

STANDARD FIVE THE FACULTY

Overview

Wheaton College has made numerous concentrated efforts to strengthen and support its faculty over the last ten years through a series of steady, focused courses of action. Although key concerns remain, progress in the areas of sustained faculty growth and development has resulted in the following six major areas of improvement to the quality of our faculty's professional life: (1) a significantly lower student-to-faculty ratio, (2) a more diverse faculty population, (3) a reduced teaching load and increased opportunities for mini-sabbaticals that afford time for research and/or artistic endeavors, (4) the transformation of continuing adjunct positions into full-time faculty positions, (5) a marked increase in adjunct faculty compensation, and (6) greater structural support for untenured faculty through the creation of a semester-long biweekly orientation seminar for new faculty, a mentoring program and the faculty-initiated formation of UFO (untenured faculty organization).

Several of these developments respond directly to the recommendations for improved faculty conditions noted ten years ago following the last reaccreditation study; others are a result of an assessment of the faculty strengths that we wished to promote.

In addition to the greater professional development provided by these initiatives, each has advanced the quality of education at Wheaton. Although the sudden downturn in the global economy will likely shape the manner in which new policies for faculty support can be introduced in the near future, continued efforts to improve the professional life of our faculty must remain a top priority at Wheaton.

Description and Appraisal

Faculty Growth

Wheaton has witnessed a substantial growth in full-time faculty members since the 1990s, a decade during which the student-faculty ratio remained consistently at 13:1. Following the introduction of coeducation, the size of the faculty increased principally in order to keep pace with a growing student population; from a student size of 1,191 at the beginning of coeducation (1988), we had grown to 1,438 FTE in the fall of 1998. By the fall of 2001, the goal of a 12:1 ratio, posted in the strategic plans of the 1990s had been achieved. Recent additional increases in faculty positions over the past two years brought us in 2008-2009 to the current student to faculty ratio of 10:1, which represents a dramatic improvement over the last ten years. At 141, Wheaton's full-time faculty has increased 30 percent since 1998 when 108 full-time faculty members were employed. Although some of this growth coincided with the decision to enlarge the student population by 20 percent (from 1,438 in 1999 to 1,568 full-time resident students in 2009), the remaining increase was largely the result of three efforts: (1) new full-time faculty positions created in response to curricular and departmental needs, (2) the continued effort to transform part-time and adjunct faculty into full-time faculty positions and (3) the transformation of positions previously classified as staff into faculty. Since 2006, 13 new, combined or upgraded tenure-track positions were authorized and established. In the last two years alone, eight staff positions were converted to faculty, as faculty associates. This change was prompted by a faculty resolution approved by vote in November 2006 that argued for the reduction of contingent faculty as a way of improving the quality of education at Wheaton and preventing "an erosion of academic freedom." This increase in full-time faculty also attempted to respond to guidelines of the Association of American University Professors (AAUP), which stipulate that no more than 15 percent of all instruction and 25 percent of instruction in any department should be provided by contingent faculty. The current composition of the faculty is 63 percent tenured, 28 percent tenure track and 9 percent not tenure track.

Faculty Diversity

One of the most successful initiatives introduced in recent years is the commitment to building a more diverse faculty. In the fall of 2000, 11 percent of full-time faculty members were faculty of color; in the fall of 2008, that number had increased to 20 percent. The college remains dedicated to continued diversity in its faculty and student population in an effort to enrich the culture of the college, provide role models for students of color, represent more closely the multicultural legacy of this nation, and foster dialogue among diverse voices in a way that reaffirms the central tenet of a liberal arts education. Strengthening the faculty population in this manner has caused us to reflect on our own differences and challenged us to discover shared values and practices that hold us together as a community. The faculty maintains a robust balance by gender across its ranks; the commitment to gender equivalence remains firmly rooted in the traditions of the college, and the balance has remained stable. Women comprised 48 percent of the full-time faculty in the fall of 2008.

Part-Time and Adjunct Faculty

The primary role of part-time faculty has been to replace full-time tenured or non-tenured faculty who are on leave. However, in the last decade, adjuncts have been hired to broaden course offerings, provide sufficient courses in areas that are tied to curricular requirements, and respond to enrollment and wider cultural trends that are generated by the interests of our students. In the fall of 2008, 23 part-time faculty members, six part-time laboratory instructors and 12 part-time performance faculty members in music accounted for 12.6 FTE positions. This corresponded to 8.2 percent of the faculty, who were part-time adjuncts but not replacements for faculty on sabbatical leave or other course releases. Wheaton has made substantial progress in improved compensation for part-time instructors and adjunct faculty. An increase from \$3,500 to \$5,000 per course was introduced in the 2007-2008 year. This salary raise has provided the college with greater hiring power and a more qualified pool of temporary part-time and adjunct faculty from which to draw. It is imperative that Wheaton continue its effort to compensate part-time faculty competitively, even in this economic downturn. Wheaton strives to ensure that part-time faculty members are treated equitably, including provisions regarding hiring, renewal notification and voting rights in its faculty legislation [Sections IV, Parts B and C]. The college is also engaged in regularizing an annual review of all adjuncts; most departments have put such practices into place.

