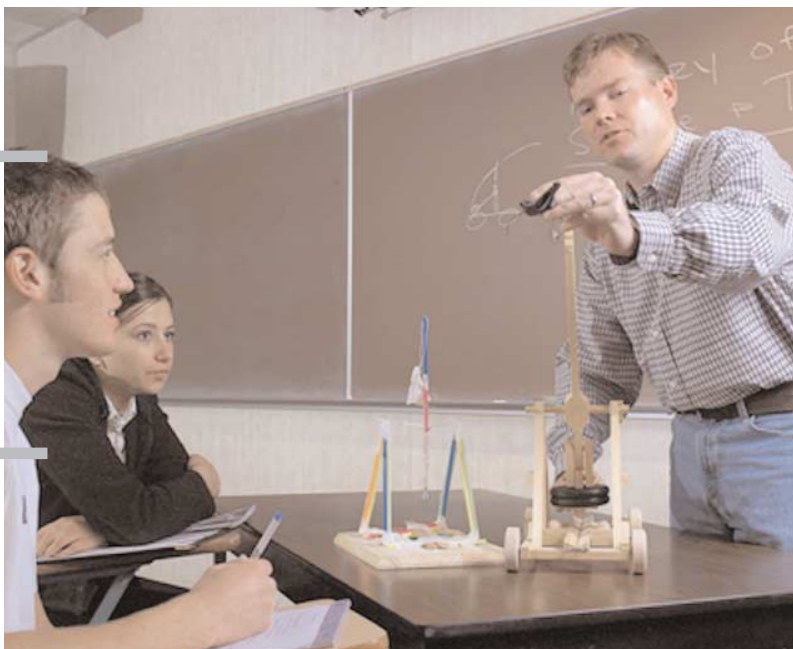"If you can read this, thank a teacher."

— Anonymous Teacher

Standard Four — Faculty

I. Purpose/Description

Overview (4.A.1, 4.B.1)

Our faculty are central to our institutional focus on undergraduate teaching excellence. Their primary responsibilities fall into the categories of teaching, scholarship, and service. These three categories of activities are clearly identified in goals embedded within our mission statement "to ensure vitality for effective teaching and service," and to engage "in scholarship, research, artistic expression, and other professional pursuits." Our faculty have a strong commitment to colleagues and students and a strong work ethic. They enjoy the academic freedom to pursue the teaching and scholarship that interest them.

Our faculty are highly qualified in each discipline or program in which we offer major academic work. During the 2002-03 school year, we employed 786 faculty members. Four hundred and sixty were full-time salaried faculty members (including tenured, tenure-track,

and term faculty), and 326 were part-time, non-salaried faculty. During this same time period, full-time faculty taught 74% of the total course load, and 26% was taught by part-time faculty.

To determine our faculty perceptions on key work-related issues, during spring semester 2003 a survey was sent to all full-time and part-time faculty. Full-time faculty responded to 24 questions about part-time faculty, academic advising, faculty support, faculty evaluation, and academic freedom. Two hundred and eighty-five out of 460 full-time faculty responded (62% return rate). One hundred and ninety-six out of 326 part-time faculty responded to 19 similar questions (60% return rate). The results of this survey will be provided in relevant sections of this standard. The entire survey is available as an exhibit.

Recruitment/Hiring (4.A.1, 4.A.6, 4.A.9)

We provide equal opportunity employment for all faculty applicants. We affirm our commitment to equal employment opportunity and nondiscrimination on the basis of race, color, creed, religion, national origin, gender, sexual

orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran, in accordance with state and federal laws (departments.weber.edu/hr/Hiring/default.htm).

The recruitment and appointment of full-time faculty follow the guidelines established by our Office of Human Resources, including position approval and advertisement, screening and interviewing applicants, and selection, approval, and offer of the position to the successful candidate. Approval to advertise open positions is ultimately provided by the Provost's Office; open positions are advertised internally as well as locally and nationally with print and online publications.

Full-time faculty finalists are typically invited for on-campus interviews and are often asked to provide teaching demonstrations on topics within their discipline. These demonstrations help display teaching styles, and communication and interaction with student learners. They also provide opportunities for candidates to demonstrate their knowledge and research

on the chosen topic and provide valuable insight into selecting the right candidate for the position. Relevant employment policies are made available to full-time faculty via the internet (faculty.weber.edu/handbook) as well as through department, college, and university meetings.

Part-time faculty are hired with more decentralized procedures. Historically, departments have recruited part-time faculty by word of mouth, used a web-based recruitment format accessible from the Human Resources page (departments.weber.edu/hr/adjunctjobs), or used other approaches that helped them identify the part-time faculty they needed. Since 2000 we have placed more emphasis on systematically recruiting and supporting our part-time faculty. Guided by the work of a university-wide Adjunct Faculty Task Force, we have offered part-time faculty recruitment seminars and run university-wide part-time faculty employment ads in our local newspapers. These seminars and ads have generated approximately 200 inquiries or responses per year to part-time employment opportunities.

Standard 4: Table I. Institutional Faculty Profile.

Rank or Class																				
	Number		Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load			
	Full Time	Part Time	Dr	M	B	Prof. Lic.	Less than Bach	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	
Professor	164	10	142	22	0	N/A	0	$47,224	$60,108	$97,866	2	19	42	11	27	43	0.0	11.4	32.4	
Associate Professor	113	17	81	32	0	N/A	0	$40,460	$47,008	$76,513	0	11	37	5	22	39	39.0	11.1	23.0	
Assistant Professor	114	20	56	55	3	N/A	0	$31,091	$40,800	$70,000	0	2	37	1	21	42	0.0	11.0	27.0	
Instructor	59	272	7	40	12	N/A	0	$25,000	$35,199	$57,567	0	7	20	1	16	31	0.0	10.0	29.6	
Lecturer	10	7	1	6	3	N/A	0	$31,000	$31,000	$42,320	0	4	14	2	8	15	3.0	14.0	16.0	

(The header "Full - Time Faculty (Fall 2003)" spans the table.)

All the information in this chart, with the exception of Total Years of Teaching Experience, was provided by the Office of Institutional Research. The information under Total Years of Teaching Experience was abstracted from vitas.

In addition, we have developed a part-time faculty handbook to more effectively provide helpful information on the roles and responsibilities of part-time faculty (faculty.weber.edu.adjunct). In the spring of 2003, when asked if they were provided with employment information (e.g., WSU information, specific work assignment, rights and responsibilities, and conditions of employment), 145 (74%) of the part-time faculty respondents said they agreed or strongly agreed that they received the necessary information regarding employment practices at WSU.

Faculty Qualifications (4.A.1, 4.A.8)

We hire faculty with appropriate academic backgrounds. Full- and part-time faculty vitae are available on-site as exhibits and these vitae demonstrate that virtually every faculty member teaching in a particular discipline has one or more academic degrees in the same or a closely related discipline.

In Table I on page 2, full-time faculty (tenured, tenure-track, and term) are profiled by academic rank or class, number of terminal degrees, salary, years of experience at WSU, years of teaching experience, and fall 2003 credit hours generated.

As can be seen in Table III on pages 4-5, our full-time faculty have earned their highest degree at a variety of institutions. Sixty-six percent of those faculty with doctorate degrees and 45% with master's degrees received them at non-Utah institutions. One percent of the faculty have a terminal degree from a foreign institution. Further, approximately 84% of our full-time faculty hold terminal degrees as defined by their disciplines. In addition to ter-

minal degree qualifications, many faculty are professionally licensed or certified in their disciplines. This is particularly true in the Colleges of Health Professions and Applied Science & Technology.

Part-time faculty qualifications vary, but at a minimum, part-time faculty must hold a degree in the discipline they are teaching or in a closely related discipline. In some disciplines, part-time faculty are required to hold doctorate degrees (e.g., anthropology, history, psychology). Perceptions of the qualifications of part-time faculty were assessed in the spring of 2003. As the data indicate in the Table II on page 3, part-time faculty were judged to be qualified to carry out their assigned teaching assignments by both part- and full-time faculty.

Academic Freedom (4.A.7, 4.B.7, Eligibility Requirement 13, Policy A-8)

Academic freedom stands as the sine qua non for all credible institutions of higher education. This tradition lies at the heart of the academic enterprise, as eloquently expressed by former Chief Justice of the Supreme Court Warren Burger.

