

STANDARD FIVE—FACULTY

DESCRIPTION

Faculty Characteristics

Sharing a strong commitment to innovative teaching and a solid record of scholarly activity, the long-term core faculty have enabled the University to focus on both personalized learning and expanded graduate programs and research opportunities. In 2001 the loss of more than 40 faculty through an early retirement incentive program offered by the Commonwealth created both an immediate challenge to rebuild the faculty and the opportunity to expand faculty interest in graduate teaching and research. Today over a third of the tenure-track faculty has been recruited in the last seven years, and they bring strength to the core faculty and to initiatives that more fully integrate effective teaching with strong research and scholarly activity across both graduate and undergraduate programs.

There are currently 368 full-time faculty members; of these, 218 are tenured, 95 are on a tenure track, and 55 are full-time lecturers. In addition to tenured/tenure-track faculty and full-time lecturers (FTLs), there are both benefited and non-benefited part-time lecturers (PTLs). Full-time tenure-track faculty hold the rank of Assistant Professor, Associate Professor, Professor and Chancellor Professor. Generally, all ranks above assistant professor are tenured but exceptions may occur when faculty are recruited as tenure-track Associate Professors but without tenure. There is also a pre-tenure track rank of Instructor occasionally used for faculty hired into tenure-track positions who do not yet hold the terminal degree necessary for the rank of assistant professor and pending degree completion.

The two categories of PTLs are determined by teaching load and length of service. PTLs who have taught a minimum of forty-eight units over the span of eight of nine consecutive semesters are eligible for benefits and are categorized as half-time lecturers, so long as they continue to teach a minimum of six units per semester. PTLs who do not meet the threshold are non-benefited.

Tenured/tenure-track faculty have constituted 85-89% of the full-time faculty on campus for the last ten years. Tenured faculty make recommendations for promotion and tenure decisions and also serve as elected department chairs. Full-time faculty are generally responsible for teaching the core and upper level courses at the undergraduate level. PTLs provide professional expertise in programs such as Nursing and Business and primarily teach introductory undergraduate courses. At the graduate level, FTLs and PTLs are generally professionals with expertise in a specific area or extensive practice in their fields. Table 5.1 illustrates the tenure status of full-time faculty during the past ten years.

Qualifications for appointment as Assistant, Associate, Full, and Chancellor Professor include the appropriate terminal degree. A doctorate appropriate to the discipline is required for Business, Engineering, Nursing, Marine Science and most of the disciplines in Arts and Sciences; the PhD or EdD is required in Education; the Master of Fine Arts is the appropriate degree in Visual and Performing Arts; and the MS or PhD is required in Medical Laboratory Science. In some fields, where appropriate, the J.D. is accepted as a terminal degree. In addition to appropriate terminal degrees, faculty must

Table 5.1 Full-Time Instructional Faculty Fall 1999-Fall 2008

Year	Tenure System			Non-Tenure System	TOTAL	% Tenure-System
	Tenured	Tenure Track	Total			
Fall 1999	234	69	303	40	343	88%
Fall 2000	235	84	319	39	358	89%
Fall 2001	240	78	318	38	356	89%
Fall 2002	199	85	284	37	321	88%
Fall 2003	201	97	298	37	335	89%
Fall 2004	209	88	297	43	340	87%
Fall 2005	204	109	313	42	355	88%
Fall 2006	216	103	319	40	359	89%
Fall 2007	223	99	322	43	365	88%
Fall 2008	218	95	313	55	368	85%

have a record of achievement in their academic specialization and recognition of their scholarship on and off-campus. General qualifications for each rank are published in the [Faculty Federation Agreement](#); more specific qualifications are described in departmental tenure guidelines. Faculty who do not yet hold the appropriate terminal degree may be appointed as instructors pending degree completion. Qualifications for FTLs are more flexible, with some but not all departments requiring a terminal degree; generally, their expertise lies in the area of teaching and service rather than in academic scholarship. Table 5.2 illustrates the distribution of full-time faculty by rank, degree, and tenure status.

Table 5.2 Distribution of Full-time Faculty and Faculty Highest Degrees by College and Academic Council – Fall 2008

College/Council	Faculty Type				% Tenured *	Faculty Highest Degrees		
	Chanc. Prof. or Professor	Associate Professor	Assistant Professor	FTL		Bachelors	Master's	Doctoral
Arts & Sciences	32%	23%	33%	13%	63%	2%	16%	82%
Humanities Council	28%	28%	31%	13%	66%	0%	19%	81%
Social Sciences	29%	22%	41%	8%	56%	0%	20%	80%
Science Council	39%	18%	26%	18%	68%	5%	11%	84%
Business	33%	19%	40%	9%	56%	0%	9%	91%
Engineering	45%	29%	19%	6%	79%	2%	11%	87%
Nursing	13%	30%	13%	43%	76%	0%	57%	43%
Visual & Perf. Arts	40%	28%	11%	21%	86%	4%	77%	19%
SMAST	58%	33%	8%	0%	83%	0%	0%	100%
SEPPCE	36%	14%	29%	21%	64%	7%	14%	79%
Total %	35%	24%	26%	15%	70%	2%	25%	73%

*%Tenured excludes FTLs who are not on tenure-track.

