

3.C - The institution has the faculty and staff needed for effective, high-quality programs and student services.

Assurance Evidence

The faculty is the foundation of CSU and its educational programs. Qualified faculty members are appointed within specific disciplines because they know what students must learn in various courses and program levels. In addition to knowing what students should learn within a specific discipline, qualified faculty members also understand and participate in the development of the broad learning objectives of the general education component of programs and the integration of knowledge and skills from multiple disciplines. Through research and scholarly activities, our faculty members are often creating the knowledge that produces new editions of textbooks. As a result, they communicate the excitement of discovery and learning to produce well-rounded graduates prepared to contribute to the advancement of society. Qualified faculty members are also expected to assess whether and how much students are learning so adjustments of teaching methods and curricular design can be implemented for continuous improvement of educational programs. Qualifications of faculty members are generally assessed by review of formal educational credentials and by periodic evaluation of teaching performance and other scholarly and creative accomplishments.

Staff members are essential to the successful operations of CSU. They are currently organized in two employee groups: Administrative Professionals and Classified Personnel. Administrative Professional positions (2,504 in 2012, including Research Associates) are exempt from the State Personnel System under Colorado statutes, but are not academic faculty positions. Administrative Professionals include the officers of the University and the professional staff of the Board, heads of administrative units and intercollegiate athletics, and other staff with exempt status as specified by Colorado statute. This includes, but is not limited to, certain professional research positions (research scientists and research associates) and the professional staff of the Agricultural Experiment Station, Colorado Extension, and the Colorado State Forest Service. They are represented in university affairs through the Administrative Professional Council. Many staff members (1,910 in 2012) are employed within the Classified Personnel system. They serve in a wide range of positions and frequently serve as the "front line" person in most departments. The Classified Personnel system is administered by the Colorado Department of Personnel Administration so the University has limited flexibility in personnel policies, job classifications, pay scales, and salary adjustments. This group of employees is represented in university affairs through the Classified Personnel Council.

Detailed employee information is available in the *Fact Book*, pages 113-196. The 10-year history of university employees is summarized in the following table:

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	Ten-Year Change
Tenure-Track Faculty	945	934	930	943	973	1019	1033	1000	1003	1008	7%
Special Faculty	192	198	198	215	346	303	302	331	331	401	109%
Temporary Faculty	266	268	295	303	149	196	182	209	225	253	-5%
Administrative Professionals	1050	1067	1085	1172	1258	1356	1362	1417	1491	1641	56%
Research Associates	802	835	858	867	891	902	894	877	866	863	8%
State Classified Staff	2070	2034	2048	2035	2092	2121	2060	2035	1940	1910	-8%
Other Employees	278	315	313	327	361	352	307	314	342	399	44%
Total Employees	5603	5651	5727	5862	6070	6249	6140	6183	6198	6475	16%

Source: *Fact Book 2012-13*, p. 118

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

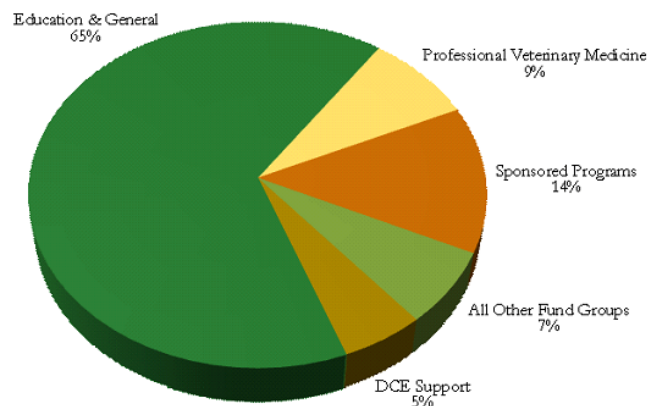
CSU places high value on the growth and maintenance of the faculty as evidenced by *Strategic Plan Goals 1 and 2* and the *Faculty and Staff Development SPARC report*. As identified in the 2004 self-study, expansion in class sizes, decreases in hiring tenure-track faculty, and increased ratio of students to faculty were challenges that CSU was facing. Those challenges continued to grow, not only at CSU but at peer institutions as well, as the national economy collapsed and public financial support of higher education declined significantly. A hiring freeze was imposed at CSU in late 2008 through the end of FY12, capping tenure-track faculty positions even though student enrollment continued to grow. Similar to the trends at other

institutions of higher education, CSU has been forced to rely on more adjunct faculty appointments during these economically challenging times. Yet in spite of the hiring freeze, exceptions were approved for the hiring of a few tenure-track faculty members as targeted investments, critical replacements, and spousal accommodations.

