

SENATE FORUM

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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 Senate Forum or to submit their own contributions.

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Chair's Message

Diana Wright Guerin

As we return to campus this fall, we find our state once again in a budget stalemate. A late state budget has become the norm in California. What is different this year, however, is that our campus was forced to deny admission to approximately 11,000 CSU-eligible first-time freshmen and upper division transfer students. For the third consecutive year, we have trimmed student enrollments in response to cuts in state funding. Find out more about the implications of campus impact in the final article by Ed Trotter and Ed Sullivan.

Over the past five years, we have devoted tremendous resources to recruiting new faculty. In response to concerns that our faculty might be lured away by colleges and universities in other states where economic recovery is proceeding more quickly than in California (and the cost of living is lower), our Academic Affairs/Academic Senate retreat in August focused on faculty recruitment and retention. The remaining articles in this issue of the Senate Forum detail the presentations at the retreat, which focused on the recruitment and transition to campus of new faculty (Graboyes, Guerin, and Sullivan), strategies to improve retention at the department (Battan, Fontaine, and Koch) and college (Puri and Rikli) levels, as well as campus-wide strategies (Dietz, Hewitt, and Randall). A joint task force is reviewing the papers and feedback from focus groups at the retreat to provide recommendations on how to move forward to improve our recruitment and retention efforts. We hope to have their recommendations to report in the next issue of the *Senate Forum*.

About the Author

Diana Wright Guerin is professor and past chair of the Department of Child and Adolescent Development. She is currently chair of the Academic Senate. Her research focuses on antecedents, correlates, and consequences of children's temperament, which she has studied in a sample followed from age 1 through 29 in the Fullerton Longitudinal Study, a project initiated by Psychology professor Allen Gottfried. Diana serves on the WASC Steering Committee and on the Executive Committee of the CSU Academic Senate. She received the Faculty Leadership in Collegial Governance Award in 2008-09.





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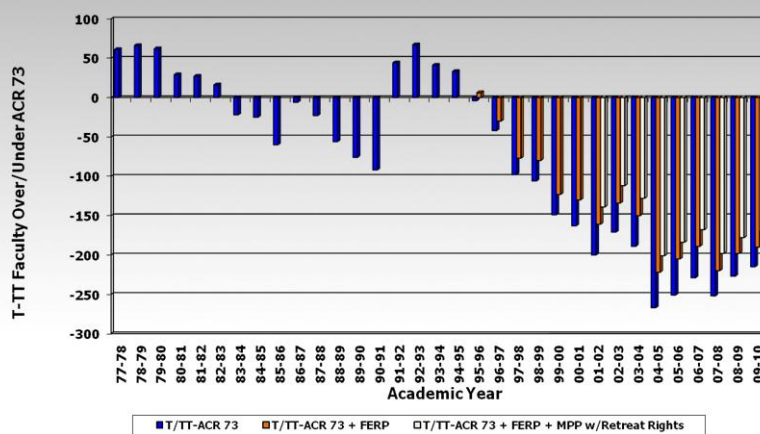
A publication of the Academic Senate, California State University, Fullerton

The Transition to Campus for Newly Hired Faculty

Robin Graboyes, Diana Wright Guerin, and Ed Sullivan

At the Academic Affairs/Academic Senate Retreat in 2005, Dolores Vura and Diana Guerin presented a paper entitled “What Should Our Faculty Look Like in 2015?” They estimated that 55% of the permanent faculty then on campus would leave CSU Fullerton by 2015 due to retirements, resignations, etc. At that time, 53% of faculty positions were held by permanent faculty, far below the goal of 75% set by CSU, CFA, and the Academic Senate of the CSU in 2001. Citing this percentage as a threat to quality, Vura and Guerin estimated that more than 80 searches per year--coupled with minimal retirements and resignations--would be needed to make measurable progress in increasing the percentage of permanent faculty to 75% by 2015. **Figure 1** shows the number of permanent faculty over/under the 75% goal (had the goal been in effect) from 1977/78 through 2009/10. In 2004/05, the period with the largest shortage of permanent faculty, the campus was between 200 and 275 faculty short of the goal. Also evident in **Figure 1**, the campus has made progress in improving the ratio of permanent faculty since the low in 2004/05.

**Figure 1. Cal State Fullerton
Number of Permanent Faculty Over/Under ACR 73 Goal of
75% Tenured-Tenure Track Faculty**



Five years later, we focus again on faculty at the Academic Affairs/Academic Senate Retreat, this time to assess how well our campus is doing in terms of recruiting and retaining faculty and in supporting their success in all facets of their work: teaching, scholarly and creative activities, and service. In this paper, we present data on the status of our current faculty corps, the results of our recent recruitment efforts, data on the retention of faculty hired over the past decade, and summarize what we know about the experiences of newly hired faculty. We conclude with recommendations on how we might improve our assessment of the experiences of new faculty as they transition to their professional lives at CSU Fullerton.

Recruitment

Recruitment is the first step in the process of building the faculty corps, and recruitment is expensive. Our campus budgets \$5,000 per position and has spent \$1,009,136 over the past 5 years on faculty searches. These figures do not include the cost of the time spent by our faculty, staff, and administration in recruiting and conducting the search process.

The results of recruitment efforts are compiled by the CSU each year in an [annual report on faculty recruitment](#); the most recent is dated [November 2009](#) based on the 2007-08 academic year. According to this report, success rates for tenure-track faculty searches across the CSU ranged from 54% to 79% over the period from 1988 to 2008. Over the past five years (2004-2008), the CSU hired 3,519 faculty members in 4,934 searches, yielding a 71% success rate. CSU Fullerton, over that period, hired the largest number of faculty (304) among all campuses. In 2008, our success rate was 69%, and we averaged 45 applications per search. Of those hired in 2007-08, 61.4% had completed their terminal degree 0 to 4 years prior to being hired, and 29.8% had completed their degree between 5 and 9 years prior to being hired (5.3% were ABD, and 3.5% had completed their degree 10-14 years prior to being hired).

In fall 2008, the average salaries of new faculty in the CSU were \$66,193 for assistant professors; \$82,134 for associate professors; and \$100,680 for professors. At CSU Fullerton, the average salary of new tenure-track faculty in fall 2008 was \$71,058. Salaries varied substantially depending on discipline; across the CSU, the lowest average salary for new assistant professors was \$58,055 (Letters/Humanities), and the highest was \$92,379 (Business/Management).

In addition to salary and benefits ([CSU Faculty Benefits Summary](#)), newly recruited faculty members often receive additional incentives. According to the CSU annual report on fall 2008 hires, service credit toward probation was offered to 23.5% of new tenure-track faculty (CSU Fullerton: 10.5%), moving expenses averaged \$2,825 (CSU Fullerton: \$2,789), start-up funding averaged \$14,432 (CSU Fullerton: \$18,016), and 80% of new tenure-track faculty were offered workload reductions. At CSU Fullerton, faculty members hired from 2006/07 to the present have received \$6,500 for research support in addition to \$1000 for professional development in each of the first and second years of their appointment, 6 units of assigned time (course releases) in their first year, and 3 units of assigned time in their second year (colleges provide 3 additional units in second year). Additionally, up to \$1,800 is made available for new office furniture for each new tenure-track faculty hire.

The CSU annual recruitment report lists the top reasons given by top candidates for declining offers of employment when searches were unsuccessful (no candidate hired): better offer

elsewhere (52.5%), inadequate salary (18.6%), and family/personal reasons (15.3%). Among searches when a candidate was hired, even though one or more candidates declined an offer of employment, the top reasons given were as follows: better offer elsewhere (36.6%), inadequate salary (20.8%), other (12.9%); and lack of spousal employment (10.9%).

Faculty Hiring Initiative, 2005/06-Present

In his fall 2005 convocation address, President Gordon established the Faculty Hiring Initiative with a campus goal to search for 100 new tenure-track faculty members annually for five years culminating with the tenure-track cohort entering in the academic year (AY) 2010-11. The goal was to hire 400 to 500 new tenure-track faculty members during the period. As shown in **Table 1**, a surge in new tenure-track faculty was realized in AY 2006-07 and AY 2007-08 with 176 (or 93+83) new tenure-track hires. The gain in tenure-track faculty hires in the two year period was slightly less than the number hired (187) in the four years prior to the initiative. Systemwide budget reductions resulted in a slowing down of tenure-track hiring for AY 2008-09 and AY 2009-10; nevertheless, over these two years the campus added 100 (57+43) new tenure-track faculty. Searches for AY 2010-11 were severely reduced due to the CA budget crisis. These searches are expected to yield 18 new tenure-track faculty members joining the campus this fall.

