



# Senate FORUM

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SENATE FORUM PRESENTS

## Transitions and Transformations

*Conversations with two new CSUF leaders and reflections on the Senate & Academic Affairs Retreat*



**Tonantzin Oseguera**

DEAN OF STUDENTS

**Could you tell us a little about your previous position and your accomplishments?**

I worked as assistant dean of students at U.C. Riverside so I'm very familiar with the system. I worked with student organizations, including student athletics, student government and their board in particular to create meaningful experiences for the students. For example, the campus had a Scottish mascot and history, but 90 percent of the students came from diverse backgrounds so the concept of a tartan had no meaning. We created a tartan campaign, including how the original class of 1954 had come up with this concept and what it means today. So we had kilts in the campus store and bowties and ties, and the tartan became part of the school colors and school history.

**What motivated you to come work for CSUF?**

I definitely want to continue to learn and serve. I felt I had done what I could at UCR. I wanted to learn new things. Unfortunately the UC system couldn't find a new way for me to grow. I considered several options and gravitated toward the energy at CSUF — the campus, the VP of student affairs and President Garcia. I had heard the President speak before she was at CSUF and thought she was a dynamic and real leader. When I heard how the university wanted to be student-focused, I thought it would be a good fit. I'm really happy to be here when there is so much happening. In particular the VP has redefined the position to focus more on the students.

**What will be your responsibilities here at CSUF?**

Currently the position is focused on student conduct. For the longest time the University had one assistant dean, Sandy Rhoten, who handled all the conduct issues. That isn't enough for the size of this student body. Students referred to us need to understand academic integrity. If they learn to cite properly, they become better students — they come to class prepared and do better papers. It's too much for Sandy to do by herself, and I want to secure more resources, like getting a coordinator to help her. We want to handle each case so the students learn something rather than simply getting a letter. We need more resources. So I do student conduct, student government and students of concern. Thirty years ago a Dean of Students didn't do these things. He or she did student life and Greek activities. But more recently the position has incorporated behavioral intervention, and every day I do two or three such interventions, and that may require talking to parents.

**There have been some changes in the division.**

Part of the re-engineering has been to tease out what each office does. The Dean of Students is really the Dean of Student Conduct who also works with students of concern. We hadn't listed that anywhere. I deal with students who are having mental health or drug and alcohol issues and do this one-on-one, which includes going to the hospital, talking to their parents and making sure they are taken care of. The student who is not talking in class is the kind

## Interview with Tonantzin Oseguera

of student I spend time with and say, "Let's get connected." If they are a threat to themselves or to our community, then we need them to no longer be a threat or not be part of the community.

And I work with ASI. I am part of the board of directors. I help the student government get connected to the institutional priorities. The student government can have lots of ideas but they may not be connected. If you have 16 million dollars of students' money, is putting billboards on the bus really a priority? As an advisor I help them connect some of their priorities and some of their funding.

### **What are the most challenging issues facing our students?**

I would say that it's probably a combination of things. State institutions face a challenge of access and of providing means for students to come and take classes. As a result we can't keep up with demands for services. Students are not prepared academically or in how to manage life. For the first time they are making choices on their own or experiencing a lot of stress. We have to help them learn to make sound decisions. We've outgrown the model of doing one at a time. And in California we have become very adept at telling students to go to college. That's not enough. The message in K-12 also needs to be how to do it, how to succeed. We need to get them prepared with basic study and time management skills. And with so many first generation students those issues get magnified. We have to figure out a way to help those students get through college, particularly if one of our goals is making sure we have the retention and graduation rates we want. We want to make sure the students are able to function and do what they need to do. There is no one main issue — it's much more complex.

### **What do you think of our students?**

They seem very focused on their academics and want to succeed so we need to help them do so. We want to make sure they reach their goal of graduation in whatever years they envision. As a first generation student myself I understand some of the issues and challenges they face. I like this population and they are part of the reason I came here. I wish we could solve the financial aid problem so they did not need to be full-time in order to get Pell grants.

### **What other goals do you have?**

We in Student Affairs are engaging in strategic planning on our own, and we are aligning what we do with the university strategic plan. For me it's definitely a matter of making sure we serve students — particularly our students of concern — in helping them achieve success and connecting them with resources they need to get through. Both Sandy and I believe we must work with one student at a time and that every student matters.