As a resident campus with a broad mission, CSU places great value on tenure-track faculty and places a premium on creating and filling those positions if resources are available. Tenure-track faculty positions are classified as regular appointments within the personnel system. Adjunct faculty positions are classified as either special or temporary appointments. Both of these appointment types are considered "at will" and may be any fraction of part-time to full-time. The primary difference between these appointment types is that temporary appointments are expected to be for a limited period not to be renewed, whereas special appointments either do not carry a fixed termination date or if they do, may be repeatedly renewed. The faculty ranks of professor, associate professor, and assistant professor are available in all faculty appointment types. The rank of instructor is only given to non-tenure track appointments. CSU uses the term "faculty affiliate" for instructors who are not employees of the University but are given faculty level recognition, primarily to serve on graduate student committees and for recognition of contributions to teaching and research programs.

Special and temporary (adjunct) faculty appointees serve a variety of functions as illustrated by their funding sources (graph below). The majority of these appointments (62%) are funded from the educational and general budget to teach assigned sections of courses with limited responsibilities in the non-classroom roles of faculty. By far, the largest numbers of adjunct faculty with teaching assignments are housed in the College of Liberal Arts. The colleges of Health and Human Sciences and Natural Sciences also have large numbers of adjunct faculty in teaching roles. However, in some programs, senior research personnel are given special faculty appointments without classroom teaching responsibilities while other programs may appoint similar researchers to Administrative Professional positions. In the College of Veterinary Medicine and Biomedical Sciences, special appointments may be used for positions primarily responsible for clinical service and income generation. Therefore, there is great diversity in the distribution of special appointments among the colleges and programs and in their functional roles and responsibilities. These differences obscure simple interpretations of the impact of increased use of special appointments. Component 5.B.1 describes efforts to increase the value of adjuncts as constituents.

FTE for Faculty on Special Appointments
By Fund Group

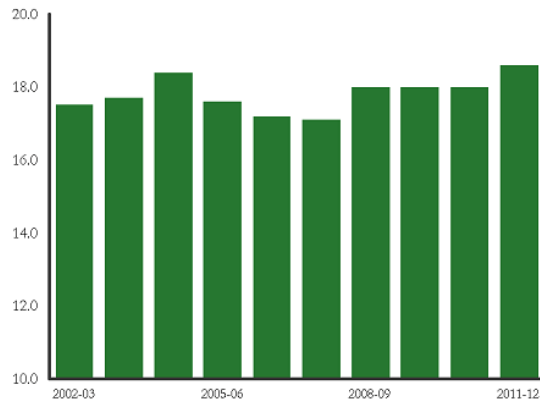


Total FTE = 321.2

Source: *Fact Book 2012-13*, p. 158

The student-faculty ratio has ranged from a low of 17.1 to a high of 18.6 over the past 10 years. The Board-approved peer group for comparison had ratios ranging from 14:1 to 21:1 in 2012 (*Fact Book 2012-13*, p. 76).

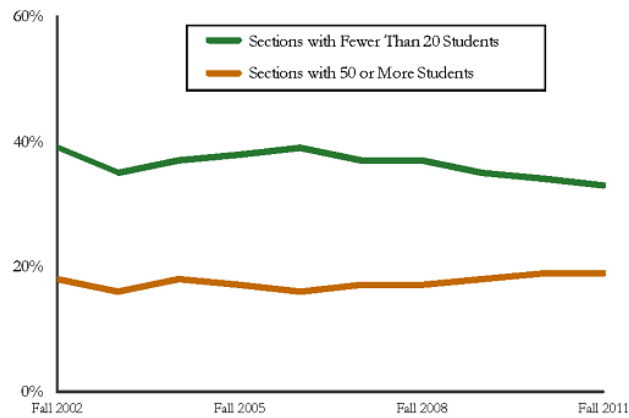
History of University Student-Faculty Ratio



Source: *Fact Book 2012-13*, p. 75

Over the past 10 years, there has been a slight increase in the number of large classes and a corresponding decrease in the number of small classes.