**Table 1. Tenured/Tenure-Track Faculty
Annual Gains (green) and Losses (orange)**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Searches	66	81	80	9	82	100	100	100*	100*	23
New Tenure Track Hires (Gains)	49	64	49	9	65	93	83	57	43	18
Retired	-9	-4	-8	-13	-3	-9	-14	-9	-5	-2
Resignations	-9	-13	-13	-19	-7	-11	-12	-13	-14.5	-11
Other/Death	-1	-2	-4	-1	-1	-1	-5	-4.5	-1	0
New FERPS (0.5)	-10	-14	-7	-9	-13.5	-6	-3	-5	-4.75	-14.5
FERP Ended (0.5)	-7	-9.5	-6.5	-3.5	-8	-10	-8.5	-8	-7	-6.5
Total Losses	-36	-42.5	-38.5	-45.5	-32.5	-37	-42.5	-39.5	-32.25	-34
Net Gains/Losses	13	21.5	10.5	-36.5	32.5	56	40.5	17.5	10.75	-16

There was a Golden Handshake in Fall 2004 (full retirements up). Fall 2006 data as of 8/22/06. Fall 2007 data as of 07/30/07. * Fall 2008 and Fall 2009 "Slowed Down" due to budget climate. Fall 2008 data as of 8/28/08. Fall 2009 data as of 8/26/09. Fall 2010 data as of 7/8/2010.

Even though adversely impacted by budget conditions over the last three years of the Faculty Hiring Initiative, the university successfully hired just under 300 new tenure-track faculty members since 2006. These faculty hires have allowed the university to offset annual losses due to retirement, resignations, deaths, and faculty starting and ending the Faculty Early Retirement Program ("FERP") during the period, resulting in a net gain of 111 tenured/tenure-track faculty. In his fall 2009 convocation address, President Gordon extended the Faculty Hiring Initiative to a sixth year in the hope of reaching the original goal of hiring 400-500 new tenure-track faculty.

CSUF Faculty Corps

Our faculty corps is growing in terms of tenure-track/tenured faculty commitments and changing in terms of gender and ethnicity. As shown in **Table 2**, CSU Fullerton had 653 commitments to permanent faculty in AY 2005-06, including 363 tenured (63% men), 223 tenure-track (48% men), 92 FERP (82% men), and 21 MPP (67% men) with retreat rights. In AY 2009-10, CSU Fullerton had commitments to 766.5, including 414 tenured (60% men), 307 tenure-track (50% men), 51 FERP (71% men), and 20 MPP (55% men) with retreat rights.

Table 2. Full-Time Faculty Counts, 2004/05-2010/11

	Tenured	Tenure Track	FERP	Admin Retreat	Total Tenured /Tenure Track Commitments	Lecturer
2004-05	368	200	90	22	635	115
2005-06	363	223	92	21	653	113
2006-07	389	254	79	22	704.5	130
2007-08	401	290	63	22	744.5	151
2008-09	410	298	58	20	757	134
2009-10	414	307	51	20	766.5	110
2010-11	409	291	58	22	751	111

FERPs count as 0.5 FTEF in Tenured/Tenure Track commitments. Baseline FTEF allocations for 2007-08 through 2009-10 were 1,247 FTEF. Baseline FTEF allocations for 2010-11 are 1,177.9 FTEF. 2010-11 full-time faculty estimates as of July 8, 2010.



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Table 3. Fall 2009 Tenured/Tenure-Track Faculty Distribution of Gender

	Tenured		Tenure-Track		Total	
	HC	%	HC	%	HC	%
Women	164	40%	153	50%	317	44%
Men	250	60%	154	50%	404	56%
Total	414	100%	307	100%	721	100%

51 FERP and 20 tenured administrators with retreat rights are not included in the table above.



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Table 3 displays the gender composition of CSUF faculty in fall 2009. Among tenure-track faculty, males and females are equally represented, whereas males comprise 60% of the tenured faculty members.

Table 4 displays the distribution of ethnicity in tenured, tenure-track, and total faculty groups.

Table 4. Fall 2009 Tenured/Tenure-Track Faculty Distribution of Ethnicity

	Tenured		Tenure Track		Total	
	HC	%	HC	%	HC	%
Black	11	3%	15	5%	26	4%
Asian	67	16%	71	23%	138	19%
Hispanic	23	6%	23	7%	46	6%
White	308	74%	194	63%	502	70%
Unknown/Other	5	1%	4	1%	9	1%
Total	414	100%	307	100%	721	100%

51 FERP and 20 tenured administrators with retreat rights are not included in the table above.



During the same period, minority race/ethnic faculty proportions for the groups above have increased from 27% to 30% and the percent of FTEF allocation committed to tenured/tenure-track faculty (including FERP and MPP with retreat rights) increased from 56% to 63%.

Tenure/tenure-track full-time equivalent faculty (FTEF) commitments rise and fall with AY full-time equivalent students (FTES) based on traditional budgeted student faculty ratio (SFR) rates. The

more FTES the campus is allocated, the more faculty that are required to provide instruction. The number of FTEF commitments, therefore, provides a mechanism to assess the potential for tenure-track faculty searches in growth periods and a way to assess vulnerabilities of a department to budget reductions.

Table 5 provides the evolution of tenured/tenure-track commitments by college from 2005-06 through 2009-10. If the ratio of tenure/tenure-track commitment in a department is high (for sake of discussion greater than 75%), the ability to hire new tenure-track faculty relies on replacing retiring or FERP faculty. In that same department, the ability to absorb a FTEF cut due to declining enrollments is limited and may result in FTEF cuts passed along to other departments in the college.

If the tenure/tenure-track commitment in a department is low (for sake of discussion less than 60%), there is an opportunity to argue for growth in the tenure-track faculty beyond what would be required as replacement. The low commitment department is also better positioned to absorb FTEF downturns, but may face additional cuts through FTEF reductions from overcommitted departments.

Table 5. Tenured/Tenure-Track FTEF Commitments Relative to Final AY FTEF Allocation Resulting from AY FTES

	2005-06	2006-07	2007-08	2008-09	2009-10
ARTS	59%	60%	59%	58%	59%
MCBE	54%	56%	54%	54%	60%
COMM	57%	59%	58%	55%	66%
ECS	78%	79%	82%	76%	84%
EDUC	57%	65%	69%	67%	74%
HHD	48%	52%	52%	55%	58%
HSS	56%	61%	65%	66%	67%
NSM	53%	52%	53%	53%	55%
All Colleges	56%	58%	60%	59%	63%
Final AY FTEF allocation to colleges	1175.7	1204.9	1244.1	1272.8	1210.1

The percent of FTEF allocation committed to tenured/tenure track faculty (including FERP and MPP with retreat rights)



The Faculty Hiring Initiative has allowed the university to increase the ranks of tenured/tenure-track faculty consistently. The relative success of the initiative has allowed the university to grow its faculty and successfully position itself for the coming years. The gains from the hiring phase will need to be augmented by retaining the new tenure-track faculty through their probationary years and into a long career as tenured CSU Fullerton faculty.

It is also important to consider what our goals will be for adding additional new tenure-track faculty in the years beyond the scope of the current initiative to ensure gains of the past five years are not diminished during a future period of less active tenure-track recruitment.

A Longitudinal Look at Tenure Track Faculty Cohort Groups by Hire Date

New tenure-track faculty hire data were collected from AY 2001/2002 to AY 2009/2010 in order to have a better understanding of new faculty retention rates over time. The data originated from the State Controller's Office Database. As shown in **Table 6**, we hired 530 tenure track faculty over the nine-year period since 2001; 92 of those hired have since separated. When evaluating these data, it is important to understand that they only include faculty members hired in this nine-year span. When the number of tenure-track faculty is compared to the total number of permanent faculty, the average percentage lost over the nine-year period is 2.38%. Typically, retention data compares the number of separations to the entire population of the tenured and tenure-track faculty. This should be kept in mind when comparing these figures to data from other institutions.

Data are presented by faculty cohort hired in each AY. For example, looking across **Table 6** in the first row showing faculty hired in AY 2001-2002, 47 tenure-track faculty members came to CSUF. In this cohort's first year, all 47 were retained; in its 2nd year, the loss of 6 faculty members was quite large, and only 87% (41) were retained. Moving across the first row to what would be the typical year for tenure decisions, 62% of the 47 faculty members hired in 2001-02

were still at CSUF. The subsequent two cohorts show slightly higher retention rates at the expected time of tenure (66% and 67%, respectively).

Looking at the data by column provides a perspective on changes in retention holding time since hire constant. Retention in the first year has been consistently high, and evidence supporting improved retention may be emerging in many of the other columns (2nd through 6th years).