While these goals of maintaining course offerings and compensating adjuncts adequately are critical, the college needs to define the role of its adjuncts in a more comprehensive way and regularize policies concerning the use of contingent faculty. The openings made by year-long sabbaticals and other leaves should be filled whenever possible with full-time appointments, rather than part-time. Close attention to the variety of reasons some departments rely on contingent faculty more than others is necessary in order to find ways to further reduce this reliance. The college should examine whether the temporary dependence on contingent faculty in special or emerging fields promotes the mission of the college and makes way for full-time tenure-track hiring.

Part-time faculty members also teach at Wheaton through two different initiatives: a Brown/Wheaton Faculty Fellows program and a Mellon post-doctoral program. The Brown/Wheaton Faculty Fellows program allows three or four selected Brown University graduate students to teach a course at Wheaton under the mentorship of a Wheaton faculty member. This exchange with Brown has afforded Wheaton students the opportunity to take a class that would not normally be offered, and it affords Brown students the opportunity to experience teaching at a small liberal arts college. Sarah Wald, one of the post-docs from 2008-2009 wrote recently, "I accepted the two-year Mellon Postdoctoral Fellowship at Drew University! It is a great school with a friendly welcoming community. I know I will be very happy here. I will be teaching two small seminars in my specialty this fall. My courses are all cross-listed with English and Environmental Studies. I feel very well prepared for Drew after my wonderful semester at Wheaton." Through the new Mellon post-doctoral grant awarded in 2008, two post-doctoral fellows in the broad field of Environmental Studies will arrive in the fall of 2009. Both these programs allow Wheaton students and faculty to enjoy the energy, new ideas and new approaches that graduate students and recent graduates inevitably bring to campus life.

Faculty Governance

Faculty members commit substantial time to service on elected and appointed committees, and on staff and faculty searches while attending numerous meetings throughout the year. There are ten standing committees and two administrative committees on which 34 percent of full-time faculty members serve. This work affirms the faculty's allegiance to the core principle of shared-governance at Wheaton. In particular, AAUP, UFO, the re-emerging role of the Advisory Committee, and the faculty participation in recent administrative searches are all strong indications of the commitment on the part of the faculty to participate fully in the governance of this institution. Additionally, the Educational Policy Committee (Ed Pol), which consists of elected faculty from all divisions, the president and the provost, serves as the central decision-making body for all academic work, from curriculum creation and revision to adoption and assessment. And, although it is not an official governing body, the Untenured Faculty Organization (UFO), meets regularly to provide untenured faculty with an opportunity to exchange ideas, questions and suggestions pertinent to their institutional status.

Faculty Scholarship and Support

Wheaton College expects its faculty to pursue scholarship that ensures they are current in theory, knowledge, skills and pedagogy, evidence for which is found in the *curricula vitae* of the faculty. External validation of faculty can be affirmed from an analysis of CVs. A review of 135 CVs from the fall of 2008, which are on file in the provost's office and available in both the electronic and the physical workrooms, reveals extensive and broad participation in scholarship and professional activities.

- More than 77 percent of faculty members have received external or internal awards.
- While 33 percent are officers or committee chairs of professional societies, two-thirds are members of more than one such society.
- External grants have been received by 41 percent of the faculty.
- Books, manuals or monographs have been published by 35 percent and 14 percent were book editors, while 45 percent have edited book chapters.
- In the last five years, 67 percent have published scholarly articles, and among these, 39 percent of the faculty members have published three or more articles. Collectively our faculty members have published 1,324 articles. Among the CVs analyzed there were only 23 that did not list a published article, but 12 of these were artists whose professional activities entail creative performances rather than scholarly publication.
- More than 500 exhibitions and performances are in the collective repertoire of 18 members of the performing arts faculty.
- Finally, there are six patents for software listed among the accomplishments of our faculty.

Although Wheaton places primary emphasis on the teaching and mentoring of its students, faculty research has assumed a greater role in the academic life of our faculty in the last ten years, as research effectively benefits both teaching and scholarship. In order to support such a shift in focus, the college instituted a mini-sabbatical leave for all untenured faculty members, specifically one semester at full pay during their third or fourth year of teaching or after their Ph.D. is completed if they were hired while ABD. Similarly, Wheaton has reduced its faculty course load across the board from 3/3 in 1999 to 3/2 today. A transitional 5-6 course load was in place for several years while the reduction in teaching was being implemented. The goal of this reduction was to give faculty more time for research and for the integration of that research into the classroom experience, and also time for the focused advising called for by the 2001 curriculum. Moreover, the trend toward initiating faculty-student research projects has been increasingly embraced by faculty and is evidenced in the thriving Wheaton Research Partnership Program; 25 students are supported as WRP research assistants annually. Faculty themselves play important roles in the development and administration of research policies and practices on campus through the Committee on Faculty Scholarship and Promotion.