> "The essentiality of freedom in the community of American Universities is almost self-evident. No one should underestimate the vital role in a democracy that is played by those who guide and train our youth. To impose any strait jacket upon the intellectual leaders in our colleges and universities would imperil the future of our Nation. No field of education is so thoroughly comprehended by man that new discov-

Standard 4: Table II. Qualifications

Part-time Faculty Survey: I am qualified by my academic background and/or professional experience to carry out my teaching assignments.	98% "agree or strongly agree"
Full-time Faculty Survey: Part-time faculty in my program are qualified by their academic background and/or professional experience to carry out their teaching assignments.	79% "agree or strongly agree"

Standard 4: Table III. Faculty Degrees.

Institution	Ph.D.	M.A.	B.A.*	Institution	Ph.D.	M.A.	B.A.*
Adelphi University			1	Oklahoma State University	5		
Arizona State University	7			Pennsylvania State University	1		
Ball State University	1			Pepperdine University		1	
Binghamton University	1			Pittsburg State University		2	
Biola University	1			Purdue University	5	1	
Bowling Green State University	4			Rensselaer Polytechnic Institute		1	
Brigham Young University	24	18	1	Rhode Island School of Design		1	
Brown University	2			Rice University	1		
California Institute of the Arts		1		Saint Francis College		1	
Case Western Reserve University	1			Saint Louis University	1		
Central Missouri University		1		Sam Houston State University	1		
Colorado State University	1			San Diego State University		1	
Colorado Technical University	1			San Jose State University		2	
Columbia University	1			Seton Hall University		1	
Cornell University	3			Southern Illinois University	3		
East Carolina University		1		Southwest Missouri		1	
Emory University	1			Stanford University	1		
Florida Atlantic University	1			State University of N.Y. - Albany	2		
Florida State University	3			State University of N.Y.- Buffalo	1	1	
Florida Institute of Technology		1		State University of N.Y. - Stony Brook	1		
Franklin Pierce College		1		Texas Tech University	2		
George Washington University		1		Thunderbird Graduate School		1	
Georgetown University	1			Tokyo Institute of Technology	1		
Georgia Institute of Technology	1			United States Sports Academy	1		
Georgia State University	1			University of Northern Colorado	1		
Harvard University	2			University of Albany		1	
Idaho State University	1	3		University of Arizona	4	2	
Illinois State University		1		University of California - Berkeley	3		
Indiana State University		2		University of California - Davis	1		
Indiana University	5	2		University of California - Los Angeles	3		
Indiana University of Pennsylvania	2			University of California - Riverside	1		
Iowa State University	3	1		University of California - San Diego	1		
Johns Hopkins University	1			University of California - San Francisco		1	
Kansas State University	2			University of California - Santa Barbara	5		
Kent State University	1			University of California - Santa Cruz	1		
Louisiana State University	1			University of California - Irvine	1		
Massachusetts Institute of Technology		1		University of Colorado	7	1	
McMaster University	1			University of Delaware	1		
Michigan State University	1			University of Denver	1		
Midwestern State University		1		University of Florida		1	
Mississippi State University	1			University of Georgia	3		
New York University	1			University of Heidleberg		1	
Northern Arizona University	1			University of Houston		1	
Northern Illinois University	1			University of Idaho	1	1	
Northwestern University	1			University of Illinois	4	1	
Ohio State University	4	1		University of Iowa	4	1	
Ohio University	1			University of Kentucky	2		

Standard 4: Table III Continued. Faculty Degrees.

Institution	Ph.D.	M.A.	B.A.*	Institution	Ph.D.	M.A.	B.A.*
University of Maryland	1			University of Tennessee	1	1	
University of Massachusetts	1			University of Texas	3	1	
University of Memphis	1			University of the Americas		1	
University of Mexico	1			University of Toledo	1		
University of Michigan	2			University of Utah	54	32	3
University of Missouri		1		University of Washington	5	1	
University of Minnesota	1			University of Wisconsin - Madison	5		
University of Montana		1		University of Wisconsin - Milwaukee		1	
University of Nebraska	3			University of Wyoming	2		
University of Nevada - Las Vegas	1	1		Utah State University	20	21	
University of Nevada - Reno	1			Vanderbilt University	2	1	
University of New Mexico	2			Virginia Commonwealth University		1	
University of N.Carolina - Chapel Hill	1	1		Virginia Tech University	3		
University of N. Carolina - Greensboro	1			Washington State University	3	1	
University of Northern Colorado	1			Washington University	1		
University of Notre Dame	1	1		Wayne State University	3		
University of Oklahoma	2			Weber State University		15	12
University of Oregon	3	1		Webster University		1	
University of Pennsylvania		1		Western Michigan University	1		
University of Phoenix		5	1	Westminster College		1	
University of Pittsburgh	2			Wheaton College		1	
University of South Dakota	1			Willamette University		1	
University of South Florida		1					
University of Southern California	1	2		**TOTAL**	**286**	**156**	**18***

*Bachelor - of the 18 faculty members holding Bachelor degrees, eight are term positions for faculty who teach developmental or associate degree courses, five now hold their master's degrees, three are in progress of getting their master's degrees, and two have resigned from the university.

eries cannot yet be made. Particularly is that true in the social sciences, where few, if any, principles are accepted as absolutes. Scholarship cannot flourish in an atmosphere of suspicion and distrust. Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die (*Sweezy v. New Hampshire*, 354 U.S. 234, 250 (1957)."

<u>Formal Policy</u>

We foster an environment respecting academic freedom and regard our entire academic community—all faculty (tenured and non-tenured), administrative officers, and students—as being entitled to academic freedom (Faculty Handbook, faculty.weber.edu/handbook). The section of our policy manual on Academic Freedom, Rights, Responsibilities and Due Process includes a formal statement on academic freedom (documents.weber.edu/ppm/9-01.htm) that says: "Weber State University seeks to provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values and to furthering the search for wisdom." This statement is modeled upon the AAUP "Statement of Principles on Academic Freedom and Tenure" (1940).

Additional sections of our policy manual focus on academic freedom issues:

- PPM 9-02 provides details on faculty rights that stem directly from academic freedom (documents.weber.edu/ppm/9-02.htm)

- PPM 9-05 stresses that academic freedom also requires faculty responsibility in recognizing and sustaining the students' academic freedom (documents.weber.edu/ppm/9-05.htm)

- PPM 9-09 describes the due process rights of any faculty who claims a violation of academic freedom (documents.weber.edu/ppm/9-09.htm)

Faculty Perceptions

In tandem with a clear, formal standard on academic freedom, we enjoy the verification of our practice in the eyes of our full- and part-faculty, as evidenced by data gathered in the 2003 spring survey (see Table IV on page 7).

Introductory classes with multiple sections, such as "American Civilization" (HIST 1700), "Intermediate Algebra" (MATH 1010), and "Introduction to Interpersonal and Small Group Communication" (COMM 1050) are often structured around common syllabi, common textbooks, or common exams as agreed upon by the departmental faculty. Nonetheless, the individual faculty maintains discretion in the way the class is taught.

WSU is in compliance with NWCCU Eligibility Requirement 13 and Policy A-8.

Teaching (4.A.3)

Teaching and learning are our primary focus; our mission statement makes clear that we are an undergraduate teaching institution:

> The process of learning is emphasized, as well as accumulation of knowledge. Organized around traditional disciplines, the university also cultivates opportunities for faculty and students to transcend disciplinary boundaries. Extensive personal contact and support among students, faculty, and staff create an enriched learning environment both in and out of the classroom. (documents.weber.edu/catalog/current/catother.htm)

Workload

The Utah Board of Regents policy specifies that our full-time faculty must teach at least 24 credit hours per academic year (www.utahsbr.edu/policy/r485.htm). These credits may reflect lecture and lab courses (both face-to-face and online), team-taught courses, and directed readings or individual study courses.

Teaching responsibilities may be reassigned in light of specific needs (e.g., supervising student teachers), grant arrangements (e.g., funded research projects), special program requirements (e.g., teaching graduate classes), or tasks in faculty governance (e.g., chairing a committee, department, or program). Decisions by the department and college to reassign time in these cases are made in accordance with existing WSU policies.