Table 6. CSUF Faculty Retention by Cohort, AY 2001/2002-2009/10

AY Hired	Total TT Hired	1 st Yr	2 nd Yr	3 rd Yr	4 th Yr	5 th Yr	6 th Yr	Tenured to Current	Total Retention
2001-02	47	100%	87%	81%	77%	74%	68%	62%	62%
2002-03	68	100%	91%	87%	81%	71%	68%	66%	66%
2003-04	52	96%	94%	90%	83%	71%	67%	67%	67%
2004-05	12	100%	92%	92%	92%	92%	83%		83%
2005-06	69	99%	93%	90%	84%	84%			84%
2006-07	93	100%	99%	90%	86%				86%
2007-08	87	99%	97%	92%					92%
2008-09	58	98%	98%						98%
2009-10	44	100%							100%
Total	530								



Many factors likely influence faculty retention, including compensation and other conditions of employment resulting from collective bargaining, unemployment rates, cost of living, etc. For example, with respect to faculty salary, in several years during the cohorts examined in Table 6, there were no salary increases and/or salary increases were delayed. In 2009-10, all CSUF employees experienced a temporary decrease of approximately 10% in their total salary as a result of the furlough program. Job security and opportunities for positions at other institutions also vary. In 2000, California's unemployment rate was 4.9% and in 2010 it is 11.68%, according to the Department of Labor. CSU data show tenure-track faculty appointments from fall 2004 to fall 2008 varied from 393 in 2004 to 882 in 2006, and searches ranged from 717 to 1,141 over the same period. Home prices have also shown wide variability across the period from 2001 to the present. Integrating these data with faculty perceptions may prove useful in understanding faculty retention outcomes.

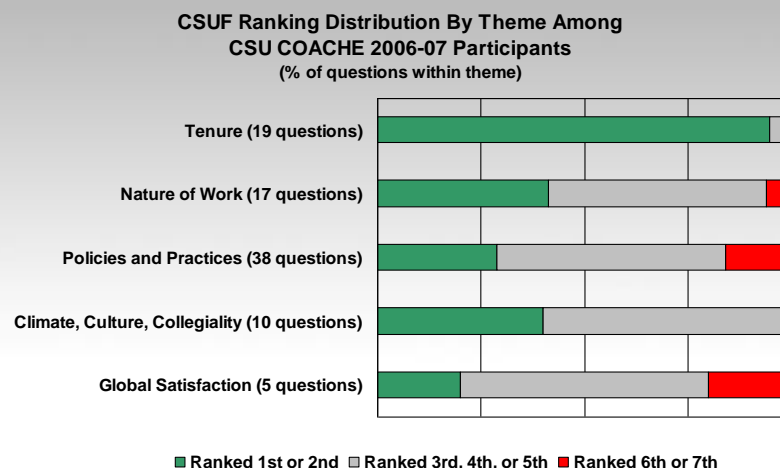
Satisfaction and Experiences of Tenure-Track Faculty at CSUF

In fall 2006, all tenure-track faculty members at CSUF were invited to participate in the COACHE (Collaborative on Academic Careers in Higher Education) online survey conducted by Harvard Graduate School of Education. Of the 204 faculty, 114 (56%; 67 women and 47 men) responded. As shown in **Figure 2**, the survey included items assessing five themes: (1) Tenure, (2) Nature of the Work, (3) Policies and Practices, (4) Climate, Culture, and Collegiality, and (5) Global Satisfaction. These survey results provided valuable information about strengths of the campus in the five themes and areas viewed less favorably by new faculty.

With respect to campus strengths, CSUF was rated [Exemplary](#) in three categories by COACHE in December 2007: Tenure Practices Overall (19 questions dealing with the tenure process, clarity, and reasonableness); Tenure Clarity (6 items), and Climate and Collegiality (12 items relating to mentoring, collaboration, interaction, sense of belonging, intellectual vitality of senior colleagues, and treatment of junior faculty within the department).

We compete with other CSU campuses when recruiting candidates. In the same year that CSUF participated in the COACHE survey, six other CSU campuses also participated (Long Beach, San Bernardino, San Marcos, Sonoma State, Cal Poly Pomona, and Cal Poly San Luis Obispo). CSUF faculty ratings were more often among the most favorable as shown by the green bars in **Figure 2** (ranked 1st or 2nd). The gray segments

Figure 2. Score Groupings for Themes on COACHE 2006 Survey



indicate the percentage of items on which our faculty average ratings ranked 3rd through 5th among the seven CSU campuses, and the red segments indicate the percentage on which our campus average ranked in the bottom 6 or 7. Hence, ratings by faculty at CSUF were much more likely to be among the most favorable rather than the least compared to our CSU peers.

Items rated most highly by our tenure-track faculty on the COACHE were satisfaction with the discretion over the content of the courses they teach, with the influence they have over which courses they teach, with the influence they have over the focus of their research, with the fairness of their immediate supervisor's evaluation of their work, and clarity of expectations for performance as a teacher and of the tenure process (all exceeded 4.25 on a 5-point scale). Conversely, the lowest scored items (all below 2.56 on a 5-point scale) were satisfaction with access to teaching fellows/graduate assistants, effectiveness of spousal/partner hiring program, satisfaction with the amount of time they have to conduct research, effectiveness of paid or unpaid leave during the probationary period, effectiveness of financial assistance with housing, and satisfaction with compensation. According to faculty members surveyed, the best aspects of working at CSUF were its geographic location, the support of colleagues, their sense of "fit" here, and the quality of their colleagues. The worst aspects were the cost of living, teaching load, compensation, and lack of support for research/creative work (e.g., leave).

Recommendations: Monitoring the Transition of Newly Hired Faculty

All universities compete for the best and brightest faculty to carry out their mission of providing the highest caliber of teaching, scholarly/creative, and service goals. The costs of searching and recruiting new faculty are high, both financially and in terms of faculty/staff/administration time. To improve our assessment of recruitment and retention at CSUF, we make the following recommendations.

■ Regularly Monitor Composition of Faculty Corps

We recommend that an annual report on the status of the faculty corps be established. This report would be annually updated, reviewed by campus leadership (including Academic Senate Standing Committees such as Faculty Affairs and PRBC), and posted on the website of Institutional Research and Analytical Studies. The data reported herein provide a foundation upon which to build. The ratio of tenured/tenure-track faculty at the campus, college, and department level provides a useful starting point in terms of determining recruitment needs. Through a collegial process, we may find it helpful to establish the expected range of this ratio and also trigger points for intervention. For example, a ratio of 60-70% permanent faculty may be an expected range, with values beyond this range indicating a need for examination. Goals for diversifying the faculty corps may also be of interest. Hence, data on the gender and ethnicity of the faculty corps should be included in this dashboard.

■ Recruitment

We compete with other local CSU campuses for new hires, and an examination of comparison data in terms of salaries and other benefits may prove useful to monitor. Although the annual report on faculty recruitment from the CSU is available, it is—by virtue of its methodology—of limited usefulness during the recruitment process. Ascertaining and recording the reasons finalists in our searches reject our offers and which offer they ultimately select may prove useful in improving our recruitment rates.

■ **Retention Rates of Tenure-Track Faculty**

The examination of retention rates by cohorts provides new insight into the amount of recruiting necessary to maintain and expand our faculty corps. Data showing that approximately 30% to 40% of new hires have left the university by the typical time that tenure is awarded suggest that there is considerable loss during the transition. Although some may view 100% retention as a desirable goal, others may view 100% retention as indicative of a lack of high standards.

It is critical to understand the reasons that faculty separate from the university, and this information may be collected from the faculty members through standardized exit interviews. For the past two years, the FAR office has offered personal one-on-one exit interviews to all faculty separating for reasons other than retirement at a normal retirement age; however, no faculty have come forward to be interviewed. An email is sent to the faculty with specific questions regarding reasons for separation that have been categorized by the Chancellor's Office (C.O.) and are reported on an annual basis. As is clear from the paper by Deans Puri and Rikli, deans may have important insights into the reasons that faculty leave. Thus, the collection of information about why faculty members leave CSUF from our deans and department chairs may also provide useful data about retention and how to improve it. These data should be compiled and reviewed annually by campus leadership, including Faculty Affairs Committee, to identify potential interventions.

■ **Assess Faculty Experiences: Continue periodic administration of COACHE**

The COACHE survey assesses useful information about the experiences of tenure-track faculty, and repeated administrations can provide insight into areas of strength and areas needing improvement to support the transition of new faculty to their careers as successful and effective tenured faculty. We support the plan to administer the COACHE every four years and suggest that these data be reviewed by campus leadership, including the Faculty Affairs Committee, to develop potential interventions as indicated. The second administration of the COACHE is expected in fall 2014.

