

## 2.8

### Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

*Note: Text for all linked documents below can be increased/decreased for ease of reading by pressing your keyboard's Ctrl key while rotating the mouse wheel.*

To support its mission to prepare students “to be responsible citizens and to have productive careers” while in “a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences,” Angelo State University has made a strong commitment to hire and retain well-qualified, full-time faculty. ASU has a more than adequate number of full-time faculty members to support the mission of the institution and to ensure the quality and integrity of its academic programs. The number of full-time faculty in all programs is sufficient to maintain and continually improve the academic programs as well as to allow faculty involvement in service and research, as described below.

### DEFINITIONS OF FACULTY RANK AND TITLE

Appointments to the ASU faculty are made in accordance with the policies and procedures defined in ASU OP 06.04, Appointments and Reappointments to the Faculty. In all cases, qualifications of prospective faculty members are reviewed to ensure that ASU employs competent faculty members that are qualified to accomplish the institution’s mission and goals (see Comprehensive Standard 3.7.1, Faculty competence).

Initial appointments for tenured or tenure-track faculty members at ASU are made at one of three ranks—assistant professor, associate professor, or professor. In support of the institutional mission, all tenured and tenure-track faculty are expected to demonstrate excellence in “teaching, scholarly activity/creative endeavor, and leadership/service,” as described in ASU OP 06.23, Tenure and Promotion Standards and Procedures (p. 3).

ASU has also established a standardized approach to conferring appointments and titles for non-tenure-eligible faculty members. Categories of non-tenure-track faculty include instructors, clinical faculty, lecturers, and adjunct faculty, as defined in ASU OP 06.25, Non-Tenure-Eligible Faculty Titles.

In an effort to enhance the quality of the institution’s undergraduate instructional programs, enhance research initiatives, and provide well-qualified graduate students with the opportunity to gain college teaching and related experience under the supervision of highly qualified faculty and staff members, ASU

also offers three types of appointments to graduate students—teaching assistantships, graduate assistantships, or graduate research assistantships. Responsibilities and procedural guidelines for these types of appointments are defined in ASU OP 42.03, Graduate Students Employed as Teaching Assistants, Graduate Assistant, and Graduate Research Assistants. In accordance with ASU OP 42.03, graduate student teaching assistants in each department must be supervised by a faculty member in the discipline.

## **FACULTY RESPONSIBILITIES AND WORKLOAD**

The mission of the university dictates, to a major extent, the responsibilities of the individual faculty member. Full-time faculty members assume responsibility for performing several essential functions in the areas of teaching, scholarly activity/creative endeavor, and service, as outlined in ASU OP 06.14, Faculty Responsibilities and Duties. To ensure that the institution maintains a sufficient number of faculty to fulfill these essential functions, the institution defines faculty academic workload standards and monitors faculty workloads in accordance with state law and institutional policy, as outlined below.

### **State Guidelines for Full-Time Faculty Teaching Loads**

The Texas Education Code provides statewide guidelines for full-time faculty teaching loads and defines related roles of the Texas Higher Education Coordinating Board (THECB), governing boards, and institutions. The THECB is assigned responsibility for recommending general policies and standard reporting guidelines for academic faculty workloads and services, while governing boards are responsible for establishing specific rules concerning faculty academic workloads. Institutions are assigned responsibility for monitoring, determining, and reporting faculty workloads (TEC §51.402(a) and (b)).

Rules and procedures for calculating and monitoring academic workload at ASU are defined in ASU OP 06.02, Academic Workload Calculation. ASU reports faculty workloads to the state at the end of each semester and tracks faculty workloads internally to ensure the equitable distribution of teaching loads over the course of each academic year.

