluation by the University Post-Tenure Review Committee, which may result in revocation of tenure if sufficient improvement has not been made.

The Self Study Faculty Survey contained an item that assessed faculty satisfaction with the use of the stated criteria in evaluation of faculty. In response to the statement, "*Faculty-Staff Handbook* criteria are used as the basis of periodic evaluation of faculty", 53.9% of the faculty agreed or strongly agreed. However, 31.3% responded unsure, while 14.8% disagreed or strongly disagreed. The level of uncertainty has been noted and, with respect to tenure and promotion evaluations, is being reviewed by the Select Faculty Committee on Tenure and Promotion discussed in Section 4.8.6 of this report.

The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.

The University has adopted the IDEA evaluation forms, whose stated purpose is to facilitate the improvement of teaching, as one facet of the overall faculty evaluation process.

Department heads consult with faculty about their evaluations. Tenured faculty with unsatisfactory evaluations must improve in their performance with regard to the stated criteria within three years or be subject to revocation of tenure. Untenured faculty who fail to show sufficient improvement in areas identified by their peers may be rejected for tenure. Faculty who wish to compete effectively for promotion must obviously consider the yearly evaluations and continuously seek to improve their teaching and overall performance.

There is, however, some concern that increasing reliance on standardized student evaluation forms may lead to grade inflation and a dilution of course content that could actually be detrimental to the educational program. The faculty and administration must remain vigilant to ensure that evaluation is used to strengthen the academic program.

Recommendations and Suggestions: 4.8.10

The Self-Study Steering Committee finds that the University is in compliance with these criteria and offers no recommendations but cautions that evaluation strategies must be carefully monitored and implemented to ensure that they serve their proper function of maintaining a strong academic program.

Findings

The Self-Study Steering Committee believes that the overall quality and commitment of the faculty is one of the greatest assets of the University.

Strengths

1. The individual and collective faculty are for the most part highly qualified and dedicated to the teaching mission of the University.
2. The University relies primarily on full-time faculty and takes pride in the fact that core courses are often taught by faculty with terminal degrees or with outstanding professional credentials.
3. The University has been able to retain large numbers of excellent faculty, contributing to stability and effective mentoring of younger faculty.
4. The University offers a strong benefits package, excellent academic facilities, and a positive working environment.

5. Graduate teaching assistants are used sparingly and are carefully supervised by full-time faculty.
6. The University's tenure and promotion policies are faculty developed and faculty controlled, and mechanisms exist to adapt guidelines periodically.
7. The faculty is heavily involved in curricular development.
8. ASU generously funds opportunities for faculty development.
9. The University has invested significant funds for training and equipment for faculty interested in integrating technology to improve instruction.

Weaknesses

1. Several disciplines have less than 50% of their courses taught by individuals with the terminal degree.
2. The University has difficulty competing for faculty members in certain high-demand areas.
3. Demands on faculty time for administrative, planning, and evaluation responsibilities are increasing to the point that they might negatively impact the teaching mission of the University.
4. Faculty demographics suggest a large turnover and high faculty recruitment costs over the next decade.
5. The community offers a limited pool from which to draw short-term lecturers, making it difficult for some departments to fill temporary positions with well-qualified instructors.
6. Some disciplines have very high faculty-to-student ratios and uncompensated faculty overloads that may limit the effectiveness of instruction, prevent innovative teaching, and undermine faculty morale.
7. Faculty responsible for graduate instruction and supervision of theses and independent study in most disciplines are not compensated for the extra demands and efforts involved.
8. Inconsistencies in granting load reductions create discontent and lower faculty morale.
9. The large number of unsure responses on the Self-Study Faculty Survey may indicate problems with communication of requirements, expectations, and policies.
10. If not carefully used, standardized instruments of faculty evaluation could contribute to a weakening of academic standards.