PTLs possess diverse qualifications depending on their intended role. The minimum qualification is a master's degree in the teaching discipline. PTLs must be approved by the chairperson of the hiring department. In addition to the 368 full-time faculty, during academic year 2008-09, the University hired approximately 250 part-time lecturers.

The student-to-faculty ratio based on full-time equivalency (FTE) for all faculty is 17.7 to 1. The relatively low ratio of students per faculty contributes to a personalized approach and attention to individual student needs, which supports the [University's Mission](#). Faculty are expected to integrate a range of pedagogical tools and assessment practices, across all course levels from introductory (100) to graduate (500 and above) and delivery modes that vary from small discussion-based courses to larger lecture-style classes to blended or online instruction.

Full-time faculty duties beyond the classroom include student advisement (discussed later in this section), course and curricular development, academic planning, research, and governance. Faculty participation in institutional governance and policy-making is discussed in more detail in Standard 3 (Governance) and in Standard 4 (Academic Program). In brief, faculty have primary responsibility in matters of curriculum planning, development, revision and recommendation for approval in matters related to recruitment, appointment, and evaluation of their peers.

Faculty recruitment goals are based on the academic program needs and resources of colleges and are recommended by college deans and approved by the Provost. The Office of Equal Opportunity, Diversity and Outreach, in cooperation with the Office of Human Resources, monitors the recruitment, selection and hiring process. The Human Resources publication, [Procedures and Policies for Recruitment, Selection and Hiring](#), outlines requirements for searches in detail. A trained EEO Liaison designated within each college serves as a resource on EEO/AA matters for the Search Committees and monitors compliance with the [Equal Opportunity and Affirmative Action Plan](#).

The Search and Screen Committee, comprised of at least 3 faculty members (some committees also include students), reviews resumes and selects candidates, conducts faculty interviews and takes part in the overall candidate review. The committee makes a recommendation to the department chair, who consults with department faculty and forwards to the dean an unranked list of recommended candidates with strengths and weaknesses for each. The dean is the appointing and hiring authority for faculty searches. Initial tenure-track appointments are for a period of two-years. The appointing contract stipulates terms of employment, including date of hire, teaching workload, and other related information such as years of credit toward tenure/promotion accorded for prior experience.

Graduate Teaching Assistants

UMass Dartmouth awards graduate teaching assistantships after review of the graduate student's qualifications. Graduate teaching assistants (TAs) are recommended for hire by graduate program directors to department chairpersons and are approved by the dean of the college. Assistantships require a minimum commitment of ten hours per week in exchange for a stipend and other benefits, such as tuition and fee waivers. A full-time assistantship represents a commitment of twenty hours per week. Beginning in Fall 2009 three categories of teaching assistant were identified. TAs in level one provide grading and lab support; those in level two

have sole responsibility for either a lecture or a lab; and Teaching Fellows have sole responsibility for a lecture class.

TAs placed in the classroom must provide evidence of adequate English skills to teach English-speaking students and complete training that include techniques of oral and written communication with students, the conduct and structure of labs and recitations, safety issues (if applicable) and grading policies. TA training currently is provided in a variety of ways on a departmental or school basis. The College of Visual and Performing Arts has a rigorous training that includes a three-credit graduate class on instructional development. Other departments require safety and instructional training in diverse ways.

Graduate TAs fulfill specific roles. For example, in the graduate program in Professional Writing, TAs teach in the First-Year English program and also teach Business Communication and Technical Communication. In some disciplines, TAs are fully responsible for laboratory classes, whereas in Chemistry, where safety is a significant factor, TAs work more closely under the supervision of faculty to supervise labs. TAs responsible for classroom instruction are evaluated by student evaluations, and all TAs are evaluated by the faculty with whom they work. Approximately 2.5% of all classes were taught by graduate teaching fellows in AY 2008-2009. Teaching assistants are being used increasingly to supervise laboratories in order to provide tenured/tenure-track faculty with additional time for graduate teaching and research.