Part-time faculty have workloads that vary. Typically, part-time faculty do not teach more than six credit hours a semester—a limit that is monitored (informally) by the deans and the provost. However, in some colleges, part-time faculty are given a contract if they teach beyond six credit hours a semester.

Further qualifications in PPM 3-50 (documents.weber.edu/ppm/3-50.htm) limit overload teaching and compensation: faculty may teach no more than five extra credit hours during fall or spring semester, and extra academic projects may accrue no more than one-third of the base salary earned during their regular contract period.

Faculty Development

Institutionally, we provide several areas of support for teaching and learning. Our faculty development office, the Teaching & Learning Forum (TLF), is coordinated by a faculty member with 0.5 FTE reassigned time who is assisted by a clerical staff person. The TLF hosts numerous workshops and events for faculty that focus on pedagogy. Individual colleges also offer brown-bag seminars or workshops throughout the year on pedagogical issues specific to their faculty needs. TLF activities are available to all faculty, and since 2000, the TLF has actively targeted part-time

faculty in terms of content and schedule of events. In 2002-03, the TLF offered these events and resources for faculty and staff who wish to attend (programs.weber.edu/tlf).

- New full-time faculty retreat in August
- Part-time faculty welcome back retreat in August
- Three T.E.A.M. (Teach, Energize, Assess, Mentor) workshops each semester; each workshop is offered on two different days and in the evening specifically to accommodate part-time faculty schedules
- Twenty-two book reading groups each semester with an average size from 4-10 faculty
- A campus conversation on how to teach courses that meet the WSU diversity graduation requirement
- Campus-wide fall conference featuring Dr. Maryellen Weimer, Learning Centered Teaching: Five Key Changes to Practice
- Faculty access to POD Packets—Teaching Excellence essays from the Professional and Organizational Development Network

Faculty Perceptions of Teaching and Practices

Sixty-nine percent of full-time and sixty-eight percent of part-time faculty who responded to the 2003 spring survey indicated they agreed or strongly agreed that we offer "sufficient institutional support to fulfill assigned teaching responsibilities." Outstanding examples of

teaching expertise can be found in each college and the library, including:

- Applied Science & Technology — Dan Litchford (Sales & Service Technology) produced a CD of Self-Commercials & Jingles for use with the Fundamental Selling Techniques course.

- Arts & Humanities — Michael Wutz (English) created two new Honors classes entitled "American Literature, Culture, and Music of the Jazz Age" and "Literary Modernism & Politics."

- Business & Economics — Richard McDermott (Accounting) authored a textbook/novel, entitled "Code Blue," as an innovative teaching tool which has been used by over 75 universities.

- Education — Linda Oda (Teacher Education) received a Sasakawa Fellowship to incorporate Japanese studies into the teacher education curriculum.

- Health Professions — Yasmen Simonian (Clinical Laboratory Sciences) and her faculty designed and implemented two online degree programs with worldwide enrollees.

- Library — Carol Hansen and the library's Information Literacy Team developed an information literacy program which is rec-

Standard 4: Table IV. Academic Freedom.

Faculty Survey	Full-time Faculty	Part-time Faculty
WSU accords me the right of full freedom in discussing my subject matter in my classes so that I may present any controversial material which is relevant to my courses.	87% "agree or strongly agree"	80% "agree or strongly agree"
WSU accords me the right of free inquiry and the unconstrained dissemination of ideas, including complete freedom in research, publication, or other artistic creation activities.	84% "agree or strongly agree"	75% "agree or strongly agree"
WSU accords me the right to be free from direct or indirect coercion, intimidation or fear of reprisal because of new, bold, challenging, or unconventional ideas which I have researched, published, or taught.	75% "agree or strongly agree"	70% "agree or strongly agree"

ognized by the Association of College and Research Libraries as one of the top ten programs nationwide for undergraduates.

· Science — Gene Bozniak (Botany) collected 4,500 slides and 30 hours of digital video of South African and Namibian vegetation to supplement his botany courses.

· Social & Behavioral Sciences — Kathryn MacKay (History) organized the Office of Academic Service Learning to work with faculty campus-wide.

(Illustrations of rewarded teaching excellence are denoted in the subsequent section on Institutional Support and Resources for Teaching and Scholarship.)

Student Perceptions of Teaching (4.A.8)

We gather data on our students' perceptions of teaching with both national and local surveys. As can be seen from Noel-Levitz data from 1997, 2000, and 2003 (see Table V on page 8), on a 1 to 7 low-to-high student satisfaction scale, there has been consistency or improvement in seven of the 10 items across all three

Standard 4: Table V. Student Satisfaction Data.

Noel-Levitz Survey Question	1997	2000	2003	Difference from 1997 to 2003
3. Faculty care about me as an individual.	4.73	4.87	5.04	0.31
8. The content of the courses within my major is valuable.	5.24	5.35	5.49	0.25
16. The instruction in my major field is excellent.	5.24	5.34	5.42	0.18
25. Faculty are fair and unbiased in their treatment of individual students.	4.87	4.89	5.05	0.18
34. I am able to experience intellectual growth here.	5.51	5.51	5.63	0.12
41. There is commitment to academic excellence on this campus.	5.05	5.17	5.29	0.24
47. Faculty provide timely feedback about student progress in a course.	4.65	4.59	4.82	0.17
53. Faculty take into consideration student differences as they teach a course.	4.67	4.72	4.87	0.20
58. The quality of instruction I receive in most of my classes is excellent.	5.29	5.23	5.37	0.08
68. Nearly all faculty are knowledgeable in their field.	5.62	5.56	5.72	0.10

Scale: 1=not satisfied at all, 7=very satisfied

years. There was a decline in satisfaction in 2000 for "faculty provide timely feedback," "quality of instruction I receive in most courses is excellent," and "nearly all faculty are knowledgeable in their field." We moved to a semester calendar in 1998-99, and the 2000 data may reflect the impact of a totally revised curriculum on student perceptions. In addition, as our enrollment has grown, we have hired more part-time and term faculty and students may have been taught by more relatively inexperienced faculty in 2000. Nonetheless, the 2003 data indicate we have improved in those three items to levels that exceed 1997 data. Further, in 2003, our average satisfaction scores statistically exceed four-year public comparison schools in all but one of the items listed in the Table 5 on page 8 ("timely feedback"), and our below-average performance for this one item was not statistically significant.

In addition to nationally normed data, we have administered a local survey to students as they apply for graduation to assess their self-perceived competence and satisfaction with key aspects of the WSU experience. Data from 2002 and 2003 graduates on a 1 to 5, low-to-high, scale indicate that students' perceptions of the quality of instruction in their major rose from 4.17 in 2002 to 4.22 in 2003.

Scholarship, Research, and Creative Endeavors

Expectations, Policies, and Practices (4.B.1, 4.B.3, 4.B.5)

We expect our tenure-track and tenured faculty to engage in scholarship, research, and creative endeavors, as noted in language from our mission statement.

Additional detail is provided in various college mission statements, our faculty handbook, and institutional and college promotion, tenure, merit, and triennial review guidelines. All of these documents are developed with faculty input and are implemented under the direction of or with guidance from our faculty. The documents indicate that scholarship, research, and creative endeavors may include the following:

- Publications (i.e., books and/or publications in refereed regional or national journals)
- Formal, post-graduate education or work experience beyond the attainment of the terminal degree
- Development of new areas of expertise which are of benefit to both the faculty member and the department
- Development of new courses and/or programs within a college as well as significant modifications of existing courses or programs

Standard 4: Table VI. Submitted IRB Protocols in 2002-03.

College/Area	Number of Protocols
College of Applied Science & Technology	0
College of Arts & Humanities	2
Goddard School of Business & Economics	0
Moyes College of Education	37
Dumke College of Health Professions	7
College of Science	2
College of Social & Behavioral Sciences	55
Division of Academic Affairs (outside colleges)	4
Division of Student Affairs	1
TOTAL PROTOCOLS SUBMITTED TO IRB:	**108**

- Presentation of professional papers at regional or national scholarly meetings
- Funded research and/or grants at a regional or national level
- Creative activities that significantly impact the appropriate discipline on a regional and national level
- Organizing and presenting of regional, national, and/or international workshops for one's peers
- Development of technically oriented improvements or inventions that have a significant impact at the regional, national, and/or international level
- Consulting where results of such efforts are brought back into the classroom

Ethical Considerations (4.B.2.)

