

Table Discussion Notes Subcommittee 3

Diversity in faculty is important

Clear and transparent expectation is important

Teacher-scholar model is appreciated but it need to be individualizable because everyone has different strengths.

Consistency expectations is also important.

At the CSU we need to be “good enough” in all three but then can excel in one.

Is it possible to increase tenure density? How are we going to recruit and retain faculty?

Should tenure-track density be the all important priority at the exclusion of all other priorities.

We have to work on retention. Especially for our diverse faculty.

How do we balance the individual teaching capabilities of different faculty?

We need to ensure we hire faculty that are going to teach 3-4 classes a semester .

Part-time faculty hinder the students making a connection to campus, college.

Students don't feel they are well supported

Student in her third year has had nothing but part-time faculty.

How do we make faculty take PD and reflect on and improve their faculty to work on teaching

Full-time is much more important than tenure-track. Should look at full-time vs part-time

Tenured professors are reluctant to change and address teaching weaknesses

Have to be open to change. Hire for change

This subcommittee has done great work – data rich, right on the issue.

The efforts named in the document would be difficult to sustain given limited resources. FDC need to identify what they can really focus on, not name everything under the sun. For example, personalized support to all faculty is unrealistic.

Tenure density: Need to establish a tenure density goal – track it every year; Need to identify how much increase we want every year. The important thing is to set a number we can achieve in small steps. We are below system average – maybe set the goal of system average, aiming for 5% increase every year (for instance).

Tenure density is the most critical issue in the AMP. The credibility of the whole AMP depends on this. This must be transparently linked to SFR.

Maybe should look graduate tenure density vs. undergrad tenure density separately. Need to ensure that students interact with different types of faculty – need tenure-track faculty to teach GE courses, and have small class size.

Funding needs to incentivize putting tenure track faculty in GE courses.

Good job of summarizing current state of affairs

Faculty density is really a resource issues. Goal is laudable but is it sustainable?

Clarify that replacement includes attrition.

Need to address non-faculty professionals teaching

Need to leverage TAs.

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Student/faculty ratio needs to be addressed.

Should we have an honors track to help leverage sources.

Need longer term assignments in faculty development. Or perhaps college oriented/assigned faculty developers. To make learning more sustainable

Need to talk about lecturers. What are our goals and support if we have to hire lecturers

Need to encourage the use of Titanium for all classes. Provide all materials so even if students miss class they have materials. Use grade book for transparency.

Critical early classes – need to have very best TT professors teach critical early classes to engage early. Helps establish long time connections.

New faculty should have to teach first semester program classes.

Our part-time faculty are very important professionals that provide the real world experience.

Make link to outside businesses.

How do we deal with critical courses in other departments/colleges (i.e. Calculus)

Need to train new faculty in pedagogy especially new part-time faculty

When you think about faculty and pedagogy, faculty need time and resources to do it well. Teaching load is high, yet research demands are ever increasing. 4-4 load is way too much. Need to look at work load – what's reasonable? Quantity of teaching is compromising quality of teaching.

Research with students needs to be properly compensated.

What about the idea of research faculty vs. teaching faculty? Maybe a continuum?

Need to develop good parameters?

Recruitment and retention of high quality faculty is a challenge. Research productive faculty need to be separated from non-productive faculty. Need consistent policy in the university to recognize research productive faculty, otherwise they feel “exploited”.

Office of research is working to provide support to reduce the amount of administrative/logistic work involved in research. Maybe helpful?

The university needs to figure out how much we value research.

Release time has increased a lot. Also too many students.

Research on assigned time vs. research done above and beyond are treated the same way. Is this fair? How to judge the “productivity” of research – paper published? \$ of grant? Etc..

“Cost match” could be calculated between the \$ of hiring someone to teach a class vs. the \$ brought in in research grant.

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One of the motivations for faculty to write grants is IDC distribution. PIs should get a good trunk of the grant – also there needs to have some consistency between colleges. Huge inconsistency in terms of fund distribution between colleges right now.

The size of lecturers depends on demand on research. Tenure density – is there an ideal number? CSU has used 75%. Our number is low – mostly due to budgetary issues and administrative cut.

Number of students in each class needs to be considered in considering faculty workload.

Part-time faculty can't include them in relation to teacher-scholar and expanding the notion. In current CBA can't ask for that. Not just research. Can we do this? How does this include them?

Who is held accountable if we have low number tenure track? Is no one accountable? No one is now. We need approval from Provost. So the Provost needs to change this?

Sometimes we have part time because we try to search but can't get people to come here. Also in part based on numbers. It is a challenge. Not anyone's fault.

System-wide tenure density and decreased. If we keep growing at 3% we will need 70-80 per year to keep up.

We have a lot of retirement loses. We can't hire enough because provost says no you can only hire one and not two.