The Connections and Infusion parts of the curriculum in particular have led to an even deeper integration of faculty research and teaching, and pedagogical work on Connections and Infusion has led to publications and to successful faculty-faculty and faculty-student collaboration. Professors Mark LeBlanc and Michael Drout's research project entitled "Computational Text Analysis of Old English Poetry" demonstrates a powerful example of how a new pair of connected courses can generate exciting interdisciplinary scholarship and lead to the development of a successful proposal attracting noteworthy external funding. The idea for this research project sprang from the "Computing and Texts" Connection, which combines a computer science course with an English course. In order to strengthen the connection, Professor LeBlanc implemented a suite of computational stylistic techniques to investigate whether traditional groupings of various Old English manuscripts and texts could be supported by information analysis. The computational stylistic techniques and portions of the software that were generated as part of this scholarship have been incorporated into the connected courses. This research also resulted in a successful proposal entitled "Pattern Recognition through Computational Stylistics: Old English and Beyond" that was funded by the National Endowment for the Humanities.

The college should continue to support the integration of research and teaching at all levels: one of Wheaton's distinctive elements is the close linkage between high-end research and undergraduate teaching, and the college should provide more opportunities for faculty to bring their cutting-edge research into all classrooms, including those of introductory classes.

Wheaton faculty members take on more responsibilities every year and in greater depth and breadth, including those that go beyond prescribed duties. Surveys of students show great satisfaction in teaching and in co-curricular activities supported by faculty and indicate that the faculty is very effective in promoting student learning. In addition, the depth and scholarly work represented in the CVs indicate the success of our faculty as active scholars, performers and artists.

Faculty Pedagogical Development

Wheaton professors are exceptionally devoted teachers who maintain currency in their fields of expertise, thrive on sharing scholarly information with their students and devote considerable time to their students outside the classroom. They readily sponsor students in individual research and thesis projects with no adjustment to teaching load. In 2008-09, 170 independent study or research courses taught by 81 faculty members enrolled 250 students. Of these 27 were year-long senior honors theses. Student surveys identify the close interactions of students with faculty as one of the single most important benefits of a Wheaton education. Of 15 Wheaton strengths listed in the 2008 Noel-Levitz Student Satisfaction Inventory, 13 were related to faculty and the quality of instruction.

Our teachers work diligently to stay abreast of new methodologies of pedagogy and regularly alter their courses accordingly. To this end, the college has recently provided yearly course transformation grants. These awards fund projects from a variety of disciplines that are consistently cutting-edge in approach, creatively designed, and uniquely adapted to our curriculum. For example, during the last decade in which technological breakthroughs revolutionized communication on a global scale, grants have been awarded for projects that foster technology in the classroom. Infusion, global and Connection grants have also been awarded in recent years. In 2007-2008, a total of 29 grants were awarded, 16 in the fall and 13 in the spring semester; these covered all areas of the curriculum, such as Infusion, Connections, global concerns and the introduction of new technologies. In 2008-2009, 16 course transformation grants were awarded, including support for changes that introduced a writing focus across the curriculum, as well as other areas. In order to place renewed emphasis on collaborative work in Connections courses, 40 faculty members received small stipends to participate in "Summer Conversations" during the summer of 2009; the objective of this new program was to uncover the best collaborative practices in pedagogy that will allow students to discover for themselves the cross-disciplinary connections between fields. Since some funds for course transformations were derived from "soft" money, it is strongly recommended that the college develop more permanent sources of income for essential pedagogical support.

Faculty members regularly attend workshops and meetings on a wide range of pedagogical issues. These activities offer the opportunity for improved teaching and other academic skills. One example is the availability of monthly Teaching and Learning Workshops, usually faculty-led, on a diversity of subject matter (*Teaching with Your Mouth Shut; What Are We Grading for?; Teaching with Your Mouth Open*). Another is an annual tradition of workshops over two weeks in May on a wide range of curricular and campus matters (*Preparing for Sabbatical; Moodle Pedagogy; Portfolios*). Significant numbers of faculty participate in these workshops even though stipends for participation were eliminated two years ago. The Academic Technology group's recently instituted and well-attended biweekly "Tech'n'Talks," led by faculty and library technologists, bring cutting-edge technology to the classroom. Recent topics have included the following: *iPhone Comes to School: Mobile Computing in the Classroom; Podcasting: Using Voice and Audio in Your Teaching; Mapping Your Research: GoogleEarth and GIS; Making Video Lectures; Facebook: Your Students Are On It and Your Colleagues Are On It. But What Is It?*

Wheaton College faculty members interact extensively to ensure that their academic programs are constantly improved. The Connections component of the curriculum described in Standard Four promotes such interaction not only within, but also among departments and divisions. Outstanding teaching remains a shared priority, Wheaton's highest priority, among virtually all faculty members. The goal of evaluating the efficacy of the learning experience in the form of defined learning outcomes as indicated in Standard Four has become a main concern of the Educational Policy Committee and is consistent with the objectives in which curricular evaluation and assessment are integral to curricular success.

