Senate Forum

Enhancing the Academic Life of the Mid-Career Professional

Lynda Randall

This issue of the Senate Forum examines the status of mid-career faculty on our campus. The goal was to illuminate the unique demands of this career stage and the kinds of support systems that are needed to sustain vitality and productivity. The mid-career stage of faculty life merits attention because it is the longest, and typically most productive, stage of the academic career. During this period, faculty members often produce their best and most prolific work in teaching, research, and service. And as the largest segment of the professoriate, this group deserves consideration simply on the basis of sheer numbers.

Until quite recently, the middle career years of higher education faculty lives have been largely understudied. Universities have traditionally focused on providing support for early-career faculty and ensuring success in retention and tenure. But a growing body of evidence demonstrates that the professional development needs of faculty vary according to career stage. Mid-career faculty face a defined set of challenges requiring particular kinds of support. Increasingly, colleges and universities across the country have begun to design institutional support programs such as targeted training and reward structures to address the needs of mid-career faculty.

A major obstacle to interpreting the literature on "mid-career faculty" is the absence of a clear definition of the term. The stages of early, middle, and late career have been categorized according to rank (assistant, associate, full), tenure status, life stages (age ranges), or years of service within the university. We might describe our own faculty composition according to these

dimensions to gain a better viewpoint. Of the 656 full-time faculty employed at Cal State Fullerton, 390 (or roughly 60 percent) are tenured and 256 (about 40 percent) are untenured. The distribution of faculty across ranks was not available for this report, but these numbers would have important implications for institutional planning. The median age of our faculty is estimated at 48, and almost 35 percent of the full-time faculty is within the age range of 50 to 60 years old.

Many of the unique demands experienced by mid-career faculty relate to increased workload, salary compression, and the need for ongoing support of intellectual creativity and productivity. These demands often coincide with the typical crises of mid-life such as supporting children through college or caring for aging parents. At the same time, mid-career faculty receive less institutional support in the form of release time or opportunities for intramural grant funding.

Mid-career faculty often experience heavy workloads as a result of increased responsibilities in teaching, mentoring, and committee service. They may be expected to teach larger classes or more class sections in order to reduce teaching loads of newly-hired faculty. Increased workload also stems from the demands for veteran faculty to serve on departmental, college, and university committees. Departments tend to rely heavily upon mid-career faculty to serve on recruitment and personnel committees, as well.

Salary compression tends to undermine morale as the gap between salaries at top steps and those at lower levels is continually reduced by higher starting salaries. Additional evidence of salary compression can be found in comparisons of CSU faculty salaries to those at other universities. The CPEC gap, which describes the disparity between CSU faculty salaries and those of comparable institutions, has almost doubled overall in the last three years. The average for all ranks was estimated at 16.8% in 2005-2006, but was highest for full professors at an estimated 25.5%.

Salary compression has been compounded by a history of lean budget years with negligible salary increases. For example, CSU faculty salaries rose by an average of 6.2% between
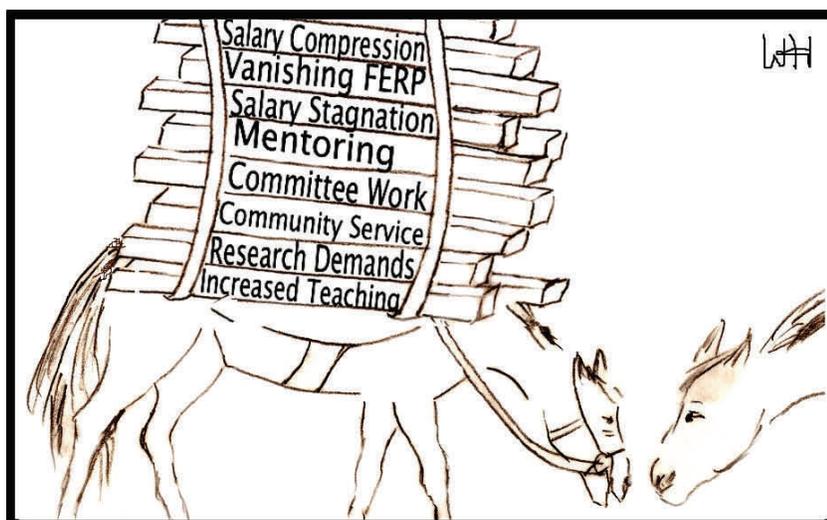
When I mention the straw that broke the camel's back,
all they say is - but you're not a camel!

1981 and 1989, as compared to 3.1% between 1990 and 1999, and 2.3% between 2000 and 2006. Another concern of many mid-career faculty is the recent effort by the CSU to reduce or eliminate the Faculty Early Retirement Program.

Although workload and salary issues are important to mid-career faculty, perhaps the most critical source of institutional support is professional development. Many universities across the country have begun to recognize the needs of mid-career faculty for systematic support, recognition, and targeted professional development. For example, the University of Illinois-Chicago offers brown bag lunches for dialogue among mid-career faculty, and the University of Minnesota recognizes prominent mid-career faculty with distinguished teaching awards. At the University of Toronto, professional development programs are differentiated as the "Stepping In Program" for new faculty, and the "Stepping Forward Program" for mid-career faculty. Mid-career training programs focus on enhancing creativity and sustaining vitality, while recognizing and rewarding professional development service activities on a par with research and publication.

In addressing the professional development needs of mid-career faculty on our campus, we might begin by asking this group what kinds of experiences they think would best meet their needs. Brief surveys and focus groups could provide a vehicle for input and dialogue. An analysis of sabbatical and intramural grant funding resources is also warranted in light of the trend toward greatly increased faculty hiring. Competition for these awards will inevitably rise sharply over the coming years.

In this issue of the *Forum*, contributors examine the status of sabbatical leaves, the

Faculty Early Retirement Program, and evidence from a recent survey of workplace conditions of lower satisfaction among mid-career faculty members. Hopefully these articles will prompt discussion and debate within the campus community, and will ultimately lead to institutional responses that ensure adequate resources and programs to target specifically the mid-career faculty cohort. An additional contribution explores the germane topic of dysfunctional departments.

