STANDARD FOUR

FACULTY
Faculty

Our response to Standard Four is divided into two sections as follows:

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- Faculty Roles and Qualifications
- Recruitment, Retention, and Compensation
- Faculty Workload and Career Flexibility
- Faculty Rights and Responsibilities
- Faculty Evaluation
- Faculty Development: Center for Teaching and Learning
- Faculty Development: New Faculty, Sabbaticals, Leadership, and International Programs
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- Success of our Research Efforts
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- Foundational Infrastructure: Administrative Support
- Foundational Infrastructure: Policy and Procedure
- Foundational Infrastructure: Facilities, Equipment, and Informational Resources

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Faculty
Boise State’s Story

Boise State faculty members are diverse in backgrounds, roles, and responsibilities. Together they carry out the teaching, research and service missions of a metropolitan research university. As our institutional vision has crystallized, we have re-examined and changed faculty roles, careers, and expectations so as to better achieve our institutional goals.

As articulated in our strategic plan, Charting the Course, Boise State has an explicit goal to recruit and retain faculty and staff to support the vision. In the past five years, we have revised and created new faculty position definitions to include clinical and research faculty. We are recruiting faculty strategically and hiring to diversify and to meet program needs. We have made progress in equity pay and competitive salaries.

As one of six institutions across the country who were 2008 recipients of the Alfred P. Sloan Award, we are an emerging leader in faculty career flexibility including family-friendly policies and differentiated workloads for tenure-track and tenured faculty. We have implemented a number of recommendations to improve the experience of adjunct faculty in the areas of compensation, workload, professional development, and work environment.

We have enhanced sabbatical leave opportunities and implemented professional development programs for full-time and part-time faculty at all career stages. A new online Faculty Handbook and the creation of a Center for Teaching and Learning, a Faculty Ombuds position, and a mentoring program have provided new resources for faculty to find information and support.

Whether or not faculty have spent an entire career at Boise State or have joined us recently, we offer the support, flexibility, and structures that faculty need to enter, thrive in, and retire from their academic professions while meeting their professional and personal responsibilities.
Faculty Roles and Qualifications

4.A.1 The institution employs professionally qualified faculty with primary commitment to the institution and representative of each field or program in which it offers major work.

—POLICY DEFINITIONS OF ROLES

Boise State Policy #7000\(^1\) recognizes the various types of faculty members at Boise State. That policy is presently under revision to update titles and descriptions and to include new ones that have been developed. Faculty types at Boise State include:

- Tenured/tenure-track faculty members
- Research faculty members
- Clinical faculty members, with the primary responsibility of teaching in a clinical setting
- Lecturers
- Graduate teaching assistants
- Adjunct faculty members, who are considered part-time instructors and who are presently not eligible for benefits.

Until the transition in July 2009 of the Selland College of Applied Technology from Boise State to the College of Western Idaho, the faculty members in the Selland College were hired with qualifications set by the State Department of Professional and Technical Education, and evaluated by policies set by Boise State. The remainder of section 4.A refers to the faculty who continue to be employed at Boise State.

—OFFICIAL FACULTY QUALIFICATIONS

As can be seen in Figure 4.1, most of our tenured/tenure-track faculty members have a degree that is considered the terminal degree in their field, a doctoral degree (372 faculty members) or a Master of Fine Arts (19). Doctoral degrees include the Doctor of Philosophy (340 faculty members), Doctor of Arts (1), Doctor of Music Arts (13), Doctor of Nursing (1), Doctor of Veterinary Medicine (1), Doctor of Education (13), and Doctor of Jurisprudence (3).\(^2\)

As can be seen in Table 4.1a, the vast majority of terminal degrees are doctoral level. Only the Master of Fine Arts is regarded as

\(^1\) Policy 7000 Faculty Definitions

\(^2\) Listing of all faculty members with degree information
a terminal degree at the master’s level, and Boise State does not have instructional programs for which a baccalaureate degree is a terminal degree for instructional faculty. Faculty members have received those terminal degrees from a wide range of institutions: terminal doctoral degrees have been received from 150 different institutions and terminal master’s degrees have been received from 21 different institutions.3

3 Standard Four - Faculty Table 2 Number and Source of Terminal Degrees of Faculty
Table 4.1b depicts the years of experience of our faculty members and their credit loads.

<table>
<thead>
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<th>Rank or Class</th>
<th>Full Time Faculty</th>
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<th></th>
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<tr>
<td></td>
<td>Years of Experience at Institution</td>
<td>Years of Credit toward Tenure upon Hire</td>
<td>Previous Fall Term Credit Hour Load</td>
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<tr>
<td></td>
<td>Min</td>
<td>Med</td>
<td>Max</td>
<td># with 1 year</td>
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<tr>
<td>Professor</td>
<td>0.5</td>
<td>19.5</td>
<td>40</td>
<td>0</td>
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<td>42</td>
<td>10</td>
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<tr>
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<td>3.0</td>
<td>10.5</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer</td>
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<td>25.5</td>
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<tr>
<td>Visiting Faculty</td>
<td>0.6</td>
<td>2.0</td>
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—COMMITMENT TO THE UNIVERSITY: CONFLICT OF INTEREST POLICIES

Boise State Policy 7080\(^4\) summarizes the applicable portions of the state statute on conflict of interest and establishes procedures specific to the University. Boise State Policy 4450\(^5\) states “faculty members of Boise State University owe their primary professional allegiance to the University, and their primary commitment of time and effort should be to the educational, scholarly, creative, and service missions of the University.” The policy defines independent consulting and outside employment, and details the reporting requirements for doing work and receiving compensation outside the University system.