### **Do you have specific plans for this year?**

Oh, you bet! There are two things that intersect with faculty

concerns. I'll be coming to the Senate to discuss Directive 5 on Time, Place and Manner and how we work with outside entities who want to share their message on campus. We have to make sure we don't get into management of content. If they want to be on campus, we say here's what you do, here are the civility rules you need to honor. We don't want someone yelling in a student's face. And we have to be a more visible presence. We need to put together a process that is fair, equitable and easy to understand and that protects the students in terms of civility. We'll be working with ASI and SALC to ensure a fair process. We also have need to help the community understand that we are a marketplace of ideas and that the First Amendment is front and center. If you have a message that is hateful but you do it with civility that's fine as long as you do what we expect in terms of the process.

### **What is the role of faculty related to the Dean of Students?**

For me it's that we work together to be sure students are contributing to the campus but also have the resources they need. So one of my other priorities is that faculty need to understand how to handle a student of concern — so they know where to go and that they need to deal with it and not ignore it. So one good example is that if a faculty member has journaling as a requirement and sees that the entries are talking about suicide because the student can't find a connection, I would want that faculty member to know it's okay to notify someone.

### **Notify you or CAPS?**

Either one. I'm the triage person. For example, the assistant deans are under Leah Jarnagin and don't work with students of concern for the most part. But if I get a student who is unhappy with a faculty member then I send that person to the appropriate assistant dean. I make sure students get the right help. So students of concern may or may not go to CAPS, but I can call them in if they don't show up. Mostly with the students of concern we want to make sure we have the infrastructure and the resources so they know where to go. They need to know there is at least one place .

### **Do you have to talk to the parents?**

Well they are adults, so the relationship with the parents is important. If we think the problem is the support network then we might talk to parents, but usually we only talk to the parents if the student is incapacitated and can't make decisions themselves.

### **Is there anything else you would like to say?**

So far it's been great. I think it's been easy to make connections and I am interested in how they do things. It's important people know the Dean of Students is here to get support for the students. I want to make sure to give faculty the opportunity to know. I'm a strong believer in collaboration, which means the faculty need to know what we have to offer. ☺



## Lori Gentles

VICE PRESIDENT

Human Resources, Diversity & Inclusion

### **What do you think your new family at Fullerton would be interested in knowing about you?**

You know, I don't know if this is surprising but I think I fit right into the Fullerton environment: I collect elephants, I'm the seventh child on the seventh floor, I love the sun, I'm a kind of desert rat — these are things that make me feel like I fit right in. I didn't need a lot of additional swag.

On a more serious note, I'm the seventh child out of eight so I'm a first generation college graduate and the product of a public-private entity. I received a full scholarship to college when I was in 8<sup>th</sup> grade. A company adopted my school and awarded four scholarships and they provided summer school and training and books in high school. And I could have gone to any college I wanted, but because I was first generation, I didn't know what to

do. I didn't know what questions to ask. It was just about getting into college. I do have a spirit to inspire, provide others with information, and help them realize their dreams. I never thought I would do higher education. I did private sector and government, but now the culmination of my experiences means I am in the position to touch the lives of young people. I'm an HR professional but have a real spirit to uplift others.

### **So what persuaded you to leave your previous position?**

This is my dream job. I still mean that. I've been in HR for approximately 25 years doing operational, middle management work, and the visionary leadership of our president has put us on the forefront of strategic HR. Every HR professional who has worked like this, for years they have wanted to work at a strategic level and move away from a transactional to a transformational model. In the CSU there is nothing else quite like this. We have the opportunity to show what it can look like. Even in other higher ed institutions you don't see this — you might in community or 2-year institutions but not 4-year.

But it also was a promotion. I had just completed my MBA so I was better equipped to take on executive level roles. Being at a VP level you need the tactical and technical parts but you also need

## Interview with Lori Gentles

the business part. That directly affects the satisfaction of faculty and staff and the success of the students. The location is great — it's nice and warm. I took an iPhone picture of my view and sent it back to my colleagues in San Francisco, and they returned a picture that was gloomy and gray. I love the warm weather and really am a desert rat. I'm closer to my home in Arizona now, so that's nice. The opportunity to work with great leadership and the college commitment to the strategic plan — these make it feel like a community even though it's so large. People seem happy and seem like they want to achieve the university's mission.