Lynda Randall is a Professor of Secondary Education. She joined the faculty in 1990, and has since taught a variety of teacher preparation courses at the undergraduate and graduate levels. She currently serves the Academic Senate as Secretary and as Editor of the Senate Forum.

Cartoon illustration by Walter Hettich.

Dr. Hettich is Professor Emeritus. He retired from the Department of Economics and the FERP program in July 2006. Among his recent publications is the paperback edition of Democratic Choice and Taxation *(with Stanley L. Winer), issued by* Cambridge University Press in 2005.

A Historical Overview of Sabbatical Leaves

Scott Hewitt

Sabbaticals provide faculty with opportunities to focus on their scholarly activities, learn about new areas of research, improve their teaching, reflect on their careers, rejuvenate themselves, and improve their contribution to CSUF. We must go through a competitive process every seven years to obtain a sabbatical (we apply in the sixth year after being hired or six years after our last sabbatical).

Sabbaticals are not automatically granted every seven years. The Professional Leaves Committee evaluates sabbatical proposals and makes recommendations to the President. President Gordon ultimately decides who will receive sabbaticals. The Collective Bargaining Agreement mandates that President Gordon fund a minimum of 30 sabbaticals per year. As of this year, the President has committed to funding 35 sabbaticals per year (due in part to a University Planning Initiative proposal submitted by former Academic Senate Chair, Jack Bedell).

The contract distinguishes between three types of leaves. Type A are one-semester sabbaticals that are fully funded by the University. Type B are one-year sabbaticals that are funded at half salary by the University. There are also difference-in-pay leaves. Faculty with larger salaries, typically mid-career and senior faculty, will usually take a difference-in-pay leave instead of a Type B leave because the difference-in-pay leave provides them with a larger salary. The difference-in-pay leaves are funded through a different pool of money and are not reviewed by the Professional Leaves Committee. The historical data shown in the table that follows and the ensuing discussion focus on Type A and Type B leaves.

As shown in the table, the number of proposals submitted over the last eleven years has varied considerably from 32 to 61 annually. Applications over the past two years have shown an increasing trend. This trend does not appear to correlate with the number of tenured faculty, but does show a modest correlation with new hires six years prior to applications being submitted (most faculty submit their first leaves application in their sixth year). Correlations are obscured for several reasons: faculty higher up on the pay scale sometimes take difference-in-pay leaves and thus drop out of the competition for Type A and Type B leaves; individual faculty often delay sabbaticals for various reasons; when leaves are denied, that could lead to an increase in leaves applications the next year. Conversely, faculty members denied sabbaticals may become discouraged and stop applying for leaves, thus decreasing future applicant pools.

CSUF has awarded more than the minimum number of leaves each year. However, in 4 of the last 10 years, the University has clearly not awarded a sufficient number of leaves (some of our colleagues would say in 8 of the last 10 years). If only 35 leaves are awarded in this next round, then one-third of the faculty who applied this year will be denied a sabbatical. Looking at the number of new hires in recent years, I predict that the number of applications will remain well above 35 in the next few years, and will jump to numbers not seen in the past decade when this year's new hires apply for their first sabbaticals in 2012.

The number of sabbaticals is a bargaining issue. I hope that CFA will increase the minimum number of sabbaticals awarded each year through the collective bargaining process. In the meantime, I hope the Administration is continuing to work to find new funds to further increase the number of sabbaticals awarded in the future. It is in the best interest of our faculty, our students, and the University as a whole for deserving faculty to receive sabbaticals on a regular basis.

CSUF Sabbatical and Tenure-Track Hiring Data				
Applied in Fall of	Number of Applications	Number of Awards/ Percent of Applicants	Tenured Faculty	Number of Hires 6 Years Ago
2012	N/A	N/A	N/A	93
2011	N/A	N/A	N/A	65
2010	N/A	N/A	N/A	9
2009	N/A	N/A	N/A	49
2008	N/A	N/A	N/A	64
2007	N/A	N/A	N/A	49
2006	54	TBD	360	53
2005	53	32 / 60%	366	37
2004	34	34 / 100%	387	36
2003	43	33/ 77%	394	16
2002	39	32 / 82%	401	17
2001	35	35/ 100%	407	10
2000	32	31 / 97%	431	9
1999	56	32 / 57%	453	7
1998	42	35 / 83%	467	21
1997	51	34 / 67%	465	33
1996	61	36 / 59%	479	48

Scott Hewitt is a professor of chemistry. He and his research students study how hydrocarbons react in air (smog), combustion systems (incinerators), archaeological samples (Olmec tar), and biological samples (aging). He is an avid Titan baseball fan and mountain ultrarunner.

The Present State of the CSU Faculty Early Retirement Program

James Friel

The program commonly referred to as FERP began in the early '70s and was initiated as a benefit to provide faculty a financial incentive to voluntarily retire. It has been modified several times since its inception. FERP became subject to collective bargaining in 1983 and has been an issue in every contract since that date. Basically, the CSU has been trying to eliminate or reduce the program, whereas the CFA desires to maintain the program as a benefit to faculty. FERP as we know it now reached its present form in 1995 when a mandatory retirement age was eliminated.

> *"Basically, the CSU has been trying to eliminate or reduce the program, whereas the CFA desires to maintain the program as a benefit to the faculty."*

The present FERP program allows faculty to teach either half time each semester or full time one semester for each year for up to five years, with at most one leave of absence for medical reasons only. The faculty member chooses the non-teaching semester in consultation with the department chair and with approval by the President. The faculty member has the rights and responsibilities of full-time faculty while active in the program. The five years are to be consecutive unless otherwise specified.