We address the ethical considerations concerning scholarship, research, and artistic creation through two university-wide committees that are chaired by faculty and whose policies and procedures are created by faculty.

Our Institutional Review Board for Human Subjects (IRB) is a 12-member committee that includes six faculty members (departments.weber.edu/irb). Our IRB protects the rights of individuals who are asked to participate in research generated from or supported by WSU by assuring that all research projects adhere to federal, state, and WSU guidelines. In fulfilling its purpose, the Human Subjects in Research Committee shall:

- Review each research plan, recruitment procedure, and subject consent form to safeguard the rights and welfare of human subjects
- Study the background and methodology of each proposed project to determine possible benefits and/or risks, physical, psychological, social, or legal
- Assess confidentiality and adequacy of the method for securing informed consent from subjects
- Review the scientific design since a poorly designed study can expose participants to unnecessary risk
- Report findings and actions to the investigator and the institution

- Review proposed changes in research activities to ensure that changes in approved research during the period for which the committee approval has already been given are not initiated without the review and approval of the committee
- Approve research only with the concurrence of the majority of the committee members in attendance
- Report to the appropriate administrative officer of WSU any continuing or serious non-compliance by the investigators, with the requirements and determinations of the committee

During FY 2002-03, the IRB received 108 protocols for review. Of that number, 73 were considered to be exempt, 34 received an expedited review by one or more IRB member, and one had a full review from the entire IRB. The distribution of the 108 submitted protocols is illustrated in Table VI on page 9.

In addition to the IRB, we have an Animal Care and Use Committee (ACUC) with seven members, three of whom are faculty. We are registered as a Class R Research Facility (Certificate No. 87-R-0008, expiring 11.29.2004) under the Animal Welfare Act by the United States Department of Agriculture. During 2002-03, the ACUC received three protocols from the College of Science for review; all three were approved. Since 1994, the ACUC has reviewed a total of 55 research projects; these projects were submitted by faculty in two of our seven colleges (Science, n = 52; Social & Behavioral Sciences, n = 3).

Examples of Faculty Scholarship, Research, and Creative Endeavors

Approximately 250 (54%) of our faculty were active scholars in 2002-03, using the criteria listed earlier in this self-study. A small sample of faculty research during that year includes:

Applied Science & Technology
- Rick Orr (Manufacturing and Mechanical Engineering Technology) worked with GSC Corp (a local company) to remove the shell from a lost wax casting.

- Ken Cuddeback (Telecommunications and Business Education) set up a wireless network between campus buildings.

Arts & Humanities
- Hal Crimmel (English) wrote *Teaching in the Field*, published by University of Utah Press.

- Drex Brooks (Visual Arts) participated in a national photography exhibition with his show, *Only Skin Deep: Changing Visions of the American Self*.

Business & Economics
- Therese Grijalva (Economics) published four papers that focus on economic issues surrounding hunting, rock climbing, trip behavior; and waste disposal methods in Applied Economic Letters, Society and Natural Resources, Human Dimensions of Wildlife, and Ecological Economics.

- John Mbaku (Economics) traveled to Ghana and Nigeria where he presented a paper and chaired a session at the conference on restructuring and reconstituting the state in Africa, and directed a workshop on governance and ethnicity in the Third World, with special emphasis on Nigeria and the West Africa region.

Education
- Jennifer Turley (Health Promotion and Human Performance) developed an online teaching management model and studied teaching and technology issues pertaining to the virtual classroom.

- Shirley Leali (Teacher Education) wrote a paper on geoethnicity that addressed the impact of connecting children's literature and mathematics across gender, ethnicity, and culture. Three of her students used these materials to develop a multicultural mathematics center that was piloted at one of the local elementary schools, and they presented a paper on this project at National Association for Multicultural Education in Washington DC in November 2002.

Health Professions
- Pam Hugie (Nursing) wrote *Distance technology in nursing education on a taxpayer's budget: Lessons learned from 22 years of experience*, published in the Annual Review of Nursing Education.

- Ken Johnson (Health Administrative Services) studied the supply and demand of nurses and allied health care personnel in Utah.

Library
- John Sillito and a non-WSU co-author wrote *Mormon Mavericks*, published by Signature Books.

- John Lamborn obtained a $48,400 grant from LSTA (Library Services & Technology Act) Assistive Technology Grant to obtain PCs and laptops for the WSU Ogden and WSU Davis libraries.

Science
- Marek Matyjasik and Colin Inglefield (Geosciences and Physics), along with two other co-authors, published *In-situ Pb Remobilization in Soils,* in Hydrological Science and Technology Journal.

- Ron Meyers (Zoology) regularly collaborates with outstanding anatomists at other institutions and has had many students complete research projects under his guidance.

Social & Behavioral Sciences
- Robert Wadman and Bill Allison (Criminal Justice and History) wrote *To Protect and Serve, A History of Police in America*, published by Pearson Prentice Hall.

- Susan Matt (History) wrote *Keeping Up With the Joneses, Envy in American Consumer Society*, published by the University of Pennsylvania Press.

In addition to engaging in scholarly activities by themselves or with faculty colleagues, our faculty also participate in collaborative research projects with our students. In 2002-03, nearly 150 faculty (37%) mentored hundreds of our students on undergraduate

research. The following is a small sample of the types of undergraduate research that took place here in 2002-03.

Applied Science & Technology
· Bill Clapp (Electronics Engineering Technology) and three students investigated the phenomenon of high voltage spikes and noise that travel down transmission lines during lightning storms and power outages. By using a high voltage analysis system to simulate this noise, the students were able to improve the efficiency of the EP2000 Wave Form Tracking filter, a device which helps filter out the noise.

Arts & Humanities
· Suzanne Kanatsiz (Visual Arts) worked with 10 students to design and install a piece of public art on the outside of the former Utah Bottling Works building in downtown Ogden. The Utah Bottling Works produced local mineral water, and this inspired the design of the artwork. Students inserted 3,000 blue bottles in a distinct pattern in the holes of 57 steel landing mats. The mats were then suspended on a 100-foot by 14-foot wall at different levels to create a wave.

Business & Economics
· Denise Woodbury (Business Administration) and students on the Students in Free Enterprise (SIFE) team provided 30 projects and devoted over 6,000 hours of service learning activities. In one project, entitled "Expert on Loan," teams of SIFE students acted as consultants in six small businesses during the spring of 2003. Another team is working on

a conference to help non-profit organizations in northern Utah to better manage themselves.

Education
· Paul Schvaneveldt (Child & Family Studies) worked with a student who developed and administered a questionnaire on eating disorders to over 400 adolescents in area high schools.

Health Professions
· Georgine Bills (Respiratory Therapy) works with students on their senior baccalaureate projects; a recent project focused on the impact of specific procedures (handwashing, suction technique, suction equipment) on the outcome of tracheotomized patients.

Science
· John Cavitt (Zoology) created 10-week summer undergraduate research experiences in biology. Approximately 15 students participated over two summers and worked closely with Dr. Cavitt and other science faculty to study topics such as the survival of *Staphylococcus aureus* on common hospital surfaces, the effect of female condition on parental care in the European starling, stress proteins in ribbon worms exposed to varying salinities, and the antimicrobial activity of essential oils.

Social & Behavioral Sciences
· Bryan Dorsey (Geography) works with groups of 10 to 15 students each year in academic service learning projects focused on urban and regional planning issues. In past years, the projects have involved the drafting of General Plans for the local

Standard 4: Table VII. Student Satisfaction Data.

Noel-Levitz Question	1997	2000	2003	Difference from 1997 to 2003
13. Library staff are helpful and approachable.	4.97	5.50	5.34	0.37
18. Library resources and services are adequate.	4.49	5.26	5.32	0.35

Scale: 1=not satisfied at all, 7=very satisfied

cities of Marriott-Slaterville, Sunset, and Washington Terrace. These General Plans have been published and adopted for official use by those municipalities.

Institutional Support and Resources for Teaching and Scholarship (4.B.4, 4.B.5)

Because teaching and scholarship are often interrelated activities for our faculty, it is difficult to separate institutional resources that support these two important activities. Areas where teaching and scholarship institutional resources overlap are: 1) leave policies, 2) use of facilities, and 3) funding.