Contractual security for full-time, tenure-track faculty is incorporated into the appointment and reappointment process. The initial appointment is for a two-year period, with two-year renewals based on positive evaluation. During the fall of the second year of appointment, faculty members are evaluated for contract renewal. A positive evaluation results in re-appointment for another two-year term (Third and Fourth Year Contract). Subsequent positive evaluation during the spring of the third year leads to re-appointment for the Fifth and Sixth Year Contract. A faculty member normally applies for tenure during the fall of the sixth year of the contract. Faculty are informed of tenure decisions by June of the sixth year. Faculty not recommended for tenure are offered a terminal one-year contract.

Salary and benefits for UMass Dartmouth faculty are negotiated by the Faculty Federation. Minimum salaries along with salary rate increments related to promotion are spelled out for each rank. The current minimum base salary by rank is: Full-Time Lecturer, \$51,539; Instructor, \$51,539; Assistant Professor, \$55,330; Associate Professor, \$64,796; Professor, \$80,813; and Chancellor Professor, \$86,250. Appointments may be made at higher levels of compensation based on credentials, experience and tenure status, and other relevant factors. Current faculty benefits include basic life and health insurance, long term disability, workers' compensation, and a variety of other programs and services. Reasonable expectation for continued employment of PTLs who receive benefits is assured by the issuance of an academic-year contract specifying the courses to be taught, the rate of compensation, and the required administrative duty to be performed in addition to teaching. Non-benefited PTLs receive a contract on a semester basis, a minimum of two weeks before the start of the semester. There are three levels of compensation based on longevity of service; stipends for a three-unit course are \$3417, \$3882, and \$4,425. Additional detail is presented in the [Faculty Federation Agreement](#).

Instructional workload is defined in the [Faculty Federation Agreement](#) in terms of the number of instructional units assigned so as to accommodate differences between credit hours and contact hours. A unit, as opposed to a credit, is defined as one hour of student contact per week in lecture, recitation or laboratory/studio/clinical class hour per week. Teaching assignments and workload are determined by department chairpersons based on the needs of the department and college. Given the different needs of academic programs across departments, there is some variability in teaching workload. Faculty supervising graduate students also receive instructional workload credit. The maximum workload is 24 units and the standard workload is 18 units per year. FTLs teach 10-12 units per semester. There is provision for adjustments upward or downward with written justification and approval from the faculty member, department chair, and dean of the college. Workload also includes office hours, student advising, and mentoring; the minimum requirement for these activities is four scheduled hours per week. In addition, regular meetings are scheduled for academic planning, participating in policy-making, curriculum development, and institutional governance. In general, faculty who are not supervising graduate students carry a 3/3 teaching load while faculty with significant graduate student responsibilities or significant grant funding teach a 2/2 load (different colleges vary in the degree to which the 2/2 load is available).

Part-Time Faculty – Reflecting national and regional trends, one of the ways in which UMass Dartmouth has responded to significant undergraduate enrollment increases — 29% from Fall 1999 to Fall 2009 — and declining state revenue has been to modestly increase class sizes as well as increase the use of PTLs. The number of full-time faculty increased from 334 to 369 during the same period, or 10.5%. Part-time FTE faculty increased from 32.7 to 80.7 in the same time period, an increase of 147%, and, because part-time faculty tend to teach larger, undergraduate introductory courses, the percent of total student credit hours taught by PTLs rose from 28.5% to 41.5%. (See [Trends](#) report.) In order to integrate part-time faculty into their departments and colleges, some departments conduct special orientation/faculty development programs, such as the English Department’s workshop for faculty and teaching assistants providing instruction in freshman writing classes. The [Office of Faculty Development](#) conducts a range of workshops, seminars and other activities that include part-time as well as full-time faculty.

A recently updated online [Faculty Handbook](#) provides comprehensive information on faculty responsibilities, required qualifications, academic policies and procedures, information related to contract renewal, and other important information. In addition, the [Resources for Faculty](#) section of the Provost’s website includes numerous links to information on professional development opportunities, research, and many other areas.

Recruitment and hiring information is found on the websites of the Office Human Resources and the Office of Equal Opportunity, Diversity, and Outreach. The Human Resources site also includes information about promotion and evaluation. Both the [Faculty Federation Agreement](#) (Article XVII) and the Human Resources and Equal Opportunity, Diversity and Outreach websites provide information about redress of grievances. [Policies of the Board of Trustees](#) regarding these and other faculty-related issues are discussed in more detail in Standard 11.