Section IV – Faculty Compliance Grid

| Must Statement | Compliance Status | Documentation |
|---|--------------------------|---|
| <i>An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts and personnel files (President’s Office) |
| 4.8.1 Selection of Faculty | | |
| <i>An institution must show that it has an orderly process for recruiting and appointing its faculty.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Faculty-Staff Handbook</i> (II-33, III-57, IV-1-IV-4) • Employment at ASU • ASU Affirmative Action Recruiting Report Form • ASU Equal Employment Opportunity Program Form • Checklist for Faculty Employment Form • Contract Offer Recommendation Form • Application for Faculty Employment Form |
| <i>Recruitment and appointment procedures must be described in the faculty handbook or other published documents.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Faculty Staff Handbook</i> (II-33, III-57, IV-1- IV-4) • Regents’ Rules and Regulations, Ch. V, Subsection 4.1 |
| <i>It is expected that an institution will employ faculty members whose highest earned degree presented as a credential qualifying the faculty member to teach at the institution is from a regionally accredited institution.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts (President’s Office) • 2001-2003 ASU Bulletin (pp. 20-41) |
| <i>If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has appropriate academic preparation.</i> | In Compliance | <ul style="list-style-type: none"> • Foreign transcript evaluation report • Faculty personnel files (President’s Office) |
| <i>Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (V-1) • "Program for English Languages Proficiency Instruction for Individuals Who Teach at Angelo State University," 1990 |

| Must Statement | Compliance Status | Documentation |
|--|-------------------|--|
| 4.8.2 Academic and Professional Preparation | | |
| <i>Both full-time and part-time faculty must meet the following criteria for academic and professional preparation.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts and personnel files (President's Office) |
| 4.8.2.1 Associate | | |
| <i>In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.</i> | N.A. | |
| <i>In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis.</i> | N.A. | |
| <i>The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.</i> | N.A. | |
| <i>Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, must have complete at least 18 graduate semester hours in the teaching</i> | N.A. | |

| Must Statement | Compliance Status | Documentation |
|--|-------------------|---|
| <i>discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.</i> | | |
| <i>Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts and personnel files (President's Office) • Commendation Letter, Board of Nurse Examiners of Texas, 23 January 2001 • ASU Nursing Department Self-Study Report, 1999 |
| <i>The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts (President's Office) |
| <i>In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases must be justified by the institution on an individual basis.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty personnel files (President's Office) |
| <i>It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts and personnel files (President's Office) |
| <i>Faculty members (in non degree programs) must have special competence in the fields in which they teach.</i> | N.A. | |
| <i>It is the responsibility of the</i> | In Compliance | <ul style="list-style-type: none"> • Faculty personnel files (President's |

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| <i>institution to keep on file for all full-time and part-time faculty members documentation of work experience, certifications, and other qualifications if these are to substitute for or supplement formal academic preparation.</i> | | Office) |
| <i>Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience which helps them relate these skills to the occupational field.</i> | N.A. | |
| <i>Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach.</i> | N/A | |
| <i>Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts (President's Office) • ASU Developmental Education Plan Spring 2000 (p. 6) • Guidelines for Teaching Assistants, Department of English (1998) |
| 4.8.2.2 Baccalaureate | | |
| <i>Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts (President's Office) • Contract Offer Recommendation Form |
| <i>In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal</i> | In Compliance | <ul style="list-style-type: none"> • Faculty personnel files (President's Office) |

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| <i>academic preparation. Such cases must be justified by the institution on an individual basis.</i> | | |
| <i>The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.</i> | In Compliance | <ul style="list-style-type: none"> • 2001-2003 ASU Bulletin (361) • Faculty transcripts and personnel files (President’s Office) • Course Schedules, Fall 2000-Spring 2001 (Registrar’s Office) |
| <i>It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications, and other qualifications.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty personnel files (President’s Office) |
| <i>At least 25% of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate in that discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., And the M.S.W., And the M.L.S.; In others, a master's degree in the discipline, coupled with a doctoral degree in a related discipline, is considered appropriate.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty Roster with Highest Degree by Department, 2000-2001 (Registrar’s Office) • Departmental Instruction Rosters, Fall 2000-Spring 2001 and Fall 2001-Spring 2002 (Self-Study Office) • 2001-2003 ASU Bulletin (p. 178) • Curriculum Committee Report |
| <i>It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty personnel files (President’s Office) |
| <i>The above requirement also applies to each major offered through distance learning, including those</i> | In Compliance | <ul style="list-style-type: none"> • Faculty personnel files (President’s Office) |