Advising

Wheaton's system of academic advising has been a national model, as it ensures contact between advisors and advisees at least twice a week during the first semester of college. Advised by the First Year Seminar instructor, the student continues to work with this advisor until he or she declares a major, most often in the sophomore year, and chooses (or is assigned) a new advisor in the major field. First Year Seminar faculty members make an initial contact with their students/advisees during the second day of orientation through individual and group meetings to discuss the summer reading. Each FYS instructor is assisted by two preceptors, carefully chosen from the three upper classes and trained to help students manage their time and more easily settle into college life. Staff mentors are also assigned to First Year Seminars, giving students the opportunity to engage with another member of the Wheaton community. First-Year Seminar workshops are held in May and August for all FYS faculty. New FYS instructors are assigned a veteran mentor.

Almost all faculty members are engaged in advising at a variety of levels. Faculty in the major and in programs such as women's studies or biochemistry meet regularly with their advisees, guiding them in course selection for both the major and general education requirements, which are available in written and web format. Faculty also advise students interested in attending professional programs including law, engineering and health. This advice includes providing them with information about appropriate undergraduate coursework, preparing for entrance exams, and composing their applications.

Additionally, advisers discuss with their students professional opportunities such as internships and scholarships, encourage their use of the Filene Center services, and engage their students in considering their plans for life after Wheaton. Advising performance is an important consideration both for contract renewals of junior faculty and in all tenure reviews.

Additional Instructional Approaches

Wheaton faculty use a wide range of pedagogical tools to respond to individual learning styles, whether they are teaching in 100, 200, 300, 400 or 500 (honors) level courses, and whether in small discussion-based courses or larger lecture-style classes. Wheaton's professors pride themselves on their ability to engage each student in ways that stimulate the students' fascination with course material and enhance his or her ability to think critically about a given subject and about the world in which we live. Thus, it is not "to the class" our

faculty members teach, but rather to the individual (and students to each other). For the most part, class sizes are small; in 2008-2009, 21 percent of courses had fewer than 10 students, 67 percent had between 10 and 20, while only 17 courses of 677 (2.5 percent) had an enrollment of 50 to 99. Our 10:1 student-faculty ratio provides what the Boyer Commission referred to as an “intimacy of scale,” an atmosphere in which the individual needs of students are carefully targeted. Similarly, students are exposed to many different pedagogical styles even within their own major, since they cannot complete the requirements of their major without taking classes from a variety of faculty members. Furthermore, courses outside the major department are required. Moreover, the Connections curriculum requirement, described in Standard Four, results in exposure to different learning styles and multiple viewpoints often on the same material but across disciplinary lines.

A remarkable program called The Evelyn Danzig Haas '39 Visiting Artists Program (VAP), instituted and developed seven years ago, acquaints students with different pedagogies and opinions by bringing world-renowned artists to campus in the areas of studio art, art history, music, theater and dance. In every case, a key feature of the program is interaction with the students in class or small group settings. In addition, the Arts in the City program, an offshoot of the VAP, affords all faculty members, including those in non-arts related departments, the opportunity to take students off-campus to arts events in Boston, Providence or New York City; this in turn stimulates classroom teaching. Prior to the institution of this program, it was very difficult for faculty to invite outside specialists in the arts to give lectures. Named lecture series such as the Ruby and Loser provide other avenues for varied and valuable pedagogical experiences.

Faculty members foster their students' scholarly and creative efforts, many of which stem from projects initiated in the classroom. These often blossom into honors thesis work, papers or posters presented at national conferences, works of art shown at outside galleries, papers/creative pieces published in the college's and outside journals or performed on or beyond campus. All Wheaton students complete a capstone requirement in their major, which generally involves enrollment in a senior seminar or in a performance or independent research course in which the skills of inquiry and discovery that students have developed over four years are honed and enhanced on an individual basis by their professors.

In any given year, 25-plus students complete honors theses, while the departments of sociology and anthropology require a shorter thesis for each of their majors. Academic Advising, LIS and the writing program have partnered to provide a yearlong series of events to assist honors thesis writers with the research, analysis writing and defense of their theses. The events include a question-and-answer session with recently graduated thesis-writing students, workshops on revising and editing, and, for the first time in 2009-2010, will also include a gathering with thesis advisers. Honors thesis students are celebrated at the end of the year with a thesis parade that was instituted twelve years ago. Accompanied by faculty, honors thesis students, with manuscripts in hand, gather in the Science Center with their manuscripts and parade through campus before cheering crowds of faculty, students and staff. Both students and their faculty advisor(s) often wear costumes related to the thesis topic. The students finally halt to rousing applause at the Registrar's Office where champagne is served (a little!) as each student ceremoniously passes the thesis to the registrar.

