



REPORT

UNIVERSITY FACULTY SUPPORT TASK FORCE

DECEMBER 15, 2004

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EXECUTIVE SUMMARY

Faculty support is of critical importance to the quality and success of the faculty, especially at the current start-up stage. Faculty support did exist during the past three years but was far from adequate. This inadequacy compounded with the issue of alignment has caused serious concerns among the faculty. Our recommendations include the following:

For faculty support:

- To increase research space, equipment, reassigned time, and funding for scholarly/creative activities.
- To improve communication with and increase the support for temporary faculty members.

For alignment:

- To revise and use new language in the Retention, Tenure, and Promotion (RTP), the General Personnel Standards (GPS), and the Program Personnel Standards (PPS) documents in order to align the reward system in the RTP process with the university mission.
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CSU CHANNEL ISLANDS MISSION

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

INTRODUCTION

Policies and decisions concerning faculty support directly impact on the integrity and development of the faculty, whose successes at CSUCI are essential to implementing the mission of this educational institution.

A key strategy for the university in the long-run, faculty support is also a particular concern at the present start-up stage as ambiguities and financial uncertainties derived from the recent state budget crisis have posed special challenges.

President Richard Rush appointed a University Faculty Support Task Force in November 2003, which was charged “to examine our progress to date and recommend actions” for faculty support based on Initiative II in the Strategic Plan (2003-2008).

The Task Force has completed its investigation and hereby submits its report that addresses the two responsibilities:

Part I Summary of the Progress to Date.

Part II Recommendations for Future Action.

PART I SUMMARY OF THE PROGRESS TO DATE

Currently, the CSUCI faculty consists of 45 tenure-track members (17 full professors, 7 associate professors, and 21 assistant professors), 2 librarians, and more than 100 temporary members who are either full-time or part-time lecturers.

Faculty Support

Faculty support for the 45 tenure-track teaching members has taken several forms: (1) reassigned time, (2) travel funds, (3) mini-grants, (4) workshops and seminars conducted by

the Office of Faculty Development, and (5) support from the library and other offices/divisions of the university.

(1) The university supports faculty primarily by providing reduced teaching assignments, mini-grants, and travel funding. During the 2003-04 AY, for example, a total of \$145,000 was used in order to grant one course release of three units for the Academic Year to all new tenure-track and all continuing untenured assistant and associate professors. The Office of the Provost and the Office of the Dean are in charge of course releases, and they continue to support the faculty by allocating the reassigned time. In 2004-2005 AY, reassigned time provided by these offices were for university development and support of programs, i.e., for advising.

(2) The university has provided travel funds for professional activities to tenured and probationary faculty, each of whom received \$2,000 in 2002-03 AY and \$1,200 in 2003-04 AY. Budget for travel (\$1200 per tenure-track faculty member) was distributed to program areas in 2004-2005. The Dean's Office has also made \$25,000 available for academically related travel, which is heavily used by faculty.

(3) Mini-grants from the Office of Faculty Development are the principal source of financial support for teaching innovations as well as scholarly/creative activities. The Office of Faculty Development provides guidelines for applicants who would like to acquire the mini-grants. The Faculty Development Advisory Committee reviews all applications and makes recommendations for awards. The Provost makes the final decision on awards. From 2002-2003 AY, between \$50,000 and \$60,000 was made available each year. In summer 2004, thanks to the support of the Smith family, \$50,000 was awarded separately to recipients of faculty innovation and excellence grants. The mini-grant money increased to \$133,300 in 2004-05 as a result of a reallocation of the budget for the Office of Faculty Development, which hopes to maintain the similar level of support in the future.

(4) Since its inception in 2002 the Office of Faculty Development, first under the directorship of Dr. Carol Holder and currently under Professor Phil Hampton, has conducted several workshops in supporting assessment, innovations of pedagogy, and mini-grant applications. The office, along with other administration offices, has also held workshops on the RTP process and orientation sessions for both the tenure-track and temporary faculty members.