About the Authors



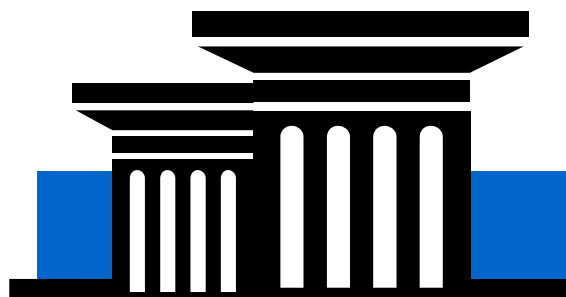
Robin Graboyes is the Director of Faculty Affairs and Records at California State University, Fullerton. She has been serving the campus for over 16 years. She began working in Human Resources and was promoted to Assistant Director of Faculty Affairs in 2005, then to Director in 2008. One of her current projects includes working on the electronic portfolio process for Retention, Tenure and Promotion of faculty on campus and obtaining international visas and permanency for faculty. She is currently working on her Master's Degree in Public Administration from CSUF.

Diana Wright Guerin is professor and past chair of the Department of Child and Adolescent Development. She is currently chair of the Academic Senate.

Her research focuses on antecedents, correlates, and consequences of children's temperament, which she has studied in a sample followed from age 1 through 29 in the Fullerton Longitudinal Study, a project initiated by Psychology professor Allen Gottfried. Diana serves on the WASC Steering Committee and on the Executive Committee of the CSU Academic Senate. She received the Faculty Leadership in Collegial Governance Award in 2008-09.



Ed Sullivan is the Assistant Vice President for Institutional Research and Analytical Studies. He routinely produces analyses on enrollment modeling, course enrollment patterns, graduation rates, time to degree, academic trends, demographic trends, and other significant assignments that support the data needs of the university as well as inform university decisions. He also provides university data and analyses for various state, regional, national, and special CSU system wide projects.



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Campus-Wide Initiatives for Increasing Faculty Retention and Success

James Dietz, Scott Hewitt, and Lynda Randall

At the campus level, CSU Fullerton has established a reasonable record of success in creating both a campus climate and an infrastructure for supporting and retaining new faculty. These efforts are supported by most recently available data for academic year 2007-2008, which indicate a total of 11 resignations and non-renewals among 284 probationary faculty and 3 resignations among 438 tenured faculty, or roughly 1.9% of full-time, tenured and tenure-track faculty. For a 5-year period (2003-2008), Fullerton averaged 2.5% total voluntary and involuntary separations in comparison to 2.0% for all CSU campuses, placing us at about the median for ten campuses reporting.

Despite these relatively high retention rates, the campus will need to focus continued efforts on recruiting and retaining high quality faculty in the face of diminishing economic resources and increased competition from other universities. Therefore, it is incumbent on campus-wide leadership to examine existing strategies to increase faculty retention and success and to explore new and innovative ways of supporting faculty. For the purposes of this paper, the discussion will focus primarily on the retention of new hires.

Current Strategies and Campus-Wide Initiatives

New Faculty Orientation

For many years, new tenure-track faculty have been inducted to the campus through a two-day orientation, with presentations focusing on such topics as course and syllabus development; the use of Blackboard or other learning management systems; Retention, Tenure, and Promotion (RTP) policies; and the nuts and bolts of assembling the RTP portfolio. In the coming academic year, the Faculty Development Center under the direction of Dr. Chris Renne will institute a year-long orientation program for new tenure track faculty that brings them together on Wednesday afternoons for monthly presentations and trainings. The change is designed to provide more continuous and just-in-time support for new faculty as the academic year unfolds. In addition, the ongoing meetings will be more interactive and will hopefully support a climate of collegiality and community for the incoming cohort group of new recruits.

Mentoring

Departments vary in the extent to which a formal or informal faculty member is assigned to work with new faculty members. In general, mentors work with new faculty in the broad areas of teaching, research, and service, and also serve as resources in the development of the RTP portfolio. Just as mentoring approaches vary across the campus, the effectiveness and attentiveness of mentors also varies substantially from one experience to another. So, too, mentees differ greatly in the extent to which they will seek out and avail themselves to help from peers.

Support for Research

Most new faculty members receive 6 units of release time per semester for two years to engage in research and to hone their courses. They also receive stipends of \$6500 from President Gordon. In some cases, especially in the sciences, new faculty receive lab and office start-up costs that range between \$2000 and \$90,000. In order to better meet the needs of a growing faculty, PRBC recommended a three-year plan to increase support for research. The first year focused on increasing the number of OGC intramural awards and has been funded by President Gordon. The second year focuses on increasing the maximum award from \$5K to \$10K. The third year focuses on baselining OGC staff salaries so that more overhead can go back to the college, departments, and faculty.

Severe budget constraints have forced colleges and departments to substantially reduce the amount of funding available for travel to conferences and professional meetings. It is certain that these measures will have a profound effect upon the ability of all faculty members to advance their research agendas and to retain prominence in professional circles.

Sabbaticals are one way the campus supports research for tenured faculty. Campus administrators have recently increased the number of annual sabbatical leaves so that in years with large numbers of applicants, about 80% can be funded. For example, there were 42 sabbatical awards made for this coming academic year (39 type A and 3 type B), whereas the collective bargaining agreement (CBA) only required that administration fund 29.



Personal Needs

Faculty housing programs have provided affordable land-lease options for the purchase of homes priced well below market value. The program at University Gables has been very successful, while other ventures have been less so.

A specific provision of the CBA provides minimal requirements for the provision of professional leaves. As required in the contract, the campus provides six weeks of paid paternity/maternity leave to new parents. In the area of child-care, the Children's Center is currently able to accommodate only twenty children of faculty and staff, as priority is given to children of students. The opening of a new and expanded center in January 2011 is expected to increase its capacity and to alleviate some of the need for a faculty waiting list.

Development

The Faculty Development Center (FDC) has traditionally provided the bulk of professional development support for new faculty. The FDC offers a variety of classes related to pedagogy and technology, in addition to support for research via a variety of intramural grants offered in fall and spring. Recently, the addition of OASIS (Online Academic Strategies and Instructional Support) has made it easier for faculty to get expert production assistance in the development of multimedia and online instruction. And despite severe budget cuts, campus Information Technology programs have continued to provide updated desktop and laptop computers and an array of software tools that support teaching and research.

Perhaps one of the most important areas of support for new faculty is that of social support and community. Each fall the President invites new faculty to an evening of dinner and conversation at his home, an event that exemplifies a value for collegiality and community. The Untenured Faculty and Lecturer's Organization has since 2001 provided a vehicle for collegial support among untenured faculty. This group functions independently of campus sponsorship and develops its agenda according to the perceived needs of the group. Unfortunately, a significant void in the campus community stems from the lack of a location or space for collegial activities such as a faculty club or lounge.

Frameworks for Identifying Best Practices in Faculty Retention

In considering ways to improve our campus-wide strategies for retaining and supporting new faculty, one might rely on external models of excellence as identified through research and best practice. One such useful resource is the *Chronicle of Higher Education's* recent report on "the Academic Workplace: Best Colleges to Work For 2010." Based on a national survey of more than 43,000 faculty, administrators, and staff members on 275 2-year and 4-year college campuses, researchers identified a set of criteria for perceived faculty satisfaction and also identified 97 exemplary programs according to 12 categories. These categories included collaborative governance; compensation and benefits; confidence in senior leadership; diversity; facilities, workspaces, and security; job satisfaction; professional/career development programs; respect and appreciation; supervisor or department-chair relationships; teaching environment; tenure clarity and process; and work/life balance. CSU Channel Islands was listed among 97 "great colleges to work for," with special recognition for collaborative governance and a low voluntary resignation rate of 1.2%. Of course, they are a new campus with all their tenured and tenure track hires taking place over the past nine years.

Another useful framework for increasing faculty retention was produced by researchers at the University of Rochester, who looked at strategies to retain a diverse and inclusive faculty. In their report, Davidson, Jefferson, and Shuherrk (2009) linked increased retention to factors of *development* (mentoring and cross-disciplinary activities), *leadership* (welcome and orientation, contact with chairs, clear and transparent promotion and tenure process), *personal needs* (e.g., dual careers, day care, and family-friendly policies), and *organizational culture* (openness, value for research, positive classroom climate, and a sense of belonging and community).

In fall of 2006, Cal State Fullerton provided leadership in the administration of Harvard's COACHE (Collaborative on Academic Careers in Higher Education Survey). In addition to Fullerton, the seven participating CSUs included Long Beach, San Luis Obispo, San Bernardino, San Marcos, Pomona, and Sonoma. Four questions related specifically to mentoring were examined in a report of the Ad Hoc Committee on Faculty Mentoring (Junn et al., 2008). The means for these four items indicated that untenured faculty respondents (n=114) held a high value for both formal and informal mentoring. In terms of best aspects of working at CSUF, the respondents rated their top four as 1) geographic location, 2) support of colleagues, 3) my sense of "fit" here, and 4) quality of colleagues. Rated among the worst aspects of working at CSUF were 1) cost of living, 2) teaching load, 3) compensation, and 4) lack of support for research/creative work.