In many departments upper-class students are encouraged to attend annual conferences. Our students fundraise in order to participate in these events. “What an honor is it to meet the scholars whose work we read in class,” one student recently noted.

Wheaton faculty members thrive in the classroom and are driven to enhance the quality of teaching and learning through multiple avenues. Examples can be found in the archive of faculty syllabi in the electronic workroom. Faculty regularly rework their course material by keeping abreast of developments in their discipline, even beyond their areas of expertise, and by keeping current with new pedagogical trends through attendance at national conferences. The provost's office organizes and supports teaching and learning workshops, already described above, and the distribution of course transformation funds. The provost provides funds for instructional innovation, often targeting specific curricular goals such as Connections and

Infusion. Wheaton has also been awarded grants from the Andrew W. Mellon Foundation, as described in the “Grants” section.

The budget for First Year Seminar, recently doubled to \$60,000, is considerable in comparison to that of ten years ago. These funds support activities held off campus that seek to broaden the intellectual experience nurtured in the seminar. Speakers are regularly brought to campus with the goal of intersecting with and more deeply exploring the reading first-year students complete over the summer. Faculty members are also encouraged to gather with their FYS students in social settings throughout the semester in an effort to reach out to students beyond the classroom; funds are provided for this activity. A number of FYS instructors meet with their students yearly, furthering the bond that Wheaton professors regularly establish with students within and beyond the Wheaton years.

Faculty Recruitment

Faculty searches, once approved by the provost, are conducted by the hiring department or program, which is responsible for carrying out an open and orderly process. The faculty Affirmative Action Officer meets with every search committee before its work begins, consistent with the description of the position in Faculty Legislation. After the initial vetting of applicants, all departments carry out an initial interview with candidates at a conference or via phone, and are then able to bring at least three candidates for on-campus visits. Once here, candidates are asked to give a lecture based on their research or delivered in the form of a class, meet faculty and staff, and be interviewed by the provost. Students are often included in the on-campus visits and attend candidates’ lectures. Faculty members always participate in departmental searches and are often a part of the search committees for staff positions in the area of instructional support. Prospective faculty members receive a two-year contract in their appointment letters. The process for faculty searches is optimal when it can begin in the spring and summer prior to the academic year in which the search is conducted, especially given the fact that different disciplines have professional meetings at different times. The chair of the search committee normally extends an offer to the successful candidate once the offer has been approved by the provost.

Faculty Contracts, Salaries and Benefits

Since the last reaccreditation evaluation in 1998, Wheaton College has successfully continued to enhance faculty compensation, particularly the salary level, which had reached the middle of the college’s comparison group (“The Northeast Nine”) as both enrollments and endowment were growing. Key to this success was the institution of what has become nationally known as *The Wheaton College Faculty Salary Plan*. The plan has been a model for other institutions, and as a result, faculty received invitations to speak and write about it; the plan was designed to ensure that enhancement of faculty salaries over time would be pegged to improvements in overall resources. The faculty plan has given the college additional success attracting and retaining talented new members of its faculty, and we had been able to pay faculty at a level reflective of their responsibilities and talent. Although the plan was followed through 2008-09, recent financial constraints resulted in a salary freeze. Nevertheless, the plan or some version of it should be continued to ensure that Wheaton College remains competitive.

For much of the past decade, a modest merit system has been applied to full professors. This process provided a small addition to the annual raise for those faculty members who, in a given academic year, were judged outstanding by the Committee on Faculty Scholarship and Promotions, which consists of three faculty members and the provost. To this end, Professors now prepare an annual self evaluation to submit to the Committee, and this takes the place of a post-professorial review. Additionally, a portion of the salary pool is used for equity increases when appropriate.

There are several specific areas of compensation that demand attention. One is the salary adjustment that accompanies promotion to associate and full professor. Given the compression of salaries at the junior levels as new faculty members are hired at increasingly larger salaries, a substantial increase in salary is justified when a faculty member is promoted. Doing so helps correct for compression. Another area that continues to

be in need of attention is benefits. For example, Wheaton's retirement contributions for faculty and staff are one percent below the Northeast Nine, the comparison group that Wheaton created for the Faculty Salary Plan and other benchmarking efforts. In a widely applauded move, and after lengthy consultation with faculty and staff in 2007-2008, the president and the trustees adjusted the tuition benefit program for faculty and staff with college-age children starting in the fall of 2008.