The Standards of Conduct\(^6\) also specifically addresses conflicts of interest, stating that (i) members of the University community are expected to devote primary professional allegiance to the University and to the missions of teaching, research, and public service, (ii) outside employment must not interfere with University duties, and (ii) University community members are expected to disclose potential conflicts of interest.

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\(^4\) Policy 7080 Ethics in Government/Conflict of Interest
\(^5\) Policy 4450 Conflict of Commitment: Independent Contracting and Outside Consulting
\(^6\) Standards of Conduct
Recruitment, Retention, and Compensation

4.A.4 Faculty salaries and benefits are adequate to attract and retain a competent faculty and are consistent with the mission and goals of the institution. Policies on salaries and benefits are clearly stated, widely available, and equitably administered.

4.A.6 The institution defines an orderly process for the recruitment and appointment of full-time faculty. Institutional personnel policies and procedures are published and made available to faculty.

—RECRUITMENT AND APPOINTMENT OF TENURED/ TENURE TRACK FACULTY MEMBERS

A strategy articulated in the University’s strategic plan, Charting the Course, is to develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university. Nowhere is this more apparent than in recent improvements to the recruitment and compensation of faculty.

Decisions as to creation of new tenured/tenure-track faculty positions are made by the Provost; the basis for those decisions includes the following: (i) college annual planning and budget documents, (ii) continuing support of a faculty line as commitment required of a funded grant, and (iii) consultation with the Deans’ Council. Retirement replacements are typically retained within the department although some reallocations have occurred within colleges. Departments choose the expertise of the replacement based on teaching needs and the potential for collaboration in a research/creative activity area.

Policy and procedure for the recruitment and appointment of tenured/tenure-track faculty members are clear, straightforward, and well-documented. Guidance and assistance are provided by the Human Resource Services office, and annual workshops are conducted for academic department chairs and their faculty search committees to discuss best practices and policy. In Fall 2008, the Provost began an annual process of visiting each department engaged in a faculty search to discuss not only institutional policies and procedures, but also best practices in creating a diverse pool of candidates.

Recruitment of faculty members requires authorization from the Provost’s Office for approval of the college recruiting plan and to make an offer. During the recruitment process, the chair of the hiring department works with the Affirmative Action Office to ensure that proper procedures are followed and that appropriate data is gathered to be able to evaluate the success at recruiting from a suffi-
ciently diverse population. Departments send ads to publications and websites of their choice; a comprehensive job description is also listed on the Human Resources website. Faculty recruitment and selection procedures are available to department chairs and search committees on the Human Resource Services website.\(^\text{10}\)

The process for selection of faculty candidates ensures that screening and selection meet Affirmative Action requirements for diversity based on gender/minority statistics for the recruiting arena. Additionally, the Employment Services office reviews each recruitment and selection process to ensure appropriate diversity outreach and lack of adverse impact in the screening process.

Selection of new tenured/tenure-track faculty members typically involves the following stages. A department search committee evaluates written material submitted by candidates and creates a short list of more highly qualified candidates. Following additional discussion and, in some cases, phone interviews, a group of two to four candidates is selected for individual on-campus interviews of 1-2 days each. During those interviews, each candidate meets with faculty members, students, and the dean. The department presents its recommendation for hire to the dean and the Provost for their approval.

Upon recommendation by the department of a candidate and approval of that recommendation by the appropriate dean and the Provost, an offer is made to the candidate. Once terms are agreed upon, the department chair or the dean writes a letter of appointment that details terms of employment, including the tenure process, credit toward tenure for prior experience, and salary. The Provost’s Office has developed a template for offer letters.\(^\text{11}\) The candidate responds with a letter of acceptance. Then, as described by Boise State policy,\(^\text{12}\) the department completes an employment action form, and a contract is created based on the information contained therein. The signing of the contract by the candidate completes the employment process.

—RECRUITMENT AND EMPLOYMENT OF FULL-TIME LECTURERS

Since the beginning of FY05-06, 43 new full-time lecturer positions have been created, funded by a combination of new funds and the conversion of part-time adjunct faculty positions. The reasons for this initiative are to (i) decrease our reliance on part-time adjunct faculty members while at the same time (ii) providing stable, benefit-eligible positions instead of semester-to-semester, non-benefit-eligible positions. Recruitment is typically from the ranks of existing adjunct instructors, thereby relying on demonstrated classroom success.
—RECRUITMENT FOR DIVERSITY

The goal of the University’s Affirmative Action Plan is that the University’s workforce will mirror the proportions of females and minorities in the recruiting arena. In those cases where our workforce falls short of the availability, we are said to be “underutilized.” In response to such an underutilization, an annual goal is set that the recruited workforce will be equal to the availability in each of those underutilized groups. Setting a goal encourages departments to engage in targeted recruiting by advertising in particular publications or with particular professional groups. However, the final selection must not be based on whether or not the person belongs to a minority; that selection must instead be based solely on qualifications.

Because the ranks of associate professor and professor are generally filled through promotion, we have focused strong efforts to ensure that we have engaged in broad and targeted recruiting for females and minorities at the assistant professor level.

Our efforts have been intentional and successful. Between January 2005 and January 2008, the overall number of tenured/tenure-track positions increased by 9%. During that same time frame, ethnic minority representation in the faculty grew by 23%, from 38 to 49. One accomplishment of note is that the College of Engineering was recently recognized as having a proportion of female faculty members that is the third highest in the country. Another is that of the 36 assistant professors hired university-wide during the 2008 Affirmative Action Calendar Year, 9 are ethnic minorities. This represents a selection rate of 83.03% of the selection rate of non-minorities, indicating no adverse impact in the selection process. These results also indicate that the associate professor job group was not “underutilized” during 2005-2008.