Faculty Evaluation – There are four categories for full-time faculty evaluation: (1) Teaching Effectiveness and Advising; (2) Scholarship and Professional Activities; (3) University Service;

and (4) Public Service. Evaluation in the first two is mandatory for tenured/tenure-track faculty, who may choose either University or Public Service as a third category. Full-time lecturers must be evaluated in Teaching Effectiveness and Advising and one other category determined by the chairperson. Each department has developed criteria for re-appointment and promotion associated with each rank. (See Team Workroom.)

Faculty submit an annual [Faculty Activities Report](#) outlining their activities during the preceding academic year in each of the areas of evaluation. Based on this report, the faculty member is evaluated by the Department Faculty Evaluation Committee (DFEC), the chairperson and the dean. The DFEC is comprised of tenured members within the faculty member's department. Written evaluations by the DFEC, chair and dean are made available to the faculty member, and the results of these evaluations determine possible salary increases each year. These accumulated annual evaluations also weigh heavily in cases of contract renewal, tenure and promotion.

In addition to the process described above, untenured members of the faculty undergo a Third and Fourth as well as a Fifth and Sixth Year Contract Renewal prior to the tenure review. Contract renewal involves all of the processes described above with the additional requirement that the faculty members compile comprehensive dossiers of their accomplishments since their initial appointments; dossiers are reviewed by the DFEC, department chairperson, College Academic Council, college dean and the Provost. Based on these reviews, the Provost makes a recommendation on contract renewal to the Chancellor. Tenure evaluation and evaluation for promotion to professor additionally require that the dossier include letters of review by a minimum of three external evaluators who are recognized experts in the faculty member's area of specialization.

Faculty effectiveness in teaching is assessed, in part, by student evaluations completed for each course taught during the year. Individual course evaluations are reviewed by department chairpersons and the DFEC. Part-time faculty are also evaluated by students at the end of the course; both the department chair and the part-time lecturer receive the results of these evaluations, which are an important factor in the reappointment process. A [newly approved evaluation form](#) will be implemented for all faculty across the institution in Fall 2010.

Consistent with the Mission of UMass Dartmouth, faculty engage in the advancement of knowledge through research, scholarly publications and presentations, art exhibits, musical performances, and clinical practice. Criteria for the evaluation of Scholarship and Professional Activities are found in each department's standards for promotion (See Workroom.) and tenure which spell out to varying degrees the accomplishments necessary to earn ratings of "Excellent," "Very Good," and "Satisfactory" in the area of scholarship and professional development.

Faculty are expected to maintain currency with the content and methods of instruction and with professional standards and expectations of their disciplines. As part of the growing focus on assessment and data-driven decision-making, faculty engage in student learning assessment as a means of program improvement. Course level assessment (e.g., examinations and quizzes, internship performance, and evaluation of clinical experiences) provides the foundation, and this is supplemented by student faculty/course evaluations. Direct measures associated with student learning at the program level include use of capstone projects and theses, exhibits or performances, and pass rates on licensure examinations. Faculty within departments use the

results of these measures to plan course revisions and program improvements. For example, the Mathematics Department developed a course in programming specifically for students in computational mathematics, in response to student assessment of the previously required programming course.

Faculty are provided with numerous opportunities for continued professional development. UMass Dartmouth recently reorganized several initiatives under the [Office of Faculty Development](#) (OFD) under the direction of a tenured faculty member. Through the OFD, the [Center for Teaching Excellence](#) (CTE) organizes workshops, seminars, and faculty forums that are aimed at helping faculty members develop and renew their commitment to teaching and reflective practice. Grant opportunities for faculty development are also available through CTE. New faculty members receive a course release each semester during their first year in order to participate in the [New Faculty Institute](#), which is designed to effectively integrate new faculty into the life of the university and support them as they begin working toward reappointment and tenure. Sessions introduce new faculty to important issues such as contract renewal files and annual reviews and engage faculty in an active, rigorous teaching and scholarship program.

Travel grants are available through the Provost's Office to assist faculty and librarians in their professional development. Faculty and librarians who receive a travel grant are required to present their discoveries at the annual on-campus teaching, learning and scholarship conference. Additionally Publication Subvention Grants are made to assist faculty and librarians with the costs of publication of their scholarly and creative works, including presentation of research or creative work in national and international peer-reviewed academic publications or in juried gallery/museum exhibition formats.

Sabbatical leaves are available to tenured faculty on a regular basis. Over the past decade, 165 faculty (of 225 applicants) have been awarded sabbatical leave to pursue scholarship, research, or other professional activities.

Academic freedom, the free search for and exposition of truth, is essential to fulfill the Mission of the University. These freedoms are supported by UMass Board of Trustees' policies related to [intellectual property](#), [academic integrity](#), and research principles. Implicit in the principle of academic freedom is the responsibility of faculty who enjoy that freedom to meet the expectations of the University with regard to ethical conduct as outlined in the Trustees' policy on [employee conduct](#), [research integrity](#), and [conflict of interest](#).