Faculty Workload

Since 1998, the course load for Wheaton faculty has been reduced from 3/3 to 3/2. Although the 3/2 teaching load is consistent with the college's mission and purposes as a small liberal arts institution where teaching is highly valued, there is growing concern among faculty within and across departments that actual workload is not equitable. We need institutional agreement and guidelines on the appropriate metric for determining actual workload. The data collection that has been initiated by the Educational Policy Committee this year regarding course releases and the manner in which each department counts courses will help to address this issue and must continue under the aegis of the new provost.

Other concerns need to be acknowledged, some of which are problems of growth in large departments whose scheduling and course distribution require complex strategies. Although these activities are often determined through department consensus and therefore require some flexibility, the lack of an oversight system or written guidelines to help chairs and departments determine equitable scheduling of courses is of concern, particularly to junior faculty. Traditions and arrangements made in past years can limit a chair's flexibility and shift workload onto junior or part-time faculty. The "ownership" of upper-level classes by faculty can create workload inequities. In some departments, upper-level classes may be small while lower-level classes are large, and there are other potential inequities in such arrangements.

Regardless of the particular systems chosen, clear and open policies should be determined by the departments and reviewed by relevant committees on faculty governance. The goal should be an environment in which work is divided equitably and transparently. The standard states that faculty workload should be periodically re-appraised and adjusted, so we should arrange for such cyclic self-examination.

The college should also maintain, emphasize and enforce its standard that all full-time Wheaton College faculty members are expected to be present on campus three days and available four days per week. While it is recognized that scholarship is an essential component of a faculty member's responsibility, it is equally true that extensive interaction and counseling of students is a key factor in the success of our students and therefore remains essential to Wheaton's mission.

Faculty Evaluation

Evaluation of faculty at Wheaton differs according to rank and category. Formal evaluation of full-time untenured faculty is required by faculty legislation. The mechanism for determining that all untenured faculty meet college criteria in the areas of teaching, scholarship and service is through the assessment and feedback from annual evaluations and of course through the tenure process. Non-tenured faculty members write a detailed annual self-evaluation of their performance as teachers, as scholars/artists, and with respect to service to the community. Currently, the chairs of departments have compiled guidelines across departments for the manner in which they review the annual evaluations and student evaluations with untenured faculty, and the timing for that exchange. The tenure process, clearly outlined in faculty legislation, is the most comprehensive evaluation experienced by faculty members; it continues to be a model of successful shared governance, and a process of which Wheaton faculty are justifiably proud.

The scholarship of tenured faculty is evaluated through promotion and post-professorial merit. There is no annual evaluation process of faculty at the rank of associate professor but there is a formal hearing for promotion from associate to full professor. For full professors, evaluation has occurred through the application for the merit-based salary pool, as mentioned above. In 2008, six full professors received this merit award. Some concern has been expressed over whether a more comprehensive process should be

established to ensure that professional aims are met by tenured faculty beyond consideration for merit. It would be useful for relevant faculty committees to discuss scholarly expectations and financial support for continued scholarship.

Aside from these differences according to rank and category, Wheaton's evaluative criteria are relatively clear and have been further clarified for assistant professors in recent years. The introduction of a mentoring system in which departments assign new faculty a departmental mentor and a mentor outside the department have helped to provide support for non-tenured faculty as has the new-faculty orientation program, now in its second year.

All faculty members are evaluated by students in each of their classes. As indicated in Standard Four, assessment of the learning outcomes of our students is an essential part of the college's continued mission with respect to academic excellence. Faculty legislation requires that all courses administer anonymous student evaluations that may not be read by faculty until grades have been submitted. Departments may design evaluations and questions that best meet their assessment objectives, but the legislation stipulates that both the course and the instructor must be rated on a five-point Likert scale and that the evaluation must also assess aspects of the instructor's delivery (e.g., clarity, organization, professionalism and engagement) as well as soliciting an overall assessment of the course for its strengths and weaknesses. Evaluations from the First Year Seminar are also used annually to assess the strengths and weaknesses of the seminars collectively. Faculty chairs read student evaluations for junior faculty and provide feedback within the annual evaluations.

Faculty Professional Development

The college provides faculty with equitable opportunities for continued professional development throughout their careers and constantly seeks ways to improve in this area—a goal of the Provost's Office since 1998. Travel and research allowances have been raised from \$1,000 to \$1,200 per year. In the 2008-2009 academic year, a total of \$125,000 was in the budget: \$77,000 for travel and \$48,000 for research expenses. Overall 75 percent of the faculty availed themselves of scholarship funds, using 97 percent of the available funding. Summer faculty research has been supported both by grant resources and institutional resources built into the annual budget. In 2007-2008, 10 faculty summer research fellowships and 12 student-faculty research awards were given; in 2008-2009, 13 faculty fellowships and 8 faculty-student awards were distributed. All decisions about research funds are made by the Committee on Faculty Scholarship and Promotions. The applications, proposals and reports that faculty prepare for all scholarship awards constitute in effect an additional manner of faculty evaluation.