—COMPENSATION AND RETENTION

To recruit and retain high quality faculty members, Boise State must pay competitive salaries. Figure 4.2 depicts average salaries of faculty members as a percent of AAUP (American Association of University Professors) national average benchmarks. As can be seen, percentages have remained nearly constant over the last two years. In FY08, averages for full professors, associate professors, and
assistant professors were 88%, 89%, and 93%, respectively, of AAUP benchmarks for those ranks.

Salaries of current faculty members have been the focus of efforts in spring 2006 and spring 2007. In both years, the University devoted substantial funds ($825,000 total) to raise the salaries of the faculty members most out of line with salary norms. Increases were assigned based on an algorithm developed by a committee of the Faculty Senate with approval by the deans and Provost, and were based on discipline-specific norms.  

Another way in which we are enhancing the salaries of existing faculty members is by enhancing the salary increase that accompanies promotion. The increase associated with promotion from assistant professor to associate professor has risen from $2,050 to $3,774 since 2003; during the same time period, the increase associated with promotion to full professor has risen from $2,650 to $5,610. Those enhancements represent 84% and 111% increases, respectively, over a 7-year period.

Annual pay raises to individual faculty are based first on a determination by the State Legislature regarding the amount of funding available for across-the-board and merit increases. Department chairs recommend to their deans the distribution of available merit-based increases among the faculty in their departments, as described in Policy 4430.  

When the activities of a faculty member are beyond those duties regularly assigned, and when the faculty member is acting as an agent of the University, the faculty member may receive supplemental pay. Stipends are sometimes given to faculty members for the performance of administrative duties.

Faculty Workload and Career Flexibility

4.A.3 Faculty workloads reflect the mission and goals of the institution and the talents and the competencies of faculty, allowing sufficient time and support for professional growth and renewal.

Boise State pays considerable attention to the workload of faculty members because workload policies have an important influence on (i) the quality of contributions that the University can expect from
its faculty members, (ii) the ability of departments to fulfill obligations for teaching, (iii) the ability of faculty members to play to their strengths, and (iv) faculty job satisfaction. We consider career flexibility in the same section because its influences are similar.

---WORKLOAD POLICY

One of the strategies articulated in *Charting the Course* is to develop flexible workload policies for faculty. The underlying principle of the Boise State’s faculty workload policy\(^\text{16}\) is that the distribution of effort among teaching, scholarship, and service may vary among individual faculty members throughout their careers while at the same time ensuring that all faculty members as a group meet their collective program or department obligations. The policy is based on a full-time workload of 30 units per academic year, which includes a minimum number of units in teaching \((6 + x)\), scholarship \((2 + y)\) and service \((2 + z)\), where the sum of the variables \(x\), \(y\), and \(z\) must equal 20 units. The net result is substantial flexibility: the teaching of an individual faculty member may vary from 20% to 87% of workload, and scholarship and service may each vary from 8% to 73% of workload. A department chair may need to impose additional constraints on the ratios so as to ensure the meeting of teaching obligations. This policy has made it possible to meet department needs while at the same time accommodating the professional and personal demands of faculty members.

The present University workload policy was endorsed by the deans and approved by the Faculty Senate and Provost in 2006. Following the development and approval of the University policy, colleges and departments developed their own policies that aligned with the University policy and that address workload features unique to their disciplines.\(^\text{17}\) A number of departments have also developed templates to facilitate their assignment and discussion of workloads to individual faculty members.\(^\text{18}\)

---POLICIES PERTAINING TO CAREER FLEXIBILITY

Boise State currently has a number of policies, programs, and services in place designed to create flexible career options for tenure-track and tenured faculty. A listing of policies is available online in both the faculty handbook\(^\text{19}\) and the online resources for department chairs.\(^\text{20}\) These include:

- The Faculty Dual Career Program\(^\text{21}\) assists dual career couples to be able to consider accepting tenure-track faculty positions when hiring is contingent on employment for both in areas of their respective fields.
• The Tenure Clock Extension Policy\textsuperscript{22} extends the probationary period of a tenure-track faculty member who has circumstances that impede progress toward achieving tenure such as childbirth, adoption, dependent care, chronic illness, or other circumstances beyond the faculty member’s control.

• University policy provides for partial or full relief of duties after, for example, birth of a child, serious health conditions, and care for a family member.\textsuperscript{23}

—SLOAN AWARD FOR FACULTY CAREER FLEXIBILITY

Boise State University is one of 6 national recipients of the 2007-08 Alfred P. Sloan Awards for Faculty Career Flexibility.\textsuperscript{24} These awards recognize leadership and accomplishments in implementing groundbreaking policies and practices supporting career flexibility for tenured and tenure-track faculty members. The awards also provide funding for further development of structures and policies that promote career flexibility.

Boise State University identified and developed three projects for our Sloan proposal: (i) mentoring programs for faculty in all career stages, (ii) policy and procedures that allow for part-time tenure-track and tenured appointments for faculty in all career stages, and (iii) tools and resources for deans, department chairs, and evaluation committees focusing on career flexibility.

All three projects are currently being implemented and include the following activities:

• Recruit and train a cadre of mentors who will lead/participate in multiple “affinity groups” and one-on-one mentoring for early-career faculty.

• Develop a workshop series for mid-career faculty that will focus on leadership development and broadening experiences outside the home department.