Leave Policies

Sabbaticals and special leaves represent an important aspect of institutional support for teaching and scholarship. Only tenured faculty are eligible to apply for sabbaticals, based on the formula of accruing one semester of sabbatical leave for every three years of full-time employment, for a maximum of two semesters (documents.weber.edu/ppm/3-25.htm). The purposes of sabbaticals include attending classes or laboratories at an institution of higher learning, further training in the recipient's field of specialization, and other activities enhancing the faculty's credentials, in addition to research and writing opportunities. In 2002-03, 35 faculty from the seven colleges and library were on sabbatical leave. Special leave (documents/weber.edu/ppm/3-28.htm) is available for non-tenured faculty with other circumstances that create a benefit to WSU. Five fac-

ulty were awarded special leave during 2002-03. The number of sabbatical and special leaves in 2002-03 were typical for recent years in both categories.

Use of Facilities

Our physical facilities are available to faculty to enhance their teaching and engage in scholarship. Examples of university space that support these activities include:

- Classrooms, including technology-enhanced classrooms
- Science labs
- Art studios
- Performance theaters and studios
- Computing facilities

For additional information about our physical facilities, see Standard 8.

Our library serves as both a physical facility and information resource for faculty teaching and scholarship. The 1994 Northwest Commission report identified a dramatic need for a major increase in support for library staff and materials to support our mission of quality undergraduate education. We have invested substantial financial, physical, and human resources in our library, and the results are evident in Noel-Levitz student survey data (see Table VII on page 12), where our 2003 scores are higher than our 1997 scores. Although our student satisfaction scores with staff decreased from 2000 to 2003, our 2003 mean scores for staff, resources, and services were higher than those for our four-year public comparison institutions.

Standard 4: Table VIII. Funded Projects in 2002-03.

Classification of Projects	Number of Projects	Dollar of Award
Instruction	8	$497,549
Research	13	$388,761
Public Service	11	$1,016,082
Academic Support	54	$2,524,674
Student Services	8	$1,148,450
TOTAL:	**94**	**$5,575,516**

Faculty attitudes have been measured with an in-house survey that uses a 1 to 5, low-to-high satisfaction scale. In 2001-02, over 80% of our faculty indicated they were "satisfied or very satisfied" with library resources (including electronic resources), and 97% indicated that they were "satisfied or very satisfied" with the library staff. More information on the library can be found in Standard 5.

Finally, our student-faculty ratio of 23 to 1 in 2002-03 indicates that our undergraduate classrooms invite faculty-to-student as well as student-to-student engagement. Student survey data mentioned later in this document confirm a positive student learning experience.

Funding Resources

One of the priorities during the 1998-2003 capital campaign was support for faculty and for programs. Several large gifts gave the academic deans flexibility to support faculty scholarship as well as collaborative projects between faculty and students. For example, the $5 million given by the Dumke family to name the Dr. Ezekiel R. Dumke College of Health Professions is an unrestricted endowment to be used at the discretion of the dean in consultation with the president. Similarly, the gifts to name the David O. McKay Education Building and the Jerry and Vickie Moyes College of Education allow that dean to use some of the endowment income to support faculty. When fully funded, those two endowments will total $6.7 million. The $1 million endowment in the College of Arts & Humanities to support creative endeavors includes provisions for faculty scholarship. The Goddard School of Business & Economics has set aside gift money to award for faculty vitality. Additional smaller gifts supported faculty scholarship during the campaign, including gifts to academic deans' discretionary funds.

In addition to donations, we also have funds that support faculty teaching and scholarship that come from external and internal sources. External funds are secured by donations sought from our Development Office and through proposals submitted by the Office of Sponsored Projects (OSP). In 2002-03, a total of 172 proposals were submitted by OSP to external funding agencies, and 94 successfully were funded for a total of $5,575,516 (see Table VIII on page 13 for the breakdown of dollars by functional classification).

These 94 sponsored projects funded proposals including 63 principal investigators from all seven colleges and the library as well as from the Division of Student Affairs and non-college offices within the Division of Academic Affairs (see Table IX on page 14).

Table X on page 15 summarizes, by area, the dollar amounts that helped support faculty

Standard 4: Table IX. Principal Investigators for 2002-03, Funded Projects.

College/Area	Number of Principal Investigators
College of Applied Science & Technology	12
College of Arts & Humanities	5
Goddard School of Business & Economics	3
Moyes College of Education	10
Dumke College of Health Professions	9
College of Science	8
College of Social & Behavioral Sciences	5
Division of Academic Affairs (outside colleges)	4
Division of Student Affairs	7
TOTAL PRINCIPAL INVESTIGATORS:	**63**

teaching and scholarship in 2002-03. In addition, $248,127 was awarded to non-college/school areas within Academic Affairs, and $1,246,981 was awarded to the Division of Student Affairs, for a total of $5,575,516 in external funds in 2002-03.

Both the Moyes College of Education and the Dumke College of Health Professions received in excess of $1 million in external funds in 2002-03. College of Education funds come from three grants: one is designed to prepare teachers to better serve Limited English Proficiency (LEP) students, one is a collaborative effort with a local school district to prepare and support highly qualified LEP teachers, and one to assemble and maintain a comprehensive database on community childcare programs. Likewise, the College of Health Professions' funds come from three grants: one grant to increase the number of primary care physicians and other health care providers who are working with underserved populations, one to increase the number of nursing and other allied health professionals, and one to deliver our nursing program to the campus of the Davis Applied Technology College.

Of the more than half-million dollars awarded internally in 2002-03 to support faculty teaching and scholarship, approximately half

($274,135) was awarded by two Faculty Senate committees who are responsible for distributing legislatively allocated funds or endowment funds, including:

• $103,000 was awarded by the Research, Scholarship and Professional Growth Committee to 62 faculty in the categories of Faculty Vitality, Research, New Faculty Grants, and Instructional Improvement. The largest award ($12,006) was given to 10 faculty to conduct a "Civic Engagement Retreat" in August 2003 attended by 38 faculty, eight professional staff, eight presenters, three students, six community partners, and 17 Service Learning Educators. In addition, a $5,000 award for the best previous year's Faculty Vitality Grant was given to the "Undergraduate Research Experience in Biology" project conducted by Dr. John Cavitt (Zoology), Dr. Ron Meyers, (Zoology), and Dr. Karen Nakaoka (Microbiology) with seven undergraduates.

• $171,135 was awarded by the Academic Resources and Computing Committee to support technology-oriented projects (this dollar amount includes $158,999 of legislatively allocated funds and $12,136 in donated funds).

Standard 4: Table X. Faculty Support by College/Area for 2002-03.

College/Area	Internal Funds *	External Funds **
College of Applied Science & Technology	$115,688	$709,462
College of Arts & Humanities	$88,539	$107,610
Goddard School of Business & Economics	$93,544	$195,980
Moyes College of Education	$65,001	$1,131,674
Dumke College of Health Professions	$97,626	$1,328,234
Stewart Library	$42,943	$48,440
College of Science	$72,255	$275,372
College of Social & Behavioral Sciences	$45,101	$103,636
TOTAL	$620,697	$4,080,408

*Internal funds include monies allocated by university committees, by college endowment committees, by deans, and by continuing education
**External funds include state and nationally funded proposals funded through the Office of Sponsored Projects

Finally, we provide funded awards to recognize outstanding faculty achievements in teaching or scholarship, including these awards made in 2002-03:

University-wide
- The John S. Hinckley Fellow Award ($4,000), regarded as the most prestigious campus faculty award, honored the teaching, scholarship, and service accomplishments of Dr. Frank Guliuzza (Political Science)
- The 26-member Diversity Steering Committee received the Exemplary Collaboration Award ($5,000).
- Crystal Crest Master Teacher Award ($1,000), given to Dr. Kent Van De Graaff (Zoology)

- Lowe Innovative Teaching Awards that included $500 to the faculty member and $500 to their home department were awarded to Dr. Doris Geide-Stevenson (Economics), Dr. David Lynch (Criminal Justice), Professor Jeff Plant (MMET), and Professor Diane Pugmire (Mathematics)

College-wide
- Willard Eccles Fellows ($6,380) went to Dr. Richard Alston, Dr. Ron Mano, Dr. John Mbaku, Dr. Clifford Nowell, and Dr. E.K. Valentin (Business & Economics)
- Dee Smith Fellows ($5,000) honored Dr. Lon Addams and Dr. Dan Fuller (Business & Economics)
- Century Fellows ($7,320) recognized Dr. Brian Davis and Dr. Shane Schvaneveldt (Business & Economics)

Standard 4: Table XI. Support for Scholarly Activities for Full-Time Faculty.