Teaching and Advising

Faculty at UMass Dartmouth employ a variety of instructional techniques. In addition to traditional lecture classes, instructional technology is widely used. Approximately 88% of all classrooms have been upgraded to the standard technology suite that allows for projection of images and text, DVD and VHS video, and connectivity to the Internet. The Faculty Instructional Laptop Program (FILP) is an ongoing initiative that provides new laptops to faculty on a regular basis. Each faculty member also has access to myCourses, the University's learning management system (Blackboard). This platform allows faculty to easily prepare and deliver course content either through web-enhanced, blended (hybrid), or fully online models. The Instructional Development team provides frequent workshops in using myCourses to upload course content, access a variety of course tools, and organize the structure of the course as well as to integrate

communications, assessment and course management components. The Academic Director of Online Education provides support for the development of online courses and programs.

Faculty engage students in scholarly work and encourage their critical thinking and creativity in several ways. Undergraduates have the opportunity to engage in research with faculty in many departments through NSF-funded research for undergraduate programs, the Louis Stokes Alliance for Minority Participation, the [Kaput Center for Research and Innovation in STEM Education](#), the [Honors Program](#), and an increasing number of undergraduate research experience courses that have grown as research programs have developed on campus. Courses with a [service learning](#) component have represented a more recent opportunity for faculty to combine research and teaching while benefiting members of the greater community. Research-intensive graduate programs in the sciences, engineering, nursing, and marine science rely heavily on graduate student researchers. The 15th Annual Sigma Xi Research Society Conference drew approximately 120 participants in poster sessions representing the humanities, social and behavioral sciences, the natural and physical sciences and technology.

Instructional effectiveness is assessed through student course evaluation, faculty peer observation of classroom presentations, and faculty/chair reviews of syllabi and course materials. Students complete an evaluation of all of their classes each semester. A common evaluation form was adopted for implementation in Fall 2010 following ratification of the new contract in February 2010. In addition, faculty engage in their department's annual assessment of learning outcomes, and departments are starting to use the results to inform curricular and other changes. Each college dean also reviews the results of these annual assessments.

Academic advising and planning patterns differ from college to college. For example, freshmen and sophomores in the Charlton College of Business are advised by the Academic Advising Center, a centralized campus academic advising resource. Juniors and seniors in the Charlton College of Business meet with a professional advisor in group advising sessions, sponsored by the College's Office of Undergraduate Programs. Faculty in other colleges, such as Nursing, Engineering, and Visual and Performing Arts, are assigned a certain number of advisees as part of their normal workload; combinations of these approaches are employed by the departments in the College of Arts and Sciences. Faculty guide students in course selection for both the major and General Education requirements, which are available in written and web format. Faculty advise students through individual and sometimes group meetings, often communicating with students via email. Although there is no universal practice, many departments maintain the same faculty advisor throughout the student's academic career.

Academic Integrity – The [academic integrity](#) policy is published in the online Student Handbook and various course syllabi, notably in freshman composition, and reinforced through the use of [SafeAssign Plagiarism Detection Service](#). At the beginning of each semester, students and faculty receive an email reminder of the University's policies with regard both to academic integrity and responsible use of information technology. Policies regarding codes of conduct for faculty/staff and students and other policies related to integrity are described in Standard 11.

Scholarship, Research, and Creative Activity – Evidence of faculty scholarship and creative activity includes publications, funded research and artistic performances and exhibitions, documented in the annual [Faculty Activities Report](#). Many faculty have received teaching,

research, artistic/creative and other awards in areas ranging from online teaching to marine resource conservation to art education, including national awards by organizations such as the Sloan Consortium; international awards such as Fulbright Scholar; and UMass System, state and regional awards such as the UMass President's award.

External grant funding has grown steadily over the last ten years from \$9 million in 1999 to \$20 million in 2009. In FY 09, the School for Marine Science and Technology generated \$9.5 million in new awards, the College of Arts and Sciences generated \$2.75 million, the School of Education, Public Policy and Civic Engagement generated \$2.6 million, the College of Engineering generated \$2.4 million, and the College of Nursing generated \$1 million. Funding agencies include federal and state agencies and departments as well as and private organizations.

Support for scholarship and research has also improved. The Office of Research Administration (ORA) helps faculty to identify potential funding opportunities, assists with proposal development and supports financial administration of awards. ORA staff also provide guidance in interpreting sponsor, federal, state and University policies and procedures. In some instances, faculty workloads have been adjusted in response to increased research activity either through section buyout, support for teaching assistants or other workload modifications.