Records were not kept before 1995 because there were very few faculty participating in the program. Data have been kept by the Chancellor's office and by the Fullerton campus since 1995. Data available from the Chancellor's office show that in the period from 1996-97 to 2004-05 there were 4,542 retirements system wide with 2,642 of these via the FERP. Thus for this period approximately 58% of the retirements come from FERP. Data are not available to show the percentage of faculty who stay the full five years. The data do show that the percentage of FERPers has generally risen from around 42% at the beginning of this time frame to a high of 78% in 2004-05 (although there was a significant drop in 2003-04 because a Golden Handshake was offered that precluded participation in FERP). Separations for reasons other than retirement constitute about 30%.

Benefit to Faculty Members

The benefit to the faculty member is quite clear: FERP is an optional program and the existence of the program allows faculty to consider retirement earlier than if the program were not available. Entering FERP allows a faculty member to ease into retirement while still being a member of the University community. There is no downside to the FERP program from the point of view of a faculty member; participation is voluntary, and one can discontinue service at the end of any year within the 5 years.

George Diehr, a CSU San Marcos professor of management science and CalPERS board member, states that about 50% of retiring faculty participate in FERP and stay an average of three years in the program. On the Fullerton campus, President Gordon has observed that those who select the option to teach full time one semester tend not to stay

the full five years, while those who teach half time both terms tend to stay five years.

Benefit to the University

With the elimination of a mandatory retirement age, there is a tendency for some to put off retirement, perhaps staying longer than is beneficial to the University. A major benefit to the University is that the FERP is an incentive for faculty to retire. In recent years, faculty recruitment has been problematic, particularly at the urban campuses. Hence, anything that can be offered to faculty to help in recruitment and retention of faculty benefits the system.

Another benefit to the University is the ability to plan; once faculty members have entered the FERP, their dates of retirement are set within small bounds, so decisions on replacement of faculty can be made in a timely manner. There is another benefit that is more difficult to quantify yet important nonetheless. With the elimination of a mandatory retirement age, there is a tendency for some to put off retirement, perhaps staying longer than is beneficial to the University. Many faculty members have indicated that because of the FERP program, they have retired much earlier than they would have otherwise.

Cost of the Program to the University

So, what is the cost of the program? Diehr gives an example of the cost saving to the University for a faculty member over a six-year period. Savings occur via reduced replacement cost for the teaching component of the position and the fact that the CSU makes no contribution to PERS, because the individual is retired. In addition, the state takes over paying the employer's share of the health care premiums. These cost savings can vary considerably depending on whether the faculty member's reduced teaching load is covered by part-time faculty, by a full-time lecturer or by a new assistant professor at a lower salary than the faculty member on FERP. To summarize, over a six-year period, the savings could be considerable, again depending on how long the FERPer stays in the program. Under most reasonable scenarios, the CSU saves money on a FERP faculty.

But other costs must be considered. First, one faculty member on FERP is consuming one- half of a position; therefore, the University cannot proceed to hire a full time faculty tenure track replacement until the full position is open. Within one department, two faculty members on FERP could allow for one replacement but the other position could not be filled until later. However, two half-time positions in two different departments would not allow for a replacement position. A large institution could have quite a few potential openings tied up in FERP positions. There is a loss of flexibility in terms of money and/or positions in having these resources unavailable for other uses during a possible 5-year time frame. At Fullerton, for example, in 1995 10 positions (20 people) were in FERP. This number grew steadily to 44 positions in FERP in 2006-07.

Another problem arises within a program if too many experienced full-time faculty members are on FERP and are not available to serve on hiring and personnel committees. Mid-career faculty can be particularly over burdened if older faculty are on FERP and the younger faculty are concentrating on teaching and research.

Conclusion

More complete information about the FERP program needs to be collected and maintained. The data available on our

campus is fairly complete but does not allow answers to all questions one would like to ask. The information from the Chancellor's office is less specific. A more complete analysis that took into account how long faculty members actually stay in the program would allow for a more thorough analysis of the actual costs. Written statements regarding the arguments against maintaining FERP in its present form are non-existent or unavailable.

It is important that young and mid-career faculty are aware of the benefit of FERP and monitor potential changes through the bargaining process. Eliminating FERP has no clear rationale at present. Some adjustments may be necessary, but potential difficulties should be resolved through the bargaining process.

References

Crist, W. (2001). Faculty benefits and retirement: Save young, live long, and prosper. NEA Almanac of Higher Education, 87-89.

Diehr, G. (2005). The CSU administration's attack on FERP: Another backward looking proposal. California Faculty, IX(3): 10-11.

Jim Friel is a Professor Emeritus in the Department of Mathematics. Before retiring in 2004, he served eight terms as Department Chair. He currently serves as President of the Emeritus Faculty.

What's Up With All This Paper?

Can We Learn Anything from The Decline of the Ottoman Empire?

Bill Haddad

As I sit here contemplating all the time spent in the last twelve months writing reports, my mind turns, *naturally*, to the fall of the Ottoman Empire.

I estimate that my colleagues in History and I have written dozens of reports in the past twelve months: a program performance review; an annual report (with seven appendices) of the Department; an annual report for the University committee I chaired; individual self-evaluations; individual evaluations of all forty part-timers; fourteen portfolios and reviews, evaluations and recommendations on them; five post-tenure faculty reviews; an assessment report on how we are evaluating our teaching; reports recommending (defending) four hiring decisions with each report containing ten separate filled-out forms and documents; nine market equity report requests that each required a committee and chair report and recommendation, and on and on.

Probably together they are as long as Gibbon's *Rise and Fall of the Roman Empire.* And probably like Gibbon, no one has read them.

But I digress. Why does the writing of all these reports remind me of the fall of the Ottoman Empire? As the Empire declined in the nineteenth century, Istanbul was unable to change with the times. Rather than deal with root issues, such as how to respond to threats

and reward competence, the ruling elite instead demanded that everyone write more and more reports. The flow of paper into the capitol literally overwhelmed everyone's ability to read them. As a result a huge warehouse was built, and as the reports arrived they were packed off to the repository, unread. Ultimately, the Ottoman Empire fell in World War I. During the course of the war, the citizens of Istanbul sacked the storehouse and burned the paper in their homes for warmth.

