STANDARD 5

FACULTY

DESCRIPTION

Faculty Composition and Adequacy

In FY 2005, UMFK employed 33 full-time, three permanent part-time, and 44 adjunct faculty members. Faculty hold academic positions in one of four divisions: Natural and Behavioral Sciences (NBS), with 17 full-time and one part-time faculty members; Arts and Humanities, with six full-time faculty members; Education, with five full-time and two permanent part-time faculty members; and Nursing with five full-time faculty members. Please refer to the CHIE data form VI, faculty profile, for further details about faculty composition over the past several years.

Full-time faculty members are qualified to teach their content areas. Of the full-time faculty, 58% (n = 19) hold doctoral degrees, 40% (n = 13) hold master's degrees, and one holds a baccalaureate degree. Adjunct faculty members are also qualified to teach in their content areas. Of the 26 adjunct faculty who responded to a faculty survey conducted in January 2004, four have doctorates, 12 have master's; and 10 do not have graduate degrees, but they are professional experts in their fields (Exhibit 5.01: Faculty Survey).

Our part-time faculty include the local town manager, a former district attorney, the chief of detectives for the County, professional social workers and nurses, active service and retired educators, a former member of the Diplomatic Corps, and professional artists and writers.



Faculty Additional Duties

In addition to teaching 24 credit hours per academic year, full-time faculty are expected to advise students, participate in curricular development and committee work, produce scholarship, and provide service to the community.

Faculty are involved in policy-making and governance. At UMFK, there are interlocking formal systems of governance. Divisional and Council (sub-divisional) assemblies make curricular decisions such as approval of new courses, minors, and syllabi. The Faculty Assembly, which meets monthly, makes decisions affecting the faculty at large. The Faculty Assembly operates several sub-committees; the most permanent are the Peer Review Committee. the Academic Affairs Committee, the Diversity Committee, and the Honors Committee (Appendix 5.01: Faculty Governance Structure). The Vice President for Academic Affairs (VPAA) serves as Dean of Faculty and is the main link with administration.

The President's Cabinet includes the VPAA as well as the Vice President for Administration, and the Executive Director of Human Resources and Business Services. The Cabinet meets weekly. The Divisional Chairs, Deans, Directors, and senior administrative staff make up the Campus Council. This group meets twice a semester to discuss issues affecting the University community (Exhibit 5.02: Faculty Committees; Exhibit 1.02: Faculty Assembly Minutes). See Chapter 3 for

further detail. Beginning February 2005, two elected members of the Faculty Assembly meet with the Cabinet once a month and report back to the Assembly.

The Faculty Handbook, Section 6 (Exhibit 5.03: Faculty Role) describes the role of the faculty in addition to teaching and advising. These additional duties are among the scholarship and service criteria used for annual evaluation, tenure, and promotion decisions

Faculty Recruitment, Appointment, and Retention

When a position becomes vacant or a new position is proposed, the Division Chair initiates the request to the VPAA for approval for either new or replacement positions using the Position Authorization Form (Exhibit 5.04). The Human Resources Equal Employment Opportunity (EEO) Officer develops a written position announcement in consultation with the Division for submission to and approval by the VPAA (Exhibit 5.04: Position Authorization Form/Sample Position Announcement). Typically, tenure-track faculty positions are advertised nationally.

Recruiting and appointing new faculty is conducted with accord to the Agreement between UMS and Associated Faculties of the University of Maine (AFUM) System, MEA/NEA July 2004-June 2005, Article 7 (Exhibit 5.05: Appointment, Reappointment, and Contract Status) and in the Handbook for Non-Represented Faculty, Professional and Administrative Staff, (Exhibit 5.06: Recruitment and Selection; Appointment and Evaluation Practices). Once a needed position is identified and approval is granted by the President to fill the position, a committee is formed to write a description of the position and, subsequently, to review applicants. The Divisional Chairs recommend faculty to serve on the committee, and the VPAA appoints committee members. Faculty members participate in all phases of

recruitment. Although faculty make up the majority of the search committee members, representation by professional and support staff and students is the norm.