### **Faculty Workload Report to the Texas Higher Education Coordinating Board**

ASU complies with THECB reporting requirements regarding faculty workloads by submitting the CBM008 Faculty Report at the end of each semester. This report documents the percent of time each faculty member spends on various types of contracted services and required duties—including instruction, administrative duties, research, and public service—in relation to a full or normal workload. As defined in ASU OP 06.02, Academic Workload Calculation (p. 1, number 2), the minimum workload ASU requires from each full-time faculty member is 24 semester credit hours (SCHs) of instruction in organized undergraduate and/or graduate classes each nine-month academic year. Any teaching assignment that exceeds the minimum workload is considered an overload. The attached table, Faculty Workload Distribution: Excerpt from THECB CBM-008 Fall 2011 Report, summarizes relevant data from the fall 2011 CBM008 Faculty Report. As shown in the “Overload” column, 21 out of 272 full-time faculty (8 percent) taught an additional 3-SCH course in fall 2011. Of these, 18 faculty volunteered to teach a section of University Studies (USTD), the freshman experience course. The other 3 faculty also taught one extra

3-SCH course each—Dr. Allen taught a section of the computer literacy course (CS1301) and Drs. Collins and Roden each taught an extra course in their disciplines.

### **Monitoring Faculty Workloads at ASU**

As indicated in Section 1 of ASU OP 06.02, Academic Workload Calculation, the institution assigns responsibility to academic department heads and deans for ensuring the equitable distribution of teaching loads and for making appropriate accommodations for faculty participation in service, research, and other assigned activities. Section 2 of the policy defines the minimum workload ASU requires from each full-time faculty member—24 SCHs of instruction in organized undergraduate and/or graduate classes each nine-month academic year. Sections 4, 5, 6, and 7 of the policy address reasons for granting reduced teaching loads, and Section 10 describes credit-hour equivalencies based on weights assigned to various types of courses. For example, “One semester credit hour of organized graduate instruction...is equated to 1.5 semester credit hours of organized undergraduate instruction” and “Three contact hours in laboratory, studio art, and individual private music courses are equivalent to two teaching load credits.”

Equivalencies are calculated as weighted equivalent credit hours (WECHs) and tracked by the Office of the Provost and Vice President for Academic Affairs. Each long semester, the office updates the WECH tracking spreadsheet with information provided by academic department heads and deans. All types of faculty duties—including teaching, administrative duties, service, and research—are included on the spreadsheet to ensure that each faculty member’s total academic workload meets the 24-SCH minimum. The WECH report is used internally to monitor individual teaching loads and to ensure parity for faculty teaching different types of courses and fulfilling different types of administrative, service, and research responsibilities, as outlined in Section 10 of ASU OP 06.02. Because of the way some courses and responsibilities are weighted, a normal workload may exceed 24 WECHs. For example, the standard minimum teaching load of four 3-SCH courses equates to 12 SCHs per semester and 24 SCHs each academic year. If all of the courses taught are at the undergraduate level, the 24 SCHs equate to 24 WECHs. If, however, one of the courses taught each semester is at the graduate level, the relevant weighted equivalency rule is applied (one SCH of graduate instruction equating to 1.5 SCHs of undergraduate instruction), and the graduate course is counted as 4.5 WECHs per semester. Thus, a faculty member who teaches the standard four 3-SCH lecture courses per semester will have a teaching load of 27 WECHs per year if one of their courses each semester is at the graduate level (three undergraduate courses equal to 9 WECHs plus one graduate course equal to 4.5 WECHs makes 13.5 WECHs per semester for a total of 27 WECHs per academic year).

A review of faculty workloads for the 2011–2012 academic year shows that 113 full-time faculty members (40%) had a teaching load higher than 24 WECHs. Of the total 286 full-time faculty for the year, 77 faculty members (27%) had a workload between 24 and 27 WECHs, which equates to teaching up to one additional undergraduate lecture course for the academic year, and 36 faculty members (13%) had a workload greater than 27 WECHs, as follows:

- Nineteen faculty members had a workload between 27 and 29 WECHs, which equates to teaching less than one additional course each semester but more than one additional course for the academic year.
- Thirteen faculty members had a workload between 30 and 32 WECHs, which equates to teaching one additional course each semester.
- One history instructor had a workload of 32.5 WECHs because he took over teaching several courses for an instructor who suddenly became ill.
- The director of the social work program, who is granted a 6-hour annual reduction in teaching load to direct the program, had a workload of 33 WECHs (18 WECHs in fall and 15 WECHs in spring). The hiring of a new instructor for spring 2012 helped reduce this workload.
- The head of the new department of Security Studies and Criminal Justice (SSCJ) chose to teach three courses in 2011–2012, which resulted in a workload of 34.5 WECHs. Because of the nature of SSCJ, the department head is not required to teach at all.
- The director of the athletic training program, who is granted a 6-hour annual reduction in teaching load to direct the program, had a workload of 36.3 WECHs. A new clinical assistant professor has been hired for the 2012–2013 academic year to help reduce this workload.

## NUMBER AND DISTRIBUTION OF FULL-TIME FACULTY

In each academic program, ASU has a sufficient number of full-time faculty to fulfill essential faculty functions. As appropriate, the work of the core faculty is supplemented by part-time faculty and graduate teaching assistants. As reported in the Integrated Postsecondary Education Data System (IPEDS), in fall 2011, the ASU faculty totaled 337 members, 272 (80%) of whom were full-time, plus 23 teaching assistants (IPEDS: ASU Employees by Assigned Position, November 2011). In spring 2012, the faculty totaled 356 members, 76 percent of whom were full-time, plus 11 teaching assistants. The distribution of full- and part-time faculty across academic programs is summarized in the following faculty distribution tables.

- Template for Undergraduate Programs Fall 2011
- Template for Undergraduate Programs Spring 2012
- Template for Graduate Programs Fall 2011
- Template for Graduate Programs Spring 2012

## Data Sources and Methodology for Faculty Distribution Tables

The ASU Office of Institutional Research and Accountability compiled the faculty distribution tables using the following data and methodology:

- **Faculty**—Data regarding full- and part-time faculty status was obtained from the Office of the Provost and Vice President for Academic Affairs, which is the office responsible for tracking such information each semester.
- **Programs**—The degree programs listed on the faculty distribution tables are those identified by the THECB on the ASU Program Inventory. The THECB is the state entity with the authority to

approve ASU's degree programs (see Core Requirement 2.1, Degree-granting authority). The inventory lists ASU programs by their classification of instructional programs (CIP) number. On the faculty distribution tables, the same programs are listed in alphabetical order under the appropriate college and department. Clarifying notes have been added to the ASU Program Inventory and to the faculty distribution tables to identify those programs that were being taught out or consolidated during the 2011–2012 academic year. For those degree programs that include different options based on areas of specialization, all relevant course and faculty data are consolidated under the overarching degree program. For example, students who pursue a Bachelor of Fine Arts in Studio Art can specialize in ceramics, graphic design, painting/drawing, printmaking, or sculpture. In the faculty distribution tables, the faculty, course, and credit-hour data for all of these areas of specialization are reflected in the data provided for the BFA in Studio Art.

In addition to the programs listed on the ASU Program Inventory, the faculty distribution tables include data on organized groups of courses that are not otherwise accounted for within degree programs. At the undergraduate level, these groups of courses include the University Core Curriculum, University Studies (Freshmen Experience) courses, six stand-alone minors, honors program courses, and the education courses taught for the Bachelor of Science in Interdisciplinary Studies. At the graduate level, these include stand-alone post-master's certificate programs.

- **Courses**—Course data for the fall 2011 and spring 2012 semesters was downloaded from the university's Banner Enterprise Resource Planning database. The initial download included all sections of any type of course taught—lectures, labs, research courses, online courses, etc. The Office of Institutional Research and Accountability then identified which courses would be included in the faculty distribution/credit-hour calculations for each degree program based on the following conditions:

*Undergraduate courses*—The degree requirements published in the undergraduate catalog for each undergraduate program include “academic major” course requirements and “other” course requirements (ASU Undergraduate Catalog 2011–2012, pp. 54–286). Only those courses identified in the catalog as academic major requirements are included in the faculty distribution/credit-hour calculations for each degree program on the attached tables. Academic major requirements may include courses for various program options, where relevant, but do not include developmental or core courses. See, for example, the degree requirements for the Bachelor of Science (BS) in Animal Science, the BS in Natural Resource Management, and the Bachelor of Fine Arts in Studio Art (ASU Undergraduate Catalog 2011–2012, p. 65, p. 71, and pp. 76–77, respectively).