This story may have two lessons for us:

- The demand to spend more and more time <u>reporting</u> on what we are paid to do instead of doing it may be a sign of the decline of an institution, and more hopefully,
- Someone in the future may at least be kept warm by our efforts.

Bill Haddad is Professor and Chair of the Department of History. He was recently honored by our sister institution in Nürtingen, Germany, with the first "Outstanding Achievement in International Education" award.

Chair's Message

Access and Excellence as the University Turns 50

Diana Guerin

"Access and Excellence" is the title of the new strategic planning process initiated by the Board of Trustees in September 2006. We will be hearing more about this process over this academic year, as campus presidents are charged with leading conversations at their campuses that involve "the multiple constituencies that define the University and its mission." You can find out more about this successor to Cornerstones (the CSU strategic planning process of the 1990s) by consulting the URL cited in the references.

How is CSUF doing in terms of access and excellence as it reaches its 50th anniversary?

Judging by growth in enrollment over the past approximately 15 years, CSUF has excelled at providing access: our number of full-time equivalent students (FTES) has increased by over 9,200—from 16,286 in fall 1992 to 25,514 in fall 2005. That is an increase of over 60% in FTES. A concern of many faculty members on campus, myself included, is the extent to which we can maintain excellence in the face of such rapid growth. Important initiatives launched last year can begin to give us some indication of where we stand in terms of assessing and achieving excellence and help us triangulate a direction for the future.

Under the leadership of former Senate chair Jack Bedell, an ambitious process to determine methods to assess academic quality was initiated in fall 2006. The Vision

Committee on Academic Quality (VCAQ) was charged with reviewing policies and procedures used by other institutions of higher education to define, assess, and monitor academic quality and to recommend markers of academic quality at CSUF. The VCAQ report later this year will help focus this important campus conversation on how we define and monitor academic quality at CSUF. External pressures toward accountability and new requirements in WASC accreditation make the work of the VCAQ particularly timely.

One necessary ingredient of excellence in the classroom is a cadre of highly qualified faculty members committed to the mission of the university. President Gordon's commitment at last year's convocation to recruit 100 faculty members each year for the next 5 years is a second initiative central to maintaining excellence. As shown in the figure on the next page, as FTEF grew between 1992 and 2005, the number of permanent faculty (tenured and tenure-track) remained essentially flat at approximately 600. In fact, between 1992 and 2005 the number of permanent faculty declined by 11 faculty members, dropping from 613 to 602. Restoring the ratio of permanent faculty to 75%, a goal set out in ACR 73 (which produced an agreement that was signed by the leadership of the CSU, CFA, and CSU Academic Senate), is an important step toward excellence. Bringing 93 new tenure-track faculty members to campus this fall is an impressive beginning to this ambitious plan.

Most of us would agree that employee morale and satisfaction impact the experience of everyone in an organization, including not only the employees themselves but also those

served. The initial report of the faculty survey conducted by CFA Fullerton Chapter last spring showed that faculty respondents agreed they were satisfied with CSUF as a workplace overall (the average was 4.4 on a scale of 6). However, faculty respondents also indicated some clear areas of dissatisfaction: topping the list (equal to or perhaps even higher than dissatisfaction with faculty salaries) was dissatisfaction with the preparation of undergraduate students. Also observed was dissatisfaction with the emphasis on student ratings of instruction, the amount of support for scholarly and creative activities, parking availability, campus cleanliness, and food service. Some of these concerns fall within the scope of the Academic Senate and provide direction for the Academic Senate and its committees.

"Thus, both progress and challenges are evident in our quest to maintain excellence."

Thus, both progress and challenge are evident in our quest to maintain excellence. One of the goals of this year's Academic Senate Executive Committee was to strengthen shared governance and to build a sense of community. Thus far we have organized an orientation to the Academic Senate, provided additional support for standing committee chairs, and regularly shared highlights of Senate meetings with the campus community. An important priority for the remainder of the year is facilitating a campus conversation about the costs and benefits of campus growth and how to provide both access and excellence to all of the university's stakeholders. On behalf of the Executive Committee, I invite you to join us in these important discussions about our university's future.

Composition of CSUF Faculty

Faculty Headcount vs **Academic Year**

Legend: ■ Tenured ■ Tenure-Track ▨ Temporary
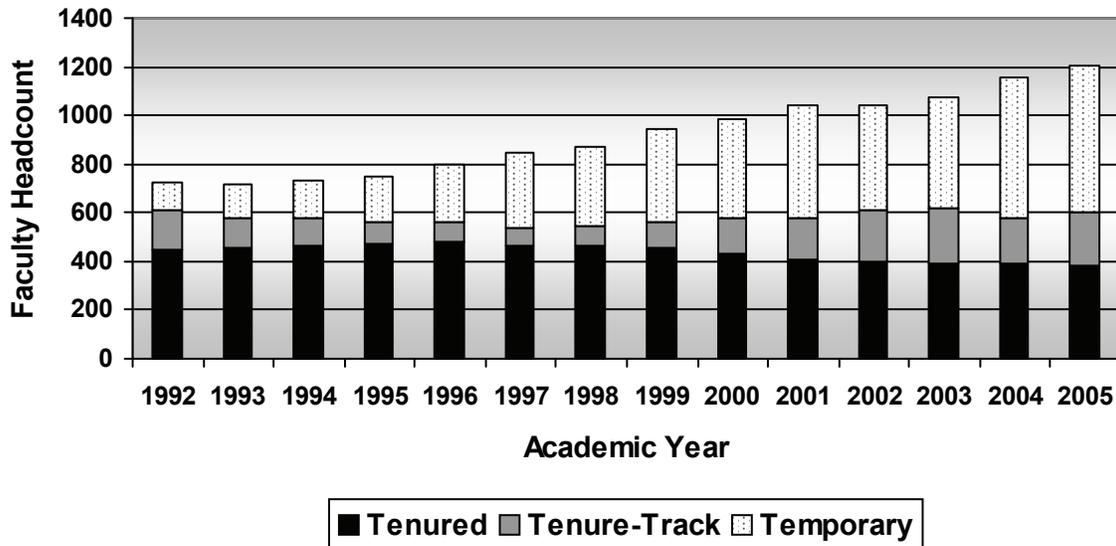
Source of FTEF data: Trends in FTES Targets, FTEF Allocations & Budgeted-Resulting SFR (1987-88 to 2005-06) http://www.fullerton.edu/analyticalstudies