Faculty Survey	
I receive appropriate resources (e.g., financial, physical, administrative, and information) to fulfill expected research, scholarship, or artistic creation activity responsibilities.	33% of full-time faculty "agree or strongly agree"
I know how to access institutional resources (e.g., financial, physical, administrative, and information) which support my teaching, research, scholarship, or artistic creation activities.	76% of full-time faculty "agree or strongly agree"

Standard 4: Table XII. Advising by Faculty.

Faculty Survey	Full-Time Faculty
The students in my program are systematically advised by faculty and staff to make appropriate decisions about academic choices and career paths.	85% "agree or strongly agree"
The advising responsibilities for my program faculty and staff are defined, published, and made available to students.	71% "agree or strongly agree"
I regularly participate in the advising of my program majors and minors.	59% "agree or strongly agree"
I am provided with the necessary training to advise students.	63% "agree or strongly agree"
	Part-time Faculty
I am provided with workload support to advise students.	22% "agree or strongly agree"
My students expect me to advise them about academic choices and career paths.	36% "agree or strongly agree"

- Endowed Professors include: Dr. Michael Wutz ($5,000, Arts & Humanities), Dr. Eric Amsel ($5,000, Social & Behavioral Sciences), Dr. Robert Summers ($3,000, Applied Science & Technology)
- Dello Dayton Teaching Award to Dr. Kathryn MacKay and Dr. Ronald Holt ($500, Social & Behavioral Sciences)
- Dr. Spencer Seager Distinguished Teaching Award to Dr. John E. Sohl ($3,400, Science)
- Outstanding Teaching Award to Professor Paul Eberle ($500, Health Professions)

Although we provide institutional resources in support of faculty teaching scholarship, many of our full-time faculty do not feel they have adequate support for their scholarly responsibilities as shown from faculty survey data in Table XI on page 16. These questions were not included in the part-time faculty survey as we have no expectations that they will engage in scholarly activities.

Service (4.A.2)

In addition to teaching and scholarship, our full-time faculty are expected to make a contribution of service. This is a broad category that includes service to the governance of the institution, to the faculty member's discipline, and to the broader community in which we live. Faculty service expectations are outlined in promotion and tenure review policies as well our merit and triennial review documents. All of these policies and documents were created with significant faculty input.

Service to the Institution

Faculty provide service to our institution in a variety of ways: advising students; assessing student learning outcomes; assisting in academic planning, curriculum development, and academic program review; and serving on committees at the university, college, and department level.

Our 1994 accreditation review resulted in a recommendation that WSU "should review its academic advising processes to ensure clarity, consistency, and timeliness of information for students regarding degree requirements, progress toward degree, and long-term course schedules." Academic advising is both a centralized and decentralized process. Faculty have key roles in the decentralized advising that takes place in departments and colleges, especially with the advising of majors. How major students are advised varies from department to department. Faculty are assisted in their advising roles by the college liaisons from the central Academic Advisement Center and by the professional college advisors who work in six of the seven colleges (see Standards 2 and 3 for more information). Faculty perceptions on their advising roles were identified in the spring of 2003. As can be seen in Table XII on page 16, full-time faculty have a stronger role in advising students than do part-time faculty; this is to be expected. However, there is a need to provide our faculty with more training and support to fulfill this advising service role.

In addition to advising students, our faculty have significant service roles in assessing student learning outcomes, both within majors and in our general education program (see Standard 2 for details). Through the process of outcomes assessment, our faculty collect and analyze data that document student achievement of faculty-identified student learning outcomes, and our faculty use these data to change curriculum and program processes to improve student learning.

Our faculty are actively involved in academic planning, curriculum development, and academic program review. This takes place when annual, five-year, or long-range goals are set for WSU, Division of Academic Affairs, colleges, and departments (see Standards 1 and 2). In addition, our faculty have authority to determine curriculum, and they exercise this authority through established Faculty Senate processes (see Standards 2 and 6). Every five years, academic programs go through program review, either as a result of a specialized accreditation review or through an internally designed process of review. These reviews include faculty preparation of self-study materials and faculty-constituted evaluation teams (see Standard 2).

Committee service is another way in which faculty provide service to WSU. We have a long history of shared governance, and this often occurs through faculty participation on university, college, and department committees. Our Faculty Senate is the official voice for faculty and is empowered, after study and discussion, to advise the administration on educational policy and other affairs. There are 10 standing committees of the Faculty Senate that have from five to 16 faculty members. In addition, there are administrative standing committees that address institution-wide issues such as university planning, administrative technology, course fees, diversity, scholarships, parking, undergraduate research, and teacher education. The membership of these committees includes faculty, staff, students, and administrators. Each college has multiple committees, including those that review curriculum, recommend faculty for promotion and tenure, coordinate outcomes assessment, and screen job applicants.

Service to the Discipline and Community

Our faculty serve vital roles within the professional organizations of their disciplines and the broader community (see programs.weber.educ/nwreview). Examples of recent faculty professional organization

Standard 4: Table XIII. Full-time Faculty Salaries 2002-03 by College and Rank.

College/Area	Professor	Associate	Assistant	Instructor	Lecturer	College Average
College of Applied Science & Technology	17 $62,607	14 $57,193	15 $50,464	7 $42,073	N/A	$55,028
College of Arts & Humanities	40 $54,442	22 $43,660	15 $39,118	21 $33,576	N/A	$45,205
Goddard School of Business & Economics	20 $76,692	11 $65,607	5 $52,748	7 $39,241	N/A	$64,975
Moyes College of Education	18 $58,861	6 $48,985	15 $41,591	5 $36,580	N/A	$49,095
Dumke College of Health Professions	11 $61,918	18 $47,434	32 $40,632	10 $35,427	N/A	$44,921
Stewart Library	2 $54,967	5 $49,305	3 $36,021	1 $43,697	N/A	$46,452
College of Science	36 $63,056	17 $46,272	11 $43,780	2 $43,697	9 32,636	$52,258
College of Social & Behavorial Sciences	20 $62,728	20 $46,141	18 $40,482	7 $35,907	1 37,137	$48,402
Institutional Average	$61,896	$49,439	$42,543	$36,444	33,086	

involvement at the national and international level include:

- President, Psi Chi, National Honor Society in Psychology
- President, Society of Historians of Scandinavia (North America)
- Vice President, Foundation for the Scientific Study of Sexuality
- Vice President, Association of Japanese Business Studies
- Vice President, Western Region, Sigma Gamma Epsilon

Service to professional organizations at regional and local level:

- President, Western Pacific Association of Criminal Justice Educators
- Chair Elect, American Chemical Society (Salt Lake ACS Section)
- President, Idaho-Utah section of the American Association of Physics Teachers
- Zone Councilor, Society of Physics Students (Zone 15; UT/ID/MT)
- President, WSU's Chapter of Sigma Xi, the Scientific Research Society
- President, Western Region of American Accounting Association
- Board Member, Salt Lake City Roundtable of Council of Logistics Management
- President, Northern Chapter of Utah Association of CPAs

- President, Utah School Boards Association
- President, Weber County School Board

Service to discipline in state and local organizations:

- President, Utah Geographical Society
- Chair, Utah Board of State History
- President, Weber Historical Society
- Member, Utah Radiation Control Board
- President, Utah Ornithological Society
- Advisory Committee Member, Revision of State Core Mathematics Tests
- Chair, Utah State Board of Accountancy

Service to the community and civic organizations:

- President, African Educational Foundation for Public Policy and Market Process
- Member, Board of Directors, Children's Aid Society
- Member, Weed + Seed Initiative (to renovate central Ogden)
- President, ARC (advocacy group for people with disabilities)
- Executive Board, Ogden Nature Center
- Director, Service Learning Project (on drug education for Boys and Girls Club of Ogden)
- Commissioner, Utah Alcohol Beverage Control Commission
- Member, Board of Directors, Treehouse Children's Museum

Standard 4: Table XIV. Full-Time Faculty Annual Turnover Rates.