### **In what respect does the office of HR here differ from that at other CSUs and other campuses in general?**

You're planning for the future, you're looking ahead. It's not just the here and now. Traditional HR and what my colleagues do at the AVP and Director level is a necessary pass-through but the role is not seen as a partner or as a value added to the overall mission. It's very inward-focused. But my job is outward-looking, being able to operate across platforms. So I'm not a fundraiser, but at the VP level I'm still responsible for student success so I'm also responsible for the fund-raising and friend-raising part. I have a responsibility in community relations. The differences are not operational but it's more strategic. I am operating horizontally and not just vertically. Another thing that's interesting is that the accountability is greater. The other AVPs report to the business officer so there is a layer of cover, but now I am responsible and held directly accountable.

### **What are the greatest opportunities and greatest challenges?**

My greatest competitive advantage is my perspective. So to me it's all opportunity. I've embraced things that are very difficult on purpose throughout my career because I think that helps you build and get exposed to greater opportunity. I used to be a career counselor and know if you don't have that difficult opportunity you can't build your portfolio. You get to shape culture. I talk about HR as culture architects. We are moving from transactional to transformational. Architects want a structure to be durable and beautiful. My opportunity here is to build culture that aligns with where the university wants to go, being a welcoming place that attracts talent. Will it all be easy? No, there will be mountains so it will require a lot of energy and effort, a lot of exposure and a lot of collaboration with stakeholders across the campus, and a lot of recalibration, because you don't always get it right so you have to bring it back.

### **What do you see as the role of collective bargaining?**

Arizona is a right-to-work state, so when I came to California collective bargaining was new to me. So how I view it is that I feel

like we all are working toward the same goal. I used to say to the union: Your employees want the same thing we do: we want fair and equitable treatment. We're on the same team. We just wear different colored t-shirts. Just hold us accountable.

### **How do you envision the Diversity Action Plan?**

So some of this I outlined a bit at the [Senate and Academic Affairs] retreat. The process is going to be dynamic. This is why we are going across campus now and trying to provide training. It will be dynamic and consultative and involve specific data points. We will do a climate survey that will give us a baseline and some real statistics. We also will get the perception from the hard data. Based on those data points — and we were just reviewing the affirmative action plan that is reported to the chancellor's office — it's a 545-page document — we will identify where we are under-represented and figure out what we can do about increasing the pool in these areas. We are all here to support the university so we all should care about this. The product of the plan is that it will be a clear path with clear guidance on what search committees can do, what individuals can do.

### **How do you view the inclusion part of your portfolio?**

So it's one thing to get all these data points and bring in these diverse pools, but if we then have this diverse population and we don't do anything — they don't have a voice, they don't feel they can express an opinion, we don't retain them or if we do retain them they still don't feel included. The inclusion part is in the strategic plan in getting the various affinity groups and colleagues and all the stakeholders involved. Once we get them here, how do we mentor them, make them feel their opinions matter, that they too can shape culture?

### **This goes back to your history — you need people**

Yes. You need help to know which person to talk to. I don't see anyone like me, I don't see anyone I can relate to — I have a new faculty member now — I moved here from back east, I don't have any family, I don't know my surroundings, simple issues like where are the things that would meet my needs — what about the hair salons. There may be some unique needs that we can help people with. What information can we provide about schools, churches, summer activities? If we put inclusivity at the center, the arrows would spoke in all directions because it's everything and all parts of the community. If we prove we are inclusive — we don't just woo you then drop you — then you become an advocate. How do we instill Titan pride so that people really want to recruit and retain others? How do we make people feel their differences are valued and treasured. We have a rich and robust environment. That is what we want people to feel.

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Interview with Lori Gentles

**How do you see your legacy here?**

There are internal and external results or goals I want to focus on. Externally, across the campus, is the completion of a comprehensive climate survey that we will use to build our diversity plan. And I want to clarify the role of this division. People will see me, know what my position is, what my philosophy is, what my role is. I want to position this division so we can provide high-quality services to the constituents by being a game-changer. After this first year, I'd like to see a recognition that the things we do or put into place are really changing the fame on our campus and in the CSUs. We can't do business as usual. We need to be doing the *unusual*. I'm always perplexed when I see standardized practices in a higher institution that should be known for thought. I want to take the lid off and push for creativity and innovation. Why not do this? We can make recruiting easier if we make the place better.