Source of Faculty Headcounts, Tenured and Tenure-Track: Trends in Selected Faculty Statistics (Fall 1992 to Fall 2005) http://www.fullerton.edu/analyticalstudies/FacultyFTEFandHeadcountHistory

For a description of Access and Excellence: http://www.calstate.edu/acadaff/System_Strategic_Planning/AccessAndExcellence.shtml

For information about the VCAQ:
http://www.fullerton.edu/senate/senate_forum_newsletter.htm (Fall 2005, Issue 1)

Diana Wright Guerin, Professor of Child and Adolescent Studies, joined the faculty in 1988. She is one of three campus senators to the CSU Academic Senate and also an elected campus delegate to the CFA Assembly.

Quality of CSUF as a Workplace for Faculty

Perspectives of Tenured and Tenure Track Faculty

G. Nanjandappa and Mahamood Hassan

In May 2006, CFA Fullerton Chapter conducted the first annual survey on the "Quality of CSU Fullerton as a Workplace for Faculty." The dual goals of the survey were to (1) assess the general level of faculty satisfaction and morale and (2) identify strengths of our campus environment as well as weaknesses that may undermine the morale/satisfaction of faculty members.

Method

A committee (CFA Fullerton Chapter Board members Guerin, Hassan, Liverpool, Michalopoulos, and Nanjundappa) compiled the survey questionnaire. A focus group of 15 CSUF faculty volunteers evaluated the instrument in April 2006 prior to its use. The final version of the instrument was mailed to all Unit 3 members: tenured, tenure-track, full-time and part-time temporary faculty, coaches, counselors, and librarians during the last week of April. A total of 421 members responded (21% response rate), and they represented the following groups:

Group	n	Percent
Tenured (T)	98	23.3%
Tenure-Track (TT)	69	16.4%
Full-Time Temporary Faculty (FTT)	45	10.7%
Part-Time Temporary Faculty (PTT)	125	29.7%
Coaches, Counselors, Librarians	9	2.1%
Declined to State	75	17.8%
Total	**421**	**100**

However, nine of the questionnaires returned were inadequately completed and are not included in our analysis. A summary of the overall results of the remaining 412 respondents was presented during September 2006 at the CSUF Academic Senate and at a CFA Special Meeting for all CSUF Faculty.

Overall Satisfaction Index

On average, respondents agreed that CSUF is a satisfactory workplace. A composite Overall Satisfaction Index was created by combining nine items based on the results of a factor analysis of items 1 through 20 of the survey. The average Overall Satisfaction Index was 4.4 with a range of 4.1 to 4.8. Figure 1 shows the Average Overall Satisfaction Index for several faculty groups (coaches, counselors and librarians are combined with those who declined to state due to their small size). The average rating for the Overall Satisfaction Index indicated that faculty members "slightly agreed" to "agreed" with statements about CSUF as a satisfactory workplace and enjoying their work at CSUF.

We interpreted scores averaging above the midpoint (3.5 on the 1 to 6 rating scale) as indicative of satisfaction. Further analyses showed that 72% of permanent faculty (tenured and tenure-track) and 89% of temporary faculty rated their experience at CSUF favorably. No significant differences in overall satisfaction were attributable to gender, rank (assistant, associate, professor), or tenure status (tenured/tenure-track), all p-value's greater than 0.05.

This follow-up report takes a closer look at permanent faculty with a focus on working conditions that either support or undermine faculty satisfaction. Responses of 98 tenured and 69 tenure-track faculty, giving a total of 167 permanent faculty (40.5% of the 412 respondents), were analyzed. We compared

permanent faculty members' average rating of each item to their average rating across all 76 items of the survey (3.96) using a single-sample t-test.

The analysis reveals which items the permanent faculty members rated significantly higher or significantly lower relative to their average satisfaction level. We first list those items permanent faculty rated relatively higher than their average rating to identify sources of satisfaction; however, we focus our comments on areas of relatively low dissatisfaction in hopes that improvements will be forthcoming. In the third analysis, finally, we compare the perceptions of tenure-track faculty to those of tenured faculty members.

Areas of Permanent Faculty Satisfaction

Faculty members' relative satisfaction with their workplace was indicated on 33 items, questions ranging from "Overall, my work life at CSUF is fulfilling" (Item 7) to satisfaction with the "Academic Senate Office" (Item 75), as shown in Table 1. The most notable items are:

Employment Benefits. The permanent faculty is satisfied with employment benefits relating

to health care, retirement and job security. Our colleagues enjoy these benefits which are among the best in the nation. Both morale and satisfaction levels affect the quality of life of our colleagues presently and during their retirement.

Gender Relations. There is a great deal of satisfaction with the quality of working relationships between male and female colleagues. They perceive that they interact with each other with professionalism, collegiality, and mutual respect.

Personal Safety in the work environment is essential to the well-being of the faculty at the workplace. Our permanent faculty members have expressed strong satisfaction regarding their personal safety on campus.

Deans and Faculty Development Center. Permanent faculty acknowledged the leadership provided by college deans and the services provided by the Faculty Development Center (FDC). Our colleagues value the role of their college deans in their daily work life. They also value the services provided by the FDC. They perceive these services are important for their professional development.

Pollak Library. Our colleagues appreciate the services provided by the staff of the Pollak library and the convenient operating hours. Services such as access to books, journals, and electronically stored information help faculty members to perform their teaching and scholarly activities expeditiously.

