Impact of Full-Time Faculty on Degree Attainment

Our focus on inclusive excellence extends to the faculty and staff of our university. Efforts over the past three years have resulted in:

- The percentage of female faculty hiring in engineering increasing from 22 percent (2006-2008) to 40 percent (2009-2011);
- The 27 faculty hires in the Buchtel College of Arts and Sciences during 2012-2013 being 52 percent female, with 36 percent of those also being minorities;
- A customized HR workshop for search committees;
- Documented trends for faculty hiring enabling analysis on the diversity of applicants and interviewees for faculty search processes; and
- Faculty search expectations of diversity of applicants, finalists and new hires.

Going forward, we must continue to place a priority on a campus where inclusive excellence is about enriching the educational experience for our students in a welcoming environment.

Enriching the educational experience is further enhanced by early and frequent contact with full-time faculty. While we are increasing the percentage of upper division undergraduate student credit hours taught by full-time faculty, we also need to improve these percentages in General Education and lower division courses.

This academic year, the percentage of total student credit hours taught by full-time faculty increased to a three-year high of 53 percent. Looking forward, we will continue to assure that as many credit hours as possible are being taught by full-time faculty, as appropriate, in order to enable us to balance our reliance on part-time faculty to a number that appropriately meets our needs and maintains a level of flexibility in course delivery. Supporting our understanding is the completion of the Academic Program Review process, from which recommendations will be provided to the Board of Trustees to invest, maintain, merge or converge, disinvest or sunset academic programs.

Our focus on initiatives designed to support and increase numbers of full-time faculty, who embrace diversity, teaching and research excellence, recruitment efforts and persistence to completion initiatives, will result in the University attracting more academically prepared students. The effect will be amplified as we continue our trend of increasing the percentage of undergraduate student credit hours taught by full-time faculty.