

## AMP Subcommittee 3: Faculty and Pedagogy

### Charge

The Faculty and Pedagogy Subcommittee is charged with preparing responses to the following questions: Who will teach? How will we support faculty to provide high-quality learning opportunities for students throughout their careers?

### Members

Diana Guerin (co-chair), Academic Senate Executive Committee Member, Child and Adolescent Studies Professor

Shari McMahan (co-chair), Deputy Provost and Associate Vice President for Academic Affairs

John Carroll, Director of the Academic Technology Center, Geography Associate Professor

Anthony Davis, Interim Associate University Librarian

Susan Glassett-Farrelly, Director of Online Education and Training, Secondary Education Lecturer

Adelina Gnanlet, Management Associate Professor

Erualdo Gonzalez, Chicana/o Studies Associate Professor

Andrea Guillaume, Elementary and Bilingual Education Professor

Bill Hoese, Biological Sciences Professor

Lisa Kirtman, Associate Dean for the College of Education

Jeff Kuo, Civil and Environmental Engineering Professor

Ashley Le Pham, ASI Representative

Paul Levesque, Associate Dean for Faculty and Staff Relations, College of Humanities and Social Sciences

Michael Lewitter, ASI Representative

Laura Lohman, Director for the Faculty Development Center, School of Music Associate Professor

Dawn Macy, Center for Internships and Community Engagement Director

Rohit Muraka, Graduate Student

Alvin Rangel-Alvarado, Theatre and Dance Assistant Professor

Rebecca Sheehan, Cinema Studies Assistant Professor

Su Swarat (coordinator), Assessment and Educational Effectiveness Director

### Framing

In order to be a model comprehensive university, the university must offer high-quality programs coupled with high retention and graduation rates for its diverse student population. To achieve this mission, the following are necessary:

- An adequate cadre of faculty is necessary to achieve the mission of the public comprehensive university
- From the perspective of teaching and pedagogy, to achieve success, there must be structures in place to support faculty teaching, faculty research, scholarship and creative activities, and faculty community engagement

## Question 1: Who will teach?

California State University, Fullerton (CSUF) places a strong value on providing equitable access to high quality learning opportunities for all students. This commitment requires blending teaching and scholarship into practices that enhance student success.

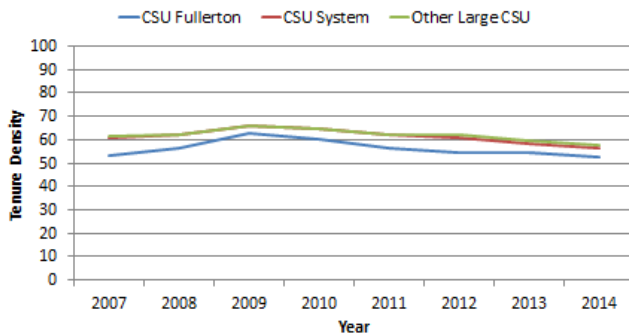
We provide a profile of faculty to understand who has been teaching, focusing on trends from 2004-2014. We also offer recommendations on faculty recruitment based on these trends and our institutional student success goals.

### Q1.1. Context—Current Data and Trends

The profile is organized in 3 sections: 1. What is the proportion of instructional faculty with tenure or tenure-track designation (“tenure density”)?; 2. Who is teaching full-time equivalent students (FTES)?; and 3. What are the racial, ethnic, and gender demographics across these two questions?

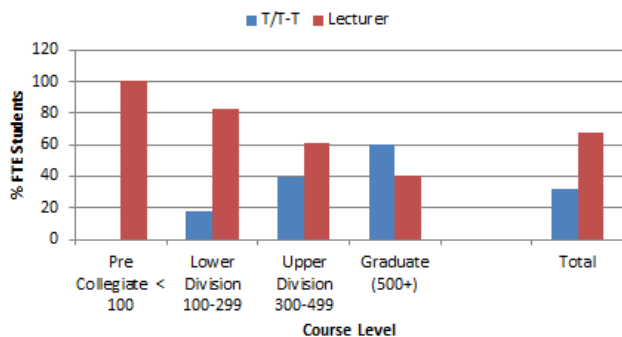
**Tenure Density.** Tenure density reflects the proportion of instructional faculty with tenure or with an appointment leading to tenure. CSUF tenure density has declined over the past five years (from 2009 to 2014) and is similar to ten years ago (see Figure below). CSUF tenure density in 2014 was below the CSU system average that same year (52.7% vs. 56.3%).

