

**Day 9: Did you know about CMU/WCCC faculty members' instructional and non-instructional responsibilities, and that they meet expected qualifications?**

**HLC Criterion 3.C.1. Faculty members carry out both the classroom and the non-classroom roles. AND**

**HLC Criterion 3.C.2. Instructors are appropriately qualified.**

As of Fall 2016, CMU employed [180 full-time faculty members with academic rank](#). Another 108 were full-time, non-tenure-track instructors who have year-to-year contracts - 76 with CMU and 35 at Western Colorado Community College – in addition to 260 Lecturers, who teach part-time and are hired term-by-term as needed. Taken collectively, CMU employs a sufficient number of faculty to engage students, offer courses, pursue scholarly and creative activities, and serve the campus in non-teaching roles, such as serving on search committees and Faculty Senate Standing Committees. Faculty members oversee their respective curriculum and are active in the assessment of student learning.

Hiring of full-time faculty has continued as the institution has grown. Additionally, the University experienced a sizable number of retirements in recent years, with the effect of these two dynamics being a dramatic change in the distribution of faculty by academic rank. Between Fall 2004 and 2016, tenure-track appointments ballooned from 22 to 87 faculty while the count of tenured faculty shifted from 117 to 93.

Approximately [72% of the total CMU student credit hours](#) have consistently been delivered by faculty with full-time time appointments over a five-year timeframe, while the proportion at WCCC has hovered around 43%. Equally noteworthy is the fact that full-time faculty account for 65 – 70% of lower division CMU credit hours, reflecting the University's commitment that lower division students do not have the majority of their coursework offered by part-time faculty. At Western Colorado Community College, fluctuations in program enrollments have resulted in a 10% increase in the reliance of part-time faculty.

In addition to the proportion of course credit hours delivered by full-time faculty, a second indicator of the appropriate number of faculty is the [size distribution of class sections](#). CMU prides itself in fostering smaller class sizes to promote student/faculty interaction. In Fall 2016, approximately 88% of class sections had enrollments of fewer than 40 students, with 45% having enrollments of fewer than 20 and only about 1% having 100 or more students. Finally, as the University's growth rate has become more modest and faculty positions have continued to be added, the [student-faculty ratio](#) has declined from 24:1 at the peak of the institution's growth to its current 21:1.

Responses from 739 CMU students to items on the 2016 Noel Levitz Student Satisfaction Inventory document how positively faculty instruction is perceived. Averages for instructional quality (#16 and 58), intellectual growth (#39), commitment to academic excellence (#41), and faculty expertise (#68) ranged between 5.73 and 6.12 on a 7 point scale where 7 is the highest

level of satisfaction. That same survey shows that the participating students are highly satisfied with faculty availability, rating faculty access as a 6 on the 7 point scale.

Tenured and tenure-track faculty participate in institutional service, usually in the form of committee participation. Committee assignments, particularly those associated with [Faculty Senate and its standing committees](#), are often more long-term and time-consuming, in contrast to *ad hoc* groups with temporary assignments that can include departmental committees and faculty search committees. Faculty are responsible for developing procedures for faculty recruitment which, at times, can have credentialing set by accreditation guidelines that go beyond those of the institution. Instructors' responsibilities are limited to teaching.

All faculty hires must meet at least one of three criteria: 1) a terminal degree in the discipline; 2) 18 graduate semester hours in the discipline; or 3) equivalent (tested) professional experience related to the instructional assignment, except for those with a plan on file for acquiring the minimum credential. Credentials required for faculty delivering online instruction and concurrent/dual credit high school coursework are identical to those expected of full-time faculty on the main campus.

For Academic Year 2016-17, [all full-time CMU faculty](#) – tenured/tenure-track and instructors – met at least one of the three qualifications criteria as did all [WCCC full-time faculty](#). For part-time faculty, 13 CMU Lecturers did not meet one or more of the criteria, and will no longer be teaching for the University. Of the 17 teaching courses for dual credit, 12 do not meet one or more of the qualifications, but five have approved plans to do so. The remaining are no longer teaching for the University. For the community college lecturers and those offering dual credit courses in career and technical education, all were qualified.

**To learn more**, log into MAVzone and click on the document link found in the CMU Assurance Argument for HLC channel (top left on the Home tab) for the full text of CMU's Assurance Argument. Links to supporting evidence are identified by underlined words but are not available through the PDF version.

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