(5) The Office of Research and Sponsored Programs supports faculty in seeking extramural funding for research and creative activities, and has held a one-day workshop on writing grant proposals. In addition to its regular services, the university library also provided support in offering four digital teaching fellowships, in the amount of \$2,000 each, to four faculty members in the summer of 2004.

Workload and Accomplishments

It is a general consensus across the campus that the CSUCI faculty has been working extremely hard for the last several years in building the university while maintaining a high level of professional development and growth. When President Rush wrote a letter on 18

June 2004 to Dr. Murray L. Galinson, Chair of the Board of Trustees of the California State University, he began,

“Enclosed please find a booklet detailing some of the scholarly work completed by my faculty colleagues here at California State University Channel Islands. We pulled this together because I was deeply edified by the amount of work and the quality of performance which this wonderful faculty has compiled. Despite the demands of University building, program definition and course design, as well as their commitment to teaching, the faculty has remained professionally active to a significant degree. I know that you will enjoy perusing their accomplishments and taking justifiable pride that this group has set high standards and has met or exceeded all of them.”

In his reply of July 7 Dr. Galinson stated that the booklet “is most impressive,” and that “what I find very interesting is the enormous breadth of the subjects covered.”

Many faculty members have also been involved in proposing or establishing the Center for International Affairs, the Center for Integrative and Interdisciplinary Studies, and the Center for Civic Engagement and Service Learning, as well as the Community and Labor Studies Institute and the Multicultural and Women’s & Gender Center. These collective activities demonstrate the faculty’s strong commitment to the university mission and the concrete steps they have taken to fulfill that mission through the curricula and co-curricula activities within and across disciplines.

Concerns about Alignment

In spring 2004 the Faculty Affairs Committee drafted a new university retention, tenure, and promotion (RTP) document and conducted several meetings to solicit comments and suggestions. The Academic Senate and the administration have approved the new RTP document. The General Personnel Standards (GPS) and the Program Personnel Standards (PPS) are being developed.

About seventy percent of the tenure-track faculty has returned to the academic year work schedule, teaching 12 units a semester. Yet, the work for building the university has not been reduced. As a result of the shortage of university personnel as a whole, the faculty has assumed many administrative and clerical duties. A survey conducted at the end of the spring semester 2004 by Professor Renny Christopher, Chair of the Academic Senate, shows that 45 tenure-track faculty members, excluding the other three members who were on leave at the time of the survey, were taking an estimate of 333 slots of committee positions. This survey, which did not count committee work at the program level, gave an average of more than seven committee assignments per faculty member, which far exceeds the normal load of faculty service in the CSU system which is no more than two committee assignments per year.

During the past three years the university has promoted six associate professors to full professors, one assistant professor to associate professor, and granted tenure to four associate professors. Nevertheless, faculty members at the assistant-professor rank are very concerned about untenured faculty meeting the RTP criteria for accomplishments in research, scholarship, and creative activities, especially when the university work necessitates them to spend a larger than usual proportion of time in program- and policy-building work,

which would be classified as service and, in some cases, more accurately described as administrative work. Program chairs and the Office of Faculty Development echo those concerns.

The results of a survey, conducted by this Task Force (Appendix F), underscored the general concerns that the 34 participating tenure-track faculty members felt about the overall workload and the insufficient support and alignment. They were largely in consensus in disagreeing (91% *disagree* or *strongly disagree*, the lowest score in the survey) with the statement that “there is adequate support for scholarly and creative activities.” Responses to the statement, “The Retention, Tenure, and Promotion process values and rewards work related to the University Mission Statement,” were mixed (30% *strongly disagree* or *disagree*; 36% *neutral*; 33% *strongly agree* or *agree*).

Temporary Faculty

Offices of the university from the administration to individual programs strive to include temporary faculty members as part of the campus community. Some of them do receive recognition and support. For example, temporary faculty members have been invited to orientation meetings, workshops, and training sessions. They do participate in the mini-grant review process and a number of them have submitted successful mini-grant proposals. Nonetheless, no clear university policy has established to support the temporary faculty, an issue which deserves consideration, especially because they teach about 60 to 70 percent of the classes at CSUCI.