**Tenure Density: CSU Fullerton, Other Large CSU Institutions, and CSU System**



**Instructional Delivery.** Lecturer faculty was the vast majority (70%) teaching full-time equivalent students (FTES) in 2014. This instruction was at the pre-collegiate, lower division, and upper division course levels; tenured-tenure/tracked faculty taught the majority of graduate level student FTE the same year.

**Student FTE Instruction by Faculty Type and Course Level, Fall 2014**

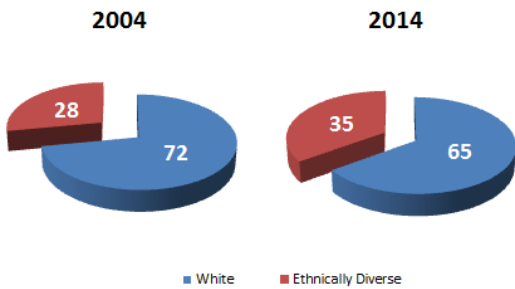


**Faculty Diversity.** Faculty recruitment is leading to an increasingly diverse faculty in terms of gender and ethnicity. In terms of gender, CSUF reached equity in tenure-track recruitment in the past decade; across all tenured/tenure-track faculty in 2014, 45% are women and 55% are male (compared to 39% vs. 61% in 2004). In terms of ethnicity, tenure-track and tenured faculty groups are increasingly diverse. Comparing 2004 and 2014, tenure-track faculty self-identifying as a category other than White increased from 30% to 47%; for tenured faculty, the values are 28% and 33%. Over the five-year period from 2009 to 2014, lecturer faculty diversity increased from 23% to 33%.

### Tenured/Tenure-Track Faculty by Gender, 2004-2014

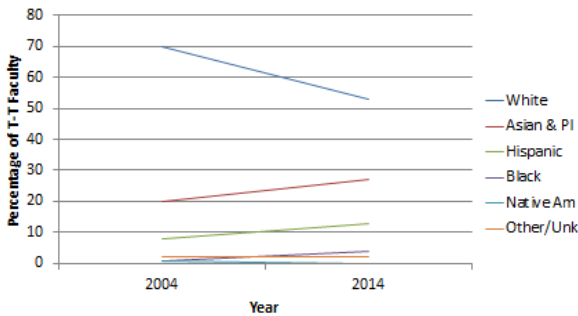
	Tenured		Tenure-Track		Total	
	Headcount	%	Headcount	%	Headcount	%
Fall 2004						
Women	125	34%	97	49%	222	39%
Men	243	66%	103	52%	346	61%
Total	368	100%	200	100%	568	100%
Fall 2014						
Women	249	44%	86	48%	335	45%
Men	311	56%	92	52%	403	55%
Total	560	100%	178	100%	738	100%

### Increasing Diversity of Tenured/Tenure-Track Faculty



Source: IRAS

### Tenure-Track Faculty by Ethnicity, 2004-2014



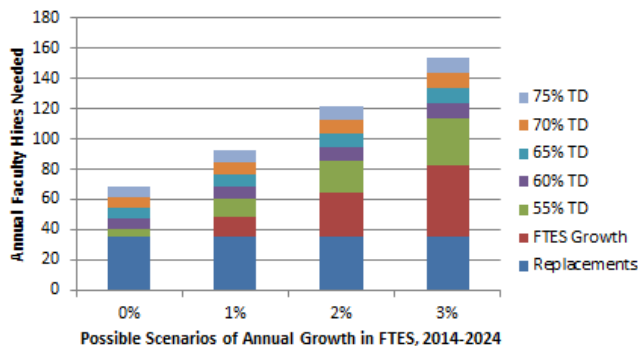
CSUF has made gains in diversifying tenured/tenured-track faculty from 2004-2014 in terms of gender and race/ethnicity. Most notably, the percent of tenure/tenured track women faculty has increased, especially tenured women, in the past 10 years (See figure x).

### Q1.2 Recommendations

Continue to implement a multi-year recruitment plan to improve tenure density and increase faculty diversity at the university level, based on needs assessments at the department level and college level.