Nine endowed named chairs are held by faculty on five-year rotating appointments; two of these were created in the last decade with funds secured through the last cycle of fundraising campaigns. An *ad hoc* Faculty Chairs Selection Committee, comprising three faculty members who previously held a named chair and the provost, read the applications and nominate the successful candidates.

While all research awards, honors and opportunities described above have increased in recent years, the limited and competitive nature of these awards means that not all faculty members will be able to access them. Wheaton has sought to find a balance between a "rich-get-richer" system (whereby faculty who have previously received such support are more likely to get future support) and a pure turn-taking system that does not take into account past performance and the likelihood of future success. The current system, *ad hoc* as some of it is, does this rather well in practice. In addition, it would be useful to increase the number of awards of all sizes, but particularly small awards that might serve as jump-starts for faculty who have not previously been successful in securing funding or performing post-tenure research. It is imperative to continue to seek institutional grants whenever possible. Funding over the last 10 years has thus increased incrementally, but the matter continues to be of great concern. Faculty members are required to report on the use of these funds, and the college regularly features and encourages reporting on scholarly success in the *Wheaton Quarterly*, at faculty meetings and on the Wheaton website.

Grants

Over the past ten years, the innovative research of our faculty members, along with ground-breaking curricular reform, an ambitious restructuring and renovation of our arts program, plans for a new science center, and various improvements to our facilities have attracted a wellspring of support from corporations, foundations and government agencies. Cumulative totals of new gifts and pledges from these vital sources have ranged from \$1 million to \$3.8 million annually during this past decade.

The structures that support our new curriculum, approved in December of 2001, have been buttressed by several significant awards from private foundations. The Andrew W. Mellon Foundation paved the way with a \$40,000 planning grant that enabled Wheaton to conduct an intensive review of the curriculum. A subsequent Mellon Foundation grant of \$250,000 helped the college implement the curriculum by launching what is now the Filene Center for Academic Advising and Career Services, housed in Kollett Hall. Three successive awards from Mellon, totaling \$950,000, support faculty research that has been generated as a result of teaching in the new curriculum as well as the training and mentoring of graduate students and postdoctoral fellows in the liberal arts education model. Several other private foundations, including the Davis Educational Foundation, Hewlett Foundation, Christian A. Johnson Endeavor Foundation, Teagle Foundation, and the Arthur Vining Davis Foundation have also made substantial contributions to our curricular reform efforts.

A major renovation of Wheaton's arts facilities and restructuring of our arts education program during the earlier part of the decade prompted further generosity toward the college. Several major gifts from the Evelyn & Walter Haas, Jr. Fund, Gebbie Foundation, Arthur Vining Davis Foundation, Ford Foundation, and John R. McCune Charitable Trust, combined with grants of \$1 million each from the Kresge Foundation and the Shelby Cullom Davis Foundation, helped make this noteworthy project a reality. Equally impressive is the considerable amount of grant funding that has been awarded to faculty members working in the natural sciences. Robert Morris and Geoff Collins received a grant of \$144,677 from the National Science Foundation to establish a digital imaging facility on campus, the Imaging Center for Undergraduate Collaboration (ICUC). Collins was also awarded three NASA grants totaling \$462,891 for his planetary research. Most recently, Morris received \$223,950 in funding from the National Institutes of Health Academic Research Enhancement Award (AREA) program for molecular and cell biology research using the sea urchin model. Xuesheng Chen, in collaboration with Boston Applied Technologies, received three grants from the Department of Energy to support her research on optical laser ceramic materials. Our scientists have also attracted funding from private entities, including the Camille and Henry Dreyfus Foundation, George I. Alden Trust, and Merck-AAAS.

Faculty members in the Social Sciences and the Humanities have also received multiple awards. For example, several faculty members have received awards from the Whiting Foundation to advance their teaching through scholarly research that are undertaken abroad. Javier Trevino received a Fulbright Fellowship for research in Moldova. Kim Miller received funding from the Grants for University Teachers from Rotary International to support Women's Studies in South Africa. James Mulholland received a Junior Postdoctoral Fellowship from the Fox Center for Humanistic Inquiry at Emory University for "Sounds of Ink."

Following a grant proposal by Paula Krebs, the Andrew W. Mellon Foundation provided \$430,000 to Wheaton College as the lead institution representing the Association of Departments of English of the Modern Language Association for the establishment of the Summer Institute for Literacy and Cultural Studies (SILCS). This grant aims to increase diversity in doctoral programs in English, and eventually, in the English professoriate. The program includes a four-week institute and formal mentoring component to help students apply for and ultimately complete doctoral programs in English.