• Develop a workshop series for late-career faculty that will focus on identifying and achieving a professional legacy.

• Publish a toolkit for department chairs that focuses on family-friendly policies, procedures, and practices.\textsuperscript{25}

• Develop workshops for deans, chairs, and evaluation committees to discuss, interpret, and implement career flexibility policies.

• Write a part-time tenure-track/tenured faculty appointment policy.

\textsuperscript{22} Policy 4370 Faculty Tenure Procedures

\textsuperscript{23} Policy 7230 Family Medical Leave Act of 1993

\textsuperscript{24} Sloan application

\textsuperscript{25} Toolkit for Department Chairs
Expected outcomes for these projects include:

- Faculty will have the flexibility they need to enter, thrive in, and retire from their academic professions while meeting professional, personal, and family responsibilities.

- Faculty are aware of and are negotiating flexible options as needed with the understanding that their career advancement will not be adversely impacted by making these choices.

- Deans, department chairs, and evaluation committees will understand flexible options available, know how to assess contributions made in a non-traditional time frame, and foster dialogs in their colleges/departments.

- Opportunities and decision-making will be consistent across colleges/departments regarding the assessment of faculty contributions made in non-traditional time frames or position configurations.

- Colleges/departments will meet collective teaching, research, and service goals while affording flexibility to individuals.

**Faculty Rights and Responsibilities**

4.A.2 Faculty participate in academic planning, curriculum development and review, academic advising, and institutional governance.

4.A.7 The institution fosters and protects academic freedom for faculty.

—FACULTY PARTICIPATION IN PLANNING, CURRICULUM, ADVISING, AND GOVERNANCE

According to the Faculty Senate Constitution26 and as described in detail in Standard 2, faculty members have responsibility for academic planning and curricular development at the University, which includes

“...curricula, methods of instruction, facilities and materials instruction, standards for admission and retention of students, and criteria for granting of degrees. It also includes those aspects of student life that relate directly to the educational process including the establishment of regulations concerning financial aid, academic performance, extracurricular activities, and freedom of action and expression.”

As described in Standards 2 and 6, several Faculty Senate committees are involved in academic planning and curriculum development: the University Curriculum Committee, the Graduate Council, and the Core Curriculum Committee.
Academic advising for undergraduates is primarily provided by faculty members in academic departments, although some departments and colleges make use of professional and peer advisors. Graduate students are advised by faculty members in their respective programs. All full-time official faculty assignments include responsibility for academic advising. In evaluation for tenure and promotion, the quality of academic advising is considered as evidence of teaching effectiveness. Academic advising is discussed in detail in Standard 3.

Faculty participation in shared governance of the institution occurs primarily via the Faculty Senate. The role of faculty members in institutional governance is addressed in Standard 6.

—ACADEMIC FREEDOM AND FACULTY GRIEVANCES

The University relies on the SBOE’s clear and unambiguous definitions and policies regarding academic freedom, which state that “academic freedom should not be abridged or abused” and describe the rights that pertain to teaching and research and also describe the responsibilities that go along with those rights. Additional detail with regard to academic freedom is provided in our response to Standard 9.

The Faculty Grievance Procedure states that should a faculty member not be satisfied with the treatment of a grievance by normal administrative channels, then that faculty member will have recourse to the Faculty Grievance Committee. The committee is to investigate those grievances it receives, and present its recommendation to the president of the University.

The office of the Faculty Ombuds was created in response to a recommendation from the Campus Climate Task Force to provide an accessible, confidential, neutral, independent, and informal resource to assist in the resolution of issues and conflicts for all faculty members. The Faculty Ombuds is neither an advocate for the faculty nor an agent for the University, but instead is an
advocate for fair practices who fosters integrity and timeliness in the administration of campus policies and practices that affect faculty members. The office of the Faculty Ombuds was proposed by the Faculty Senate in Fall 2007 and established in Fall 2008, and is funded by the Office of the Provost. The Ombuds has an obligation to propose policy and procedural changes to the Faculty Senate and the Provost, based on aggregate findings from cases.

Faculty Evaluation

4.A.5 The institution provides for regular and systematic evaluation of faculty performance in order to ensure that teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution’s policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis consistent with Policy 4.1 Faculty Evaluation.

The evaluation of tenured/tenure-track faculty members occurs in four basic realms: annual evaluation of all faculty members, pre-tenure evaluation, evaluation at the time of application for promotion and tenure, and periodic post-tenure review.

—ANNUAL EVALUATION

Annual evaluation of the performance of faculty members is described by Boise State Policy 4290, which states that,

- It is the responsibility of the department chair to conduct such evaluations.

- Prior to evaluation, faculty members must submit an annual activity report that describes teaching, research/creative activity, and service for the previous year.

- The evaluation should be based on evidence that includes student evaluations, peer evaluations of non-tenured faculty, and evidence provided by faculty of their teaching, research and service activities.

The workload policy further states that annual evaluation of faculty members must be in terms of the agreed-upon distribution of workload units.

A survey of department chairs in May 2009 revealed the following information about the types of information used in annual evaluations:

33 Ombuds Charter Agreement
34 Policy 4290 Annual Faculty Performance Evaluation
35 Policy 4560 Faculty Workload
36 Survey of Dept Chairs re: Faculty Evaluation
Written evaluations are provided to each faculty member by the chair and often form the basis an individual conference to discuss the evaluation. Annual evaluations form the basis for determination of merit-based salary increases, and are included in the evaluations of applications for tenure and promotion.

