

Reflection Comments Subcommittee 3

Need to provide strong support to secure and support high quality diverse faculty. if we are serious about research and creative activity then more time and money are needed

Recognize and respect the talents of faculty. More assigned time for revisions and new technology.

The NIH now views those who are a first generation college graduate as "underrepresented" regardless of race or ethnicity. This should be considered when recruiting faculty as well.

"The data in the report regarding faculty racial diversity are unclear and inconsistent from data that have been reviewed before. We have a SERIOUS problem with regard to faculty diversity that remains unsolved, despite rhetorical commitments. We need clear quantitative goals to drive our recruitment, development, and retention of a much more diverse TT faculty.

Otherwise, we are just talking about it, while faculty of color (and female faculty in underrepresented fields) continue to face the same challenges, discrimination, exclusion, and inordinate service demands, and are more likely to leave. Our students seek them out, and they are hard to find.

Faculty diversity wise, we also need an analysis done of each College, each department. Having one faculty member of color in a department is a serious problem, and should be addressed too, in addition to the need to at least move aggressively towards mirroring the diversity in California and/or our student body.

The Teacher Scholar model is okay, but fails to push the envelope in terms of what types of interactions faculty need to have with students. The emphasis on online, technology as the future is very problematic. Students may ""choose"" to do online course, but that is a direct result of increasing financial pressures, a result of the continuing raise of fees. the argument that these types of teaching increase equity is false. Online offerings are never as productive as face to face, and never will be. So, as student fees go up, we offer a less effective method as a solution.

Last, to develop our faculty effectively, we must move funding away from IT, and towards the types of programs that have been offered recently at the FDC on a shoestring budget. Development of the faculty themselves as people, as scholars, as teachers is more important than investing exorbitantly in tools that will come and go."

faculty interactions with students outside the classrooms should increase significantly. Placing good professors at lower division required courses is very important for retention. Students sometimes completely turn away from the major if they lose interest early in the program. This will in turn, delay student graduation.

provide a high level education by providing learning in a variety of settings, whether it be in person, online, or through other means to accomplish the best education possible for all csuf students.

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"Faculty are represented as ""content deliverers."" Focus on the role of faculty in transformative instructional and mentoring relationships with students. Focus on critical pedagogies that are essential to participatory democracy.

Teach beyond the metrics and outcomes."

Adequate research space and support are needed for faculty to engage students in their research and bring their research to classrooms.

more focus should be paid in supporting faculty development and boosting faculty morale. faculty hiring may not be an issue. But we may end up losing our good faculty if we do not provide them support.

Must make sure faculty are compensated for "supervisory" courses. Faculty put an incredible amount of effort into supervising students in very, very high impact practice research and creative activities.

Teacher scholars are active researchers committed to the advancement of knowledge. They bring this knowledge into the classroom to ensure that our students receive the most current educational experience.

At some point in the document, it should say that Curriculum and Student Success are faculty-driven.

Think the recommendations should also address the reality of lecturers teaching courses given resource constraints, and specifically how to best utilize as well as support them.

Q1.2 recommendation-the number of full faculty required indicated to sustain current density ratio seems high.

"tenure track density should be considered in relation to the instructional delivery--

engaged scholarship attracts all good faculty

perhaps we should think, too, about the scholar teacher not just the teacher scholar

how are the characteristics of the ""pedagogy of the teacher-scholar"" not just characteristics of effective pedagogy in general?"

Faculty research and scholarly and creative activities (RSCA) must be more prominent - especially starting with Q2.2 - there is a conspicuous absence of RSCA in the document. A teacher-scholar uses RSCA to engage students in learning the methods, paradigms of the field and also integrating and applying theory to practice. This needs to be acknowledged, supported, and financed. It is critical for attracting high-quality, student-centered faculty and retaining them.

Given the cost asymmetries and differences in the number of students taught is it even really possible to increase the number of tenured and tenure track faculty without a recalibration in funding for the CSU and a recalibration of how FTES translate to FTEF. In addition, the emphasis on high-impact practices (which is good) requires lower SFR than we typically aspire to and, if

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the impact of HIPS is to be meaningful, it will need to be at least partially in the lower division. How do we do that without radically rethinking how we pay for faculty.

Faculty who are teacher scholars will provide learning opportunities for students by combining high impact practices which include research. Providing forums for both faculty and students to present research based on classroom assignments and foster this.

A good summary of current conditions, as in other committees. but it skirts the issue of how to fund the increase faculty density and support it. without that recognition, the goal of higher TT density will be hard to meet. Not sure if Teacher-Scholar term has a specific meaning (Boyer's definition?) or is being used generically. hope it is the latter.

the emphasis on teacher-scholar is very appropriate. the document appropriately refers to Boyer's model, but should also reflect more recent conceptions of community engaged scholarship (including Boyer', 1996)

Since scholarly/creative activities is not recognized as part of faculty workload, it will be important to ensure that released time is available for these activities throughout the probationary period. this will enable faculty to fully develop a research program that will be sustainable throughout their careers.