UMS Labor Relations Bargaining Agreements Website

http://www.maine.edu/labrel.html

Handbook for Non-represented Faculty, Professional and Administrative Staff Website http://www.maine.edu/nonrephand1.html

The Search Committee is instructed in EEO procedures and the University's affirmative action plans (Exhibit 5.07: Equal Employment/Affirmative Action Policies). Faculty Search Committee guidelines are also described in the Faculty Handbook, Section 5.8 (Exhibit 5.08). Precise guidelines and procedures are also shared and reviewed by the EEO Officer (Executive Director of Human Resources) with the Search Committee prior to commencing their search responsibilities (Exhibit 5.09: Search Committee Policies). After EEO Officer confirms the finalists' credentials, the VPAA makes a final recommendation to the President. The President makes the final hiring decision in all regular faculty positions.

UMS Equal Employment
Opportunity/Affirmative Action Website
http://www.maine.edu/eo.html

A written contractual appointment letter, as outlined in the *Faculty Handbook*, Section 6.4, (Exhibit 5.10: Faculty Personnel Policies, *Faculty Handbook*, Section 6.4), is provided to all new faculty hired. The letter clearly states title, rank, length of appointment, tenure or non-tenure track, responsibilities of the position, the salary, conditions of reappointment, and years credited toward tenure, if applicable (Appendix 5.02: Sample Faculty Appointment Letter).

Academic Support Staff Appointment and Evaluation

The hiring of academic support personnel follows the standard procedures used for faculty as described above, except that final hiring decisions may be made by the appropriate Vice President for professional positions or the Executive Director of Human Resources for classified positions. Staff evaluation is conducted annually by department heads (Exhibit 5.11: Professional Employee Evaluation). UMS and the collective bargaining units negotiate the conditions of employment including hiring and evaluation of professional or classified staff following the Professional Staff Association and the Associated Classified, Office, Laboratory, and Technical Unit agreement (Exhibit 3.12: Labor Relations Agreements). Additionally, there are staff development funds available to both classified and professional staff.

Professional Employee Evaluation Form Website http://www.umfk.maine.edu/pdfs/hr/profeval.pdf

Faculty Salaries and Benefits

The Labor Relations Agreement Between the UMS and the Maine Education Association (MEA), and the National Education Association (NEA) sets forth rank minima for salaries, overloads, and benefits (Exhibit: 5.12: Salaries and Overloads, Article 20). These salary minima are with accord to earned degree and rank. Adjunct salaries are a flat fee based on years of service and academic rank. They are not otherwise negotiable (Exhibit 5.13: Part-time Faculty Compensation Schedule). For full-time tenure track positions, salaries in excess of rank minima are negotiated individually, between the faculty member and the campus administration with faculty input from the Division and the Search Committee. Hence, individual salaries at the same rank vary, depending on a number of factors, including scarcity and "market" forces.

The University provides faculty with a full range of benefits including group health, accidental death/dismemberment, and life insurance; advantage care accounts; partial tuition waivers for unit members and dependents; work-related travel expense reimbursement; and a retirement package (Exhibit 5.14: Retirement, Insurance, Tuition Waiver, and Travel Reimbursement, Agreement between UMS and AFUM of the UMS, MEA/NEA July 2004-June 2005, Article 21, 22, & 23).

Adjuncts do not have voting rights in their divisions, but they may attend divisional or full faculty meetings and receive divisional and faculty meeting minutes. Permanent half-time faculty members do have full voting rights in their divisions.

Faculty Assignments and Workloads

The base workload for full-time and half-time faculty is established by the *Agreement between UMS and Associated Faculties of the University of Maine (AFUM) System, MEA/NEA July 2004-June 2005.* The full-time base load is 12 credit hours per semester, which generally involves teaching. However, individual faculty assignments may vary. For example, faculty members who are Divisional Chairs or Coordinators of programs, such as the Coordinator of the Environmental Council, are given three to six credits of release time and/or overload pay as compensation.

Faculty workloads vary by program and program enrollments. Enrollments per class vary widely from 8 or fewer to in excess of 40. However, divisional chairs and program faculty work consensually to balance instructional and advising workloads as equitably as possible. Workloads and program offerings are re-evaluated biennially, either formally or informally.