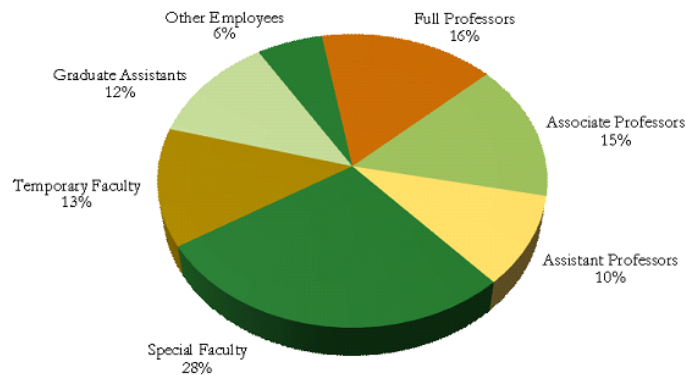
Percentage of Undergraduate Sections with Fewer Than 20 and 50 or More Students



Source: *Fact Book 2012-13*, p. 91

Undergraduate credit hours generated in 2011-12 totaled 601,680. Forty-one percent of undergraduate credit hours were taught by tenure-track faculty and 41% were taught by special or temporary faculty (adjuncts). The 10-year trend has been a decline from 47% to 41% of credits taught by tenure-track faculty.

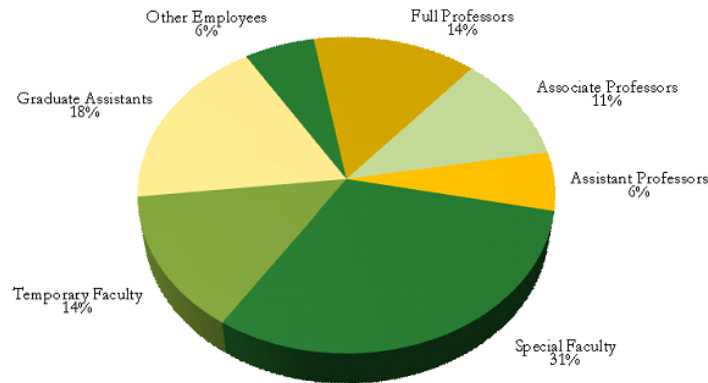
Percentage of Undergraduate Student Credit Hours Taught by Faculty Type



Total Undergraduate Student Credits Hours Taught: 601,680.0

In FY12, 31% of lower level (freshman and sophomore) credit hours were taught by tenure-track faculty while 45% were taught by special or temporary faculty (adjuncts).