UMass Dartmouth's policies and procedures related to the conduct of research are available on the [ORA website](#). These include policies on Development and Administration of a Grant, Contract, or Cooperative Agreement; Institutional Review Boards; Commercial Ventures and Intellectual Property; and Conflict of Interest in Research & Scholarly Activity. Faculty are involved in the development and administration of research policies and practices through representation on key bodies such as the [Institutional Review Board](#).

UMass Dartmouth encourages faculty to seek out and share knowledge and to collaborate with their peers and with students in pursuing scholarship, research, and creative activities. The University and the UMass System provide several internal funding opportunities, including the Chancellor's Research Fund and Healey Endowment grants; the Chancellor's Public Service Fund and UMass Public Service Endowment Grant. International collaboration is encouraged, and several recent memoranda of understanding outline faculty and student exchanges as well as research collaborations.

Scholarship and professional activities are valued and celebrated by the University. In 2004, the Chancellor unveiled the *Wall of Scholarship* (located in the Administration Building), where nearly 150 book covers and creative works are displayed. In 2008, faculty scholarship and the many different ways in which it is disseminated were honored at a ceremony held in the library.

APPRAISAL

Faculty Size, Quality and Performance – Need for Planned Growth

While the number of full-time faculty has increased by 10% in the past ten years, an early retirement incentive has shifted the ratio of tenured to non-tenured faculty and the distribution of faculty across rank. As a result, 14 of 35 department chairs – 40% – do not hold the rank of professor. The demands of the chair's position negatively impact the ability of these faculty to produce the scholarly work necessary for promotion to full professor and to engage at a high level in service activities.

Despite the significant enrollment growth of the last ten years, the University has been able to maintain a student-faculty ratio of 17.7:1. But some class sizes have increased, and there is considerable variability between different departments, for example, in the social sciences compared to the physical sciences and engineering. Teaching loads in some departments, particularly those without graduate programs, can be an impediment to scholarly research. These loads are a result of complex factors including traditions of delivery established when undergraduate teaching was the primary focus of the University. As enrollment trends evolve, especially in the current economic climate, careful consideration of the reallocation of faculty lines is necessary to support an ongoing commitment to quality. Planned growth applies not only to enrollment goals, but to faculty recruitment as well.

The quality of the full-time faculty by many measures is quite high. Faculty engage students in the classroom, in research, and in the community. External indicators of scholarly productivity including external reviews at tenure and promotion and the number and quality of publications, grants, and presentations, demonstrate that the faculty are well prepared for the serious pursuit of doctoral programs. The increase in doctoral and other graduate programs along with corresponding increases in research infrastructure is expected to positively impact the recruitment and retention of high quality faculty.

The assessment of faculty effectiveness needs to be strengthened. Some departments depend too heavily on student course evaluations as the primary assessment measure of teaching effectiveness. Also, while the increased rigor of tenure and promotion reviews have stimulated scholarly output, service contribution are not adequately rewarded.

Faculty Recruitment and Compensation

The process for faculty recruitment should be timed to begin in the summer or in the early fall of the academic year in which the search is conducted. This would take advantage of professional meetings/conferences during the summer and early fall. There has been some frustration regarding the process for faculty hiring and the length of time searches take to reach the appointment stage. The Chancellor has recently reorganized the administration and delegated both hiring and budget authority to the deans, which should streamline the process.

Table 5.3 (next page) presents a comparison of UMass Dartmouth's salaries compared to both regional doctoral and master's level universities. Faculty salaries at UMass Dartmouth compare favorably with other institutions in the Carnegie Category of Master's/Comprehensive Institutions, ranking in the 75th percentile. These data suggest that the institution is setting salary levels that are attractive, with the University successfully recruiting and retaining outstanding faculty. In addition, faculty benefits are generous and include basic life and health insurance, long term disability, workers' compensation, and a variety of other programs and services. However, as the University moves to the Doctoral ranking, compensation levels will need to be closely reviewed and adjusted to retain a competitive edge. Moreover, while start-up packages for faculty in the sciences and engineering have increased substantially over the last ten years, they are lower than at doctoral universities.

Use of Part-time Lecturers (PTLs) & Teaching Assistants

As is the case at many universities, during a period of substantial enrollment growth – an increase from 6,963 students in 1999 to 9,155 in 2008 – UMass Dartmouth employed increasing

numbers of part-time faculty. The University has begun to decrease reliance on part-time faculty, due in part to severe mid-year budget reductions in FY 2009, by optimizing the assignments of full-time faculty and graduate teaching assistants.