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| <i>offered at branches or other sites.</i> | | |
| <i>Faculty members who teach in remedial programs must hold a baccalaureate degree in the discipline related their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts (President’s Office) • ASU Developmental Education Plan Spring 2000 (p. 6) • Guidelines for Teaching Assistants, Department of English (1998) |
| 4.8.2.3 Graduate | | |
| <i>Institutions offering either a master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-3) • Graduate Faculty curriculum vita (Graduate School Office) • Roster of Research Grants, 1999-2000 and 2000-2001 • 2001-2003 ASU Bulletin (pp. 365-373) • Self-Study <i>Departmental Inventories</i> • ASU Self-Study Master's Survey |
| <i>Institutions offering doctoral degrees must demonstrate the research capability of faculty members teaching these programs.</i> | N.A. | |
| <i>Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Faculty-Staff Handbook (I-6, IV-5)</i> • Graduate School web page |
| <i>All institutions must have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered.</i> | In Compliance | <ul style="list-style-type: none"> • ASU Self-Study Faculty Survey • Self-Study <i>Departmental Inventories</i> |
| <i>Faculty members responsible for the direction of doctoral research must be experienced in directing independent study.</i> | N.A. | |
| <i>Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts (President’s Office) • Faculty-Staff Handbook (IV-3) • 2001-2003 ASU Bulletin (pp. 365-373) • Nursing Department Self-Study Report, 1999 (p. 64) |
| <i>It is the responsibility of the institution to justify the master's degree, or master's in the teaching</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts and personnel files (President’s Office) |

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| <i>discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines.</i> | | |
| <i>All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.</i> | N.A. | |
| <i>The Commission recognizes that in unusual cases institutions may appropriately include as graduate faculty members those who have demonstrated exceptional scholarly or creative activity, or professional experience, but who may not possess the required academic credentials. There also may be an occasion when a new graduate discipline is in its formative stage in higher education and there are no faculty members available with academic credentials in the discipline. In either case, when an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty personnel files (President’s Office) • ASU Nursing Department Self-Study Report, 1999 (p. 64) • Faculty-Staff Handbook (IV-3) • Accreditation Studies for Nursing, Physical Therapy, and Business Departments (Dean’s Offices and Self-Study Office) |
| <i>The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts (President’s Office) |
| <i>It is the responsibility of the institution to keep on file for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and</i> | In Compliance | <ul style="list-style-type: none"> • Faculty transcripts and personnel files (President’s Office) • Accreditation Studies for Nursing, Physical Therapy, and Business Departments (Dean’s Offices and Self-Study Office) |

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| <i>work experience, technical and performance competency, records of publications, and certifications and other qualifications.</i> | | |
| <i>An effective graduate program depends on the scholarly interaction of faculty. The appropriate number of faculty members to adequately support a program varies according to discipline and the scope of the program. However, for each graduate degree program, an institution must employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.</i> | In Compliance | <ul style="list-style-type: none"> • Graduate Faculty Roster, 2000-2001 (Graduate Dean's Office) • 2001-2003 ASU Bulletin (pp. 20-37) • Self-Study <i>Departmental Inventories</i> |
| 4.8.2.4 Distance Learning Programs/Activities | | |
| <i>Institutions offering courses for credit through distance learning activities and programs must meet all criteria related to faculty.</i> | In Compliance | <ul style="list-style-type: none"> • Self-Study <i>Departmental Inventories</i> • Faculty transcripts (President's Office) • Nursing Department Self-Study Report, 1999 (p. 64) |
| <i>Whether through direct contact or other appropriate means, institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members.</i> | In Compliance | <ul style="list-style-type: none"> • Interviews with individuals teaching distance learning courses (e-mail responses) • Self-Study <i>Departmental Inventories</i> |
| 4.8.3 Part-Time Faculty | | |
| <i>The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-3 - IV-4) • ASU Self-Study Faculty Survey • Self-Study <i>Departmental Inventories</i> |
| <i>The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-3 - IV-4) • FTE Report, Fall 2000 and Spring 2001 (Academic Affairs Office) • 1990-1991 ASU Self-Study Report |
| <i>Part-time faculty members teaching courses for credit must meet the same requirements for professional experiential, and scholarly</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-4) • Faculty transcripts and personnel files (President's Office) |