Wheaton College has benefited tremendously from several sizeable gifts from foundations that have provided general support. For example, over the course of the past decade, the Catherine Filene Shouse Foundation provided \$347,849 to support the original Filene Center for Work and Learning, now the Filene Center for

Academic Advising and Career Services. The Cleveland Foundation contributed \$1 million and the Keefe Family Foundation provided \$150,000 to establish endowed funds to support experiential learning fellowships within the Filene Center. The Shelby Cullom Davis Foundation provided \$392,000 to support global education, the Mars Foundation supplemented the Mars Faculty/Student Research Fellowship Program with a \$250,000 grant, and the William Randolph Hearst Foundation supplemented an endowed scholarship fund for minority students with two gifts totaling \$200,000. More recently, the Otto Haas Charitable Trust has awarded \$1.2 million to Wheaton in support of the Science Center, an endowed scholarship, and the annual fund, while the Cleveland Foundation has committed \$380,000 to in support of these same vital programs. The Thomas Anthony Pappas Charitable Foundation provided \$202,000 to renovate the Fitness Center and the George I. Alden Trust awarded \$150,000 to modernize classrooms in Knapton Hall.

Academic Freedom and Expectations

Wheaton has always protected and fostered the academic freedom of every member of its faculty regardless of rank or term of appointment. The provost in consultation with the Provost's Advisory Committee selects a Faculty Affirmative Action Officer (FAAO) who serves for a three-year period and who consults with each department concerning procedures related to searches and reappointments (See Faculty Legislation Part I, Section II N). The FAAO is expected to stay current with legal information regarding Affirmative Action standards and practices in order to deal with issues raised by faculty regarding discrimination on the basis of sexuality, gender identity, race, ethnicity or disability.

The college has defined expectations and processes to ensure that faculty conduct themselves in an ethical and responsible manner while complying with the established conditions of their employment and the mission of the institution. These are outlined in Faculty Legislation, Part I and II.

Academic Integrity

Academic integrity is at the core of our mission as a college. Together faculty and administration work to sustain and nurture an environment in which academic integrity thrives. The student Honor Code, though under scrutiny by students and faculty, continues to define one aspect of the academic and social life of our students. The code, which can be traced back to the honor system adopted in 1921, is incorporated into faculty legislation, and is the basis for all policy concerning the students' academic integrity. Signed by students at the matriculation ceremony during new student orientation, the Honor Code affirms:

As members of the Wheaton community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner that demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values. I accept responsibility to maintain the Honor Code at all times.

The provost's new-faculty orientation introduces faculty members to the college's commitment to the Honor Code as it pertains specifically to cheating and plagiarism. In May 2005 faculty expressed support for the code by voting to include the Honor Code statement and the criteria for successful completion of the course on their syllabus. Faculty may report violations of the Honor Code to the College Hearing Board, which has a clearly stated protocol on the web. There is some concern that we are not consistently applying appropriate sanctions to students who cheat or plagiarize since action is left to the discretion of the individual faculty member. Some faculty members handle their cases independently, while others choose to bring a student to the Hearing Board. In response to these concerns, SGA and faculty partnered in a full study of the code, administering a survey for faculty, meeting with departments about the Honor Code and running faculty workshops. The result was a Faculty Handbook to the Honor Code produced by the Honor Code

Commission, a group of students and staff, as a guide to best practices in applying and understanding the Code. The Handbook was approved through faculty vote at the May 1, 2009 faculty meeting. Next year the commission's efforts will continue, with an emphasis on understanding and living the Honor Code by applying it to the entire Wheaton experience.

Projections

This concluding section of the Standard on Faculty will summarize the issues already described in the preceding parts of Description and Appraisal, all of which contained specific recommendations. Here the projections will specify the general objectives we are challenged to meet.

Wheaton finds itself at a crossroads with respect to faculty staffing, recognizing that personnel costs comprise the lion's share of the budget in the academic division. We have a commitment to maintaining all tenure, tenure-track and continuing positions, though we need to develop an agile approach to where those positions reside. Needs and knowledge change, and our staffing must adjust accordingly. Similarly, we will need to determine to what extent we can maintain our 10:1 student-faculty ratio. The number of associate and other ongoing staff positions that have been converted to "faculty" status will remain in place only for as long as the individuals holding those positions remain at Wheaton. When those individuals leave the college, the positions are meant to convert to tenure lines that, like other tenure openings, will be assigned to departments based on need. The college will be challenged to find the funding needed to finance those conversions. Additionally, a commitment to continuing the Faculty Salary Plan or a variation thereof, while maintaining the five-course-per-year course load, poses further challenges.

The academic division will also find itself stretched by the ongoing need to provide funds for faculty research and course transformation, both of which are essential to maintaining a curriculum that is current and vital. Equally pressing is our need to fund comprehensive curriculum assessment that is thoughtful, inclusive and cyclical. We should designate an associate provost to guide assessment, so that we might refine evaluative processes to include summative as well as formative assessments. Such an approach will allow us to regularize and coordinate the feedback component of successful assessment loops, while maximizing our use of the data we already gather. Any analysis leads to the recognition that Wheaton faces challenges in securing resources to allow it both to preserve and to extend its success in providing innovative academic programs.