Table 5.3 AAUP Salary & Benefits Data, 2008-09

Institutions/Types	Salaries (x1000)		
	Full Prof	Assoc Prof	Asst Prof
Regional Doctoral Publics			
UConn	133.0	91.8	73.9
SUNY Stonybrook	126.5	92.2	71.6
UMass Amherst	117.1	89.7	68.2
U New Hampshire	113.9	87.0	72.1
UMass Lowell	113.6	89.8	75.4
UMass Boston	112.9	88.8	75.4
U Vermont	105.0	77.9	65.8
UMass Dartmouth	104.5	80.0	70.2
U Rhode Island	102.1	76.8	65.6
UMaine Orono	93.7	74.1	59.3
Median Doctoral	113.3	87.9	70.9
Regional Master's Publics			
CUNY Lehman	108.3	86.4	70.6
UMass Dartmouth	104.5	80.0	70.2
U Southern Maine	92.6	71.4	58.1
Eastern Conn SU	92.5	69.0	55.9
So New Hampshire U	89.2	63.6	53.5
Mass Col Liberal Arts	78.4	62.4	52.9
Rhode Island C	73.5	63.8	54.5
Johnston State Vermont	70.7	41.0	44.8
Median Master's	90.9	69.0	55.9
Nationwide Averages			
All USA Publics, Doctoral	115.5	80.0	68.0
UMass Dartmouth	104.5	80.0	70.2
All USA Publics, Master's	88.4	70.3	59.4

To insure quality of instruction, the required qualifications for PTLs are high. Many PTLs exceed the minimum requirement of a Master's degree and hold terminal degrees and possess substantial teaching experience. Others are practicing professionals who bring a valuable perspective and authentic experience to the classroom. PTLs teach predominantly at the introductory level, in General Education courses, clinical practica, and in areas of specialized expertise. The relatively large number of PTLs in some departments, however, has made it difficult to evaluate classroom performance effectively.

While the use of teaching assistants has grown, they still account for a very small percentage – 2.5% – of all courses offered. Nevertheless, a systematic process for training graduate teaching assistants and for their evaluation should be put in place. Graduate students whose first language is not English provide evidence of their ability to use English, in additions to TOEFL scores, before they can be hired as teaching assistants, but a more thorough and uniform assessment of English language proficiency should be developed.

Professional Development Opportunities

The University has broadened and strengthened its support for faculty development since the last NEASC visit. Over the last three years the University has supplied more than \$550,000 in internal research grants to faculty, ranging from small \$5,000 Healey grants to \$90,000 Science and Technology grants from the UMass President's office. Faculty research has been further supported by the allocation of \$200,000 per year in indirect cost funds directly back to the investigators conducting the research. Over the last three years the Provost's office has provided more than \$120,000 in faculty awards to support innovative teaching, particularly the use of modern technology in the classroom. More than \$80,000 has been provided to support public service activities and about \$275,000 has been invested in faculty travel, conference registration, and publication support. The single largest faculty development investment is support for the sabbatical system; 50 sabbaticals have been awarded over the last three years, with 36 faculty on full pay single semester sabbaticals, 7 faculty on half pay full year sabbaticals, and 7 faculty on half pay one semester sabbaticals. Tenured faculty are eligible for a full sabbatical once every seven years.

Professional development is not limited to supporting scholarship and research. Numerous mechanisms support improvement in teaching practice. Notable among these are the activities of the Instructional Development team that helps faculty prepare for online teaching and learning, the Center for Teaching Excellence with its many workshops on reflective practice, guided reading, and the scholarship of teaching and learning. Most recently, the Office for Faculty Development conducted a survey of faculty interest and needs for professional development, and the results will be used to plan future initiatives.

Research and Scholarly Activity

A concentrated effort is underway to support excellence in research as well as teaching. Research-active faculty, with support of administration, have been assigned reduced teaching loads. The Office of Research Administration (ORA) has increased in size and improved its services dramatically in the last few years and has worked to enact and support compliance with sound policies regarding research integrity, reporting, and research on human subjects and animals. There has been significant improvement in electronic grant submission and financial reporting over the last three years; similar improvements are needed in the area of financial accounting to better support faculty and departmental staff. In 2009, a Strategic Research Plan Task Force was appointed to address this issue along with other infrastructure needs to increase research initiatives on campus.