Year	Full-time Faculty Turnover	Faculty Population	Percent of Faculty Turnover
1993-94	31	488	6.4
1994-95	22	466	4.7
1995-96	24	447	5.4
1996-97	32	463	6.9
1997-98	21	420	5.0
1998-99	30	449	6.7
1999-00	37	441	8.4
2000-01	33	448	7.4
2001-02	31	483	6.4
2002-03	29	483	6.0

Salaries and Benefits (4.A.4)

Although initial full-time faculty salaries are negotiated at time of hire, they are based on a number of factors, including academic degree, experience, academic rank, and discipline market. Because faculty salaries are influenced by external markets, not an internal salary schedule, they vary by college as well as by rank. For example, many faculty in the professional colleges (Applied Science & Technology, Business & Economics, Health Professions) have higher salaries than their liberal arts colleagues (Arts and Humanities, Social and Behavioral Sciences). The average salaries of WSU faculty by rank and college for the 2002-03 academic year are presented in the Table XIII on page 18.

Once they are hired, full-time faculty may receive annual salary increases as a result of cost-of-living, promotion, merit, and/or equity reviews. Cost-of-living increases are set by the administration based on legislative allocations, after consulting with the Faculty Senate Salary, Benefits, Budget, and Fiscal Planning Committee. Salary increases for promotion vary by rank ($750 for promotion to Assistant, $2,000 for promotion to Associate, and $4,600 for promotion to Full). Merit criteria are set by colleges and merit reviews are guided by college faculty and administrators. Most cases of inequity result from a phenomenon known as "salary compression" that relates to the effect of time-of-hire differences. Newer hires usually have higher salaries proportionally than their colleagues hired years before. In 2002-03, all faculty who were satisfactorily meeting mini-

Standard 4: Table XV. Part-time Faculty Turnover Rate.

Time Employed at WSU	Number (percent)
Less than 5 years	98 (50%)
5 to 9 years	34 (17%)
10 to 14 years	27 (14%)
15 or more	33 (17%)
No response	(2%)

Standard 4: Table XVI. Percent Salary Increase.

Year	Percent Increase (National)	Percent Increase (WSU)
1994	4.5%	5.4%
1995	3.7%	3.9%
1996	2.3%	5.4%
1997	3.4%	3.7%
1998	4.6%	4.6%
1999	4.6%	1.3%
2000	5.2%	6.5%
2001	4.9%	6.5%
2002	4.1%	0.4%
2003	2.3%	2.5%

mum expectations received a 2% salary increase for 2003-04, 21 faculty received additional promotion-based salary increases, and nine faculty also received equity-based salary increases. In 2002-03, there was no money to distribute for merit; merit monies have been available in seven out of 10 years since 1994.

One way to measure faculty satisfaction with salaries is to examine annual turnover rates. (See Table XIV on page 19) From 1993-94 through 2002-03, turnover rates for full-time faculty averaged 6.33% (or between 27 and 28 faculty per year). Such a low turnover ratio can be taken as evidence that the combination of campus environment and compensation are considered reasonable by the vast majority of faculty.

We have no comparable turnover data for part-time faculty but have data on length of employment for these faculty. Approximately one-third of the part-time faculty respondents (n = 60, 31%) have taught at WSU for 10 or more years. (See Table XV on page 20.)

From 1994 through 2003, full-time faculty salaries increased nationally on average 4.0 percent per year. In contrast, our faculty salaries increased an average of 4.2 percent a year over that same time period. However, our mean faculty salaries are approximately 14% below salaries at our peer institutions for all faculty ranks except instructors. Increasing

the salaries of our faculty (and staff) remains a high institutional priority. (See Table XVI on page 20.)

An issue that continues to be an area of concern pertains to the level of part-time faculty compensation. In 2002-03, the maximum rate was typically $824 per credit hour, depending on the terminal degree, the experience of the instructor, and the college of hire. This rate escalates annually with the legislative salary appropriations (2% increase in 2003-04). Although most part-time faculty receive the maximum amount, we pay these faculty less than they could earn at Utah's two Research I institutions (the University of Utah and Utah State University). We pay our part-time faculty more than our neighboring Salt Lake City Community College.

For many years we have had a very robust and attractive benefits package. Policies and opportunities regarding faculty benefits are clearly stated, widely available, and equitably administered (see our online policy manual, documents.weber.edu/ppm). These include retirement benefits, insurance plans (health, disability, and life), development programs, leave options, and a variety of health and fitness programs. In addition, faculty are eligible to participate in a variety of investment and savings plans. Leaves are offered for development opportunities (including sabbaticals), parental or family medical concerns, military

Standard 4: Table XVII. Weber State University Faculty Salaries Compared to College and University Professional Association National Averages

Year	WSU Salaries as % of CUPA Market	WSU Salary Increase	Change
1996-97	94.28	4.48%	0.74%
1997-98	91.88	2.78%	-2.40%
1998-99	90.41	3.69%	-1.47%
1999-00	88.11	0.83%	-2.30%
2000-01	88.69	6.00%	0.58%
2001-02	89.52	6.00%	0.83%
2002-03	86.44	0.00%	-3.08%
2003-04	85.93	2.00%	-0.51%

training, and jury duty. Even though faculty salaries at other comparable institutions are, on average, higher than ours (see the Table XVII on page 21), our benefit package has historically been richer (in 2002-03, our benefits package was 39.5% of salaries). This rich benefits package may not be sustainable in the future. In 2003-04, we will undergo a mandated benefits review to bring our benefits package more in line with that of other state employees.

Faculty Evaluation (4.A.5, Policy 4.1)

We have a complex and overlapping system of full-time faculty evaluation. In 1994, our Northwest report indicated we were inconsistent "in evaluating the performance of faculty and providing for their continued development, especially noted in the case of tenured faculty who have been promoted to the rank of professor." In response to this recommendation, we implemented a triennial review for all faculty that is described in Section 8 of our policy manual documents.(weber.edu/ppm/8-11.htm)

"Every three years, or more often at the discretion of the department chair or

dean, or at the request of the faculty member, faculty members shall meet with their department chair for an interview covering the recent performance of the faculty member. Goals of the interviews include finding ways to help faculty members improve their performance, finding ways the university might better support faculty members, and discussing individual, department, and university goals and expectations.

Teaching performance should be a priority item for discussion. To provide a focus for discussion and better inform the chair, faculty members shall bring to the interview a summary of their most recent activities in teaching, in scholarship, and in service (vitae update since the last review).

The chair shall send a written summary report of the interviews to the dean for inclusion in the personnel file. That report shall include a listing of the major items of accomplishment of each faculty member, and identify deficiencies, if any, for inclusion in the personnel file. An individualized copy of the report shall be sent to the faculty member, who may make a response to the dean."

Standard 4: Table XVIII. Faculty Review Processes.

Type	Time Frame	Applies To
Merit Review	When merit monies are available	Full-time faculty
Annual Review	Annually	Full-time term faculty, Applied Science and Technology, Science, and Library full-time faculty
Tenure Formal Review	Third and sixth probationary years *	Tenure-track faculty
Promotion Formal Review	At specified intervals *	Full-time faculty
Triennial Faculty Review	Annually, biennially or triennially	Full-time faculty, including tenured faculty

*In 2000-01, we revised our probationary periods for tenure and promotion from a "4-7" to a "3-6" format. Interim formal tenure reviews now occur in a faculty member's third year and the formal recommendation for tenure occurs in the sixth year (versus the fourth and seventh years, respectively, in the old system). In addition, advancement in rank to associate professor was linked to tenure and the probationary time required for this promotion was extended from four to six years. In 2000-01, existing probationary faculty were allowed to opt for the new system or stay with the old system. All new hires in the fall of 2001 were put on the "3-6" format. In 2002-03, 82 probationary faculty were on the "4-7" system and 39 were on the "3-6" system.

In addition to this triennial review (which some colleges do annually or biennially), we have in place merit review procedures when merit monies are available, annual reviews for term faculty for reappointment decisions, and promotion and tenure reviews for full-time, tenure-track faculty. (See Table XVIII on page 22.)

Merit Review

Merit reviews are oral or written evaluations of full-time faculty prepared, when funds have been allocated by the legislature, by the department chair and forwarded to the dean. The College of Social & Behavioral Sciences possesses the only written Merit Review Policy. Several colleges provide a common merit review form, while others rely on each chair's preferred format.

