

SENATE FORUM

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Your Academic Senate in 2004-2005

By John W. Bedell

This year we will focus on several issues and activities. They include “monitoring” the recruitment of 80 new tenure track colleagues, hosting conversations about civility on campus, and reviewing about half of our university policy statements (UPS). Why these issues and activities?

Monitoring Faculty Recruitment

We have lost many faculty members to retirements. Departments have not been allowed to replace all who have left. The 80/20 rule is alive and well. The rest of the faculty are doing much more service like thesis committees and fewer seem willing to get involved in campus service. We simply need more bodies to do the work of a major comprehensive university with a record number of students.

Conversations on Campus Civility

Students have complained that they are treated rudely in certain offices. Faculty members are tired of cell phones ringing during lectures. Faculty members have been offended by the substance and tone of correspondence dealing with the RTP process. Some commencements resemble toga parties in academic regalia. Are these “complaints” legitimate? Do we have a problem with civility on campus or are we just
Continued next page



Jack Bedell, Sociology, has chaired the Departments of Sociology, Child Development, and Electrical Engineering (pro tem). Jack serves on the Orange County Board of Education. He served three

terms as Chair of the Statewide Academic Senate of the CSU and currently is in his fourth term as Chair of the CSUF Academic Senate, the first person to be elected to a fourth term. Jack joined the faculty in 1969.

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grumpy? Are these complaints just elitist notions of privileged individuals who see those without an academic history as behaving badly? Does a faculty member coming to class in volleyball shorts, thong sandals, and a tank top set a tone for the class? Should he or she be surprised if students eat, drink, and take phone calls during lecture?

Reviewing University Policy Statements

We have almost 150 University Policy Statements. Some have not been reviewed since the 1970's. In fact, we have College (not "University") Policy Statements! Our review has revealed that many administrators, department chairs, and others had no idea we even had policies for their areas of jurisdiction. It is clear that some policies simply are not being followed. It is also clear that some are. In any case, we are looking at many in the relevant Academic Senate Standing Committees and in other venues. Our goal is to rescind where appropriate, modify where necessary, and then apply the policies to University operation. If you are involved in any policy statement review, my personal thanks for helping make the Academic Senate more current and responsive.

SENATE FORUM

The Senate Forum is a publication of the Academic Senate at California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues that the Senate addresses. Individuals are encouraged to respond to the materials contained in the Forum or to submit their own contributions.

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We have had a very difficult time getting people to serve on Committees. This reflects both the pressure on our junior faculty to establish themselves within their disciplines and a shrinking tenured faculty as well. We are looking at the size of committees and boards. We want to have opportunities for service, but we also want to maximize faculty input and not constantly go back to the same persons to contribute. That is unfair and not helpful to collegiality.

We are most thankful to Phil Vasquez and Drew Wiley of our Associated Students government. Thanks to their efforts, we have what could be a record number of students participating on Academic Senate Standing Committees.

Please attend a Senate meeting. When called to serve on a board or committee, please say yes. The University will be a better place because of your involvement. ☺

Improving Recruitment Rates: Faculty Flow Analysis and Recommendations

By Barry Pasternack

In December, 2000 the Academic Senate of the California State University created a Faculty Flow Committee to examine the issues of recruitment, retention, and retirement. This committee was created to respond to concerns that recruiting success in the CSU needed improvement, especially in light of the aging of the faculty. I chaired the committee, which issued its report in March 2003.

The committee examined recruiting success during the period 1998 - 2001. During this period campus recruiting success ranged from a low of 54.2% to a high of 94.0% and averaged 72.7%. In trying to understand this variation, the committee examined whether recruiting success was

dependent on the number of hard-to-hire searches (e.g. business) done or the cost of housing near the campus. In both instances there was no statistically significant relationship to success. The committee did find that starting salary significantly related to recruiting success, but surprisingly this relationship was negative (i.e. the higher the salary the campus offered the lower its success rate). This could possibly be explained by campuses, finding a low success rate in one year, increasing their salaries the next year and discovering that the relatively small level of increase did not affect their success rate.



In order to understand better why faculty chose to accept or reject offers, a telephone survey was conducted of 420 individuals who accepted offers and 114 individuals who rejected offers during the 2001/02 recruiting cycle.

Results showed that for individuals who *accepted* offers, the most commonly cited reasons were

- *location* (61%)
- *colleagues/faculty* (28%)
- *department* (24%).