Recommended Campus-Wide Strategies for Increasing Faculty Retention and Success

The strategies outlined in this section are organized according to a framework synthesized from the two presented above. They represent a starting point for discussion and exploration into ways in which we might improve our already successful efforts to support and retain new faculty:

Professional Development

■ **Support for Teaching**

- ▶ Provide support for new faculty who teach online.

■ **Support for Research**

- ▶ Increase levels of funding for travel to present research at conferences.
- ▶ Strive to reduce teaching loads so as to allow time for research for all faculty.
- ▶ Increase release time for funded research, grant writing, and other time-consuming activities that are not accounted for in a faculty member's workload such as chairing a university committee or being on the Senate Executive Committee.

Leadership

- Explore new models for mentoring such as task-specific assistance, multiple mentors, virtual collaboration, cohort groups, and interest-based consortia.
- Train mentors and provide them with resources and release time.
- Develop a cadre of mentors who can provide support for various areas of expertise.

Tenure Policies and Practices

- Advance the use of technology tools to streamline the process of portfolio creation, including electronic portfolios and digital forms.
- Work to ensure clarity and consistent communication of retention, tenure, and promotion policies.
- Expand and refine the faculty resource web site.

Personal and Family Needs

- Increase the availability of child-care to faculty on campus.
- Expand options for affordable housing.
- Provide proactive support and advocacy for the employment of partners in dual careers.

Organizational Culture

- Promote collegial activities that facilitate social networking and the development of community.
- Examine exit survey data to determine trends and address shortcomings that contribute to resignations.
- Identify and apply best practices for the recruitment and retention of a diverse and robust faculty.
- Consult with colleagues at CSU Channel Islands, one of 97 schools honored in the 2010 report, "Great Colleges to Work For"; recognized for collaborative governance, with a voluntary faculty turnover rate of 1.2%
- Ensure equity in rewards and opportunities.
- Encourage cross-disciplinary collaborations and lower the barriers to such activities.
- Investigate opening a scaled down faculty/staff club in the near future, rather than waiting many years to build the more expensive club that we had hoped for.

Compensation

- Support negotiations for a fair contract and salary increases.

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About the Authors

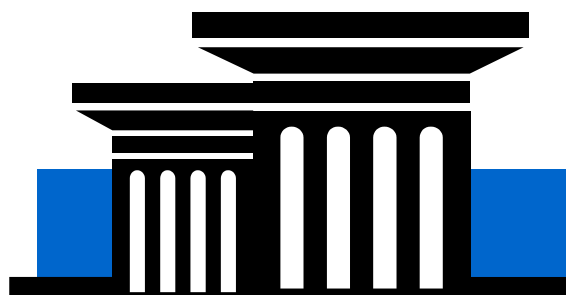
James L. Dietz is Acting Associate Vice President for Academic Affairs. He began his career at California State University, Fullerton in 1973 as a faculty member in the Department of Economics, to which he will be returning to end his career (soon!). Dr. Dietz is a specialist in Latin American economies and is one of the leading economists studying Puerto Rico.



Dr. Scott Hewitt is a professor of Chemistry at California State University, Fullerton. He and his research students study how hydrocarbons react in air (smog), combustion systems (incinerators), archeological samples (Olmec tar), and biological samples (aging). Dr. Hewitt is an avid Titan baseball fan and mountain Ultrarunner. He has also served as Chair of the Academic Senate and is currently a member of the Academic Senate Executive Committee.

Dr. Lynda Randall is Professor of Secondary Education and teaches instructional strategies, instructional technology, and assessment of student learning. She has served on the University's Information Technology Committee and the Faculty Development Center Advisory Committee as a liaison of the Academic Senate. Dr. Randall has also served on Academic Senate, as a senator and treasurer.





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College-Level Strategies for Increasing Faculty Retention and Success

Anil Puri and Roberta Rikli

Dean Puri: Mihaylo College of Business and Economics

NOTE: Using the data presented in other presentations at the university level, of the 13 faculty resignations in the MCBE over the period 2001-09, the largest number (6) left because they found a better job with more money. In three of these cases, we could have kept them if we had matched their higher offers. Two of these three, I believe, were also unhappy with their circumstances here. The second largest group (5) left due to personal circumstances, e.g. spouse finding an out-of-town job. Two others were made to leave because of poor job performance. The overall college retention rate is in line with that of the university.

Once a faculty member is hired, I believe that the major factors affecting his/her job satisfaction are teaching loads and schedules, interaction with their colleagues, office space, and their perception of administration's attitude towards and support of faculty's work. Research on faculty retention indicates that faculty engagement and an organization's sense of direction and momentum are also major factors affecting faculty morale and satisfaction.

- **Department environment and department chairs** are perhaps the most important elements influencing a faculty member's job satisfaction. As dean, my principal job is to help the chairs with their faculty issues. Amiable social environment in a department has more impact on a faculty member's sense of well-being than perhaps any other factor.
- **Clear, transparent college and department processes** go a long way towards creating a sense of openness and fairness. Many of the MCBE departments have *written constitution and by-laws* in conformity with UPS guidelines that have proven their value over the years. Our college's forefathers created a *college senate* in the 1960s with a written constitution and by-

laws that is the major vehicle for academic decision-making in the Mihaylo College and is perhaps the single most cohesive institution for faculty voice in the college.

- **College policies and programs that are supportive of faculty's work and are perceived as being fair and transparent** are important signals to faculty. Many of our efforts are guided by the requirements of our AACSB accreditation but they are also in line with the Mihaylo College's mission and vision. An example of a college program that reflects many of the goals of faculty retention – faculty support, fairness and transparency – and deals with the major faculty concern on teaching loads is our *Faculty Development Plan*. This long-standing program has been revised several times over the years to take into account changing aspects of accreditation, budgets, and college priorities. This tough, results-based, transparent and, I believe, fair system rewards faculty for their work based on clearly specified college priorities. All faculty members participated in its latest revision last year.
- **All faculty members need to feel involved** in the college and their departments. They are also more motivated if they feel that the organization has a sense of direction and momentum. We have been fortunate in the college to have been able to raise morale through a new building and naming of the college. But other activities in Mihaylo College have also promoted this sense of participation. For almost ten years now the college has used a *strategic planning process with annual goal setting* that requires faculty action. Following open debate and discussion, each department sets goals every year that are aligned with goal setting at the college level. Throughout the year, departments and the college monitor progress of the plan with a final report being presented at an *All College Forum*. The process of setting learning goals for each degree along with assessment plans over the last several years was widely participatory. Ongoing schedule of assessment activities every year involves a large number of faculty members giving them a sense of shared responsibility.

Other ways in which the Mihaylo College faculty members participate in college level activities include the following:

- ▶ Core Courses Coordinators Council (C4)
- ▶ All College Forums – each semester
- ▶ Professor-for-a-day
- ▶ Departmental Research Seminars (all six departments)
- ▶ Events organized by our 15 Centers of Excellence and 16 student organizations
- ▶ International programs (trips abroad and working with visiting scholars and students)

- **Recognition for achievement** is immensely satisfying to faculty members, and in fact to just about everyone. Mihaylo College has several programs for faculty recognition including an award of *Outstanding Professor* provided by our Executive Council. Two awards, one for teaching and another for service, are also given to part-time faculty members. The College provides biennial awards for the best peer-reviewed journal article and multiple faculty fellowships based on the last three years' record of achievement in teaching, research, student support and service.
- **Incentives** are provided for research through the *Dean's Research Fund* and *Faculty Development and Curricular Innovations* program. Additionally, the college tries to meet all requests for research databases and software.

There is certainly more that the college can do for enhanced faculty productivity and job satisfaction but most ideas of what faculty value come from departments. We will continue to make efforts to respond to those.

Dean Rikli: College of Health and Human Development

The College of Health and Human Development (HHD) sponsors a number of events and programs designed to increase the retention and success of its faculty, with a special focus on promoting a positive, supportive, and cohesive atmosphere in all that we do. Of the 66 new tenure track faculty hired since 2001-02, we have a retention rate of 82%, a statistic that we view as generally positive. Of the 12 faculty who are no longer with us, all but one left under positive circumstances and/or for personal reasons: six left due to family issues (e.g., relocation of a spouse, child/parent care); five left because of more attractive job opportunities, and one left due to a non-tenure recommendation. Although we always regret losing faculty to a non-tenure decision, one non-tenure separation out of 66 over nine years is not too bad. While there is not much we can do to avoid losses due to changing family or personal dynamics, of most concern to us are those faculty members who have left because of more attractive job opportunities. On one hand, this could be seen as a positive sign: we hired top notch faculty, resulting in them being noticed and recruited by other institutions. In fact, a perfect retention rate may not be a goal to which we want to aspire, since hiring top faculty undoubtedly increases the risk of having them snatched away by other institutions -- of losing them to greener pastures. In the best of all worlds, though, we would like to do both -- hire high quality faculty and provide them with sufficiently green pastures that make them want to stay at Cal State Fullerton.