Lower Level Student Credit Hours Taught by Faculty Type

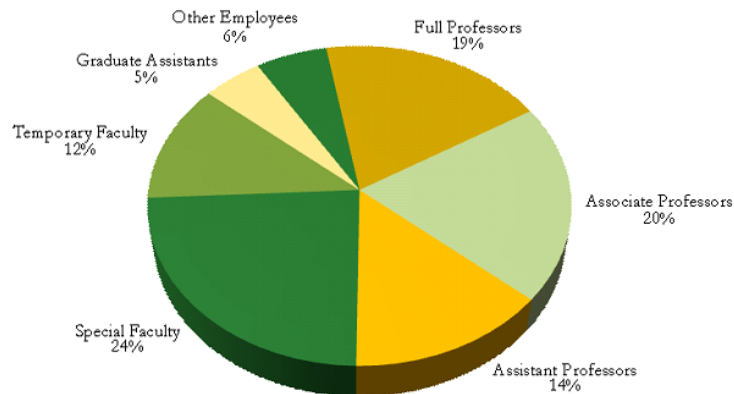


Total Lower Level Credit Hours Taught: 340,453.9

Source: Institutional Research

In FY12, 53% of upper level (junior and senior) credit hours were taught by tenure-track faculty while 36% were taught by special or temporary faculty (adjuncts). These data suggest that tenure-track faculty members are preferentially assigned to teach discipline-specific courses, while adjuncts are teaching more of the general education/service courses. Tenure-track faculty provide significant oversight for all undergraduate courses or laboratories that are taught by graduate assistants and other employees. Less oversight is usually provided in sections that are taught by adjunct faculty, however the curriculum is developed and approved by the tenure-track faculty.

Upper Level Student Credit Hours Taught by Faculty Type



Total Upper Level Credit Hours Taught: 261,225.9

Source: Institutional Research

The *Tenure-Track Faculty Hires and Attrition Report* is completed on an annual basis by Institutional Research and includes a 10-year history. Some highlights of the most recent report are as follows:

- Fifty-three faculty members were hired in tenure-track positions between October 1, 2011 and September 28, 2012, including six full professors, seven associate professors, and 40 assistant professors. In comparison, 53 new faculty members were also hired between October 1, 2010 and September 30, 2011, and 18 new faculty members were hired between October 1, 2009 and September 30, 2010.
- A total of 16 new faculty hires were previously employed in a non-tenure-track position at CSU.

- Forty-eight faculty members left a tenure-track position between October 1, 2011 and September 28 2012, including 20 full professors, 10 associate professors, and 18 assistant professors.
- Twenty-one (44%) of the 48 faculty who left a tenure-track position retired, while the remaining 56% left CSU or entered a non-tenure-track faculty position. Eighteen (90%) of the 20 full professors and three (30%) of the 10 associate professors retired from CSU. No assistant professors retired from CSU.
- The number of faculty leaving a tenure-track position at CSU decreased from 77 in 2002-03 to 48 in 2011-12 (-38%). The number of retirements decreased from 43 to 21 (-51%) and the number of faculty who left for reasons other than retirement decreased from 34 to 27(-21%).

These data suggest that CSU is beginning to hire more new faculty members as the economy improves and does not have a serious problem of faculty turnover.

The *Study of Tenure-Track Faculty Retention and Promotion* provided the following observations:

- In the 10-year period from 2002-03 to 2011-12, 68 associate professors and 467 assistant professors were hired in tenure-track positions at CSU.
- In the 10-year period 1993-94 to 2002-03, 309 associate professors were either hired or promoted to that rank. Thirteen percent were promoted to full professor prior to the seventh year of their employment, 24% were promoted during the 7th or 8th year, 10% were promoted in the 9th or 10th year, and 28% were not promoted to full professor by the 10th year. Nineteen percent left a tenure-track position during the 10-year period without being promoted to full professor, while 2% left a tenure-track position after being promoted to full professor. Three percent of associate professors entered an administrative position at CSU.
- Of the 419 assistant professors hired from 1996-97 to 2005-06, 13% were promoted to associate professor prior to the sixth year of employment, 12% were promoted in the sixth year and 37% were promoted in the seventh year. Eight percent were not promoted to associate professor by the seventh year, 28% left a tenure-track position without being promoted and 2% left a tenure-track position after being promoted to associate professor.

Evidence is gathered from several sources to assess availability of adequate faculty for programs and student accessibility to faculty, i.e., adequate course offerings. Departmental self-studies for program reviews and special accreditations always evaluate faculty resources. External peer reviews (either as part of program reviews or special accreditation site visits) that confirm deficiencies in a program's faculty resources have been given high priority in subsequent budget allocations. Examples of specific hires in response to external reviews include two additional faculty positions in the Department of Horticulture and Landscape Architecture in response to special accreditation challenges, and the use of differential tuition for business courses to enable the College to hire more tenure-track faculty to continue to fulfill AACSB standards.