Other Services. Our permanent faculty also acknowledged satisfaction with the services provided by the Information Technology Department, Disabled Student Services, Public Safety, and the Office of Student Judicial Affairs.

Figure 1
Average Overall Satisfaction Index
For Each Faculty Status Group and Total Sample

Faculty Status	TT	T	PTT	FTT	Other	All
Group Mean	4.2	4.1	4.8	4.7	4.2	4.4
Number	98	69	125	45	75	412
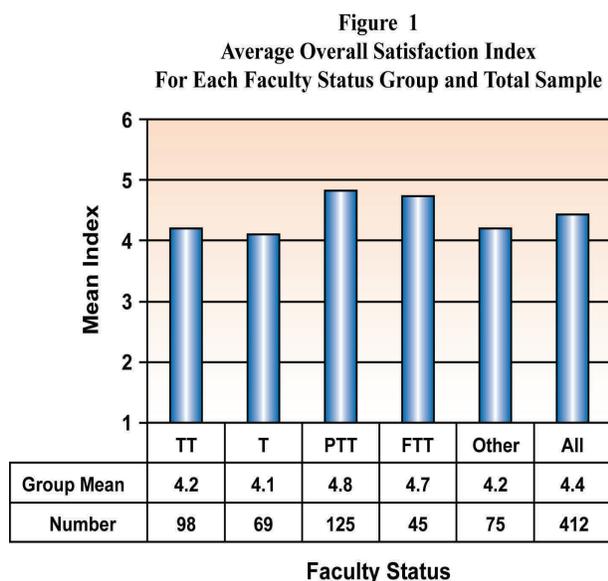
Areas of Permanent Faculty Dissatisfaction

Besides expression of satisfaction with numerous items, the permanent faculty also expressed relative dissatisfaction on 19 items, on questions ranging from the "Sense of community at CSUF is strong" (Item 3) to satisfaction with the "Office of Faculty Grants/Contracts" (Item 73), as shown in Table 2. The more notable items are:

Salary and Workload. As we all know, these are the most problematic issues in the contract negotiation between CFA and CSU administration. Unfortunately, CSU administration's salary proposals do not adequately address the widening salary gap, and we believe that the CSU is not negotiating in good faith. There is also dissatisfaction with the workload in terms of the number of classes our colleagues are required to teach and the number of students per class. Like salary, workload remains an unresolved issue due to CSU administration's unwillingness to negotiate in good faith. Therefore, CSU administration's failure to resolve these issues undoubtedly affects the work life of our colleagues.

Student Preparation and Student Rating of Instruction (SRI). Permanent faculty expressed a great deal of dissatisfaction with the quality of undergraduate and graduate students' preparation for university level education (especially the undergraduates) and the emphasis placed on Student Ratings of Instruction (SRI). SRIs are used at CSUF to evaluate teaching effectiveness in retention, tenure, and promotion (RTP decisions). In our opinion, the heavy emphasis placed on SRI data is unacceptable and unjustifiable considering that the evaluation instruments have not been tested for reliability and validity and they are completed anonymously by students who are inadequately prepared for university level work.

Scholarly and Creative Activities (SCA) and Professional Development. Permanent faculty expressed concern regarding the support they receive for scholarly and creative activities (SCA) and professional development. In light of the greater emphasis placed on the quality and quantity of scholarly accomplishments, the faculty feels that the university's expectations are unreasonable in many respects.

Consultation and Communication. Permanent faculty showed substantial dissatisfaction with CSUF administration's communication practices and decision-making process. Faculty would appreciate a greater role in shared governance and the dissemination of relevant information in a timely manner.

Faculty Morale, Sense of Community, and the Direction CSUF is Headed. Permanent faculty reported problems of morale, concerns for an inadequate sense of CSUF community, and doubts of whether the university is headed in the right direction. The lack of morale could be attributed to salary, workload, and quality of students as discussed above. The lack of a strong sense of community and concerns about whether CSUF is headed in the right direction could be attributed to the dissatisfaction faculty expressed with CSUF administration's communication practices and decision-making processes.

Cleanliness of Campus Facilities and Quality of Instructional Facilities. Permanent faculty expressed dismay at the lack of cleanliness inside the buildings (restrooms, hallways, and elevators) and the deteriorating conditions in the classrooms and laboratories. This is especially important when our colleagues are expected to teach and conduct research on a daily basis under these unacceptable conditions.

Parking. Permanent faculty are not satisfied with the availability of parking. The availability of faculty/staff parking has been significantly reduced over the years due to construction of new buildings, parking structures and the increase in the number of staff and faculty on campus.

Other Services. Permanent faculty are not satisfied with the availability and quality of food services and the services provided by the Office of Faculty Grants and Contracts.

Comparisons Between Tenure-Track and Tenured Faculty Members

An analysis was conducted to compare differences between tenured and tenure-track faculty on 76 survey items, and the items showing significant differences are presented in Table 3. Tenured faculty are less satisfied than tenure-track faculty with choosing CSUF as a workplace, level of morale, support for professional development, quality of instructional facilities, quality of collegiality/civility of the Administration, and leadership of the dean. Although tenure-track faculty members are more satisfied than their tenured colleagues with their choice to come to CSUF, they more often think of looking for a job at another university perhaps because of their less secure job status.

It is encouraging to note that tenure-track faculty members are relatively more satisfied regarding the quality of civility and collegiality demonstrated by their colleagues and administrators. We believe these positive qualities of personal and professional attention are promising factors related to retention of new faculty. They are also relatively more satisfied with their choice to come to CSUF than tenured faculty members. These findings might be attributed to improved starting salaries or salary equity improvement, or perhaps to enhanced resources available for professional development. We recommend continuing these traditions in order to attract and retain new and junior faculty.