The following are examples of college-wide strategies, events, and programs that we believe have been useful in facilitating the retention and success of HHD faculty:

- **The Interview Process.** The first step in facilitating faculty retention and success is making good hires at the onset. In HHD, we place a high priority on selecting faculty who are a 'good match' with our mission and priorities. In addition to the obvious task of looking for quality faculty who are enthusiastic about both teaching and research, we also look for those who show evidence of being collaborative and service-minded and who have an interest in not only contributing to their discipline, but also in 'making a difference' in their departments and in the community (values not necessarily promoted in all Ph.D. granting institutions).
- **College-Wide Faculty Retreat.** To promote faculty cohesion and a sense of belonging, commitment, and communication, we begin each new academic year with a college-wide faculty retreat, planned jointly by a committee made up of faculty members and the dean's staff. Activities include the introduction of new faculty; dean's remarks on recent achievements, challenges, and priorities; and brief reports from each department on their activities and plans for the upcoming academic year. Additionally, each retreat, via panel presentations and round-table discussions, has a 'themed' focus on an issue of importance to faculty. Past themes have included such topics as: "Improving Writing across the Curriculum" and "Facilitating Collaboration," with this year's theme being "Strengthening Faculty Scholarship—Enriching Student Learning."

- **Faculty Advisory Council (FAC) to the Dean.** The FAC, which includes a faculty representative from each department, was created to improve communication, to broaden the voice of faculty, and to provide input and recommendations to the dean. Over the years, this Council has been effective in raising awareness about a number of issues facing faculty and proposing suggestions that have led to positive changes in the college and, in some cases, to campus-wide reform. For example, given faculty's frustration with the extensive time demands of the RTP process, a formal proposal from this group was taken to the Council of Deans a few years ago recommending 'abbreviated reviews' in probationary years three and five; a proposal that was further considered by the Academic Senate and eventually became part of UPS 210. A similar proposal two years later from the FAC prompted campus-wide discussions leading to changes in the full-time lecturer review process.

- **College-Sponsored Faculty Workshops.** Although the University sponsors a number of valuable workshops for faculty on a variety of issues, these sessions typically focus more on the 'mechanics' and 'requirements' of the process rather than on departmental or discipline-specific considerations. In college-based workshops, discussions focus more on clarifying qualitative expectations and on providing mentoring assistance where needed. Examples of college-sponsored meetings and workshops are:
 - ▶ **New Faculty Informal Meeting/Coffee with the Dean** – After new faculty have had a chance to settle into their teaching assignments, a meeting is scheduled with the dean (usually in early November) to discuss their various experiences to date, to review RTP expectations (including preparing their Prospectus), and to address any other questions and concerns at this early stage of their career.

 - ▶ **Portfolio/Performance Review Workshop for Full-Time Lecturers** – All new and continuing lecturers are invited to this workshop which addresses questions about their portfolio preparation and performance expectations in general. Many lecturers in HHD have had long and successful careers in 'clinical' settings prior to their appointment at Fullerton, but may be new to academia and need clarification about personnel expectations unique to their new appointment.

 - ▶ **RTP Review/Portfolio Expectations: Tenure-Track Faculty Workshop** – Again, this college-based workshop is supplemental to FAR- or FDC-sponsored RTP workshops in that our focus is more on defining 'qualitative' expectations relative to their departments and disciplines rather than on mechanical procedures and processes.

 - ▶ **Proposal-Writing Workshops** – With the increased interest in and opportunities for external funding, HHD sponsors college-based proposal-writing workshops designed to increase faculty knowledge about external grant opportunities, to improve skills in proposal-writing, and to provide individual assistance and mentoring during the entire proposal-writing process.

- **College-Based Research Grant Office.** To further support faculty's scholarly interests and success in attracting external funding, we recently hired a Research Grant Officer who assists

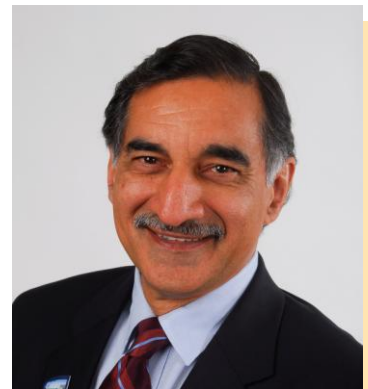
faculty with activities across the grants lifecycle including: identifying funding sources, reviewing and interpreting grant guidelines, proposal and budget development, assisting with grant submissions, assisting with management of post-award grant activities, and serving as the college's 'one-stop' liaison between the Office of Grants & Contracts, Auxiliary Services Corporation, and University Advancement.

- **Research Centers/Institutes.** To encourage faculty collaboration and to facilitate research requiring a multi-disciplinary approach, the college has encouraged the formation of research centers and institutes. Most of our existing centers/institutes involve faculty from different departments, different colleges, and typically involve community partners. HHD-sponsored centers and institutes generally receive start-up funding, but then become self-supporting as they are more fully developed. Current HHD centers and institutes are supported by more than \$7.2 million in external grants and contracts.
- **College-Based Writing Tutor.** For several years now, the college has supported its own part-time writing tutor where faculty can make referrals for students who need extra assistance with their writing. Students from all of our majors, both undergraduate and graduate, have utilized the HHD Writing Center, thus easing some of the workload of faculty and, at the same time, providing a valuable service to students.
- **Additional Faculty Support.** Other college-wide support for faculty comes in the form of supplemental funding for travel, funding for high quality intramural grant proposals that were not chosen for funding by the University, assigned time for special projects, and funding for research equipment and supplies that are not covered by other sources.

In conclusion, while the topic of this paper dealt with “college-wide” strategies for retaining and supporting faculty, I firmly believe that what occurs at the department level relative to mentoring, camaraderie, and support is what’s most effective in influencing positive faculty morale, retention, and their successful development. At the college level, we try to supplement the support that departments provide, but we can never be a substitute for the influence that departments have on their faculty.

About the Authors

Dr. Anil Puri has been serving as Dean of the Mihaylo College of Business and Economics since 1998. He is also a Co-Director of the Institute for Economic and Environmental Studies. Dr. Puri has served as Executive Director of the Western Economic Association International and is a panel member of the National Association of Business Economists' Survey of Economic Conditions. He earned his Ph.D. in Economics from the University of Minnesota. For the past seventeen years, Dr. Puri has served as the keynote speaker at the annual Economic Forecast Conference.





Roberta Rikli Dean of the College of Health and Human Development, is in her 39th year at Cal State Fullerton. She initially came to campus as an Assistant Professor of Health and Physical Education in 1972. Other roles on campus include serving as Chair of the Department of Kinesiology and Health Science, as Associate Dean of HDCS, and as chair of several university committees, including the PRBC. Dr. Rikli, has received national and international recognition for her research and program development in the area of health and well-being for people of all ages.



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Faculty Retention and Success: A Departmental View

Jesse Battan, Sheryl Fontaine, and Robert Koch

When it comes to retention and success, what matters most to faculty in relation to their departments? What are the factors that most influence their desire to stay in departments and their ability to succeed professionally? To answer these questions in terms of our own colleagues in American Studies, English, and Biology, we polled junior and/or senior faculty in our departments, asking them to share with us their beliefs about what they had most “needed” from the department and how those needs were being met. It turns out that there is little difference among our three departments. From the responses we received to our questions, we were easily able to identify several common areas. There were expected departmental differences that emerged from each discipline as well as from the personalities and histories of our particular departments. But overall, what matters most to the untenured faculty recently wooed into our departments and working toward tenure, is very similar to what matters most to senior faculty who have made decisions about continuing their careers at CSU Fullerton.

We hope the outline that follows will be useful to ongoing discussions about faculty retention and success. However, by its very nature, the outline implies that faculty retention and success can be accomplished simply by following this checklist of suggestions. What the outline belies is the ubiquitous environment that is at once the sum of these individual suggestions and yet unique in its characterization. Over and over in their responses to us, faculty attributed their retention and success to having felt respected and valued for the breadth of who they are. And while the suggestions that follow certainly contribute to these qualities, each one rings hollow unless it occurs in a department that values its faculty. This means not only respect and value for the scholar, the teacher, and the community member; but also for all the other elements of who faculty are as men, women, parents, children, siblings, friends, and so on. The suggestions that follow are only as effective as the extent to which they resonate with the recognition that departments are communities of individuals, working together within the complex parameters of a common discipline, a set of sub-disciplines, and a wide array of personal lives. What matters most for faculty retention and success is that departments have come to collective agreement

about the structures and priorities that best support the faculty as individuals and as members of the departmental community.