In summary, considering that CSUCI is only in its third year and that there are many enrollment uncertainties and negative repercussions because of the state financial situation, it should be pointed out that faculty support did exist in the past. In the meantime, much needs to be done in the near future to enhance faculty support and alignment.

PART II RECOMMENDATIONS FOR FUTURE ACTION

Category One: Continuing the Policies and Actions the University Has Already Taken.

1.1 Grants

To continue to support the Faculty Development Mini-Grants and to increase the funds available for mini-grants as the faculty grows. The Faculty Development Mini-Grants have become the principal

source for supporting faculty members' scholarly/creative activities for the last several years, which would be highly crucial for faculty's continued professional growth in the future.

1.2 Reassigned Time

To continue to allocate faculty reassigned time and to increase the allocations as the faculty grows. Faculty reassigned time is much needed at the early stage of building this university. It would be absolutely critical to give time for programmatic development as well as faculty development, especially for the untenured faculty.

1.3 Centers

To continue to support the faculty efforts to establish several centers that were planned to fulfill the university mission, including the Center for International Affairs, the Center for Integrative and Interdisciplinary Studies, the Center for Civic Engagement and Service Learning, as well as the Community and Labor Studies Institute and the Multicultural and Women's & Gender Center. These centers are the concrete and collective steps the faculty has taken to fulfill the university mission. The high degree of faculty involvement indicates the faculty's strong commitment to the university mission. Supporting their efforts in those areas and aligning the university resources for their efforts are critical to the successes of those centers, which would be a significant part of faculty support.

1.4 Publicity

To continue to publish the accomplishments of faculty members in print, on the university website, and by other means, which has become a principal way to enhance the university's academic reputation in the community.

1.5 Dialogue

To continue the dialogue and discussion about the meaning and significance of scholarly and creative activities, including how to align those activities with the RTP process and reward system. A better understanding of these ideas and principles, and their significance for faculty development would be important to guide future faculty professional growth and reward system.

Category Two: Implementing New Initiatives and Policies.

2.1 Building and Space

To make budgetary allocations for campus construction that would provide building and physical space for programs that need labs for faculty development in scholarly and creative activities, especially for faculty in programs such as biology, ESRM, chemistry, computer science, physics, and psychology.

2.2 Labs and Equipment

To make budgetary allocations for the purchase of lab equipment, animal supplies, and other facilities for the needs of faculty development in scholarly and creative activities.

2.3 Startup Funding

To make budgetary allocations of startup funds for faculty members at the time of their hire and retroactive to current faculty who need them.

2.4 Staffing

To increase faculty support staffing, particularly for programs that have multi-layers of responsibilities and frequent off-campus activities, such as Education (see Appendix E).

2.5 Designated Funding and Reassigned Time

To initiate funding and reassigned time specially designated for new tenure-track faculty members who particularly need the resources and time to advance their careers.

To initiate funding and reassigned time specially designated for those faculty members who need the resources and time to seek promotion in the near future.

2.6 Alignment in RTP Documents

To recommend revision or new language in the university RTP document, including the General Personnel Standards (GPS), and the Program Personnel Standards (PPS) in order to align the reward system in the RTP process with the university mission. Those documents are essential to align the reward system for faculty activity with the university mission and, therefore, their examination is most strongly recommended.

2.7 Director of the Faculty Development Office

To hire a permanent director of the Faculty Development Office as soon as possible.

2.8 Collaboration

To encourage and help faculty members to establish contact and collaborative activities with other existing labs and institutions in order to continue scholarly and creative activities while our own labs, space, and facilities are lacking. Indeed, collaborative efforts in many forms and in all areas of scholarly/creative activities, teaching, and service should be encouraged.

2.9 Creative Ways of Support

To explore various types of faculty support, such as a rotating position(s) of a distinguished/visiting professorship or a visiting lectureship that will have some budget and/or reassigned time to be awarded to those faculty members who need resources and time to conduct significant special projects.

2.10 Recognition and Awards

To ensure that excellence be recognized in all three professional areas: teaching, scholarly/creative activities, and service. To recognize those faculty members who have overcome extraordinary circumstances to help build this university, and to award those outstanding faculty members with distinction in any of the three areas. The awards, either with or without a prize, yearly or otherwise, should be taken into consideration of the faculty RTP process.