For individuals who *rejected* offers, the most commonly cited reasons were

- *teaching load* (26%)
- *better offer elsewhere* (23%)
- *higher salary elsewhere* (22%)
- *spouse's/partner's career* (21%)
- *location and high cost of living* (38%).

Hence, we see that individuals who wanted to be in California tended to accept offers and those who did not tended to reject offers. Of course, we cannot do much about the location of the California State University.

The committee did ponder policies and procedures that could be accomplished and might favorably affect recruiting success. It recommended several procedural changes that should be done at the campus and system levels

as well as actions for consideration by the Board of Trustees. These recommendations and the complete report can be found at <http://www.calstate.edu/AcadSen/Records/Reports/FacultyFlowCmtReport.pdf>

Unfortunately many of the recommendations made by the committee require a commitment of resources. Almost immediately after the committee issued its report, California went into an economic crisis and recruiting success ceased to be an important issue. It is hoped that many of the non-fiscal recommendations made by the committee will be adopted by campuses and the Chancellor's Office and, as we emerge from our crisis, that the committee's recommendations that required funding sources will be considered for adoption. ☺



Barry Pasternack is a long-time member of the CSUF Academic Senate and a campus representative to the Statewide Academic Senate. In 2002, Barry was honored as recipient of Cal State Fullerton's Faculty Leadership in Collegial Governance Award. He is currently chair of the

Department of Information Systems and Decision Sciences.

Tenure/Tenure Track Faculty Headcount and Full-Time Equivalent Students (FTES) Cal State Fullerton, 1992-2002

Year	Faculty	FTES
1992	613	16,286
1994	580	15,414
1996	558	17,044
1998	549	18,538
2000	576	20,913
2002	612	24,633

Data from CSUF Institutional Research and Analytical Studies

Retaining High Quality Faculty: A CSUF Case Study

By Ellen Junn

In October of 2002, President Gordon established an ad hoc Committee to Support Untenured Faculty and Diversity (CSUFD) and charged the 20-member committee of senior and junior faculty and administrators to recommend programs and/or activities that would better support and retain probationary faculty with special attention to challenges faced by women and minority faculty.

The committee engaged in a number of activities:

- (1) read, reviewed, and discussed a large set of articles and research on a number of relevant topics;
- (2) developed, disseminated, and analyzed a survey for all untenured faculty on campus;
- (3) compared campus data with available national data; and
- (4) generated a set of strategies in multiple areas designed to improve the tenure process. For details regarding the reading list, meeting agendas, untenured faculty demographics, and survey results, please consult the full final report and other materials at <http://diversity.fullerton.edu/committees/president.htm>.

In sum, the committee recommended the following strategies:

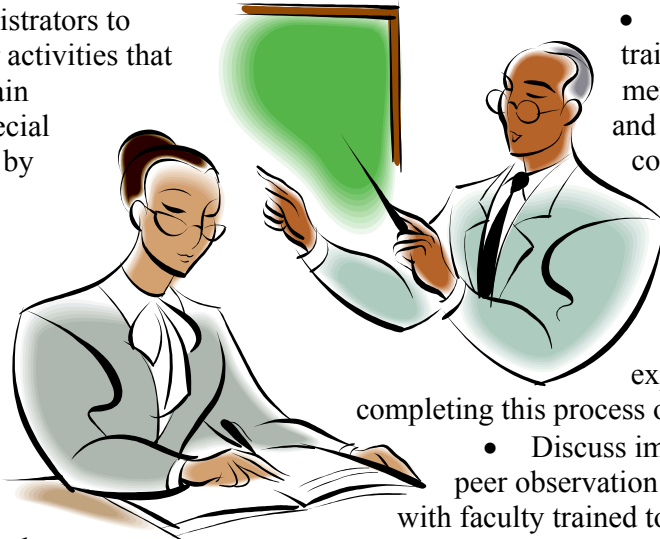
Strategies to Support Individual Faculty

- Develop and/or encourage a supplementary mentoring system for junior faculty.
- Support and encourage untenured faculty to form and join various untenured faculty

support organizations at the college or university level.

Strategies to Improve the RTP Process

- Strongly urge all departments to develop and adopt department/program/division-specific personnel standards.
- Clarify for junior faculty the mechanics of the file (e.g., submit materials in binders) in special workshops.
- Create a website with all RTP information accompanied by sample applications and all relevant documents.
- Implement an enhanced training program for faculty mentors, department chairs, and members of personnel committees.
- Discuss standardizing the administration of Student Ratings of Instruction (SRI) forms, exploring the possibility of completing this process online.
- Discuss implementing a campus peer observation of teaching program with faculty trained to observe and objectively evaluate classroom teaching and write a detailed assessment of teaching.
- Develop and include a welcome informational packet with important social and culturally relevant resources and services.