Major Findings and Recommendations

The goals of the survey were to assess the general level of faculty satisfaction and morale and to identify strengths and weaknesses of our campus environment. We found that the majority of the 412 respondents as a whole are satisfied with CSUF as a workplace regardless of gender, rank, or tenure status. Based on our analysis of the responses of permanent faculty to this survey, we suggest focusing on the following issues to improve CSUF as a workplace for faculty.

Quality of Student Preparation. Permanent faculty expressed dissatisfaction with the quality of both undergraduate and graduate students' preparation for university level education, especially the undergraduates. We recommend a comprehensive review of the admission policy and the provision of appropriate resources to address the deficiencies in student academic preparation.

Salary and Workload. Not surprisingly, there is significant dissatisfaction regarding salary and workload. Permanent faculty members feel over-worked and under-paid. These same two issues are at the center of the present stalemate in the bargaining process between CSU and CFA. The California Postsecondary Education Commission (CPEC) estimates that the faculty at CSU has been consistently under-paid over the past 25 years and the gap has widened over time. The projected salary gap for 2006-07 across all faculty members is 18.0% and for full professors, associate professor, and assistant professors it is 26.7%, 12.6%, and 12.5% respectively. This calls for the CSU administration to substantially close the salary gap, as identified in the annual CPEC Reports, as a

Table 1
Areas of Faculty Relative Satisfaction, all *p*<.05

	Item	Mean	SD	*t*
69	Pollak Library Services	4.84	0.92	11.95
67	Disabled Student Services	4.79	0.84	10.93
47	Personal safety on campus	4.71	1.01	9.55
22	Health care benefits	4.63	1.13	7.74
72	Public Safety Department (Campus police)	4.57	1.02	7.29
70	Pollak Library Hours of Operation	4.59	1.08	7.24
23	Retirement benefits	4.60	1.13	7.17
24	Job security	4.63	1.21	7.11
63	Faculty Development Center	4.60	1.12	7.08
58	Quality of relations between male and female faculty members	4.55	1.21	6.20
57	Quality of relations between racial/ethic groups	4.42	1.00	5.79
68	IT Help Desk	4.52	1.27	5.55
60	Leadership in your college (dean)	4.53	1.63	4.48
64	Student Judicial affairs	4.53	1.14	4.18
75	Academic Senate Office	4.40	1.10	4.18
28	Scheduling of courses	4.35	1.32	3.73
48	Campus landscaping and outdoor environment	4.35	1.35	3.66
53	Quality of civility among faculty members	4.37	1.45	3.60
16	I enjoy my job at CSUF.	4.35	1.43	3.54
18	I regret choosing CSUF as a place to work (disagree).	2.59	1.66	-3.45
59	Leadership in your department (chair)	4.41	1.69	3.45
39	Requirements for professional service	4.25	1.11	3.28
42	Office space to perform your work	4.31	1.41	3.18
40	Requirements for service to the community	4.20	1.04	2.97
65	Human Resources	4.23	1.19	2.73
62	Faculty Affairs and Records	4.23	1.23	2.70
52	Quality of collegiality among faculty members	4.26	1.48	2.57
37	Requirements for service to the department	4.18	1.15	2.48
66	Public Affairs Office	4.26	1.19	2.42
12	I am proud to work at CSUF.	4.23	1.45	2.41
46	Quality of instructional technology	4.20	1.36	2.27
7	Overall, my work life at CSUF is fulfilling.	4.20	1.41	2.21

Item numbers refer to the numbers in the study questionnaire.

Table 2
Areas of Faculty Relative Dissatisfaction, all *p*<.05

#	Item	Mean	SD	*t*
32	Quality of preparation of undergraduate students for university-level work	2.56	1.27	-13.84
21	Salary	2.62	1.51	-11.45
51	Availability of parking	2.95	1.43	-8.99
35	Emphasis placed on student ratings of instruction	3.02	1.51	-8.06
31	Resources to support your scholarly/creative activities	3.06	1.46	-7.90
19	Decision making by CSUF administration is based on consultation with the faculty.	3.07	1.50	-7.48
33	Quality of preparation of graduate students for university-level work	3.12	1.27	-6.05
25	Number of classes you teach per semester	3.32	1.46	-5.57
49	Quality of food service	3.33	1.37	-5.49
44	Cleanliness of campus facilities inside buildings (e.g., rest-rooms, hallways, elevators)	3.34	1.46	-5.44
50	Availability of food service	3.36	1.36	-5.37
8	The level of morale of faculty members at CSUF is good	3.42	1.51	-4.54
9	CSUF Administration adequately communicates information	3.07	1.50	-4.30
30	Resources to support your professional development	3.49	1.56	-3.90
3	Sense of community at CSUF is strong	3.56	1.54	-3.34
45	Quality of instructional facilities (classrooms, labs)	3.68	1.25	-2.88
11	I think CSUF is headed in the right direction	3.63	1.50	-2.80
26	Number of students in your classes (class size)	3.63	1.56	-2.64
73	Office of Faculty Grants/Contracts	3.68	1.43	-2.21

Item numbers refer to the numbers in the study questionnaire.

top priority.

Emphasis on Student Rating of Instruction (SRI). We recommend that the university carefully evaluate the validity and reliability of SRI data when assessing teaching effectiveness in the context of the RTP process. Departments must bear the primary responsibility for designing the SRI instruments and testing them for reliability and validity. CSUF Academic Senators are also requested to carefully consider the degree of emphasis placed on SRI data in

their upcoming deliberations on revisions to UPS 210.000.

Communication and Shared Governance. Permanent faculty showed substantial dissatisfaction with CSUF Administration's communication practices and decision making processes. They would like the Administration to consider faculty as partners in shared governance of the University to a greater extent than the current practice, and also to ensure that relevant information is disseminated in a timely manner.

Support for Professional Development and Scholarly/Creative Activities.

Permanent faculty expressed dissatisfaction regarding the resources provided by campus administration for their scholarly and creative activities and for their professional development. This shortcoming can be addressed at the campus level by efforts such as providing greater support for attending conferences, providing larger and more research grants, funding more sabbatical leaves and reducing teaching loads.