In 2011, CSU implemented the first nationally-known sophisticated "wait list" program to track unduplicated tabulation of student demand for more seat space (additional sections of courses). The Course Capacity Committee was charged with reviewing these data and making recommendations for emergency allocations from the Enrollment Growth Fund of approximately \$3 million to support adjunct faculty hiring and addition of course sections, primarily in the AUCC (especially foundational mathematics and composition sections). By Fall 2012, experience with the wait list was so successful that data analysis empowered the committee to triangulate wait list trends and historical data with enrollment projections, degree audits of course needs, and classroom scheduling to recommend specific course capacity and faculty resource adjustments proactively rather than reactively. The next steps for ensuring adequate access to faculty and course sections, planned for implementation in Fall 2013, include provision of annual estimates to departments that consider all students in the pipeline regarding courses within degree programs that have designated time constraints for maintaining progress to degree completion, capacity needed to fulfill foundational mathematics and composition requirements within the first 30 credits, and projected demand for high enrollment core courses such as life sciences and chemistry that may be required prerequisites or highly recommended courses in support of multiple programs.

As a result of the three-year hiring freeze during the economic downturn, faculty hiring has been very limited. Nevertheless, it has remained a high priority in the *Strategic Plan* (Goals 1 and 2) and there will be significant hiring of faculty in FY14. The Faculty and Staff Development SPARC has projected a need for 500 more faculty members in the coming three years to meet current and projected growth needs. The budget for FY14 provides \$5.1 million of new differential tuition funds added to the base budgets of the academic units so attaining this goal appears to be feasible. Budget and resource planning are discussed in more detail in Component 5.A.

2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

One of the major components used initially in determining the qualifications of candidates for appointment as faculty members is a review of formal educational credentials. Policy for the selection of faculty members is detailed in Section E.4 of the *Academic Faculty and Administrative Professional Manual*. This process usually begins with development of a position description that includes minimum qualifications, i.e., a degree that is more advanced than the program unless it is a terminal or professional degree. In addition, faculty members are expected to know how to teach, conduct research, and produce scholarly and creative works appropriate to the discipline. The review of credentials and selection of faculty members are the responsibilities of individual departments (peer evaluation within the discipline). Credential review for adjunct and non-employee instructor appointments, including affiliate faculty for teaching dual-credit, contractual, and consortial teaching, is likewise, the responsibility of the respective academic department. The following table summarizes the credentials of the tenure-track faculty as reported in the Colorado State Common Data Set 2012-13 (p. 28), and it includes tabulation of the credentials of non-tenure track faculty.

Number Of Faculty With Following Credentials	Tenure-Track			Non-Tenure Track			Total
	Full-Time	Part-Time	Sub-Total	Full-Time	Part-Time	Sub-Total	
Doctorate, or other terminal degree	926	26	952	101	91	192	1144
Highest degree is a master's but not a terminal master's	14	0	14	112	73	185	199
Highest degree is a bachelor's	0	0	0	12	19	31	31
Highest degree is other or unknown	0	0	0	129	117	246	246

Institutional Research maintains a publicly accessible database that lists the individual credentials of faculty members.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The continuing major component for assessing the qualifications of faculty members is periodic evaluation of teaching performance and other scholarly and creative accomplishments. All faculty members, including department heads and deans, are subject to performance reviews as described in section E.14 of the *Academic Faculty and Administrative Professional Manual*. These reviews include annual reviews, comprehensive reviews of tenure-eligible faculty members, and comprehensive reviews of tenured faculty members. Annual reviews are typically for the purpose of evaluation for merit salary increases, for providing assistance to faculty members to improve their performance when needed, and for the early identification and correction of perceived weaknesses and deficiencies in performance.

The results of annual performance reviews, promotion and tenure evaluations, and periodic comprehensive reviews (post-tenure reviews) are summarized and reported to the Board each year. Performance reviews are conducted for all CSU faculty members on an annual, calendar-year basis. Each faculty member prepares an annual activities report detailing activities in teaching, research and creative activity, and service/outreach. In most departments, a committee of peers provides input to the department head for annual reviews, similar to the process required for promotion and tenure recommendation (Section E.12 and E.13). The department head/chair assesses the activities of the faculty member and assigns a performance rating for each of the three categories and an "overall" rating. For the calendar year 2011, the overwhelming majority of the 1,105 tenured and tenure-track faculty reviews were positive, indicating that the faculty are meeting or exceeding the University's performance expectations. It is important to note that faculty members who receive "met performance expectations" and sometimes those who receive "exceeded performance expectations" ratings may be given suggestions for improvement in one or more of the three categories that are evaluated.