Strategies to Improve Student Understanding

- Partner with Student Affairs to publicize and enhance student understanding, responsibility, and constructive involvement in the evaluation of their learning and course instruction.

Strategies to Improve Institutional Support and Infrastructure

- Continue to provide probationary faculty with assistance (e.g., course releases) in their first two years on campus.
- Continue to emphasize the importance of providing new junior faculty with research lab

space, equipment and start-up funds, and money for grant and research-related travel.

- Continue to encourage the campus to make available accessible, affordable, high quality, accredited child care and other related family benefits to faculty.
- Examine all campus deadlines and consider changing or staggering deadlines for intramural grants to reduce overlap and conflicts.
- Produce a report tracking faculty progress in the RTP process while protecting faculty confidentiality.
- Survey newly tenured faculty members regarding their experiences.
- Conduct exit interviews of faculty members who leave our campus.
- Fund and collect the results of a second, more specific survey of untenured faculty. Consider administering this survey every 3 or 4 years.
- Establish a special fund in the VPAA Office earmarked to fund various proposals and initiatives in better assisting untenured faculty.
- Reconvene the CSUFD in one year to assess and review progress and make additional suggestions as relevant. ☺



Ellen Junn is Associate Dean of HDCS and secretary of the Academic Senate. She served as the founding director of the Faculty Development Center and

chaired the Committee to Support Untenured Faculty and Diversity. Her recent research focuses on teaching effectiveness, faculty development, and diversity issues.

Faculty Who Leave Early

By Peggy Atwell

One of the recommendations made by the ad hoc Committee to Support Untenured Faculty and Diversity was to conduct exit interviews with faculty members who leave CSUF before they are tenured. Following that suggestion, I invited each of the 18 probationary faculty members who voluntarily left last year to answer a few questions about their decision to leave. Six responded. Being cautious not to over-generalize, I can share some of what I was told.

Most who left had many positive things to say about CSUF and some were quite conflicted about their decision to leave. Only one individual seemed to have as much negative as positive to say about his/her time here.

Everyone reported that they will miss their colleagues, some will miss the diversity of our student body and one will particularly miss the support of his/her Dean. Only one individual reported that his/her department chair was not supportive and the department did not have a clear direction. Exiting faculty commended the types and level of technical and computer support faculty receive here and specifically mentioned the Faculty Development Center and its staff as being of great help to them. The Library and its effective interlibrary loan program were also praised.

Everyone said that the cost of housing here is prohibitive and that they expected to be able to buy a house (or a better, larger house) in their new communities. Several said they were moving to be closer to extended family and they expected better social support for their children.

“Most who left had many positive things to say about CSUF...”

“Everyone who left reported concerns about our tenure requirements...”

All respondents described their new position as an improvement or advancement. In most cases, the faculty member was offered a higher salary. All individuals reported that they would have a lighter teaching load through a schedule involving fewer or smaller classes. Several individuals noted that they would be teaching advanced students, including doctoral candidates. This was seen as an advantage over CSUF and a way to support their research. One individual reported that he/she would not teach at all but would be involved in research only. One person stated he/she would work primarily from home, with only occasional trips to campus, something seen as an asset.

Everyone who left reported concerns about our tenure requirements, although opinions varied. Some said that the requirements were too high and that the campus should expect excellence in teaching or research but not in both areas. One reported becoming stressed by the amount of committee work and service expectations in his/her department. Many thought the process was too time-consuming. One respondent, however, felt the expectations for tenure were too low and that the first narrative encouraged faculty members to set low expectations for their own performance as a protective device.

Finally, some reported that while the campus provided some social life, Fullerton and other nearby communities did not offer as much opportunity for single professional adults that they hoped their new communities would. ☺

Peggy Atwell is Associate Vice President for Academic Affairs and Professor of Reading Education. She joined the campus in 1993.

***Tenure/Tenure Track Faculty at CSUF Fall 2000-2004
Net Gains and Losses in Headcount***

	2000	2001	2002	2003	2004
New Tenure Track Hires	+53	+49	+64	+49	+9
Retired	-11	-9	-4	-8	-13
Resignations	-4	-9	-14	-13	-19
Other/Death	-2	-1	-2	-4	-1
New FERPs (0.5)	-5	-10	-14	-7	-9
FERP Ended (0.5)	-3.5	-7	-9.5	-6.5	-3.5
Net Gain/Loss	+27.5	+13	+43.5	+10.5	-36.50

Data provided by the Vice President for Academic Affairs. FERP is the Faculty Early Retirement Program.