As measured by publications, funded research and artistic performances and exhibitions, UMass faculty have become increasingly productive. The faculty in the School for Marine Science and Technology have published about 300 refereed papers since the year 2000, for an average of about 30 publications per year. The faculty in the Charlton College of Business collectively publish about 75-100 papers per year in journals, proceedings and as chapters in books (CCB Annual Report 2007). The faculty in the College of Engineering have averaged about 50 journal papers and 60 conference papers per year for each of the last three years (Engineering Annual Reports, 2007, 2008, 2009). The faculty in the College of Visual and Performing Arts have on average held 81 juried exhibitions, recordings and design commissions, given 33 invited lectures or performances, and published 15 refereed papers per year over the last two years.

As noted earlier, external grant funding has doubled since the last NEASC visit. Total external awards in 2000 were just under \$10 million; in FY 09, the total amount of new awards was just over \$20 million. Approximately 75% of these awards were for scholarly research.

PROJECTIONS

As UMass pursues its goals in enrollment, expansion of graduate programs, and attainment of the Carnegie Doctoral/Research designation, three priorities must be addressed. First, growth in enrollment at the undergraduate and graduate level must be aligned with appropriate faculty recruitment and hiring, and the use of PTLs and TAs must be carefully planned to ensure quality instruction. Second, as faculty grows, improved assessment processes will need to be developed and used effectively. Third, structures to support faculty who will become outstanding instructors and productive researchers at both the undergraduate and graduate levels must be developed and fully implemented to realize fully the institution's goals of excellence in instruction, research, and community engagement.

Planned Growth Initiatives: As enrollment approaches the target of 8,000 undergraduate and 2,000 graduate students, strategic recruitment of faculty will facilitate achievement of both expanded graduate programs and quality undergraduate instruction. More effective use of teaching assistants will be necessary to support faculty. The Provost will lead this initiative, in collaboration with the deans, and, as appropriate, department chairs.

Schedule and Activities:

- In AY 2010-11, The Provost and the Deans' Council will develop a multi-year plan for faculty hiring that takes into account an educationally sound student to faculty ratio; the appropriate use of senior faculty and untenured faculty to meet critical instructional goals and scholarly aspirations; and the successful realignment and reallocation of faculty lines within and across colleges and schools as retirements take place.
- In AY 2010-11, the Provost, with support from the Senior Management Team, will lead the university community in renewal of the Strategic Plan and work with faculty to develop a realistic and fiscally sound faculty hiring plan aligned-with strategic goals.
- In AY 2010-11, a program for training and evaluating Teaching Assistants will be developed as part of graduate student orientation.
- In AY 2011-12, the effectiveness of the training program will be evaluated and improvements will be made.

Faculty Assessment: Assessment of faculty teaching performance will be strengthened, for both full-time and part-time faculty. The deans will lead this effort in collaboration with the department chairs and the Faculty Senate.

Schedule and Activities:

- Beginning in AY 2010-11, the new common instrument will be implemented in all departments and colleges.
- In AY 2011-12, the Office of Institutional Research and Assessment will work with the Provost's office to implement a system to monitor the credentials and performance of PTLs and annually review trends in qualifications and quality.

Faculty Support for Instruction and Research/Scholarship: Professional development opportunities to support quality instruction and processes to simplify and streamline grant submission, monitoring, and administration will be improved. These efforts will be led variously by the Assistant Vice Chancellor for Research in collaboration with the Office of Research Administration (ORA), the Associate Provost for Graduate Studies, and the Office of Faculty Development (OFD) under the Associate Provost for Undergraduate Studies. A comprehensive review of teaching workload and instructional efficiency will also be undertaken to identify mechanisms for improving instruction and providing faculty with additional time for research activity.

Schedule and Activities:

- In AY 2009-10 a task force will conduct a professionally facilitated review of research development support, identifying opportunities for and challenges to increasing faculty research throughout campus.

- In 2009-10, the OFD will survey faculty to ascertain their professional development interests and needs.
- In 2010-11, the OFD will implement a series of professional development activities based on the results of the survey.
- In AY 2010-11 the Associate Provosts for Graduate and Undergraduate Studies will perform a comprehensive analysis of faculty teaching loads, mode of delivery and use of TAs for comparison to national norms and innovative best practices in order to encourage instructional efficiency in support of research.
- In AY 2011-15, ORA will develop a process to generate supporting documents to complement the discipline-specific research portion of grant proposals so faculty can focus on creation of discipline -specific content.
- In AY 2012-14, the post-award administration process will be improved to reduce/eliminate the need for double accounting by faculty and departmental staff.

Institutional Effectiveness

UMass Dartmouth regularly evaluates the effectiveness of the faculty in teaching and advising; research, scholarship and professional activity; and university and/or community service. A rigorous process for evaluation for tenure and promotion includes external perspectives as well as internal assessment measures. Review of support systems for faculty ensures that policies and supports are modified and improved on an ongoing basis.