Is the designation of teacher-scholar apply only to tenured/tenure track faculty? In a perfect world would all faculty be tenured/TT? Are there some disciplines where the highest tenure/tt ratio are not appropriate or realistic?

There is a huge disconnect here between what is desired and what is possible given resources available. Staffing levels and support they provide to faculty, operations and instruction clearly missing. Do not have proper or sufficient infrastructures in place to provide proper support for faculty.

educational delivery should be tailored to our students skillsets. online education may work well for high performing and disciplined students, but not too well in remedial classes. the future will have dramatic changes in educational delivery. virtual reality will probably the next "big thing". it is not unrealistic to have master professors teach (using technology) many students with faculty being more like ta's to handle student questions. this can reduce educational costs, but may not be satisfying to many faculty.

The CSU is getting a bad rep for faculty and staff salary and working conditions. We lose too many faculty before tenure.

"i am concerned about faculty burn out with heavy teaching loads and large class sizes. i had a conversation with one adjunct faculty who has taught for 8 years for our program while she maintain her full time job outside. she expressed her frustration with the quality of the students she has taught and the class sizes.

Do we have data of the reasons leaving the csuf?"

Lecturers, they teach 2/3 of our classes yet are hardly mentioned. Is the aspiration essentially not to have any lecturers? A class system perpetuated. The haves and the have-nots. Yet these professionals often bring the real world into the classroom where professors who have spent their entire careers in academia may not have the necessary perspective

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one of the most important! we must aggressively diversify our faculty - once hired, most will be with us a long time. thus, hiring just 50% faculty of color in a year is far short of what we need. also, there must be incentives for faculty to lean into teaching equity and deconstructing western teaching models

Although it may be assumed from the context, I suggest that the multi-year recruitment plan described on pg. 4 specify in the bullet points that annual hiring be for tenure-track lines. Also, it might make sense to add that these tenure lines are needed not just to sustain/increase the quality of instruction, but also to provide the necessary infrastructure to carry out the University's operations (committee work, advising, etc.).

training in cultural competency should be more emphasized.

"Great start! Diversity of faculty is important, but also the cultural competence of the faculty is vital.

My key questions are: How can we support faculty in engaging diverse students in face to face interactions? How can we ensure our faculty are open to learning and ""being students of students""?

We need to further emphasize the absolute IMPORTANCE of faculty training in understanding the student populations they serve, adapting the teaching methods to meet the cultures/needs of the students they teach, and also creating greater personal awareness of the faculty's own social cultural location and identities and how this impacts their teaching.

The equitable part of the statement in Q2.1 should not be buried under the ""Furthermore"" statement. It should be more central, and include a list of bullet points underneath. Please see the following which was drafted for the GE outcomes for students awhile ago that could be adapted as bullet points:

- 1) Demonstrate an understanding of the ways in which culture, difference, and otherness are socially constructed and fundamental to social interaction in an inter-connected world.
- 2) Demonstrate reflection and appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, class, and exceptionality bring to a discussion of society and culture.
- 4) Demonstrate a critical understanding of how power, privilege, and oppression play out across a range of cultures, human experiences, and intersecting social locations and historical experiences, including but not limited to one's own experiences.
- 5) Recognize how one's own cultural histories and practices mediate one's own sense of self and relationships to others.

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6) Describe and understand how to enact ethical and transformative frameworks, modes of exchange and communication that promote social justice, equity, and inclusiveness.

Could we not be optimistic and HOPE, strive towards a similar sort of education for our faculty members? Clearly some disciplines DO not offer training in these areas and this impacts the teaching and education of our student body. Our university NEEDS to offer training in these new fields to ALL instructors in an appropriate level.

When expanding this section in this subcommittee, please MAKE SURE that the committee include some of the campus experts who are well trained and versed in areas of diversity. For example, a new subcommittee has just been formed by the President's office including the leadership of ""campus affinity"" subcommittee including R.A.C.E., faculty associations of various groups of people of color, veterans center, GLBTQ center, etc. How about consulting this ""campus affinity group"" specifically and including them in this process?

Also this will require additional support for the FDC to continue the new training in this vital area for effective teaching. Please consider ways to support this type of programing.

Again in conclusion, how can we support faculty in engaging diverse students in face to face interactions? How can we ensure our faculty are open to learning and ""being students of students""?"

The steady increase in research and administrative demands that we have experimented over the years should be reflected in a more equitable teaching load. A 3/3 teaching load is long overdue.

Shoring up tenure-line faculty is important as well as robust faculty support for teaching and scholarship.

"The term ""adequate"" is used to describe the cadre of faculty necessary to achieve the mission. Unless we believe that we cannot recruit, develop, and maintain an excellent cadre of faculty, I recommend the use of a different term.

Continue to build structures to support the development online pedagogy that is ongoing and responsive to emerging technologies, disciplinary knowledge and practices, and learners' needs.

Increase the invest in tenure-track faculty lines. Tenure-track faculty are essential the the health and growth of a department and its programs. We need to prepare ourselves for the large number of tenured faculty that will be retiring (and FERPing) in the next 3, 5, 7 years."

expanded access to technology is not just a given but an imperative.