- To maintain the faculty corps at a sufficient level, annual hiring must consistently replace annual faculty losses.
- In addition to replacing the faculty who leave CSUF, additional faculty members are needed to meet increasing student enrollment.
- The chart below estimates the annual number of hires needed to replace faculty who leave the campus (blue), teach students when enrollment grows (red), and improve tenure density to various levels from the 2014 value of 52.7%. With enrollment growth of between 2% and 3% this year, approximately 60 to 80 new faculty would be needed to maintain current tenure density.
- Faculty recruitment beyond losses and growth will lead to improvement in the tenure density level.

### Annual Faculty Hires Needed Based on FTES Growth and Tenure Density (TD)



## **Question 2: How will we support faculty to provide high-quality learning opportunities for students throughout their careers?**

### **Q2.1. The Teacher-Scholar**

California State University, Fullerton places a strong value on teaching, and scholarly and creative activities as a shared and worthy endeavors.

- Research has shown that engaged scholarship helps to create environments which attract faculty of color and women in underrepresented fields
- “The publicly engaged institution is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit” (AASCU, 2002, p. 9).

We envision **all** faculty as “Teacher-Scholars.”

- Teacher-Scholars are engaged educators committed to providing equitable access to high-quality learning opportunities for all students by blending teaching and scholarship into practices that enhance student success.
- Increasing the percentage of faculty on the tenure-track would allow the university to better meet the needs of the Teacher-Scholar and to maximize the benefits scholarly and creative activities hold for student success.
- Boyer’s model of scholarship provides a framework for a more-inclusive understanding of what it means to be a scholar. It is interconnected with teaching and service and broadly defined to include pure research, integrative and collaborative research, applied studies, and the scholarship of teaching and learning.
- Teacher-Scholars integrate the various aspects of their work into holistic endeavors.
- The specific ways teaching, scholarship, and creative activities are synergistically combined will be different for each faculty member and grounded in the development of their particular interests, abilities, and opportunities

### **Q2.2. Pedagogy of the Teacher-Scholar**

Teacher-scholars implement teaching/learning practices that have a strong research base of supporting student success. These five core practices have decades of evidentiary support:

- Teacher-scholars maintain positive affect and relationships with students.
- Teacher-Scholars focus pedagogical efforts on student learning outcomes.
- Teacher-scholars strive for clear instruction.
- Teacher-scholars employ principles of active learning.
- Teacher-scholars employ formative assessment.

Furthermore, Teacher-Scholars are committed to ensuring equitable access to high-quality learning environments for all students.

### **Q2.3. Recommendations - Support for the Teacher-Scholar**

Support for the teacher-scholar is a collective endeavor of the entire university, is multifaceted, and spans their entire professional life at our university (recruitment, promotion, and retention). Support for, and expectations of, the Teacher-Scholar should be clearly and transparently defined in University, College and Department policies and procedures.

- Expectations of the mix between teaching, scholarship and service should be clear and transparent
- Support for the teacher-scholar starts with recruitment.
- Faculty Development Support for all type of scholarship and creative activities should be provided.

#### **Q2.4. Recommendations - Delivery of Teaching**

Our Course Catalogue and Schedules should increasingly offer flexibility in modality scheduling and location.

- Technology is a given, not a debate.
- Online enrollment is growing faster than overall enrollment.
- Flexibility is desirable. When feasible, students should have options in learning modalities, scheduling, and locations.

Delivery of instruction should ensure Equity of access.

- All students should have access to the same learning opportunities.
- Student learning experiences should be based on high-quality instructional principles.
- We should strive to ensure the effectiveness of the experience across modalities.
- Learning should be social, humanistic, and connect the student to a larger community.
- Instruction should be well designed, student focused, and aesthetically pleasing
- Students should have access to resources and support online comparable to what they receive face-to-face

#### **Q2.5. Recommendations - Faculty Development Support for Teaching**

In recognition of the value our institution places on teaching as a shared and worthy endeavor, as well as the different needs for personal and professional development for all faculty (including CSUF students who teach, full- and part-time lecturers, and tenure-track faculty), this section addresses the vision for a Faculty Commons that will support all faculty in their professional growth, promoting exploration, innovation, and community.

- Professional development needs to be flexible and personal.
- Faculty require a neutral space to support collaboration, exploration, and innovation.
- Ongoing training and support for use of technology in teaching is required.
- Wrap-around services for teaching should be available 24/7.
- Educational technology acquisition and support along with physical teaching facilities should provide faculty maximum flexibility.