The Student Course Survey is another tool designed to provide feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses and instructors. Each term, course instructors are expected to conduct a student survey of all the courses they teach through the system administered by the University utilizing the standardized University-wide instrument. At the end of each term, summaries of responses for each course surveyed are posted on the website Course Survey@CSU. **Access to the summaries is granted to anyone with a CSU eID.**

Some examples of specific efforts to improve the evaluation and recognition of faculty performance include the following:

- In 2007, the promotion and tenure application forms were modified to incorporate more evidence of teaching effectiveness, and to acknowledge efforts in interdisciplinary research.
- **University Distinguished Professor is the highest academic recognition awarded by the University.** This title is bestowed upon a very small number of full professors at any one time on the basis of outstanding scholarship and achievement. Professors receiving this title hold the distinction for the duration of their association with CSU.
- The **University Distinguished Teaching Scholars** title is awarded to a small number of faculty members who have records of performance ranking them among the most outstanding teachers and educators in their disciplines, as reflected by their accomplishments as both scholar and teacher through lending talents and expertise to teaching-related projects and scholarship.
- The Provost's N. Preston Davis Award for Instructional Innovation is awarded annually in recognition of the use of technology to enhance learning and teaching or the application of the principles of universal design for learning.
- The Board of Governors of the Colorado State University System Excellence in Undergraduate Teaching Award is presented annually to a faculty member at CSU.
- Jack E. Cermak Advising Awards reward and highlight extraordinary efforts of truly outstanding advisers with annual awards.
- Oliver P. Pennock Distinguished Service Awards annually recognize meritorious and outstanding achievement over a five-year period by full-time members of the academic faculty and administrative professionals.
- **The Monfort Professor designation is awarded to two outstanding early-career faculty members each year for a two-year period. Each designee receives an annual grant of \$75,000 to support teaching and research activities.**
- There are many additional awards (too numerous to cite here) given by student organizations, departments, colleges, honor societies on campus as well as regional and national awards that recognize outstanding faculty performance.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The primary means used by the institution to assess and assure that instructors are current is through periodic evaluations as described above (Component 3.C.3). All units (programs, departments, colleges, etc.) as well as the University provide resources and opportunities for the faculty's professional development, such as the cost of registration and travel to attend regional and national professional meetings. **A major initiative was begun in 2006 through the establishment of The Institute for Learning and Teaching (TILT).** Despite lean budgets at the time it was established (and in the years since its founding), the staff of TILT has worked successfully to enhance the quality of teaching and learning at the University. Housed in the Provost's Office and led by an associate vice provost, TILT has grown its staff to 22 members who are responsible for programs ranging from faculty and graduate student professional development to course development to student learning and engagement. Professional development and course development programs are described below. TILT also offers grants and awards that encourage excellence in teaching and learning.

TILT's instructional design team works with instructors on a variety of courses, including traditional courses in the classroom, distance courses delivered online, and blended courses. Many programs at CSU offer both traditional and distance courses online. More and more, traditional courses are using online learning elements to supplement course delivery. **TILT supports instructors who are working to develop courses in both learning environments. To**

date, more than 100 courses have been redesigned by TILT with an overall expenditure, excluding instructional design team salary costs, of more than \$800,000. Most recently, the Provost's Course Redesign Competition was revised to focus on a **learning ecologies** approach to course redesign. The changes will allow 100 courses to be redesigned over a five year period. Funding for the project will range between \$1.25 million and \$1.5 million over that period, with the bulk of the funds coming from the Provost's Office, the Division of Continuing Education, and TILT course redesign funds.