2.11 New Considerations and Dialogue

- To begin to consider and propose a faculty sabbatical policy as a part of the long-term faculty development.
- To begin to consider post-tenure review policies to ensure that a continuous professional growth is the responsibility of all faculty members, tenured and senior members included.
- To initiate a discussion, in conjunction with the strategic planning of Academic Affairs, about what kind of a university we want CSUCI to be, what implications this has for faculty support, as well as what kind of faculty we want to build and what characteristics the faculty should have.
- To consider setting up a faculty lounge or University Club as a gathering place for formal and informal dialogue that would help the faculty to understand each other's activities while learning from each other across the disciplines. Better communication is a source of mutual support.

Category Three: Support for Temporary Faculty.

3.1 Designation of Responsibilities

To establish designated offices that would have the clear responsibilities and authorities to coordinate all matters relating to the temporary faculty across the campus, such as hiring, support, evaluation, and communication.

3.2 Workshops and Policies

To hold workshops and develop guidelines and handbooks that would help programs to develop policies and procedures that would facilitate temporary faculty hiring, support, evaluation, communication, and development.

APPENDICES

Appendix A The Charges of the University Faculty Support Task Force

In President Richard Rush's appointment letter:

“To examine our progress to date and recommend actions” for faculty support.

In the Strategic Plan (2003-2008):

Page 6. “Initiative II. A special project to align faculty support (for teaching and for scholarly and creative activities), staff support, faculty and staff assessment and reward system with our Mission and Strategies.”

Page 8. “Align faculty . . . support, assessment, rewards with Mission/Strategy

Two Year Objectives

- Modified RTP document
- Demonstrate support/alignment:
 - Grants/IRB
 - Faculty Development Office (Activities, Handbooks, Documents)
 - Sabbaticals
 - Release time
 - Reassigned time
 - Other support of scholarly and creative activities.”

Appendix B Membership of the University Faculty Support Task Force

Chairpersons:

Dr. Carol Holder, Interim Director of Faculty Development
Chair of the Task Force: November 2003 to May 2004

Nian-Sheng Huang, Associate Professor and Chair, History Program
Member of the Task Force: November 2003 to December 2004
Chair of the Task Force: May 2004 to December 2004

Members Who Served the Full Term:

Bob Bleicher, Assistant Professor of Education, November 2003 to December 2004
Renny Christopher, Professor of English, August 2004 to December 2004
Raquel De Los Santos, Contributions Assistant, November 2003 to December 2004
Jennifer Eaton, Student, November 2004 to December 2004
Diana Enos, Personnel Assistant, November 2003 to December 2004
Gina Farrar, Admissions & Records Evaluator, November 2003 to December 2004
Phil Hampton, Professor of Chemistry and Interim Director of Faculty Development,
November 2003 to December 2004
Steve Lefevre, Dean of Faculty, November 2003 to December 2004
Lacey Lovejoy, Associate Budget Analyst, November 2003 to December 2004
Ted Lucas, Provost/VPAA, November 2003 to December 2004
Jennifer O'Toole, Student, November 2003 to December 2004
Toni Rice, Coordinator of Orientation, November 2003 to December 2004
Paul Rivera, Assistant Professor of Economics, August 2004 to December 2004
Barbara Thorpe, AVP of Research & Sponsored Programs, November 2003 to December 2004

Members Whose Terms Ended before This Report Was Written:

Julie Corelli, Faculty Support Assistant, November 2003 to August 2004
Tanya Gonzales, Director of Development, November 2003 to August 2004
Munawwar Khan, AVP of Information Technology, November 2003 to May 2004
Justin Mauger, Lecturer in Mathematics, November 2003 to July 2004

Appendix C Tenure-Track Faculty Support Chart, 2003-04 (See Attachment)

Appendix D Temporary Faculty Support Chart, 2003-04 (See Attachment)

Appendix E Faculty Support Suggestions from the Education Program (See Attachment)

Appendix F Tenure-Track Faculty Support Survey Results (See Attachment)