Cleanliness of Campus Facilities and Quality of Instructional Facilities.

Permanent faculty expressed dissatisfaction with the lack of cleanliness inside the buildings (restrooms, hallways, and elevators) and the deteriorating conditions in the classrooms and laboratories. These conditions directly affect the teaching environment and thus require the immediate attention of the Administration. We recommend that the Administration hire an adequate number of building maintenance personnel to maintain the facilities and to address the deferred maintenance backlog.

Table 3
Comparison of Mean Ratings between Tenure Track and Tenured Faculty Members, all $p < .05$

#	Item	Tenure Track		Tenured		t
6	If I had it to do over again, I would *not* choose CSUF as a place to work.	2.49	1.42	3.12	1.94	-2.42
8	The level of morale of faculty members at CSUF is good.	3.79	1.34	3.17	1.57	2.72
14	I often think about looking for a job at another Institution.	3.73	1.73	3.01	1.90	2.48
24	Job security	4.16	1.21	4.96	1.11	-4.42
30	Resources to support your professional development	3.82	1.34	3.25	1.67	2.42
45	Quality of instructional facilities (classrooms, labs)	3.97	1.14	3.47	1.29	2.64
54	Quality of collegiality of CSUF Administration in working with faculty	4.17	1.35	3.60	1.60	2.42
55	Quality of civility of CSUF Administration in working with faculty	4.31	1.40	3.79	1.59	2.18
60	Leadership in your college (dean)	4.93	1.34	4.24	1.75	2.85

G. Nanjundappa is a Professor of Sociology and a member of the Academic Senate. He is also the President of the California Faculty Association, Fullerton Chapter.

Mahamood Hassan is a Professor of Accounting and a member of the Academic Senate. He also serves as the Secretary of the California Faculty Association, Fullerton Chapter.

Dysfunctional Departments:

How to Spot the Real Thing

Susan Parman

Below are my thoughts on the concept of "dysfunctional departments" that Jack Bedell raised in an email to University faculty last year. The purpose of this essay is to suggest that it's useful to establish criteria by which rumors of dysfunctional departments can be evaluated (otherwise, all we have is one more hammer to beat up on each other, with no "instance of the fingerpost," to use Bacon's felicitous phrase); and to try to come up with some concrete suggestions about how to create a more functional environment on the campus in general. Before coming to the conclusion that certain departments are dysfunctional, the following steps should be taken:

1. Separate truth from gossip. Assessment is a pervasive concept these days, and we should apply what we're learning to the issue of dysfunctionality. The university should develop certain objective indices of assessment to evaluate whether claims of department dysfunction are true rather than the outcome of malicious gossip on the part of individual vocal faculty members. The term "functionality" is a pragmatic term that implies that a department is doing what it should be doing in the context of the university. Some indices of functionality may include: Is a department's enrollment strong? Does it meet university deadlines and requirements? Are most of its faculty members active in teaching, scholarship, and service? Does the department encourage student leadership and professional activities? Does the department contribute significantly to the governance of the campus through committee membership, leadership positions, and innovative programs? Independent of individual faculty member's influence, do students report general satisfaction with how they are treated, what opportunities they've been given, and what they've learned? Do chairs have a reputation for being supportive and equitable?

2. If the department appears to show strong indices of functionality, examine where the claims about dysfunctionality come from. Some faculty may be unhappy for personal reasons that have little to do with whether a department is functioning effectively. Do rumors of dysfunctionality stem from people who want to promote a certain agenda? Who have particular motives for attacking the leadership of the department but wish to bypass the normal decision-making process within the department? Who are temperamentally mischief-makers and happen to have the ear of vocal gossips on campus?

Perhaps the most important thing we should be doing as a campus community is not peering over our shoulders trying to spot the next dysfunctional department (which is a bit like Joseph McCarthy looking for the next Communist within our midst) but asking ourselves what factors within the university contribute to dysfunctionality in general, and what processes could be introduced that would encourage functionality. Here are some suggestions for helping departments function more effectively:

1. Strengthen support for the internal governance of departments by reducing the number of competing voices that new faculty are told to listen to when they first arrive on campus. Faculty members are often given competing advice from the union, the FDC, the faculty senate, and other administrators. The primary arena

for policy-making should be the department.

2. Deans should talk only to chairs and should discourage department faculty from contacting them directly (or at least encourage them to talk to the chair rather than to them); department issues should be resolved, whenever possible, within the department.

3. There should be a moral imperative against faculty involving students in faculty issues. Faculty should not talk to students about other faculty or recruit them to take sides in department issues.

4. There should be a moral imperative against people who promote malicious gossip. Such gossip not infrequently develops from envy, inter-unit competition, and lack of constraints regarding slander. It is as common in university environments as elsewhere, but universities espouse an ideological abhorrence of it and have a responsibility to reduce it.

5. Faculty who promote each other and their department to external audiences usually find that they and their department thrive.

In his book Journeys in Hyper Reality, Umberto Eco examined the concept of the "Real Thing" as promoted in Coca-Cola ads. As academics we are often confused about the differences among the Real Real (messy and contradictory, like New Orleans), the Fake Real (a fictional New Orleans, as in a book by Anne Rice), and the Real Fake (Disneyland's French Quarter, a newly advertised Coke). We are not often misled by the Fake Fake or even the Fake Real, but we are frequently diverted by the Real Fake—a reality that fulfills our prejudices, that meets our hoped-for expectations. In the gossip mills that fuel discussions of dysfunctional departments on this campus, I hope that we develop means of identifying the Real Real,

or things as they are rather than how we would like them to be.

Susan Parman, former Chair of Anthropology for the past ten years, has a BA in Psychology from Antioch College and a Ph.D. in Anthropology from Rice University. Author of several academic books, Dr. Parman is also a published poet, short story writer, and playwright. She is past president of the Society for the Anthropology of Europe and currently the first woman to be elected the Vice President and Chairman of the Board of the Human Relations Area Files at Yale.