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| <i>preparation as their full-time counterparts teaching in the same discipline.</i> | | |
| <i>Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV3 - IV-4) • Self-Study Departmental Inventories |
| <i>The institution must provide for appropriate orientation, supervision, and evaluation of all part-time faculty members.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-4) • Self-Study Departmental Inventories |
| <i>Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-4) • Self-Study Departmental Inventories |
| 4.8.4 Graduate Teaching Assistants | | |
| <i>An institution must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction.</i> | In Compliance | <ul style="list-style-type: none"> • Fall 2000/Spring 2001 FTE Report (VPAA's Office) • Academic Report 2000 • Academic Report 2001 |
| <i>Each institution employing graduate teaching assistants must provide a published set of guidelines for institution-wide graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation and reappointment.</i> | In Compliance | <ul style="list-style-type: none"> • Policies and Procedures Governing Teaching Assistants and Graduate Assistants, Enclosure III, Faculty-Staff Handbook • Office of the Graduate Dean • 2001-2003 ASU Bulletin (pp. 377-378) |
| <i>Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course, and whose professional and scholarly preparation does not satisfy the provisions of Section 4.8.2 must have earned at least 18 graduate semester hours in their teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular inservice training and be evaluated regularly.</i> | In Compliance | <ul style="list-style-type: none"> • Policies and Procedures Governing Teaching Assistants and Graduate Assistants, Enclosure III, Faculty-Staff Handbook • Guidelines for Teaching Assistants, Department of English (1998) • Psychology/Sociology Department training and orientation materials for TAs • Self-Study Departmental Inventories • Transcripts of teaching assistants (President's Office) |
| <i>Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English, or other reliable evidence of the applicant's proficiency in oral and</i> | In Compliance | <ul style="list-style-type: none"> • 2001-2003 ASU Bulletin (p. 383) • Faculty-Staff Handbook (V-1) • "Program for English Language Proficiency Instruction for Individuals who Teach at Angelo State University," 1990 |

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| <i>written communication, indicates that the appointment is appropriate.</i> | | |
| <i>Institutions employing graduate teaching assistants must provide a structure for administrative oversight at a level above that of the individual academic units to ensure conformity with institutional policies and procedures.</i> | In Compliance | <ul style="list-style-type: none"> • Policies and Procedures Governing Teaching Assistants and Graduate Assistants, Enclosure III • Faculty-Staff Handbook |
| 4.8.5 Faculty Compensation | | |
| <i>Salary increases must be based on clearly stated criteria.</i> | Partial Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-5, IV-6) • ASU Salary Schedule (2000-2001) • Revised Tenure and Promotion Guidelines, Fall 2000 • ASU Self-Study Faculty Survey • 2000-2001 Memo from the President announcing Salary Increase |
| 4.8.6 Academic Freedom & Professional Security | | |
| <i>Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-28, II-25, II-26) • Regents' Rules and Regulations, Chapter V, Subsection 4.6 • ASU Self-Study Faculty Survey |
| <i>An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-28 - IV-30) |
| <i>Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-28-IV-30; IV-46 - IV-59) • Policy and Procedures for the Protection of Human Subjects in Research |
| <i>Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-2 - IV-3) • Contract Offer Recommendation Form • Sample Contract Letter and Information Packet Sent to New Faculty |
| <i>All policies regarding employment, as established by the governing board, must be published and</i> | In Compliance | <ul style="list-style-type: none"> • Regents' Rules and Regulations, Chapter II • Faculty-Staff Handbook |