Faculty Categories and Roles

Faculty categories fall into tenure-track or fixed-term full-time; half-time; and adjunct. The roles and responsibilities for all categories are specified in the biennial contracts. There is a contractual difference between half-time and adjunct faculty, and not much practical difference except in terms of committee service expectations. Half-time faculty members are expected to participate in departmental activities and committees, whereas adjuncts are generally expected to perform only instructional duties as assigned.

The roles and responsibilities for all faculty categories are specified in the *Faculty Handbook*, Section 6.5 (Exhibit 5.15: UMFK Criteria for Promotion and Tenure), which was revised by a faculty task force in the fall/spring of 2003-2004, and the revised version distributed to faculty in 2004-2005. The *Faculty Handbook* is also readily available on line. There are clear criteria for faculty, governance, programs, and other dimensions in the handbook.

Faculty Handbook Website http://www.umfk.maine.edu/pdfs/affairs/fachndb k.pdf

Faculty Evaluation

Faculty members are evaluated for reappointment, tenure, promotion, and post-tenure review. These processes are clearly outlined in the *Faculty Handbook*, Section 6, as well as in the *Agreement between UMS and Associated Faculties of the University of Maine (AFUM) System, MEA/NEA July 2004-June 2005*, Article 9. UMS faculty are evaluated on their competence in teaching, scholarship, and community service.

At UMFK, each Division identifies its own criteria for evaluation within these three parameters as outlined in the *Faculty Handbook*, Section 6.15 to 6.18 (Exhibit

5.16: Divisional Tenure and Promotion Guidelines). These divisional criteria and the annual faculty self-evaluation are the primary tools used to evaluate faculty (Exhibit 5.17: Annual Faculty Evaluation Form). The faculty Peer Review Committee (PRC), using specific divisional criteria, evaluates faculty. This Committee is made up of tenured representatives from each division. The Division Chairs and the faculty PRC evaluate pre-tenured faculty annually and tenured faculty every four years. The PRC makes its recommendations to the VPAA, who, in turn, makes a recommendation to the President. Part of the total evaluation package is the student evaluations. These are conducted in each class, each semester. The results are summarized and given to the faculty member the following semester or after grades are in for the semester (Exhibit 5.18: Course Instructor Evaluation).

Faculty Professional Development Opportunities

Academic development is a key element of the professional faculty role and a vital component of the academic culture of this campus. A variety of faculty support opportunities are offered, including sabbaticals, trustee professorships, special strategic initiative project funding, and academic development funds. The Academic Development Fund Committee, chaired by a faculty member, recommends approval of awards to the VPAA. Faculty members apply for and receive funds through a semester and summer application process. Faculty members are strongly encouraged to take advantage of the funding. The VPAA retains a separate and additional discretionary fund for assessment projects and other academic initiatives (Exhibit 5.19: Sabbatical Policies and Data; Exhibit 4.21: Libra and Trustee Professorship Guidelines, Awards, and Awardees; Exhibit 5.20: Strategic Planning Special Initiatives Guidelines; Exhibit 5.21: Academic Development Fund Criteria).

Blake Library supports faculty development through the acquisition of periodicals and texts requested by faculty and through training workshops as well as one-on-one assistance with electronic reserves, online courses, and other areas of computer technology.

Academic Freedom and Responsible and Ethical Conduct

UMFK values and fosters academic freedom as outlined in the Section 8.1 of the Faculty Handbook and Article 2 of the Agreement between UMS and Associated Faculties of the University of Maine (AFUM) System, MEA/NEA July 2004-June 2005 (Exhibit 4.20), which is congruent with the American Association of University Professors. The labor relations agreement also has explicit procedures for terminating a faculty member who does not observe the established conditions of employment, Article 16 (Exhibit 5.22; Termination).

Members of the Human Subjects Committee evaluate all research projects for potential harm to human or animal subjects, and social or environmental damage. Please refer to Section 5.9 of the *Faculty Handbook* for the Human Subjects Committee Charter (Exhibit 5.23) and Section 5.10 for the Procedures for Obtaining Permission for Research Involving Human Subjects (Exhibit 5.24).