How can departments create an environment that meets the expectations and needs of faculty?

1. Retention, Tenure, and Promotion

In general, all factors that foster the faculty's success support their progress toward retention, tenure, and promotion, thus all conditions listed in 2-6 below also contribute, but those listed here are of more direct relevance.

- Provide clear and transparent information on the tenure and promotion process, letting untenured faculty know what is going well and what still needs work in their annual evaluations.
- Provide new faculty with a mentoring colleague in their area of study and the assistance of the department chair.
- Provide peer evaluations of teaching, so SOQ's are not the sole measure of teaching performance.

2. Research Resources

- Time
 - ▶ As the demand on faculty research time has increased, provide schedules that are respectful of this expectation.
 - ▶ Whenever possible, provide release time and, thus, a decreased expectation for teaching and service that allows a greater concentration of efforts in establishing a research program.
- Facilities
 - ▶ Be certain that the infrastructure, including facilities, shared major equipment and library resources, for supporting research efforts is complete.
 - ▶ Provide support and encouragement for obtaining important new, shared research equipment as needed by new faculty.
- Funding
 - ▶ Make research and professional travel a top priority.
 - ▶ Provide start-up funds that are competitive with other masters-level institutions.

3. Teaching Resources

- Time
 - ▶ Provide adequate time for untenured faculty to prepare for courses, create a comfortable but dynamic class atmosphere, and be approachable instructors.
- Facilities
 - ▶ Provide adequate resources, including equipment, staff support, and materials to make it easier for faculty to help students develop hands-on skills in their disciplines.
- Sharing of Expertise and Mentoring
 - ▶ Create a culture in which faculty regularly exchange ideas about teaching and research projects, read one another's works in progress, and provide editorial support and advice on the publication process.

4. Student-Faculty Collaboration

■ Research

- ▶ In the sciences, the development of externally funded programs that support student research training is encouraged. These programs recognize high-achieving students interested in research and provide faculty the opportunity to engage highly motivated students in their research activities.

■ Curricular Activities

- ▶ Support and encourage faculty opportunities to help students develop leadership skills in service organizations and academic programs like Teaching Associate programs, and hone advanced research and communication skills while working on student/faculty colloquia, student conference presentations, student edited journals, and other publications.

5. Staff Support

- Make available the support of a professional, well-prepared departmental staff who provides continuity and insures the smooth operation of the department.
- Encourage access to an instructional support staff that works in association with faculty and also works independently to develop and prepare course and laboratory materials required to allow students to meet expected learning outcomes.

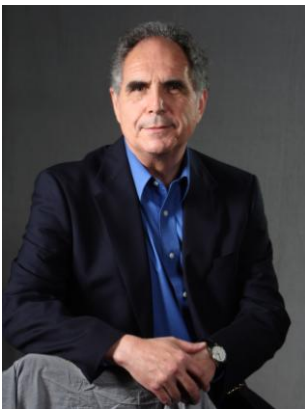
6. Department Operations and Governance

- Create a democratic process of scheduling that balances a respect for faculty's professional specialties and needs with students' interest and curricular needs.
- Hire faculty who fit exceptionally well with the needs and "personality" of the department.
- Create a department governance/committee structure that includes everyone in a manner that allows for individual choice and also invites individual involvement throughout the work of the department.
- Hold annual or biannual retreats on topics generated from within the department such as the curriculum, the public profile of the department, and/or governance issues in the department.
- Share a sense that the department chair is the frontline between faculty and the University—watching out for financial and academic opportunities (grants, release time, travel monies), running interference when necessary, and serving as the translator between faculty and administration.
- Having collegiality as a goal seems to have made it so. It may also be due to the very clear goals that are set for promotion and tenure and the yearly reviews of those goals to stay on track.
- Provide the assurance of supportive administrators at department and college levels.
- Create a supportive, collegial atmosphere.
- Provide new faculty with a congenial home that fosters their growth as teachers and scholars and helps to create a sense of membership in a faculty community.
- Keep departmental conflict under control. The goal is a department culture based on mutual respect that allows for honest interaction and authentic negotiations, where things can be discussed, even argued about and compromise, if not consensus, can be reached.

- Note and celebrate the achievements of new faculty.
 - Create social events that provide opportunities for faculty to interact outside of hallway conversations or department meetings.
 - Ensure that work-load assignments—teaching and committee work—are distributed fairly. Provide as much latitude as possible when new faculty select their teaching schedules and assignments.
 - Provide strong examples of teaching, research, and service.
 - Maintain and communicate shared values with regard to teaching and scholarship.
- Approaches to both, of course, will vary, but faculty should share common objectives and be respectful of colleagues when they differ.

The result of all of these suggestions can best be summed up in the following comment that we received from a new faculty member: “I always felt—in ways little and small—that my department supported me, that my colleagues wanted me to succeed and get tenure, and that they would support me in whatever ways necessary to make that happen. Although intangible, that feeling is invaluable.”

About the Authors



Jesse Battan is professor and chair of the department of American studies. He has been at CSUF since 1980. He has published several articles on sexual radicalism in nineteenth and early twentieth-century America. His most recent publications include “You Cannot Fix the Scarlet Letter on My Breast!': Women Reading, Writing, and Reshaping the Sexual Culture of Victorian America,” “De-Civilizing' Sexuality? Intimacy, Erotic Life and Social Change in Modern America,” and “Sexual Selection' and Social Revolution: Anarchist Eugenics and Radical Darwinism in the United States, 1850-1910.”

Sheryl Fontaine is professor of English and Comparative Literature and is currently serving as chair of the Department of English, Comparative Literature, and Linguistics. She has also served as chair of the Planning, Resource, and Budget Committee and is an active member of the WASC Reaccreditation Steering Committee.

Robert A. Koch, Ph.D. is currently the acting dean of the College of Natural Sciences and Mathematics. He joined the faculty of Cal State Fullerton in 1976 and has been a professor of cell biology in the Department of Biological Science since 1985 and served as department chair from 2004-2010. He and his students study cell-cell interactions, cell signaling and cytoskeletal organization in sea squirt sperm activation during fertilization. Koch has been awarded more than \$4.5 million in support of research and research training, and he and his students have published over 50 papers and abstracts.





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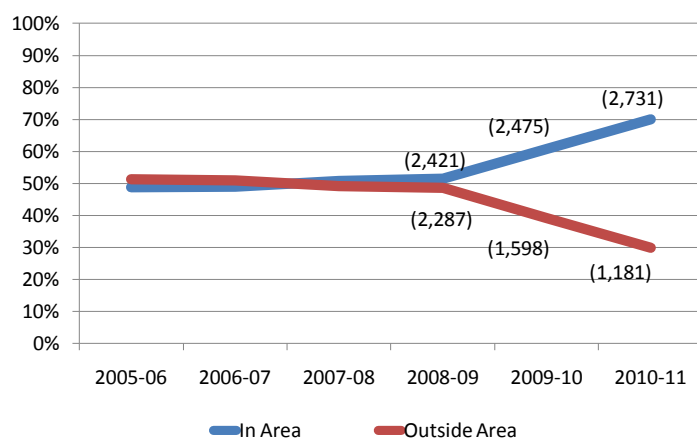
Morton's Fork: Rationing Access to CSUF

Ed Trotter and Ed Sullivan

One of the most vexing, if not the most vexing, issues one of the Eds has encountered in more than 35 years at Fullerton is the challenge we now face of using supplementary criteria to determine admissions to the campus. We have long been a campus of access to all those who qualify and wanted to benefit from a CSUF education.

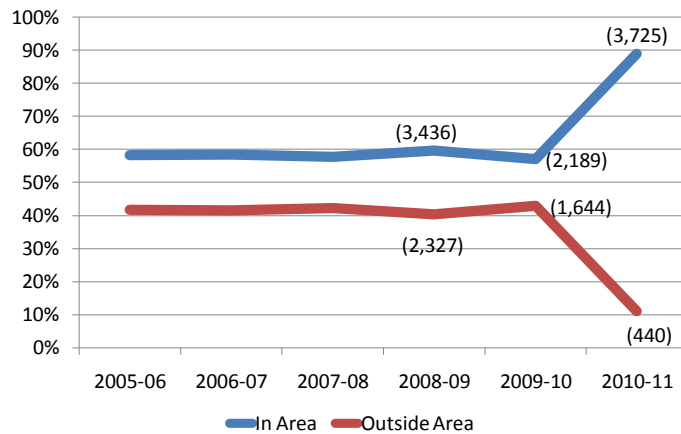
As we are all painfully aware, this year marked the first significant departure from that practice. In essence, we created two classes of both entering freshmen and upper-division transfers (UDT) from community colleges. With approval from the Chancellor's Office, CSUF employed "Campus Impaction," which resulted in a significant change to the proportion of our new undergraduates enrolling from our local admissions area.