To fulfill academic major requirements in some programs, students must choose one or more courses or a certain number of credit hours from a list of required courses. For example, students pursuing a BS in Natural Resource Management must choose one of three specified 4000-level animal science courses, and students pursuing a BS in Biology must select 11 semester credit hours of advanced (upper-division) biology courses (ASU Undergraduate Catalog 2011–2012, p. 71 and p. 87, respectively). In such cases, all acceptable course options for fulfilling the academic major requirements were included in the credit-hour calculations.

Similarly, for those undergraduate programs that offer degree options in different areas of specialization, all courses listed as choices under the program's academic major requirements were included in the credit-hour calculations. For example, students pursuing a BFA in Studio Art are required to take 24 credit hours in their chosen area of specialization, so courses in all five available specialization areas were included in the program's credit-hour calculations (ASU Undergraduate Catalog 2011–2012, pp. 76–77).

The Office of Institutional Research and Accountability made an exception to the condition of including all course options listed under the academic major requirements for three programs—the Bachelor of Business Administration (BBA) programs in Finance, Finance/Real Estate, and Management. In the academic major requirements for each of these three programs, students are asked to choose a certain number of advanced courses from one of several other areas within the College of Business (ASU Undergraduate Catalog 2011–2012, p. 152, p. 154, and p. 179). Because the set of available electives in the other business areas is so large, including all of those courses in the credit-hour calculations for these three programs would have resulted in overlapping data that would have obscured the meaningful data relevant to each of these programs.

*Graduate courses*—The degree requirements for ASU's graduate-level programs are published in the ASU Graduate Catalog 2011–2012 (pp. 50–160). The format used to present degree requirements in the catalog varies by program—some programs outline general degree requirements, some define credit-hour requirements in different areas without listing specific courses, and others list specific required courses. See, for example, the degree requirements for the Master of Science (MS) in Animal Science, the MS in Biology, and the Master of Education (MEd) in Guidance and Counseling (ASU Graduate Catalog 2011–2012, p. 54, p. 58, and p. 89, respectively). Taking into consideration the differing presentations of degree requirements in the catalog, the Office of Institutional Research and Accountability made decisions regarding which courses to include in the faculty distribution/credit-hour calculations for graduate degree programs based on the following conditions:

- If the program listed specific courses under a heading of “Degree Requirements,” those were the only courses included in the calculations.
- If the program listed required courses for multiple degree options, credit hours for all options were included. For example, the Master of Arts (MA) in Curriculum and Instruction offers “Advanced Instructor” and “Teacher Certification” options. The programs are similar except that the latter includes an internship in the classroom (ASU Graduate Catalog 2011–2012, p. 83). The MEd in Professional Education offers options for specializations in six different areas; courses in all areas were included (ASU Graduate Catalog 2011–2012, p. 126–128).
- If the program did not list courses by number or only listed a small set of core courses, the idea of “conservative inclusion” was followed in deciding which of the other available courses to include in the faculty distribution/credit-hour calculations. In applying the concept of conservative inclusion, the Office of Institutional Research and Accountability