UMS has established policies and procedures on sexual harassment, equal opportunity and affirmative action, and conflict of interest. All new employees receive this information, which is also available online (Exhibit 5.25: Human Resources Policies and Procedures). See chapter eleven, Integrity.

Human Resources Policies and Procedures Website http://www.maine.edu/p&p.html

APPRAISAL

Faculty Composition and Adequacy

While there are enough faculty to fulfill our mission, there are no 'surplus' positions and many faculty feel stretched thin. In FY 2004/2005, there are about 80 full-time, permanent part-time, and adjunct faculty at UMFK. Of this number. 33 are full-time faculty members. In 1996, there were 32 full-time faculty members. At the same time, the student body has roughly tripled in the last decade, from about 300 to about 1000, putting considerable strain on faculty who teach core courses, as well as on some high demand programs such as Education and Nursing. For example, as of Spring 2005, Education has 302 majors between its two program options, and five full-time faculty. for an average of 60 students each. Thus, the greatest use of adjuncts is in the Education program. Nursing has 146 majors between its two program options, and five full-time faculty members, for an average of 30 students each. Behavioral Sciences and Business are also understaffed relative to their enrollment levels (Appendix 1.01: CIHE Data Forms).

The University has a larger adjunct and parttime instructional staff than it would like. This is a phenomenon of our rapid growth over the last decade. In Spring 2005, parttime and adjunct faculty made up approximately 59% (47/80) of the total instructional staff as compared to the national adjunct/part-time ratio cited by the National Center for Education Statistics of 38% for four year colleges and universities. The Association of American Colleges and Universities cites national variations of adjunct/part-time faculty teaching in higher education by type of institution and reports 27% at 4-year public universities. Although, UMFK's adjunct/part-time faculty members make up a large portion of the total instructional staff, 68% of courses were taught by full-time faculty versus 32%

taught by adjunct/part-time faculty (Appendix 1.06: Faculty and Adjunct Teaching Load, Fall 2004, Spring 2005).

In the last four years, 12 faculty have retired or departed from the University. In addition, approximately one-third of faculty is 55 years of age or older (Appendix 1.01: CIHE Data Form VI, Faculty Profile; Appendix 5.03: Full-time Faculty Age Distribution, 2005).

Faculty Preparation and Qualifications

The current UMS BOT expectation is that full-time tenure track faculty will have terminal degrees at the time of applying for tenure and promotion. This policy has changed in the last decade, from one where the terminal degree was recommended to one where it is required (Appendix 1.01: Faculty CIHE Data Form VI, Faculty).

UMFK is primarily a teaching institution, but both service and scholarship are essential for tenure and promotion. In the spring of 2002, divisional tenure and promotion guidelines were revised to reflect the importance of these. For further details on research, please see Chapter 4, Scholarship and Research.

Faculty Recruitment, Appointment, and Retention

The EEO Plan has not been revised for several years. In keeping with UMS directives, the *UMFK Diversity Plan* was finalized in 2003. The faculty Diversity Committee has recently been reactivated, and the student Diversity Club remains active (Exhibit 5.26: *UMFK Diversity Plan*).

Of the 36 full-time and permanent half-time faculty in 2005, 24 are male and 12 female. There is currently no African American, Asian American, Pacific Islander, or

Hispanic faculty member. There is one biracial Native American.

There are currently three disabled faculty as defined under American Disabilities Act (ADA) guidelines: (hearing impaired; mobility impaired; adult attention disorder) and accommodations are adequate.

As of FY 2004/2005, 12 full-time faculty members have been employed less than five years at UMFK. Seven faculty members have been employed 6-10 years. Two are in the 11-15 year cohort; six are in the 16-20 year cohort; three are in the 21-25 year cohort; three have been at UMFK 26-30 years, and one has been teaching over 30 years. These numbers indicate that we are able to attract faculty, but have difficulty retaining them. The tenure-track faculty make up 58% of the total full-time body (n = 33). These numbers also indicate a fairly "young" faculty, with 58% or 19 total in the 1 to 10 year cohort. See CIHE Faculty Profile, Appendix 1.01 for further detail.