Faculty Professional Development Programs and Resources

Professional development programs intended to enhance the ability of faculty members in the areas of learning and teaching are developed and delivered through departments, colleges, the Libraries, and the Institute for Learning and Teaching (TILT). Within the colleges, for example, the RamCT Coordinators group provides support for instructors who have questions about using the University's Blackboard Learning Management System. Similarly, the Library offers a range of topics that are of use to instructors in their courses. At the University level, TILT provides a comprehensive set of programs supporting faculty development. These include:

- The Master Teacher Initiative (MTI). TILT supports the MTI in each of the colleges, the Libraries, and Student Affairs. Developed in 2005 by Doug Hoffman, professor of marketing in the College of Business, the MTI is now a TILT-supported, campus-wide initiative. MTI coordinators distribute teaching tips on a weekly basis and plan luncheons each semester for their colleagues, allowing each MTI to respond to the needs and interests of faculty in specific disciplines. In 2011-12, nearly 1,000 members of the University community attended MTI sessions and virtually all members of the faculty regularly received teaching tips via email. The objectives of the MTI are to: underscore the importance of quality teaching within the context of the University's overall mission; provide opportunities for faculty from across a college to address common teaching interests and concerns; and contribute to the creation of a culture where the scholarship of teaching is valued and appreciated.
- Let's Talk Teaching. Let's Talk Teaching is a mentoring program that brings together teachers in paired mentoring relationships. The focus of the program is on helping teachers improve their work in courses.
- Professional Development Institute (PDI). Now in its 31st year, the PDI offers short sessions on a wide range of topics designed to enhance faculty, staff, and graduate student professional growth and personal enrichment over a three-day period each January. In 2012, more than 1,000 members of the University community attended PDI sessions. Each participant attended an average of between 3 and 4 sessions.
- Conference and Workshop on Learning, Teaching, and Critical Thinking. Each May, TILT offers a workshop on a central teaching and learning issue. Every other year (and most recently in 2012), the workshop is accompanied by a day-long conference that brings in a nationally known speaker and features leading teachers at the University in a collection of concurrent panel sessions. Attendance at the workshop averages 40 instructors. Attendance at the conference averages 115 participants.
- TILT Summer Retreats. TILT's Summer Retreats on Teaching and Learning bring faculty together for multi-day discussions of key issues related to students, instruction, and theories of teaching and learning. Presented by some of the University's most distinguished and effective faculty members, sessions at the retreat range from theoretical treatments of key issues in learning theory to hands-on activities that both demonstrate and integrate important classroom practices. Retreats are held in May or June and range from three to seven days in length. Attendance at each retreat averages 15 instructors.
- Short Courses for Instructors. TILT's short courses offer opportunities for instructors to focus on topics that aren't easily addressed in a single workshop or presentation. The short courses are designed to provide the time to explore learning and teaching issues in detail, typically through a series of three or four sessions scheduled across a semester. The short courses are designed for smaller groups of instructors — ideally, between five and 15 — so that discussions can be tailored to the needs and interests of the participants. Over the past three years, more than 100 instructors have participated in the short courses.
- Graduate Teaching Certificate Program. TILT's Graduate Teaching Certificate program offers graduate students an opportunity to learn about, reflect on, and practice teaching at the post-secondary level. The program is flexible, allowing graduate students to focus on areas of teaching that most interest them and best meet their professional needs. It is among the

largest programs of its kind in the United States. Since it was founded in 2007, the program has attracted more than 400 participants.

- Orientation for New Graduate Teaching Assistants. Each fall, TILT and the Graduate School offer a day-long orientation for new GTAs. During the orientation, experienced teaching assistants, faculty, and staff address key issues related to teaching in both classroom and laboratory settings. Key topics include strategies for enhancing teaching, learning, and academic integrity, assessment of student performance, and a review of GTA responsibilities and expectations. In addition, incoming GTAs are introduced to many of the campus resources that support effective teaching and learning. Over the past five years, attendance at the event has averaged 240 GTAs.
- Professional Development Resources. The University offers a wide range of Web-based resources for instructors, including materials on the following websites:
 - TILT. The site offers access to best practices guides in course development, academic integrity, and service learning as well as links to resources on related sites.
 - Teaching@CSU. The site offers access to a wide range of best practices guides on teaching as well as a comprehensive set of teaching tips. The site also provides access to the TILT Digital Library and related resources for teaching and learning.
 - CourseDesign@CSU. The site provides tips, guides, and resources for course design and development.
 - Writing@CSU. The site supports writers and teachers of writing. Its resources include a rich set of guides for teachers as well as links to related sites on the Web.
 - The WAC Clearinghouse. A leading open-access publishing initiative, the WAC Clearinghouse provides access to six journals and nearly 50 books focusing on the use of writing in courses across the disciplines.
 - Advising@CSU. The site provides resources for both advisers and students. Information for advisers ranges from general discussions of advising issues to specific instruction in the use of University advising tools.