Internally we need to build capacity so we get rid of the silos and have generalists. So you as the customer have a single point of contact. So when you come in to see someone for one reason, you can get answers on a different question from the same person. You may not get deep knowledge but they should be able to answer some of those questions. What can we do and how can we do it better so we can serve faculty who directly serve our students? How can we make it easier for them to do their jobs? The intangible would be a better vibe, a renewed expectation, a real sense that change is happening and that this gives people more energy and hope. That is what I would want: People who are happier and more hopeful and more inspired and committed.

**The data make you think differently**

That climate survey was focused on STEM but still provided extremely useful information. You do need to do things differently. To set ourselves apart as an institution we have to do the unusual. If there is a law that says no, that's one thing. But if it's just a mindset, that's different. We are competing for the best and the brightest.

You had asked about how this position is different. No other HR person is thinking about bottleneck courses, the achievement gap, scholarship, and the larger community — it's just not on the radar. That's how this is different.

**So you say the older model was transactional**

Yes. Transactional is just what you do: Process payroll, process checks. Transformational, on the other hand, makes material changes. Transformational is "I understand the institution," "I implement best practices," "I build or shape and change through policy and practice," "I help to change policy and practice."

In my case, I'm an active member of CUPA for HR. I'm on two subcommittees and one is on legislative policy. It has HR professionals who understand they need to play a role in the legislative process — that legislators have no recognition of their policies' impact on the employees. We need to partner with government relations people and figure out how to help them let legislators know what we need. We need to get ahead of legislation and get involved.

The opportunities abound. For me it's about focusing and managing the flow. There are so many things I want to do. I'm having a wonderful time here. ☺

## 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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# Recruitment & Retention of a Diverse Faculty and Staff

*The successful retreat that happened, and the tired debate that didn't*

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## Stephan Walk

ASSOCIATE DEAN

College of Health & Human Development

*You do not take a person, who, for years, has been hobbled by chains and liberate him, bring him to the starting line of a race and then say, 'You are free to compete with all the others,' and still justly believe that you have been completely fair.*

President Lyndon Baines Johnson  
Commencement Address  
Howard University, June 6, 1965

The ingredients were certainly there. A college campus with one of the most diverse student bodies in the United States had in the Spring of 2013 acted to place recruitment and retention of a high-quality and diverse faculty and staff among its top four strategic planning goals. While doing so was not unusual, it was clear the campus had been falling short of its own expectations in this regard and needed to better understand why. One need not lay out the complex national layers of context for discussion of such issues (which many have marked as having begun with the LBJ speech cited above): Five decades of debate, legislation,

federal enforcement, and Supreme Court cases ushered in an era of contentious arguments on how to, among other things, achieve meaningful diversity on college campuses.

Anxious but unclear about whether this larger debate might find its way into a daylong retreat on the subject, a planning group composed of Associate Vice President Jenny Faust, Academic Senate Chair Sean Walker, Academic Senate Vice Chair Emily Bonney and me gathered to put together an agenda. With little time to ponder our own epistemic assumptions, we set about constructing a plan for the day. We headed directly to the secure objectivity of national and local data (presented by Jenny, Sean, Vice President Lori Gentles, and Lora Gil-Trejo) and proposed to solicit the wisdom and creativity of the invitees. We were very pleased with the results.

In the following, I plan to embed my impressions of the retreat in a summary of data collected in response to six questions guiding discussions at each of the tables. These questions asked attendees to share successful recruitment and retention strategies used at Cal State Fullerton; respond to the national and local survey data; propose strategies for overcoming common obstacles; list effective "on-boarding" strategies; and identify themes found in successful retention activities. Anyone who attended the event will see in my summary an attraction to the less conventional and perhaps more provocative ideas expressed during the day, given an impatience I have with the conventional (which I assume I share with others). The themes I observed in the responses (and will use to organize my thoughts) center on clarification of foundational issues and terms of discussion; engagement in constructive critique of campus culture and practices; and proposing ideas for concrete action.