We will need to not only offer professional development to faculty, but require it. As an example, some CSU campuses are requiring that faculty have demonstrated expertise to teach online. This has been a requirement at the Community College level for some time.

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"We need to recognize the important role adjunct faculty play on campus and ensure they feel connected to their departments and the campus. This includes financial support for workshops and professional development.

We need to do better at training the faculty who teach in our General Education program. New/junior faculty need to be given more of a voice in campus governance (support in the tenure process for serving on committees that are important committees)"

Please don't forget the staff who directly or indirectly support teaching such as academic advisors college success teams, supplemental instruction as well as others who teach academic integrity expectations.

I understand faculty are the "teachers" on campus, but it seems like there should be some mention of the other "educators" on campus (our staff, especially in Student Affairs, educate/develop our students in ways that compliment what they're learning in the classroom). None of the sub-committees really address the benefit and/or needs of staff on campus as related to our growth, student development/learning or needs.

Obtaining quality diverse faculty, especially in disciplines where persons' salaries are higher in private sector than what can be made in academic setting, is an ongoing challenge. Strides have been made, however more needs to be done so we can be at least competitive with community colleges, for example. The need for FT faculty is a must; to reduce that high percentage of PT faculty that teach undergraduate courses.

"I want to echo the importance of opening more tenure-line faculty positions, and ensuring that eligible part time faculty are supported in their application for those positions.

Recruiting diverse faculty means ensuring diversity of thought, and that faculty hold the values of ensuring just, equitable and inclusive education JEIE for all students. This means looking at and beyond the demographic identities of applicants, to include their dispositions and work in this JEIE area.

We need to continue ensuring that faculty professional development and academic technology support is offered to ensure we can meet the goal of building teacher scholars.

In our departmental meeting, Provost Cruz stated that the Academic Master Plan will help guide us in the emergence of a data-driven, outcome oriented university future that quantifies the results of teaching and learning, and potentially could reward certain types of teaching or content that can be more easily quantified. I suggest that we need to be transparent about our response to this context in California, so that maintaining the quality of what we teach and how we teach can be ensured, rather than lost as the data push influences our outcomes."

Develop and commit to institutional target for TT density; this point has changed over the past years and conflicting messages have been delivered.

"Faculty salary needs to be included when you discuss support for faculty. How are faculty supposed to be effective teacher-scholars when the salary is less than those of community college faculty?"

By contract, PT faculty are asked to just teach, without duty of research. Thus, all the faculty cannot be teacher-scholars."

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we need fundamental reform of the up or out RTP system. This year we will deny tenure to many talented teachers for failure to meet research standards while awarding tenure to good researchers who may be poor teachers who are unengaged in service. One solution is to create two classes of specialty faculty, one focused on research and one on teaching. Other universities have done this, why can't we?

Will departments with a large proportion of part-time faculty teaching courses be punished or penalized? This is often out of departmental control, if there are a large number of majors, but the Provost only allows one hire or less per year.

In terms of providing high-quality learning opportunities for students, I believe that students suffer when there are less full-time faculty for them to interact with. Adjunct faculty often teach at different institutions and as a result, there are less opportunities for students to engage with their professors. For students, a disconnect from their faculty can perpetuate the feeling that they are not being fully supported at our institution.

"the faculty should endeavour to reflect the demographic makeup of California and the student population when possible but not jeopardize the university's ability to provide high quality education

we must seek a balance between teaching and the drive to do more research are we a predominantly teaching university or a university that aspires to become an R2 university?"

It seems that tenure track/tenured has been conflated with full time faculty. There is no discussion of full time lectures. Perhaps we should be talking not about tenure density but about full time faculty density

EDIT TO ADD THE WORD GREATER (as we have not reached gender equity): Faculty Diversity. Faculty recruitment is leading to an increasingly diverse faculty in terms of gender and ethnicity. In terms of gender, CSUF reached GREATER equity in tenure-track recruitment in the past decade; across all tenured/tenure-track faculty in 2014, 45% are women and 55% are male. If all faculty are teacher-scholars, will we also consider temporary faculty in this way and reward them for their research- which could be action based?

I like the bullet point under "Teacher-Scholar" that states the combination of teaching, scholarship, and creative activities will be different for each faculty member. It makes sense when creating a team to take advantage of the different strengths each team member brings.

Best practices and training regarding how to infuse critical thinking and writing in their coursework would be beneficial.

"Who teach? High school grads and returning and older students, all of whom meet admissions standards.

Support faculty? Continue to make case to state for importance of investment in higher ed; continue both gift (CSFPF) and grant (ASC) solicitation and acquisition; analyze budget allocations across campus annually for possible reallocation where new or shifting needs arise."

I love the idea of expanding the teacher scholar notion. I would also like more of an explanations for what happens to teaching and learning if we fall below a particular density level. Do we know what happens? Is there research?

The question includes faculty support for students throughout their careers. The committee should take a look at the support that faculty can provide to students after their graduation. Areas such as career guidance, creating alumni networks, brining alumni back into campus for

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lectures are ways students can be supported throughout their career and adequate support for faculty is needed for it.