accounted for as many required courses in each program as possible while maintaining meaningful distinctions among programs in the same discipline. In other words, all required courses listed for a program were included in the calculations unless doing so made all programs within the discipline look the same. Examples of programs for which all listed courses were included in the calculations are the MS in Biology, the MA in Communication, and the Master of Security Studies programs (ASU Graduate Catalog 2011–2012, p. 58, p. 77, and p. 145, respectively). A more conservative approach was taken, however, in deciding which courses to include for the graduate programs in psychology, where the MS degree is offered in three program areas—applied psychology, counseling psychology, and industrial-organizational psychology (ASU Graduate Catalog 2011–2012, p. 134). The degree requirements for the MS in Counseling Psychology require students to choose courses from a list of “preferred” electives (one elective for the thesis option, three electives for the non-thesis option). The MS in Industrial-Organizational Psychology requires students to choose 9 semester credit hours of electives that are “unspecified but must be approved by the graduate advisor.” And the MS in Applied Psychology requires “18 (Thesis) or 24 (Non-Thesis) hours in psychology or supporting electives [that] are unspecified but must be approved by the student’s graduate advisor.” Applying the concept of conservative inclusion, decisions regarding which courses to include in the faculty distribution/credit-hour calculations for each of these programs were made as follows: for the programs in counseling psychology and industrial-organizational psychology, only those courses identified by number and specified as required were included in the calculations, because the remaining number of elective hours in each program was relatively small. For the MS in Applied Psychology, however, the number of unspecified elective hours (18 or 24) was relatively large, so the elective courses taught in this program were identified and included in the calculations. Similar decisions were made for closely related graduate programs in other disciplines.

## **Faculty Distribution Outcomes**

The faculty distribution templates are organized by academic program. For each program, the tables present the number and percent of credit hours taught by full-time faculty (columns 1-5) and part-time faculty (columns 6-10), as summarized in the table notes.

The faculty distribution data clearly demonstrate that ASU has a more than adequate number of full-time faculty members to ensure the quality and integrity of its academic programs. In several of ASU’s undergraduate and graduate programs, for example, 100 percent of the course credit hours are taught by full-time faculty (see column 3 in the tables). Other key outcomes are summarized below.

***Undergraduate Programs***—In academic year 2011–2012, approximately half of ASU’s undergraduate degree programs and all of its stand-alone minors were taught only by full-time faculty. The minimum percents of credit hours taught by full-time faculty were in the BBA in Management program in both the fall (73%) and spring (69%) semesters and in the Bachelor of Social Work program in the fall (60%).

The University Studies courses, a stand-alone group of courses designed to promote student success, include USTD 1201, Critical Thinking, and USTD 1101, Strategies for Learning. The majority of USTD credit hours were taught by full-time faculty in both the fall (69%) and spring (68%) semesters. In addition to full-time faculty, interested staff, most of whom work in student and academic-support areas, also teach USTD courses. Staff, though full-time employees, are designated as part-time instructors.

The percent of total credit hours generated (course credit hours multiplied by enrollment; columns 5 and 10) varied little from the percent of course credit hours taught (columns 3 and 8), showing that, on average, the number of students enrolled in an instructor's course was in line with the number of course credits an instructor was asked to teach. For full-time faculty, the largest difference between these two measures—where the percent of total credit hours generated was larger than the percent of course credits taught, indicating large enrollment—was a negligible 4.8% in the Bachelor of Social Work program in the fall.

**Graduate Programs**—In academic year 2011–2012, more than half of ASU's graduate degree programs were taught only by full-time faculty. In all graduate programs, the percent of course credit hours taught by full-time faculty was greater than 50%, with one exception—in the MS in Counseling Psychology program, only 33% of course credit hours were taught by full-time faculty in spring 2012. The reason for this lower percentage was that three practica hours were taught by a recently retired faculty member who is also a practicing psychologist. He had taught the courses as a tenured faculty member before his retirement and was helping the department during a personnel transition. Being retired, he is now designated as part-time faculty. If practica hours are excluded, calculations show that full-time faculty taught 57% of the remaining credit hours in the program in spring 2012.

As with undergraduate programs, the percent of total credit hours generated (course credit hours multiplied by enrollment; columns 5 and 10) varied little from the percent of course credit hours taught (columns 3 and 8) for most programs. The greatest differences were in two education programs—the MA in Curriculum and Instruction and the MEd in Student Development and Leadership in Higher Education. In these programs, larger class sizes for full-time faculty (average enrollment, by program, of 38 and 38.6 students per course for full-time faculty compared to 18.4 and 19.4 for part-time faculty) resulted in a 16 point difference in both programs between the percent of total credit hours generated and the percent of course credit hours taught by full-time faculty in fall 2011. Class sizes for full-time faculty decreased in the spring, and the differences dropped to 3 and 6 points for the MA and the MEd programs, respectively.