There was no new faculty orientation program at the time of the last NEASC visit. Since then, Human Resources has assumed an active role in the search and hiring process and maintains regular on-going contact with new faculty and staff right through to their arrival on campus. This has been positively received by new employees. Initial efforts at an opening day orientation for new faculty, has also generated positive outcomes as well as some areas needing improvement.

There are a number of factors affecting the relatively high turnover rate among pretenured faculty including the rural geographical isolation of the campus, the long winters, and the homogeneity of race, ethnicity, and culture. These factors tend to isolate new faculty. Another factor is the work load of 12+ credits per semester, plus service and scholarship. Younger faculty usually are given the core curricula courses, which are usually fully enrolled.

Academic Support Staff Appointment and Evaluation

UMFK is well served by academic support professionals in Academic and Counseling Services, Registrar's Office, Information Services, and Student Services. All staff members are qualified for their positions, either through education or through previous work experience. All have achieved the baccalaureate in their field, some have master's degrees.

Faculty Salaries and Benefits

Employment security, wages and salaries, and conditions of employment are all excellent. Salaries and benefits are competitive locally and within the range of our sister institutions of higher education in Maine, although lower than national averages.

UMFK's range of salaries compares favorably with its sister institutions of the same size within UMS such as UMPI and UMM (Appendix 5.04: UMFK Faculty Salaries 2003/2004 Comparison Table). UMFK is also competitive regionally, in comparison to other rural colleges in our enrollment cohort. However, UMS and UMFK salary averages are 15% and 17% lower than the national average, respectively according to the Chronicle of Higher Education.

UMS identified a problem with gender bias and negotiated a monetary correction for gender inequity at Fort Kent and Augusta in 1999 (Exhibit 5.27: *UMS Gender Equity Report*). UMS is in the process of correcting for age compression.

Gender Equity Report Website http://www.maine.edu/pdf/genderequity.pdf

Faculty Assignments and Workloads

The 12 credit workload is standard and appropriate. The divisions at UMFK assert

that teaching is their primary purpose and that scholarship includes all practices in support of teaching, not simply publications. However, the UMS BOT has been increasingly looking to professional publications and papers as the benchmark for scholarship. This is causing some confusion and an increasing demand for release time.

Since some programs are understaffed, in AY 2004/2005, over one-third (39%) of our faculty taught overloads and mentored directed studies. Overload credit hours range between 15 and 19 credits per semester (Appendix 1.01: CIHE Data Form VI, Faculty Profile; Appendix 1.06: Faculty and Adjunct Teaching Loads, Fall 2004, Spring 2005).

Some programs have more students to advise than others, which produces differential advisee loads. In FY 2003/04 Education faculty averaged 49 advisees, whereas Arts and Humanities faculty averaged four.

The faculty to student ratio varies and is dependent upon program enrollments and needs. On average, the faculty to student ratio in the classroom is 1:17. Many of our disciplines are "programs of one," and all programs have one to five core faculty members, making re-apportionment of workloads difficult.

The faculty members are unionized. The contract is biennial, and negotiated by a bargaining unit. Pay, benefits, and equity are generally addressed in a timely fashion. All faculty members have access to the current contract online. Guidelines for retention, evaluation, promotion, tenure, workload, pay, and the grievance procedures are clear, as specified in the contract.

Faculty Evaluation

Faculty are evaluated each semester by students. The information garnered from these evaluations is shared with the faculty

member prior to the start of the following semester or academic year, respectively. Pre-tenured faculty are evaluated annually and tenured faculty are reviewed every four years by division Chairs and the Peer Review Committee. Adjuncts, like full-time, are evaluated each semester through the student evaluation process.