Why isn't the salary issue in this? We should not be below community college level but we are. Salary need to be addressed to keep up retention rates. These is a disparity between administrator and faculty. Salaries are in part based on enrollment in their class in community college. They also teach many more classes. College of Arts is 3:3 because studio courses run 6 hours a day.

Sounds like we are supporting after graduation...question 2. Is this in fact that case? How will we support faculty to support high quality opportunities for student throughout their careers. This is an alumni association issue. Does the scope include this? Should be on the College level? Outreach?

Some colleges are trying to embed some of the career development in their courses. They can find out where advising has failed. They are making the career center visits a must. Should students be required? Mandatory advising is working. Maybe a strong nudge is enough...when do you want to sign up instead of a must.....

Must consider that different departments have different needs. Some need labs and some don't. We can't all be held to the same standard.

While it is focused on faculty, we can't forget staff who support teachers. Advisors, SSI. Faculty are the teachers but all are educators. We need the data on how staff impact education.

We need to think about tenure line positions we need to support part time faculty that are eligible. In fact it feels like part time are not even considered for tenure line positions.

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Consider examining why we only offer certain position to part time...why is the associate direct for honors program that is only for tenure track. Part time are very capable. This is similar for staff...they could be eligible for the position. Focus on the qualities and qualification not the default of tenure track. In fact we need more tenure track teaching...this would help.

How do we support tenure track teaching while still supporting their research and other interest?

We need equitable teaching loads...2/1 4/1 depending on college. Need research on why and is this correct? What is the recommendation of max load.

Some Colleges have polies on max buy out to ensure we have tenure track teaching. How about salaries for faculty? We have a retention challenge in our region given our salaries.

Research looking at the year we lose tenure track (year 2 and 3) why do we lose them? What supports are needed.

Should we fund a named distinguished faculty position as an incentive?

We want to support the faculty professional development in the area of diversity. This could even be expanded.

Can we have modules on diversity and technology that are required if we are committed to this...orientation, on-going, like the sexual harassment. Maybe included in UPS 210. Include knowledge about the resources. Helps with retentions.

Online pedagogy needs support. It is always changing we need this.

Tenure is making it difficult to improve teaching. Tenured professors just refuse. This needs to be addressed.

Getting different message regarding tenure-density. The idea of who should be teaching...no real goals. Matching available pools is not specific. Do we want faculty that match student body?

Diversity numbers should be reviewed. Do not match understanding.

Full time versus part time needs to be explored.

Does it matter that we are behind system average?

Isn't full-time and diversity more important than tt/t?

Hard to get faculty to come.

Diversity and service are marginalized.

Personal support for service and diversity is needed.

Diversity brings on extra burden and a larger service commitment. Needs to be acknowledge.

Is tenure density really the goal? Shouldn't it be student learning.

More support for teaching and a commitment to teaching needs to be recognized.

We celebrate scholarship but not teaching.

Equity and technology is a concern. Need a way to make people develop their teaching and need to make sure we offer pd for teaching both online and face-to-face

Online ed can take away from research with students on campus. How do we offer it online.

Online is taught with part-time, need engage faculty.

PD needs to be more personal and more individualized.

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Face-to-face instruction needs to be addressed

Goals and numbers – diversity match students or match pools

Pay raise needed.

Faculty as teachers scholars is excellent....move to concept of community engaged scholarship. The College of Education has a model that should be considered. This is a movement nationally. We need to better align our goals with RTP. How can we make a difference in schools? How to elevate community engagement? College-wide effort.

Any place around academic freedom? Need to be included. Need a statement. What does this mean? Let's get in front of it instead of reacting to it. It can be toxic nationally. The math department is an example on our campus.

Continue to support advancement efforts to support faculty and courses.

Advancement has to be part of supporting faculty.

There is nothing that calls out service or scholarship in the call. We need more. We need to take this further. Can we have teacher or healthcare based practices that are considered? The practice of teaching has to be considered. Health care has a specific focus. We need to think about the discipline and what is needed.

Need HIP....to have out of classroom experience but where is that in the RTP.

Faculty roles and concerns are not reflected in RTP. More needed on RTP...Need changes to 210. What is a teaching activity? What is scholarship? Where does that work count? Faculty shy away from important work due to the RTP process.

Online teaching...we need a stance? What is pedagogy that is required? Standards?

We need to address preparing all of our faculty in technology and online teaching.

Can't just throw up a PowerPoint. We have to make sure our students are engaged when they are taking online classes. Shouldn't they have to take a module at least?

Online readiness for students and faculty needed.

Questions about is it faculty lines missing impacting tenure density.

Want to highlight the importance of teaching our faculty about the diversity on campus (e.g. diversity awareness, cultural awareness). We want our faculty to be open to learn about our student body. Faculty training in this regard would be important. "Equitability" needs to be more central, not just as a bullet point under Q2.2.