The process by which student evaluations are distributed and evaluated is a de-centralized process overseen at the college or departmental level, with the result that the details of the information gathered from the evaluations may vary substantially from department to department.37

The College of Business and Economics for many years has made use of Digital Measures,38 a software solution that greatly facilitates the ability of faculty members to accurately report their non-scheduled teaching activity, their research/creative activity, their service to the University and their profession, and their community partnerships. After demonstrations and consultation with deans, chairs and faculty, the University is in the midst of implementing Digital Measures University-wide. That package should be fully in place for the preparation of annual activity reports for CY2009.

---PRE-TENURE REVIEW---

Boise State Policy 432039 specifies that all tenure-track faculty members will be reviewed on an annual basis, either by a department committee or by the department chair. Fifty-four percent of departments make use of such committees. Input from the committees is largely formative, and is designed to give the reviewed individual feedback that can enhance the individual's chances of attaining tenure. Input from the committee is also made use of in decisions regarding the awarding of tenure.

---TENURE AND PROMOTION---

Boise State presently has 358 tenured faculty members and 163 pre-tenure faculty members. Each year, approximately 36 apply for tenure and (typically at the same time) promotion to associate
professor rank. Faculty members become eligible to apply for tenure during their fifth year of service and must apply no later than their sixth year of service. Exceptions are granted for prior service and for tenure clock extensions.

Boise State Policy 4370\(^{40}\) spells out the procedure for tenure review, and also specifies that colleges and departments must each have their own written policies for tenure review, although a department may simply adopt its college’s policy.

The applicant for tenure is responsible for assembling a tenure portfolio, which contains:

- A current Curriculum Vita
- Evidence of teaching effectiveness, including official student evaluations
- Evidence of scholarly/creative/research activity.
- Evidence of service to the University and the community.
- Annual evaluations by the department chair and by the pre-tenure review committee.

The department’s promotion and tenure committee reviews the materials based on departmental criteria, consider the votes of department members, then adds its recommendation to the portfolio. The department chair adds his/her recommendation and forwards the portfolio to the appropriate college promotion and tenure committee.\(^{41}\) That committee reviews the portfolio based on college criteria, votes, and forwards its recommendation along with the portfolio to the dean. The dean reviews the portfolio and forwards her/his recommendation along with the portfolio to the Provost, who reviews each candidate’s dossier and consults with the President regarding a final decision. In the event of a recommendation for denial of tenure by the college-level committee or by the dean, the applicant may request a meeting with either.

Policy regarding promotion is found in Policy 4340.\(^ {42}\) Promotion to associate professor typically coincides with granting of tenure. The procedure of application and evaluation is essentially the same as that for tenure, based on an evaluation of the faculty member’s quality of teaching and accomplishments in scholarship/creative/research activity and in service.

—POST-TENURE PERIODIC EVALUATION

Each tenured faculty member is subject to an evaluation once every five years.\(^{43}\) Department Chairs are requested to poll their tenured and tenure-track faculty to affirm or to question the faculty member’s continuing contributions. The assessment is forwarded to

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\(^{40}\) Policy 4370 Faculty Tenure Procedures

\(^{41}\) Policy 4310 Faculty Promotion and Tenure Committee

\(^{42}\) Policy 4340 Faculty Promotion Guidelines

\(^{43}\) Policy 4380 Periodic Review of Tenured Faculty
the dean for evaluation and then to the Provost. If the individual’s performance is questioned by a majority of the department’s tenure-track and tenured faculty members, by the department chair, or by the dean, then corroborating evidence regarding performance is forwarded to the Provost.

The Provost may determine that no further review is warranted, may recommend that problem areas be addressed through a performance improvement plan, or may request a full review by the college promotion and tenure committee. Performance plans are reviewed the following year and can be an effective tool for redirecting the contributions of tenured faculty. Each year there have been one or two performance improvement plans developed and a follow-up review the next year.

Faculty Development: Center for Teaching and Learning

4.A.3 Faculty workloads ...[allow] sufficient time and support for professional growth and renewal.

The Center for Teaching and Learning (CTL) was founded in July 2006 to be the nucleus of a university culture that values teaching and learning. It is a primary vehicle for providing development opportunities for faculty to integrate research and teaching (see Charting the Course, goal three). The CTL fosters dialogue, scholarship, innovation, and excellence in learner-centered teaching, and it promotes superior teaching and scholarship to benefit students, faculty, and the community.44 When the CTL was founded, two other administrative units, Academic Technologies (AT) and Service-Learning (SL), were incorporated administratively into CTL to enable the offering of comprehensive and coordinated support and development for faculty members. The Directors of Academic Technologies and Service-Learning both report to the Director of CTL.

The mission of the Center for Teaching and Learning is to “support, promote and enhance teaching effectiveness and to facilitate engagement in student learning.”

To accomplish this mission, “the Center provides consultation, resources, and programs to:

- Provide university-wide leadership and coordination of activities aimed at supporting excellence in teaching.
- Nurture a culture of commitment to student learning, stimulate dialogue and reflection about teaching, and foster a sense of community among faculty.

44 http://ctl.boisestate.edu/


- Promote research-based best teaching practices; support the scholarship of teaching and learning.
- Provide direct support to instructors in course planning and pedagogical development, including the integration of service-learning and technology.
- Assist academic programs in curriculum development and improvement.
- Communicate the importance of teaching and learning to both internal and external audiences; promote policies to support and reward high quality teaching.

Table 4.3, taken from the CTL’s 2008-09 Annual Report, gives an overview of the types of activities that CTL, AT, and SL are involved in and provides an indication of the level of participation by members of the campus community.
—CENTER FOR TEACHING AND LEARNING

Service-Learning and Academic Technology are covered in the following two sections. This section will describe the functions of the CTL proper.