Annual Reviews

Annual reviews are written evaluations prepared by the department chair and forwarded to the dean for the purposes of reappointing full-time term faculty. In the College of Applied Science & Technology, the College of Science, and the library, tenure-track faculty are evaluated annually.

Tenure Formal Review

Tenure review procedures are outlined in Sections 8-11 through 8-20 of our policy manu-

Standard 4: Table XIX. Sources of Review Information and Evaluators.

Type of Review	Sources/Information	Evaluators/Sequence
Merit (when funds are available)	Faculty oral interview or written report on teaching, scholarship, and service	Chair to dean
Annual (for term faculty and some tenure-track faculty)	Faculty oral interview or written report on teaching (scholarship and service are not typically required of term faculty)	Chair to dean
Tenure Process (3rd and 6th year, or 4th and 7th year as noted earlier)	Student evaluations Teaching portfolio Self-Assessment (including evidence of teaching, scholarship, and service) Scholarship evidence Service record Peer Review committee	Departmental committee (may also be the Peer Review committee) College committee Dean University committee (if requested by faculty) Provost (possibly)
Promotion (as per probationary periods noted in our policy)	Student evaluations Teaching portfolio Self-Assessment (including evidence of teaching, scholarship, and service) Scholarship evidence Service record Peer Review committee	Departmental committee (may also be the Peer Review committee) College committee Dean University committee (if requested by faculty) Provost (possibly)
Triennial Faculty Review	Student evaluations Peer review of teaching Scholarship evidence (since the last review) Service record	Chair to dean

al (documents.weber.edu/ppm/PPM8.htm). Although the policy manual contains general tenure criteria, specific criteria are established by each college and approved by the Faculty Senate. These criteria address the areas of teaching, scholarship, and service. Responsibility lies with the candidates to prepare their files to demonstrate that they meet their college tenure criteria. Tenure files include information on teaching, scholarship, and service, including relevant material prepared by the faculty member, by her or his peers, and by students. Probationary tenure-track faculty are informally reviewed by their department chair in their second year and formally reviewed by multiple committees and individuals in their third or sixth year (or fourth or seventh year, as noted earlier). Faculty due process rights during tenure review are outlined in Section 8 PPM, up to and including a request by the candidate to appear before the Faculty Board of Review.

Promotion Formal Review

Faculty members may apply for advancement in rank after meeting the required probationary time and other criteria as specified in policy (documents.weber.edu/ppm/PPM8.htm). As with tenure reviews, responsibility lies with the candidates to prepare their files. The information prepared for advancement in rank is similar to that which is prepared for tenure reviews with the exception that promotion criteria are established by the university (versus individual college tenure criteria). Advancement in rank is contingent upon evidence that supports teaching, scholarship, and service criteria as outlined in our policies (documents.weber.edu/ppm/8-11.htm). Faculty due process rights during promotion review are

outlined in Section 8 PPM, up to and including a request by the candidate to appear before the Faculty Board of Review.

Triennial Faculty Review

As noted earlier, this was an area of concern for us in our 1994 review. Depending on the year and the status of the faculty member, this review may occur as part of the tenure or promotion review or as a merit review.

In summary, our full-time faculty review procedures include the sources of information and evaluators included in Table XIX on page 23.

Our 2003 spring survey identified full-time faculty perceptions toward the multiple review processes we have in place. A large majority of our faculty believe that multiple indices are used to evaluate them (74% agree or strongly agree), that their evaluations are ongoing (79% agree or strongly agree) and are well coordinated (64% agree or strongly agree), and that the evaluations are administered fairly (65% agree or strongly agree). However, concerns with our evaluation processes were more in evidence with the results listed in the Table XX on page 24.

Evaluation of our part-time faculty is not governed by university-wide policy. As in hiring part-time faculty, evaluating part-time faculty is also more decentralized. Each department has its own practice. A few departments with large numbers of part-time faculty, such as Communication (n = 17) and Mathematics (n = 51), have developed a clear policy of part-time faculty evaluation as well as an part-time faculty handbook that outlines expectations and available support mechanisms. The English

Standard 4: Table XX. Full-Time Faculty Evaluation.

Faculty Survey	Full-Time Faculty
The evaluation processes used with me help me effectively to fulfill my teaching, scholarship, and service responsibilities.	56% "agree or strongly agree"
When areas for improvement have been identified through my evaluation, I am assisted in addressing these concerns.	45% "agree or strongly agree"

department provides reassigned time to a faculty member to coordinate its part-time faculty (n = 53), to provide orientation workshops, and to help part-time faculty connect with a full-time faculty mentor. Additionally, our nursing department invites its part-time faculty from various outreach campus sites to participate in three annual statewide faculty meetings. That said, part-time faculty are more typically hired, evaluated, and provided development opportunities by departments on an ad-hoc basis as demonstrated in the spring 2003 part-time faculty survey data listed in Table XXI on page 25. Our decentralized structure has led to a system in which many part-time faculty, perhaps even a majority of them, lack adequate feedback and support.

We have strong tenure-track and senior faculty review policies. For tenure-track faculty, these processes include an evaluation by faculty colleagues of teaching performance through multiple indices which include student and peer reviews and assure administrative access to all relevant materials. In addition, faculty colleagues and administrators examine and evaluate scholarly and service performances. Should a faculty member be found deficient, departments and colleges provide guidance and support for development. In response to the 1994 Northwest Accreditation Report, we implemented an effective policy to review and provide remediation opportunities for senior faculty. Evaluation policies for part-time faculty, however, represent a patchwork pattern. All departments employ student evaluations of part-time faculty. And some departments, as

noted earlier, engage part-time faculty through peer evaluations, workshops, mentoring, and by providing an part-time faculty handbook. In light of the considerable and growing numbers of part-time faculty, it would clearly benefit WSU to craft a more consistent and thoughtful policy of evaluating and supporting them. Thus, the "Next Steps" section of Standard 4 addresses several steps, some of which are underway, toward accomplishing this task.

WSU is wholly in compliance with NWCCU Policy 4.1 ("Policy on Faculty Evaluations") regarding its tenure-track and senior faculty and moving toward the goal of reaching compliance regarding its part-time faculty.

II. Significant Changes Since 1994

Several changes have occurred since 1994 that have had an impact on all faculty. The most significant are summarized in the following list:

- Curricula review that occurred during the semester conversion in 1996-98

- Implementation of student outcomes assessment for all graduating majors in every academic department on campus and assessment of general education learning outcomes

Standard 4: Table XXI. Part-Time Faculty Evaluation.

Faculty Survey	Part-Time Faculty
I am evaluated on an ongoing basis within my program.	58% "agree or strongly agree"
The evaluation processes used with me help me effectively fulfill my teaching responsibilities.	57% "agree or strongly agree"
When areas for improvement have been identified through my evaluation, I am assisted in addressing these concerns.	48% "agree or strongly agree"
My evaluation processes included multiple indices, such as student, peer, chair, and self-assessment.	35% "agree or strongly agree"

- Improved teaching facilities that include technology-enhanced classrooms and computer labs in existing buildings

- Newly constructed or significantly renovated teaching facilities at the Davis campus, the Browning Center, the Kimball Visual Arts Center, and Lampros Hall that have allowed faculty to relocate and teach in more attractive and functional environments

- Due to rising student enrollment, part-time faculty role has increased

- Significant rise in health care costs has affected faculty health benefits

- Online instruction has generated several online degree programs and hundreds of academic courses; when online instruction began in 1997 approximately 33 courses were offered to approximately 917 students; there were more than 275 courses taught to over 9,142 students in 2002-03

- Changed probationary period tenure reviews from 7 years to 6 years and interim reviews from 4 years to 3 years.

III. Strengths and Challenges

Strengths include:

- Institutional support for teaching, learning, and scholarship

- Support for academic freedom

- Shared governance

- Undergraduate teaching excellence

Challenges include:

- Support and evaluation of part-time faculty

- Faculty salaries

- Clearer standards/expectations for faculty scholarship

- Faculty evaluations

- Student advising by faculty

IV. Next Steps/ Action Items

- Review and revise part-time faculty policies

- Increase faculty salaries; completion date

- Review full-time and part-time faculty evaluations to increase coordination and remediation

- Scholarship expectations, rewards, and resources in light of mission statement

- Review and revise faculty advising assignments