Permit me to start where many of us do, by examining foundational questions, tacit assumptions, and the data collection methods used to inform our discussions. Some members of the group wished we could be as complex in our discussion of these issues as we are in some of our own scholarship in observing that we did not fully unpack what we meant by diversity and, given this, the discussions tended to follow the familiar, static categories of demographers. As framed, these observers suggested, the retreat stayed at the level of compositional diversity as seen via fixed (and some might suggest essentialist) categories of gender and race/ethnicity and did not delve into more complex questions relating to intersectionality, local and lived/dynamic diversity. A similar point was made by those seeking clarification of the notion of "high-quality." In practice, we dutifully work to "neutralize" recruitment and selection criteria by delineating conventionally defined academic qualifications in job announcements, but in doing so we may actually use language and

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send subtle cues unlikely to make the changes we wish for in our applicant pools. A third foundational issue was observed in our research methods: By not surveying those who decide not to accept an employment offer, or who work at Cal State Fullerton for a short time and leave for another institution, we may be missing narratives on why recruited faculty choose to go elsewhere.

Methods notwithstanding, a number of our colleagues were quite intrigued with the national and, in particular, the local data presented during the morning. The campus survey results presented by Laura Gil-Trejo appeared to be a mixed bag to most, in that some of the results validated beliefs about what makes us an attractive place to work, while others were evidence of failures to “live the diversity we espouse.” Cal State Fullerton’s geographic location; diverse, appreciative students; family-friendly work environment; flexible faculty workloads; and excellent IT support were found to be very attractive and satisfying. On the other hand, learning that some faculty of color were dissatisfied with the general campus climate, did not receive encouragement to pursue leadership positions, and lacked safe spaces to discuss these and other issues was disheartening. Others found the data on sexual harassment to be downright alarming. The influence of “disgruntled” faculty on both departmental climates and individual faculty was also cited as problematic.

Some believed these issues and the campus climate in general could be improved by rethinking activities related to image control, hiring assumptions, mentoring, socializing, and recognizing stepping stones in the RTP process. Several noted that the reputation of Cal State Fullerton as a place for faculty to work is regularly sullied by unsubstantiated stereotyping in the graduate programs producing our applicant pools and called for efforts to counter messages active in informal networks of graduate students and faculty at other institutions. The retention element of the latter issue was also mentioned, with one attendee asking, “How do [our new faculty] handle being pitied by off-site colleagues because of the teaching load?” Others believed we needed to dispense with the notion of “replacing” departing or retiring faculty and staff, “grow our own,” and cast wide nets in the conduct of searches by minimizing specifics in job announcements.

The idea of matching new faculty and staff to mentors both “organically” (by common interests and perspectives) and strategically (i.e. matching new faculty to mentors who are both interested and effective) was seen as a fruitful departure from past practices (versus mechanistically assigning mentors on the basis of working in the same campus unit or doing similar lines of research). Additionally, mentors and other established members of the campus community should, according to some, engage in regular efforts to help newer faculty gain a sense of political efficacy in contributing to the life and work of both their departments and the campus in general. Establishing a place for faculty and staff to gather and socialize (echoing calls for such a space going back 20 years or more) was also seen as needed. Finally, the establishment of rituals that recognize faculty when they, for example, achieve tenure and promotion and reach other milestones (perhaps by simply giving them their regalia) was also suggested.

A number of calls for campus policy, practice and procedural reforms were also made, focusing on departments and colleges as well as the larger campus. Calls for more autonomy (which some saw being achieved via policy and procedural reform) for departments and colleges to address recruitment and retention concerns specific to their local disciplinary and professional circumstances were common, with some stipulating that institutional metrics on diversity would need to be adjusted to account for locally defined successes. A number were quick to stipulate, however, that departments needed to complement such reform by assembling thoughtfully diversified search committees and by including meetings with potential colleagues from across campus among the interview itineraries of finalists. The annual Keeping Your Faculty of Color Symposium was recommended by several attendees as a valuable source of ideas for deans and chairs as they rethink these and other recruitment and search processes.

Most of what I saw as among the less conventional strategies came in the form of very specific suggestions, some calling for more aggressive (what I might term “business”) models. These include very deliberate efforts to engage in “selling” the elements of Cal State Fullerton that attract faculty, including placement of the model comprehensive university vision in the center of recruitment messages, touting the specifics of our student diversity in marketing campaigns, and engaging in “curricular branding.” Partnerships with doctoral granting institutions, recruiting camps and summer teaching fellowships for doctoral candidates, and minority success fellowships were all mentioned in the context of countering inaccurate images of Cal State Fullerton as a workplace for potential faculty via concrete experiences. Others suggested we decouple our recruiting calendar from AY/FY constraints, deliberately engage in poaching assistant professors from other institutions, and act quickly in making hire offers. Finally, one attendee suggested we follow the example of other institutions in including spousal employment opportunities in conversations with finalists. In all of these latter efforts, one attendee implored the campus to “under-promise” and “over-deliver.”