The CTL offers the following:

- Workshops on a wide range of subjects.\(^{46}\)
- Summer Teaching Institutes.\(^{47}\)
- Boise State Teaching Scholars, a year-long faculty learning community program which engages faculty in inquiry and scholarship around teaching and learning.
- Consultation on pedagogy and resources to enhance scholarly teaching and to support the Scholarship of Teaching and Learning.
- Brown-bag Lunch/faculty teaching showcase sessions.
- Support for individual faculty members in a number of ways:
  - Mid-semester assessment process, which allows the instructor to gauge how and what students are learning and to assess his or her teaching.
  - Teaching observation by a CTL consultant who will observe instructional practices in any instructional environment, then discuss with the instructor what was observed and help to develop strategies for future actions.
  - Syllabus and course design consultation, in which instructors can work with a CTL consultant in areas such as defining the student learning goals, choosing what to include in the syllabus, design of meaningful assignments, choice of technology, and assessment of achieving learning goals for the course.
  - Video consultation, which involves the creation of a video of a teaching session which is viewed with a consultant, thereby offering instructors the chance to observe their own practice through the eyes of a participant in their class.
  - Consultation on proactive responses to student evaluation feedback
- Customized consultations and workshops for departments and programs.
There exist a wide range of new technologies that can be used to enhance learning, including podium computer and video projector, lecture capture, rich media production, podcasts, e-learning tools, 3D-Visualization, web-based learning modules, and personal response systems (clickers). Academic Technologies (AT) exists to facilitate the effective application of such technologies to teaching. AT’s instructional designers consult with faculty on applications, provide expertise on innovative teaching technologies, and train faculty on the uses of technology. AT staff provide expertise to enhance face-to-face instruction, web, and computer based instruction, and hybrid course structures.

An important component of the successful incorporation of technology into the teaching and learning process is that the technology is fully functional when needed by instructors. Ninety percent of the general-purpose classrooms on campus are equipped with multimedia equipment and video projection, network connections to teaching stations, and wireless networking for students. AT maintains and upgrades that equipment as needed, and works with other groups on campus to increase the proportion of rooms on campus that are digitally equipped.

The new Interactive Learning Center (ILC) was designed to incorporate technologies for collaborative learning, provide innovative computer applications for teaching, and technologies to integrate face-to-face instruction with web-based learning. More specifically:

- Fifteen classrooms have built-in cameras and microphones for digitally recording and publishing to the web classroom lectures and presentations so that students can access and review classroom activities and information on-demand.
- AT supports, through training and consultation, the ILC’s specialized facilities:
  - The Zone is a multimedia academic projects studio designed to support students as they develop and produce various digital media for their academic work.
  - The 3-D Visualization Lab/Theater features high-end workstations (some of them equipped with 3-D monitors) that can be used by faculty and students to create 3-D representations of research data and teaching materials.
  - The Classroom for Innovation and Research is a highly flexible classroom that has been created to support experimentation with innovative teaching practices and methods through observational research.
Instructional Television (ITV) Classrooms (located in the Simplot Micron Center) are specially equipped to teach courses to remote locations via cable TV, microwave, compressed videoconferencing, streaming video, and public television, and are supported and administered by AT.

Course management tools are important in enhancing the efficiency of teaching. AT provides leadership, training, consultation and support for the use of the Blackboard course management system for Boise State courses and the associated Online Testing Center (proctored computer-based testing). During 2007-08, more than 3200 courses with more than 96,000 enrollments were supported with the Blackboard course management system. A recent upgrade to the system provides new capabilities such as wikis, blogs, and podcasting.

The state of Idaho has been supportive of technology in higher education most notably through the Technology Incentive Grant program which awards up to 1.4 million dollars to the state institutions of higher education for innovative technology proposals. Proposal award criteria include integrating technology into the curriculum, enhancing the rate and quality of student learning, enhancing faculty productivity, and increasing access to educational programs. AT staff works intensively with faculty to develop competitive proposals. In recent years, Technology Incentive Grants have funded projects at Boise State that have included green laboratory equipment in Chemistry, distance supervision strategies via video conferencing and computerized manikins for Nursing, redesign of bottleneck courses, incorporation of web 2.0 and collaborative technologies into the curriculum and “CoreOnline” an important project that is discussed Standard 2 in the Distance Education section.

One technology incentive grant funded a project entitled $H^3$: High Touch, High Tech, Hybrid, which trained 66 faculty on how to design, develop, and implement hybrid courses combining the best features of interactive face-to-face instruction with the best features of online learning. This program was offered by AT. Many of the training strategies and materials continue to be used in individual and cohort based training offered by AT.

AT has partnered with the National Center for Academic Transformation (NCAT) and its Course Redesign program to provide expertise and consultation on technology-mediated discipline-specific pedagogies and course design. Recently, a cohort of three departments (Math, English, and Accounting) participated in a course redesign project with Accounting being selected for the National Redesign Alliance Project, (an NCAT national course redesign project, which is funded by the Fund for the Improvement of Postsecondary Education [FIPSE]). A second cohort of departments will be selected in Fall 2009 for redesign projects.
The charge of the Service-Learning (SL) Program is to facilitate participation by students in Service-Learning courses, thereby fostering citizenship and enhanced learning through active involvement in academically based community service. Additional material about the SL Program may be found in Standard 2. The program offers the following developmental support to faculty members: (i) logistical support in the form of identifying appropriate community partners, coordinating faculty site visits, facilitating online SL project selection, and providing teaching assistants trained to troubleshoot with students in the field, (ii) course planning ideas, sample syllabi, checklists, and workshops, (iii) grant support for planning and research, and (iv) evaluations and recognition for students, faculty, and community agencies.