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| <i>distributed to the faculty.</i> | | |
| <i>If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Faculty-Staff Handbook</i> (II-14; II-20, II-23; IV-6 - IV-24; IV- 33) • <i>Regents' Rules and Regulations, Chapter V, Subsection 4.14, 4.41, 4.5</i> • Revised Tenure and Promotion Guidelines, Fall 2000 |
| <i>Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Grievance and Appeal Procedures for Faculty Members at ASU, Enclosure I, Faculty-Staff Handbook</i> |
| 4.8.7 Professional Growth | | |
| <i>An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Faculty-Staff Handbook</i> (IV-28-IV-31, IV-42) • <i>2000- 2001 ASU Faculty Development Handbook</i> • Request for Travel Forms • VPAA Travel Fund Form • IT Training Schedule Brochures • <i>Brochures for ASU University Symposium, Chase Lectureship, Moon Lectureship, and Wells Fargo Lectureship</i> • ASU Self-Study Faculty Survey • Academic Master Plan 2000 (p. 6) • Lists of faculty awarded grants and travel money • List of Lilly Conference Participants |
| <i>The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Faculty-Staff Handbook</i> (IV-12 - IV-15; IV-18 - IV-25; IV-28; IV-30; IV-41) • ASU Self-Study Faculty Survey |
| 4.8.8 The Role of Faculty & Its Committees | | |
| <i>Primary responsibility for the quality of the educational program must reside with the faculty.</i> | In Compliance | <ul style="list-style-type: none"> • <i>Faculty-Staff Handbook</i> (I-9 - I-11; IV-29 - IV-30; IV-35) • <i>Regents' Rules and Regulations, Chapter V, Subsection 4.911</i> |
| <i>The extent of the participation and jurisdiction of the faculty in</i> | In Compliance | <ul style="list-style-type: none"> • <i>Regents' Rules and Regulations, Chapter V, Subsection 4.911</i> |

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| <i>academic affairs must be clearly set forth and published.</i> | | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-35) • Faculty Organization Constitution with Senate Bylaws • Faculty-Staff Handbook (I-9) • Angelo State University Curriculum Change Guidelines and Routing Sheet • Committees and Councils List • Committee Assignment List • ASU Self-Study Faculty Survey |
| 4.8.9 Faculty Loads | | |
| <i>An institution must provide a faculty of adequate size to support its purpose.</i> | In Compliance | <ul style="list-style-type: none"> • ASU Self-Study Faculty Survey • Self-Study Departmental Inventories • Academic Master Plan 2000 (p. 7) |
| <i>It must have procedures for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty Academic Workload Rules and Regulations • Faculty-Staff Handbook (IV-16, IV-17, IV-41) |
| 4.8.10 Criteria & Procedures for Evaluation | | |
| <i>An institution must conduct periodic evaluations of the performance of individual faculty members.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-6 - IV-28) • Faculty-Staff Handbook (IV-25 - IV-28) • Revised Tenure and Promotion Guidelines, Fall 2000 • Academic Master Plan 2000 (pp. 6 - 7) |
| <i>The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV-12 - IV-15) • Revised Tenure and Promotion Guidelines, Fall 2000 • Faculty Evaluation Form • ASU Self-Study Faculty Survey |
| <i>The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.</i> | In Compliance | <ul style="list-style-type: none"> • ASU Mission Statement • Faculty-Staff Handbook (IV-6- IV-28) • Revised Tenure and Promotion Guidelines, Fall 2000 |
| <i>The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.</i> | In Compliance | <ul style="list-style-type: none"> • Faculty-Staff Handbook (IV- 25 - IV-28) |