In summary, it was very encouraging to see the groups embrace the idea that our faculty and staff should in many ways mirror our student body and acknowledge that we have work to do on multiple levels to bring it about, though many want us to be nuanced and careful both about how we proceed and how we measure our successes. Though it may pain us to acknowledge, the data did not appear to show pay and benefits to be pivotal elements in efforts to recruit and retain a high quality and diverse faculty and staff. Instead, we learned via the surveys that some elements of campus culture, institutional policy and routine practices are in need of introspection and reform. Conversations on these elements need to begin in earnest. Finally, if I may ratify my own predilections, there is a great deal of interest in trying new, even risky, things to see whether these might enrich our applicant pools and help to retain those we successfully hire. Overall, the day was energizing, even fun in places, and, for me, thankfully avoided the pitfalls of tired national debates. The discussions were honest, pragmatic, and focused on data and ideas. I consider the retreat a very good start. ☺

## Reflections on the Senate Retreat



### David Kelman

ASSISTANT PROFESSOR

Department of English, Comparative Literature, & Linguistics

The Academic Affairs / Academic Senate Retreat in September 2013 was a real surprise for me — and perhaps not only for me. I imagine that many of us who were hired in 2008 and 2009 would find the recent emphasis on active recruitment quite a surprise. After all, we could be called the “class of severely limited expectations”: we were hired and went through the first stages of the RTP process in a time when it was never completely clear that Cal State Fullerton had a future. In fact during my hiring process I was told that the long delay between my campus interview and the Dean’s offer was because it was unclear if the tenure-track searches were going to be completed that year. The furlough vote in 2009 only solidified this sense of instability, since even with furloughs there was the constant reminder that “future rounds of layoffs could cut into tenure-track and tenured faculty at CSUF.”

Three years passed between the end of those furloughs and the retreat on active recruitment. While it is true that the whiplash has been cushioned by a more positive budget situation during the last year, nevertheless the sudden emphasis on active recruitment must still strike some of us as incredible — I mean literally unbelievable. This has nothing to do with job satisfaction: I love my department, my students, and most of all the opportunities to do real research while teaching challenging classes. The point here has more to do with what a climate study might have difficulty registering: the trauma of those budget years for those of us who were just starting out in this institution. The kind of active recruitment put forward by the organizers of the Retreat — an emphasis that I very much support by the way — is predicated on the idea of the future, an idea that was severely damaged during the budget cuts a few years back. While I do believe that all of us will benefit from clear strategies for attracting strong faculty to our campus, the problem remains: how to heal that psychic wound? ☞



### Sean Walker

ASSOCIATE PROFESSOR & VICE-CHAIR

Department of Biological Science

The focus of the AA/AS retreat was recruitment and retention of high quality and diverse faculty. As I stated in my opening remarks at the retreat, for better or for worse, we get to choose our colleagues. Sometimes it is an easy choice sometimes it is not. However, one thing that we can all agree on is that the choices made before, during, and after searches can have dramatic consequences for a department.

It is no surprise that many people are attracted to Southern California. Ninety degrees in November isn’t something you can find everywhere. In listening to the presentations and discussion at the retreat, it was really striking how many things we do well and how many things we can do better. In particular, providing timely support for departments as they engage in 133 searches over the 13-14 and 14-15 academic years seems critical. In addition, having a multi-year hiring plan that is continuously updated will aid in recruitment planning and success.

It was really wonderful seeing so many of the CSUF community come forward to discuss these important issues and having open, productive, and fruitful discussions.

Some common themes from the day included improved mechanisms and procedures for spousal hires, a university wide faculty mentoring plan, and perhaps engaging in cluster hiring when appropriate. There also seemed to be strong support for developing relationships with PhD granting institutions to aid in recruitment. We should also improve faculty development activities and provide more support for teaching, research, and service. We can and should do better in promoting a harassment free environment at CSUF. ☞