The following table summarizes participation activity in selected professional development activities on-campus:

	FY08	FY09	FY10	FY11	FY12	FY13
PDI attendance	550	828	814	815	1028	*
PDI session registrations	1800	3175	2924	266	3808	*
Master Teacher Initiative	550	914	850	902	~900	*
Summer Conference	130	-	138	-	136	*
Summer Workshop	40	45	38	42	42	*
Faculty Short Courses	-	-	22	61	57	*54
Orientation for new GTAs	297	257	224	256	195	226
*Partial or missing results						

5. Instructors are accessible for student inquiry.





The NSSE assessment of student-faculty interactions (SFI) measures quantity and quality of student/faculty interactions. The 2012 assessment reports a 4% increase in the senior ratings and a 14% increase in first-year student ratings since 2007. Additional evidence of access to instructors is provided in Component 3.D.3 (advising) and in Component 3.D.2 (undergraduate research experiences).

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

All staff positions are defined through position descriptions that include minimum qualifications for the fulfillment of the responsibilities of the position. Most positions are filled through search committee reviews of applicants to ensure that candidates are qualified. The Office of Equal Opportunity also has established processes that ensure that all candidates that proceed to interviews meet the minimum criteria of the job description. Each unit has primary responsibility for mentoring, professional development, and periodic evaluation (expected to be annual or more frequent) of employees. In addition, staff members in leadership positions often participate (with unit support) in regional and national professional organizations to learn best practices. Institutional training and professional development efforts are supported primarily through two venues: the Professional Development Institute (see tabulation of activities and participation above) and the Office of Training and Organizational Development (described in Component 5.A.4). Additional training and professional development activities for staff are reviewed in Component 5.A.4.

In the 2012 Employee Climate Survey (Tables 15-18), data was collected to discover how faculty and other employees assessed various activities related to professional development. All groups of employees responded favorably to survey items referring to this topic. They responded more favorably to statements regarding supervisor support and encouragement than to those items regarding availability of opportunities to grow professionally. State Classified personnel indicated slightly lower levels of agreement with these statements. Within faculty ranks, associate professors responded least favorably while instructors responded most favorably. Where significant differences were found, the effect sizes were small.

Sources

-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 106)
-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 110)
-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 91)
-  Advising@CSU
-  Awards and Nominations
-  Common Data Set 2012-13 (Page 32)
-  Course Survey@CSU
-  CourseDesign@CSU
-  Current Faculty Credentials
-  Employee Climate Survey 2012 (Page 9)
-  Fact Book 2012-13 (Page 118)
-  Fact Book 2012-13 (Page 158)
-  Fact Book 2012-13 (Page 75)
-  Fact Book 2012-13 (Page 76)
-  Fact Book 2012-13 (Page 91)
-  Fact Book 2012-13 (Page 97)
-  Faculty Activity Report to Board 2012
-  Faculty and Staff Development SPARC 2012
-  Learning Ecologies Article Sept 2012
-  NSSE Final Results, CSU 2012 (Page 8)
-  Strategic Plan 2012 (Page 5)
-  Study of Tenure-Track Faculty Retention and Promotion 2011-12
-  Teaching@CSU
-  Tenure-Track Faculty Hires and Attrition 2012-13
-  The WAC Clearinghouse
-  TILT
-  University Distinguished Professors, May 2012
-  University Distinguished Teaching Scholars
-  Writing@CSU