Just 11 years old, Boise State’s Service-Learning program is the largest in the state and is growing. Public engagement is one of the destinations of Charting the Course, and since fall 2000 more than 12,000 students have contributed nearly 290,000 hours of service to the Treasure Valley through Service-Learning activities. Students and faculty members were connected with about 70 community agencies this year.

SL offerings have increased dramatically. Simultaneously, an assessment of student perceptions of quality indicated no resulting decrease in the quality of the student experience. Most recently, the program has focused growth of service-learning opportunities in departments that have historically offered little.

SL also found that the number of faculty members needing continuing support from the SL office has decreased, indicating that faculty members are successfully offering SL courses with less intensive support from the SL program.

48 http://servicelearning.boisestate.edu/
Faculty Development: New Faculty, Sabbaticals, Leadership, and International Programs

—PROGRAMS FOR NEW FACULTY MEMBERS

The New Faculty Orientation program provides timely information and support to new faculty members throughout their first two years at Boise State University via workshops, information sessions, and social gatherings. The academic year kick-off is a full-day program that includes interactive sessions, a resource fair featuring more than 25 campus representatives and multiple opportunities to get acquainted with colleagues from across campus. Each month throughout the academic year, a 90-minute session is offered on a specific topic of interest.

To assess the effectiveness of the program and to evaluate the first-year experience of our new faculty, the Provost sponsors a First Anniversary Luncheon for second-year faculty. Three questions are discussed: (i) What events, persons, resources, etc. made your first year at Boise State successful, enjoyable, and/or helped you feel part of the Boise State community? (ii) What difficulties or issues did you face your first year? (iii) What suggestions do you have that would make someone’s first year at Boise State the best it could be? Responses are recorded and distributed to deans and department chairs and are used to inform planning the next year’s New Faculty Orientation program. Several examples of changes that were made in response to input are:

- Creation of a program to provide English language/writing assistance to non-native speaking faculty members.

- Varying the days on which New Faculty Orientation is held so as to accommodate the teaching schedules of faculty members.

- Creation of an online faculty handbook.

—LEADERSHIP DEVELOPMENT

The purpose of the Department Chairs’ program is to provide training and ongoing development for department chairs via workshops, monthly information sessions, and topic-based discussions. The following expected outcomes guide programming:

- Chairs have an accurate, realistic picture of the roles and responsibilities of the position before beginning their service.
Chairs have an effective working relationship with their deans, faculty, and administrative assistants.

Chairs understand the administrative culture and structure of the University.

Chairs are provided ongoing training and resources to develop skills that contribute to being an effective chair.

Chairs can easily find and access campus resources, policies and procedures, forms, etc. when needed.

Chairs have had an opportunity to discuss transition issues with the previous chair.

Chairs have a peer-support network.

Chairs receive updates and information directly from the Provost.

Programs for first-year chairs focus on roles, responsibilities, and skill-building. Programs for all chairs focus on the dissemination and discussion of timely campus issues and activities. Chairs discussions focus on peer-to-peer advice and problem-solving related to common issues. In addition to programs, the Provost’s office maintains a website for department chairs and convenes a Chairs Advisory Committee.

Sabbatical Leave

The University recognizes the importance of sabbaticals in enhancing the scholarly activity and teaching expertise of our faculty members. Policy 4400 describes eligibility for, conditions of, and application for sabbatical leave. The policy recently was revised to enable an increased number of faculty members to take full year sabbaticals. Key changes were: (i) an increase in compensation for full year sabbaticals from 50% to 65% of salary and (ii) acknowledgment that funds from other sources can supplement a faculty member’s salary during their full-year sabbatical. During the two years prior to those changes, the majority of faculty members took semester-long sabbaticals and few took full year sabbaticals. Following the change substantially more faculty members were able to take full year sabbaticals.

In addition to encouraging faculty members to take the much-more-valuable full year sabbaticals, the new policy dramatically shifted the funding structure. Instead of requiring substantial subsidy, the program is now on its way to becoming self-supporting.
The International Programs Offices provides a number of developmental opportunities for faculty members. The following are examples:

- An Association of International Educators 2007 Collaborative Training Grant of $8,200 was awarded to International Programs staff to conduct intercultural training for faculty, staff, and students regarding the top three cultures represented among international students at Boise State University: India, China, and Saudi Arabia.
- A tutoring program for non-native English speaking faculty was established to improve their speaking and writing skills through funding from the Provost.
- The Center for Teaching and Learning hosted a Teaching Scholars group on the topic of integrating an intercultural dimension into teaching. The teaching scholars initiated four intercultural course sections taught in English, Biology, Communication, and History and are developing teaching resources.

Adjunct (Part-time) Faculty

4.A.8 Part-time and adjunct faculty are qualified by academic background, degree(s), and/or professional experience to carry out their teaching assignment and/or other prescribed duties and responsibilities in accord with the mission and goals of the institution.

4.A.9 Employment practices for part-time and adjunct faculty include dissemination of information regarding the institution, the work assignment, rights and responsibilities, and conditions of employment.

4.A.10 The institution demonstrates that it periodically assesses institutional policies concerning the use of part-time and adjunct faculty in light of the mission and goals of the institution.