The majority of faculty evaluations are completed by students via paper and pencil, except for a segment of the on-line courses. Although, the process is effective, the time required for support staff to tally the results is time consuming and tedious, and the feedback loop to the faculty member is delayed. Additionally, the current faculty evaluation form was adapted in 1990 from the Purdue Cafeteria Faculty Evaluation Menu, revised in 1999, and is due to be reviewed and updated for adequacy of use with both on-campus and on-line instruction. Currently, the survey is a "one size fits all" form, to be used across the board from traditional liberal arts and sciences to the technical skills classes; and from face-toface traditional delivery classes to Interactive Television (ITV) and Internetbased instruction.

The Student Senate "Outstanding Faculty of the Year" nomination is another way by which students evaluate faculty; however, the criteria are vague and subjective.

Faculty Professional Development Opportunities

Additional funding for faculty scholarship is sorely needed at UMFK. Over the past few years, UMFK could provide only limited funds for continued professional growth and development. Due to dwindling state legislative allocations, the budget diminished to a low of \$12,000 per year. With the union in 2003 of the Faculty Development and Innovative Teaching Funds came a drastic cut in available assets (to \$12,000), following an already-disturbing downsizing in FY's 2001 and 2002 (from a combined allocation of

\$40,000 in FY 2000). At that time, UMFK was wrestling with serious budget cuts and mid-year reduction. Every effort was being made to avoid layoffs. In AY 2002-2003 and 2003-2004, this fund was inadequate to cover all requests. It meant that faculty usually received only partial funding for presenting or attending conferences and other projects.

Institutional concerns with the amount of funds available in FY 2003/2004 led to an increase in the allocation to \$14,000 in FY 2004/2005 to support the professional development of 33 faculty members. In November 2004, the President announced a decision to allocate an additional \$5,000 to this fund in FY 2005/2006.

The University supports faculty in their efforts to obtain grants, although currently there is no grants office.

Academic Freedom, and Responsible and Ethical Conduct

UMFK protects academic freedom for all faculty members regardless of rank, as set forth in the *Faculty Handbook*.

Conditions of employment are consistent with UMFK's mission and purpose. UMFK upholds the UMS policies and procedures on sexual harassment, equal opportunity and affirmative action, and conflict of interest. This information is readily available in the *Faculty Handbook*, Section 8 and is also available online.

PROJECTION

Academic divisions will work with academic administrators and the President to increase the number of full-time, tenure-track faculty consistent with the *Academic Plan*, 2004-2008. The plan outlines major

programs and related faculty priority needs looking forward. The administrative team will place a greater emphasis on tying departmental needs to overall budget planning.

Sometime in the next decade, it is likely the state of Maine will be requiring social services workers to acquire the Bachelor of Science in Social Work and, potentially, the Master's in Social Work. At least one faculty in Social Work will need to be added. In addition, the Behavioral Science degree has two psychologists to cover 50% of the course offerings, and one Anthropology/Sociology to cover the other 50%. Furthermore, too many of our required English courses are covered by adjuncts. At minimum, one more writing/composition faculty will need to be hired.

We will continue to seek new faculty hires who possess a terminal degree and to encourage completion for those already hired. As an institutional priority, the VPAA will continue to work with the Vice President for Administration to secure funding necessary to support faculty and professional development. UMFK will continue to support faculty in their efforts to pursue scholarship and grant writing opportunities.

Faculty will continue to be expected to demonstrate their allegiance to academic excellence in their discipline, to develop further their teaching skills, and to display a commitment to engage students in academic life.

Overall, our traditionally stated goal of small classes and close mentoring relationships between teacher and student is being met. However, faculty teaching general education classes frequently do have atypically large class sections.

Divisions will continue to try to distribute advisee loads so that no one faculty member is overwhelmed.

The President's Campus Council will continue to meet on a regular basis to maximize appropriate faculty and divisional participation in policy-making and institutional governance. Faculty representation in institutional governance committees will also be reviewed to ensure participation in administrative decision-making and committee work.

We will make an effort in advertising to recruit diverse applicants. All search committees are reminded that the institution is committed to increasing the representation of women and minorities in higher education. Further, search committees must document to the Executive Director of Human Resources why any identified minority candidates are eliminated from consideration during the selection process and are instructed that, all other factors being equal, minority candidates will be given preference. The Executive Director also works closely in the preparation of position descriptions and advertisements to insure that any and all qualifications listed relate appropriately to the needs of the position.