Curricular changes need to reflect the diversity of our students. Faculty need training on this – they need to learn how to do this. This issue needs to be more primary. How to make the curriculum meaningful and relevant to the students? This may require release time and/or incentives. Content or discipline specific training is needed, in addition to general training.

Are we encouraging diverse student body to go on and become diverse faculty? The "pipeline" issue needs to be addressed.

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Need to use the terms such as “cultural competence”, “strategies for inclusion, equity”, “intentional inclusion”.

Expand the awareness of “what diversity means” – pass race/ethnicity and gender to include other things such as age, sexual orientation, gender identities, etc. Need to have an environment where diverse faculty/staff are valued.

Needs to have diverse AND high-quality faculty, not just diverse.

Add: Flexible study abroad programs, field trips, field learning, skype seminars with other countries, etc. These are the ways to bring diversity and different perspectives to our students.

Teaching is going to be very different tomorrow than it is today

Technology is going to change the way we teach dramatically

Need to add flip classes to pedagogy

A lot of faculty feel overwhelmed.

Class sizes are so large. Dealing with Titanium, emails

We have decreased TT/T so many jobs that require TT/T are hard to fill

Titanium is good for students gives them access to instructional materials

Large learning curve for new faculty and not many mentors

Faculty are stressed, their attitude, service suffer

Advising is almost total service load.

Teaching suffers because faculty cut corners because they are so overwhelmed

Maybe we need professional staff to replace some faculty duties (advising?

Supervising)

We need online advising, online support services

How do we help students change directions when they need to?

Do you train faculty or hire staff

How do you recruit faculty in this environment? Faculty that want to balance research and teaching come, but they may not be happy. We invest a lot in TT/T but then we lose them

Need to concentrate on retention for faculty who don't come with a CUF connection

We have a 4/4 teaching load but also have scholarship requirements of an R1. Its just reasonable

TT/T come with expense that we may not be able to afford at recommended levels

Labs, travel, conference fees.....less teaching

Where are all the resources going to come from?

Fund raising going to play a very important role. Where is the money going? It needs to be targeted

How much funds are unrestricted? More transparency needed

Most donors do not want to pay for maintenance

Until we change the funding goals can not be reached

Tenure/tenure-track vs. Lecturer: So many lecturers teach lower division courses – shocking;

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Lecturers often are left out of distribution list, department meetings, and other faculty events. They need to be included in the decision-making processes. They also need to be trained and supported in terms of professional development. Resources should be allocated to this purpose (e.g. training \$, travel \$).

There is an attempt to create separate lists for different types of faculty (per IT), but not sure where this effort has evolved to.

The “unspoken” tone of the draft seems to say that the lecturers are under-valued.

Faculty data on the IRAS need to be made transparent. We need data on faculty publically.

Is there a road map for part-time lecturers to become tenured etc.? No. Really need professional development on issues such as “how to stay in academia”, etc.. Only 15% (+/1 3%) CSU-wide makes it from lecturers to tenure-track.

Diversity needs to go beyond gender, ethnicity to include first-generation, SES, etc..

Developing a campus-wide lecturer survey → Would be interesting to know how many part-time lecturers want to become full-time faculty.

Research and office space; Research support; Lower teaching load;

We lose 30-40% before faculty reach tenure.

Can we ever become a research university? We are supposed to be the teaching institution, but is it still the case?

More and more students... Can we stop taking in students?

Framing...Need more than the word adequate faculty. Don't like the wording. More significantly talk about what number we want? What is the number? The higher the better.

Q1.2 recommendations.....The sentence is issues...needs assessment? Let's figure out where it is needed...is that really the argument. Does this mean it is not needed in some areas? It seems like we are saying that when enrollment grows we will do this but do but it assumes or density is ok.

Need a better break down in terms ethnic diversity. Need to be broken down. What specifically has changed. Disaggregate the data. Ethnic diversity should be a goal. Jenny Foust had data presented. This is just not enough. Other kinds diversity need to be considered.

2.1. Teacher scholar. But need more on research. But we don't do research because we attract faculty of color. Research period. University do this period. I would

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strike reference to Boyer. It is explicit. No one is getting turned down for tenure due to research on teaching.

2.2 Material support of the scholarship. Release time. Count is part of the teaching load. What makes the teacher scholar. Need more on Teacher scholarships. We are more than content delivery. We need to do more than speak clearly. No mention of mentoring. Critical pedagogy. Maintain positive affect need to be removed. Object to the effort on student learning outcomes. We do more than teaching to the bar. Look at whole learning. Could be informed by the learning outcomes. Don't use the word focus. Concerned about relation to assessment. It is debatable. Delete assessment. On-going assessment is a given.

2.5 need a section on scholarship recommendations. Nothing on that. Need it.

2.4 Aesthetically need to be removed. Faculty need options based on pedagogical needs.

2.3 Support academic freedom need to be included. Curriculum should be faculty controlled.