Figure 1. Effect of Impaction on First-Time Freshmen



Just look at Figure 1 to the left to see the astonishing shift in the makeup of our student body. Some 70% of our 2010 first-time freshmen (FTF) class graduated from a high school in Orange County or a very nearby school district. Two years ago, only about half of our freshman class had done so. But, even more astounding is the change in the origin of our UDT students. As shown in Figure 2, in just one year we went from having about 60% of our students transfer from an Orange County community college to about 90%.

Figure 2. Effect of Impaction on Upper Division Transfer Students



The current changes may set us on a path of moving from being a “regional university with a global outlook” to becoming a “local university with a regional outlook.”

As we look to the future, we are faced with a choice of accepting that our university mission and vision could be forever changed and accept this new localization construct, or determining that admissions standards should be revised to reflect in- and out-of- area ratios seen prior to fall 2010. For inside-area students we might opt to employ “major impaction” to increase entrance requirements and opt to diminish

entrance requirements somewhat from the current “campus impaction” levels for outside-area students. By employing both “program” and “campus impaction,” the campus will be able to better capture the diversity of experiences and ideas brought to campus by outside-area students to augment those brought by our inside-area students.

So, what do we do about it? We are truly faced with what most of us consider a Hobson’s choice¹. We’ll lay out some scenarios, but first some context.

Everyone knows the California budget has not been able to sustain the commitment of a financially accessible quality education made to our young people a half-century ago in the California Master Plan. We also know that over that period the proportion of high school graduates who seek higher education at one level or another has increased substantially. Community colleges have expanded both in number and enrollment as the population of the state burgeoned.

As pressures on California’s budget increased over the past couple of decades, students and their families have been asked (forced?) to take on a growing proportion of the costs of the college education. Geography, demographic shifts, a growing Orange County and Inland Empire population, and, we’d like to think, the increased quality of our campus all play a role.

Thus growing demand, coupled with declining state support, has brought us to a new reality: *we simply cannot accommodate all of those who wish to attend CSUF to obtain a college degree.*

And, for the incoming classes of 2010, we have seen our first significant rationing of access to Cal State Fullerton. This was done because we had far, far more applications than we had spaces.

¹ It turns out that a Hobson’s choice is no choice at all. It’s a “take it or leave it” proposition. Interestingly, we came across a term that is more relevant yet still not accurate, a Morton’s fork, suggested as a choice among two unpleasant alternatives. We’re pretty confident we have far more than just two unpleasant choices. Perhaps we have come upon Morton’s rake.

Granted, electronic applications for CSU and other institutions have probably played a great role in increased numbers of would-be Titans. However, even discounting that, the number of students who accepted our admissions offers exceeded our capacity.

Let's look at the fall numbers: we received more than 62,000 applications (33,562 freshman and 19,303 UDTs) for undergraduate admissions; we have enrolled about 4,000 FTF and 4,300 UDTs; and we denied admission to 4,456 students who were eligible to attend a CSU based upon their high school performance and to 6,372 CSU-eligible UDTs. The result was the drastic changes in the home residence pattern of our 2010 incoming students displayed in Figures 1 and 2.

All of this change was the result of our having to use a process known in the CSU as "impaction." That term refers to the employment of secondary criteria beyond either a combination of grade point average (GPA) and SAT scores (for our freshman applicants) or a minimal GPA (for UDTs).

Our first Hobson's choice or whatever we want to call it was whether to assure that every student in California has an "academic home" in the CSU or to simply pick and choose among the best and brightest. Our history has been that the California Master Plan for Higher Education assured that through admission to one of the three segments of higher education (the University of California, the California State University or the California Community Colleges) each and every citizen would have the opportunity to progress toward a bachelor's degree.

"...for the incoming classes of 2010, we have seen our first significant rationing of access to Cal State Fullerton."

This understanding is at the root of the practice we employed more or less throughout the CSU for the present academic year. We assured that every student had an institution he or she could attend and that included all eligible community college students. For many decades, we have used the concept of "local service area" in the CSU and for many of us that meant the area for which we had a primary obligation to serve. It actually was more of a way to apportion how University Outreach activities are organized to assure that each and every possible student can get information about attending a CSU campus.

This year, however, we have new "admissions area" terminology, "in-area" and "out-of-area," that is much more constraining on our potential students. These come from what is known as "campus impaction." Here's how it played out this year: students who were in-area had to reach CSU-established minimal thresholds, the GPA-SAT combination (known as the Eligibility Index² [EI]) for freshmen and the GPA for UDTs. Historically, an EI of 2900 was required for admission of freshmen and a GPA of 2.0 for UDTs. Use of those minimal criteria this year would have produced an incoming class far beyond our capacity. The choice was made at the system level that we must take our in-area students first and then allow the remaining slots to go to students on the basis of higher criteria.

² The CSU Eligibility Index can be calculated at the student's GPA multiplied by 800 plus the combination of the SAT math and the SAT critical reading (also known as verbal) scores. The minimum standard for admission to the CSU has been 2900 for several years.

The incoming freshmen from out-of-area had an EI of 3500 or more for science and engineering majors and 3700 for all others. Out-of-area UDTs had to meet a minimal GPA of 3.7. And, no, that is not a typographical error. We have, in essence, admitted four distinct cohorts: two types of freshmen and two types of UDTs.

<i>Fall 2010 Freshman Class</i>		
	In Area	Out of Area
Eligibility Index	2900	3500-3700
Minimum GPA	2.0	3.7

This is not what many of us signed up for. That being said, many colleagues might welcome the increased thresholds and this should provide a stronger student body, academically speaking. But, at this stage it is what it is.

Now is the time for us to look forward together in an attempt to shape our future. We will try to look at the next level of impactation, that at the program or major level. While the campus had authority last year to impose program impactation on some nine categories of majors, a decision was made not to employ it because it was not clear how students would behave if there were options to apply for non-impacted majors.

If we want to consider bringing our student population back into balance with respect to the geographical origin, we most likely will have to employ program impactation. This practice can work two ways. We can use a single EI or GPA standard across all majors (our first inclination), or we can have different criteria across the various majors. As you may know, San Diego State has been engaging in this practice for more than a decade. It is clearly uncharted territory for us and we want to proceed cautiously.

Obviously, a wide campus discussion of this must take place. These conversations are ongoing and will in all likelihood not be fully ended with the arrival of new freshmen and undergraduate transfers in fall 2011. Cal State Fullerton may be on the cusp of the greatest transition in its history, frankly. We often talk about the need for strategic planning. If we don't do this properly, our strategic plan may take care of itself. A rapidly changed student body constitutes a rapidly changed institution, planning or not.

About the Authors

Ed Trotter is Acting Associate Vice President, Undergraduate Programs. A professor and former chair of the Department of Communications, he joined the campus in 1975. He chaired the Senate in 1982-83 and has served on virtually all Senate committees in his career at California State University, Fullerton. Mr. Trotter is currently a member of the WASC Reaccreditation Steering Committee.





Ed Sullivan is the Assistant Vice President for Institutional Research and Analytical Studies. He routinely produces analyses on enrollment modeling, course enrollment patterns, graduation rates, time to degree, academic trends, demographic trends, and other significant assignments that support the data needs of the university as well as inform university decisions. He also provides university data and analyses for various state, regional, national, and special CSU system wide projects.



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Postscript: Recommendations of the Joint Task Force on Faculty Retention and Success

On October 6, 2010, the Joint Task Force appointed by Acting Vice President Steve Murray and the Academic Senate Executive Committee reported its recommendations for action to improve faculty retention and success (ASD 10-136). The task force members were Jon Bruschke, James Dietz, Angela Della Volpe, Shari McMahan, Chris Renne, and Sean Walker. The recommendations are as follows:

- Of the highest priority, reduce the effective teaching load for tenured faculty with demonstrated scholarly/creative accomplishments or providing high quality service from 4/4 to 3/3. Additionally, provide credit for supervision courses; provide assigned time for faculty serving as chairs of major university committees.
- Incentivize and expand grant support.
- Increase support for faculty child care at the Children's Center.

Additional information was requested from Academic Affairs with respect to cost and implementation issues. Acting Vice President Murray is scheduled to meet with the Executive Committee to discuss the recommendations in mid-November. A resolution supporting the recommendations of the Joint Task Force is on the October 21st (ASD 10-137) agenda of the Academic Senate.