Boise State recognizes that adjunct faculty members are an important component of our teaching staff. Our philosophy statement for adjunct faculty, as developed by the Adjunct Commission (see below) and published in the Online Faculty Handbook\textsuperscript{56} is as follows:

“As a metropolitan research university, Boise State is enriched with a diverse pool of highly qualified adjunct faculty who have academic and professional experience. The university is committed to developing and maintaining policies and practices that result in a supportive work environment and enable adjuncts to contribute to its strategic vision. Integration of adjunct faculty into the university is grounded in the institution’s mission and values.”

\textsuperscript{56} Online Faculty Handbook
- **ADJUNCT FACULTY POLICIES**

Policy 4220 establishes procedures for employment of adjunct faculty members, and Policy 4250 establishes the responsibilities and privileges of adjunct faculty members.57

- **HIRING AND EVALUATION OF ADJUNCTS**

Each department sets its criteria for the qualifications needed to become an adjunct. Typically, a department will set a minimum academic degree requirement, most often a master’s level degree for lower division coursework. Departments do, however, relax the educational criterion when appropriate for those individuals with extensive professional experience. A chart in evidence depicts, for each department, the hiring criteria used, the highest degree of each faculty member in that department, and (where applicable) a description of professional experience that was used in lieu of degree level in hiring a particular adjunct faculty member.58

Presently, the policy59 pertaining to evaluation of adjunct faculty members puts the evaluation of those individuals at the discretion of the department chair, and encourages each department to develop procedures for evaluation. A recent survey of department chairs found that 12 of 44 departments have written policies pertaining to annual evaluation of adjuncts. Table 4.4 depicts the percentages of departments that described using various types of information in the evaluation of their faculty members.60

![Figure 4.4. Length of Time Teaching at Boise State](image)

<table>
<thead>
<tr>
<th>TABLE 4.4. PERCENT OF DEPARTMENTS USING VARIOUS TYPES OF INFORMATION IN ANNUAL REVIEW OF ADJUNCT FACULTY MEMBERS</th>
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<tbody>
<tr>
<td>Student evaluations?</td>
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<tr>
<td>Peer evaluations?</td>
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<td>Personnel Committee evaluations?</td>
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<tr>
<td>Department Chair evaluations?</td>
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<tr>
<td>Other?</td>
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</tbody>
</table>

- **THE ADJUNCT COMMISSION**

To create an equitable climate and because of concerns raised by adjunct faculty, the Provost created an Adjunct Commission61 to undertake, during the 2006-2007 academic year, a comprehensive examination of the adjunct faculty experience at Boise State. Areas examined included compensation and benefits, policies and procedures, professional development, and work environment.
To help provide a foundation for implementation of its actions, the commission conducted a survey of adjuncts. Figures 4.5 and 4.6, and Table 4.5 are examples from the resulting report, and give an indication of how long each instructor has been teaching at Boise State, the reasons for teaching as an adjunct instructor, and how many credits each instructor teaches per semester.

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<th>TABLE 4.5. CREDITS TAUGHT PER SEMESTER</th>
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<td>Semester:</td>
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<tr>
<td>Fall</td>
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<td>Spring</td>
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The commission created an action plan, and a number of those recommendations have been addressed. A final report was completed in May, 2009. The following is a summary of projects undertaken:

- Examination of polices and procedures regarding adjuncts, and development of a proposal for new models.
  - Adjunct faculty workload, compensation, and tuition benefits to be considered by the Faculty Senate in Fall 2009.
  - Creation of policy and procedures to enable adjunct instructors to retain their University email, library, and facility access accounts across semesters, enabling them to better prepare for their courses, maintain communication with students, and receive information from the University.
• Increased professional development opportunities for adjunct faculty members. For example, for the fall semester 2008, all new adjunct faculty members were invited to participate in extensive orientation programming both before the start of the semester and on a monthly basis. These sessions were previously available only to new full-time faculty. In addition, the Center for Teaching and Learning routinely invites and encourages adjunct faculty members to participate in all of their offerings.

• Increased communication with adjunct faculty members by maintaining an e-mail distribution list and an Online Resources for Adjunct Faculty website.67

• There are now representatives from the adjunct faculty sitting on the Faculty Senate and on the Faculty Careers Council, an advisory group that serves as a sounding board for policies, procedures, programs and services for faculty.

Commendations, Recommendations, and Action Plan

Supporting our faculty is at the heart of the strategic plan and is central to redefining what it means to be an urban university in the 21st century.

—COMMENTS

• The University is an emerging leader in paying attention to faculty in all stages of their careers and focusing on the flexibility required to facilitate their successful careers. The Alfred P. Sloan Award for Faculty Career Flexibility is allowing us to accelerate our efforts in this regard.

• Programs and services for department chairs are commensurate with our expectation that their leadership and management has a broad and deep impact on faculty, students, and curriculum.

—RECOMMENDATIONS

• As positions for full-time non-tenure track faculty increase on campus, we should turn our attention to programs, policies, and services designed for special lecturers, research faculty members, and clinical faculty members, just as we have done for tenure-track and adjunct faculty members.

67 http://www.boisestate.edu/adjunctfaculty/
The University must continue to devote resources to, and seek new resources for, increased faculty salaries.

The University has developed new policies on work-life flexibility for faculty. There remains the task of ensuring that they are implemented consistently.

—ACTION PLAN

• We will continue to devote resources to increase faculty salaries and seek additional resources.

• We will focus attention on the consistent implementation of policies concerning work-life flexibility of faculty.

• We will examine compensation and benefits, policies and procedures (including workload), and professional development of lecturers, research faculty members, and clinical faculty members, and make improvements as appropriate.