**Distance Education Programs**—The following ASU degree programs are taught predominantly online, as indicated in the faculty distribution tables:

College of Education

Department of Curriculum and Instruction

MA in Curriculum and Instruction

MEd in Guidance and Counseling

MEd in School Administration

MEd in Student Development and Leadership in Higher Education

College of Health and Human Services

Department of Nursing and Rehabilitation Sciences Master of Science in Nursing

MSN, Clinical Nurse Specialist

MSN, Family Nurse Practitioner

MSN, Nurse Educator

Registered Nurse to Bachelor of Science in Nursing: the generic BSN degree program is not a distance education program; the RNBSN option, however, is predominately online as described in the ASU Undergraduate Catalog 2011-2012, p.238 last paragraph). The RN-BSN option is designed to accommodate nurses who are practicing in the field at the RN level, who are licensed, and who have already earned an AASN, allowing them to complete courses and earn the BSN in preparation for leadership positions.

Department of Psychology, Sociology, and Social Work

MS in Applied Psychology

College of Business

Department of Security Studies and Criminal Justice

Bachelor of Border Security

Bachelor of Cultural Competence and Security Studies

Bachelor of Cultural Fluency and Security Studies

Master of Security Studies

MS in Border Security

MS in Criminal Justice

A review of the faculty distribution data for these programs indicates that the percent of credit hours taught by full-time faculty in ASU's online programs is comparable to the percent of credit hours taught by full-time faculty in ASU's on-campus programs.

***Certificate Programs***—ASU offers a number of certificate programs at the undergraduate, graduate, and post-master's/professional levels (ASU Undergraduate Catalog 2011–2012, pp. 371–375; ASU Graduate Catalog 2011–2012, pp. 161–165). Of these, only two—the Superintendent post-master's certificate and the Registered Nurse First Assistant post-master's certificate—are composed of courses that are not part of a degree program. Both of these certificates are identified independently on the faculty distribution tables for graduate programs.

## **ADEQUATE NUMBER OF FULL-TIME FACULTY IN SERVICE AND RESEARCH**

In addition to teaching, all full-time faculty are expected to participate in scholarly/creative and leadership/service activities (ASU OP 06.14, Faculty Responsibilities and Duties). Faculty are required to report their activity in these areas to their department heads on a standardized Faculty Activity Report and Evaluation Form that is submitted and reviewed annually as part of the faculty evaluation process (see Comprehensive Standard 3.7.2, Faculty evaluation). Two examples of how faculty members fulfill

their service and research responsibilities include serving on university committees and conducting formally-funded research projects.

The official list of members serving on university committees was obtained from the president's office, and the Office of Institutional Research and Accountability summarized the data in two related tables: one listing the number of full- and part-time faculty who serve on one or more university committees, and another identifying the administrative role, if any, of those faculty members who serve on three or more committees each (Faculty Service on University Committees, 2011–2012). All full-time faculty who serve on committees are either tenured or tenure-track faculty. More than half of the full-time faculty (162 out of the 286 total, or 56%) provide service to the institution in the form of committee work, with most of these faculty (66) sitting on one committee. A few faculty members, mostly those with administrative duties, sit on multiple committees. For example, the Chair of the Faculty Senate sits on six committees, and 7 of the 12 faculty who sit on five committees are department heads. Three part-time faculty sit on one committee each. These instructors have all been with the institution for many years, and 2 of them are former full-time faculty who retired and now serve as part-time instructors.

The list of faculty conducting research funded by external and internal grants and/or special appropriations was obtained from the Director of Sponsored Projects, and the Office of Institutional Research and Accountability summarized the data in the attached table, Faculty Involvement in Research, 2011-2012. As shown on the table, in 2011-2012, 30 faculty members conducted research funded by grants and/or special appropriations, and another 10 had submitted grant proposals for ongoing research.