Due to reduction in staffing (specifically not filling the business manager position) and UMS Project Enterprise (PeopleSoft® implementation), less time has been given to faculty and staff development including new faculty orientation than is desirable. With the Spring 2005 hiring of an Assistant Director of Finance and a renewed focus on faculty and staff development and training in Human Resources, we expect this area to improve over the coming year.

The *Faculty Handbook* is readily available on-line for faculty to access and review as is needed; however, a table-of-contents will be added to facilitate the ease of locating relevant information. The VPAA will oversee faculty responsibility for reviewing, revising, and maintaining the currency of the *Faculty Handbook*.

The VPAA and the Academic Assessment Committee will explore electronic systems for student evaluation of faculty in the case of both on-campus and on-line courses. Electronic reporting will facilitate the ease with which faculty can import, summarize, and report the results over the years into a teaching portfolio to be used for tenure, promotion, and evaluation. Additionally, the VPAA in conjunction with the committee will initiate the re-evaluation of student faculty evaluation items for validity and applicability to on-campus and on-line courses and revise it with faculty and student input.

Faculty recognition remuneration became policy in 2003. Since its inception faculty response has been positive. Individual increases tied to the post-tenure review process were implemented two years ago (for reviews performed in 2002-2003 going into effect September 2003). Prior to that there were no structured opportunities for increases based on performance and merit.

Although faculty promotion and tenure guidelines were reviewed and revised as recently as 2002, faculty will need to revisit the guidelines to ensure they are consistent with UMS, institutional, and divisional expectations at each level. Additionally, faculty will investigate the legitimacy of using peer evaluators as an added measure to assess faculty teaching performance, especially for non-tenured faculty.

The President and the VPAA will continue to recognize the need for increased release time and funding for faculty to pursue professional levels of scholarship that are congruent with the BOT's philosophy, as well as congruent with strategic and fiscal planning. The President and the VPAA will also make funding available to schedule three faculty development days per academic year.

Additionally, the VPAA will continue to promote and support faculty grant seeking opportunities, as well as other sources of external funding. Although an in-house grant officer is not available as of yet, the Center for Rural Sustainable Development (CRSD) being planned has provisions for a Director who will oversee assist faculty with grant writing. In the meantime, we will explore the use of grant writing consultants to assist in moving this agenda forward and also consider this as a possible consortium position.

Resources for sabbaticals represent another form of faculty development funding. From fiscal year 2000 through fiscal year 2004, the University approved six sabbatical applications to include two full-year and four one-semester sabbaticals. During fiscal years 2003 and 2004, 50% of sabbatical applications were approved. In the fall of 2004, four requests resulted in the approval of two sabbaticals.

Several other areas of faculty development deserve comment. For academic year 2003, Libra Professorship monies have sponsored campus-wide faculty development forums focused on institutional effectiveness, student outcomes assessment, and grant writing. In 2003, four UMFK faculty attended the UMS Faculty Institute.

UMFK will continue to support faculty academic freedom by honoring the American Association of University Professors Code of Academic Freedom.

The University will continue to provide personnel training in the areas of gender equity, sexual harassment, and human resource management. As of the spring of 2000, all University employees participated in mandatory sexual harassment training upon hire (Appendix 1.03: *Institutional Performance Scorecard*, KPI 11.1-11.5). At the same time, the University is committed to making the campus more ADA friendly, providing training to faculty on how to teach disabled students, as well as addressing women's issues.

With strategic planning and the increased emphasis on institutional effectiveness, the need for faculty involvement in assessment activities will continue to grow as will the increased public interest in accountability, which will need to be reflected and factored into faculty workloads.

As UMFK has struggled back from the brink through the past decade, faculty, as well as staff and administration, have shouldered the burden of growth. Today we are reaching a point where course overloads, filled classrooms and multiple responsibilities threaten our ability to continue to meet our mission as a small personal institution. We need to increase our resources in support of faculty and students with a careful eye to strengthening those programs that are closest to our core mission. For all these reasons, careful planning has never been more important.