Supports and Challenges

By Barbara Glaeser

As of August 2004, I have obtained the rank of Associate Professor. I was supported throughout the tenure process in many ways; however, there were great challenges as well.

Time for scholarship is a huge challenge. For the first four years at CSUF, my Department Chair negotiated three units of release time for faculty to implement research and work with graduate students. This was key to my ability to conduct research in local schools, to collaborate with other faculty on research projects, to write grants, and to publish. Unfortunately, this wonderful gift was lost with the State budget cuts. I think this is a serious problem with the CSU system, and one that must be reconsidered if we are to attract high-quality faculty. In the time I have been at CSUF, I can name at least four professors who considered CSUF but did not take a position, or took a position and then left after only a year due to this heavy course load and the resulting lack of time for research.

Faculty members have easily accessible funding for research and publication through intramural grants and summer stipends. Through these grants I was able to complete many projects which resulted in publications. In addition to the tremendous support of my department colleagues, the College of HDCS, in collaboration with the Faculty Development Center, put on “brown bag” workshops for untenured faculty. These gatherings provided details on the tenure process, including how to write a portfolio, balance teaching and research, and maintain a solid research and publication agenda. I found these workshops timely, informative, and sustaining during my untenured years.

The greatest challenge to hiring and retaining faculty in the College of Education is the disparity in pay between faculty at CSUF and other universities and professionals in the field. My salary would be doubled if I took a position as an administrator in any school district in California. During my first two years at CSUF, I had untrained teachers in my classes who made more than I did! Earning tenure is not rewarded financially. My paycheck rose by a whopping \$370 per month. There is a saying that teachers teach for the love of the profession not the money. Unfortunately, this is true, and will continue to make it difficult for our university to attract the kind of faculty we need to remain a competitive institution of higher education. ☺

Barbara Glaeser, Department of Special Education, joined CSUF in 1998. Her research interests include reading and writing interventions for students with learning disabilities (LD), web-based learning for adults with LD, and teacher education.



A Newly Tenured Professor's View of the Process

By Kristi Kanel

I am tenured now due to the cooperation and support from administration and other faculty at CSUF, where acquiring tenure is encouraged if not down right micromanaged.

The expectations for obtaining tenure are made very explicit, and are appropriate and realistic. If

one is to be a professor at a prestigious university such as CSUF, one must be an excellent teacher, complete scholarly and creative activities appropriate to one's discipline (as determined by one's discipline) and participate in service to a variety of organizations. If one cannot do these things, one shouldn't be tenured. So don't apply for the job if you aren't willing to do these things. Every job has job duties, and these are ours. They are made clear and are evaluated objectively by friendly faculty and administrators who will do almost anything to ensure those who desire are tenured.

I was especially grateful to the time spent by colleagues in reviewing files and in being supportive through the process. As a newly tenured faculty member myself, I now understand why. The more tenured faculty in the department, the more duties that require tenured faculty can be shared, leaving faculty less exhausted. Yes, it's true. I am busier now as a tenured faculty member than I was during the tenure process! ☺



Kristi Kanel, Department of Human Services, earned her doctorate at the University of Southern California. Her research interests include reactions of crisis workers, crisis intervention training, pedagogy for counselor education courses,

special needs and interventions for Spanish speaking families, and enrollment management and outreach.

Recruit and Retain

By Rhonda Allen

Recruit and retain. As a recently tenured faculty member and a woman of color, I find myself drawn to such topics of recruitment and retention especially directed at women and minorities. I have studied enough public organizations to know that those agencies that truly desire to recruit and retain the brightest and best, including individuals from underrepresented groups, will do so. There is so much rhetoric about what organizations need or want to do, yet there is rarely any substantial action.

Pasternack's and Junn's summary of faculty flow and recruiting high quality faculty was food for thought, but left me thinking to myself – okay, now what? Who is taking the lead? Who is monitoring the process? Who is monitoring the progress? What is the level of commitment? What do we hope to accomplish? What is the ultimate goal? Will CSUF achieve the desired outcomes before I retire? As always, actions speak louder than words. ☺

Rhonda Allen, Political Science and Criminal Justice, joined the faculty in 1997. She is currently Director of the Faculty Development Center. Her research interests include impediments to change and organization development and change. Her teaching interests include public management, leadership, and human resources.

