

1 **AA-AS Task Force Recommendations**

2 **Faculty Retention and Success**

3 **Submitted: October 6, 2010**

4 On Tuesday, August 17, 2010 an Academic Affairs/Academic Senate retreat was held. The theme for the  
5 retreat was "Faculty Retention and Success." Four main topics were covered: 1) Transition to campus  
6 for newly hired faculty, 2) Campus-wide initiatives for increasing faculty retention and success, 3)  
7 College-level strategies for increasing faculty retention and success, and 4) Department-level strategies  
8 for increasing success. Seventy-six faculty, staff, and administrators attended this retreat.

9 As a follow-up to the retreat, Senate Exec convened an AA-AS Joint Task Force to rank a list of three to  
10 five recommendations for action to improve faculty retention and success at CSUF. The committee was  
11 comprised of: Jon Brusckke, James Dietz, Angela Della Volpe, Shari McMahan, Chris Renne, and Sean  
12 Walker.

13 The committee convened twice with preliminary and follow-up discussions held through electronic mail.  
14 The committee reviewed the four main white papers, discussion group reports, and a summary of  
15 evaluations.

16 **AA-AS Joint Task Force Recommendations**

17 **The Task Force recommends three key recommendations which are first listed and then explained**  
18 **more fully.**

- 19 **1. Workload Reduction: Reduce the effective teaching load for tenured and tenure-track faculty**  
20 **from 4/4 to 3/3**
- 21 **2. Incentivize and Expand Grant Support**
- 22 **3. Increase Support for Faculty at the Children's Center**

23 **1. Workload Reduction: Reduce the effective teaching load for tenured and tenure-track faculty from**  
24 **4/4 to 3/3**

25  
26 It was unanimous that the faculty workload at CSUF is a barrier to both hiring new faculty and  
27 supporting the research efforts of tenured and tenure-track faculty. It is of **highest priority** that the  
28 tenured and tenure-track faculty be on a 3/3 teaching load. Teaching a 4/4 load, doing high quality  
29 research and providing service to the university, community and profession cannot be maintained in any  
30 satisfactory way. This is an urgent matter, as the California economy is not supporting recruitment and  
31 retention of high quality tenure-track faculty. The committee strongly recommends the campus move  
32 to a 3/3 teaching load and believes the campus can afford to do this.

33 A rough formula for attaining this goal is as follows: we currently have approximately 700 TT and  
34 tenured faculty. The cost of going to a 3/3 instead of a 4/4 would be 1400 (classes) X \$5000  
35 (approximate replacement cost w/out benefits) = \$7 million per year. Given that some faculty may not  
36 want or qualify for a reduced load if it is based on scholarship and creative accomplishments, we believe  
37 a fair estimate would be around \$5 million. Based on the size of the current budget, this represents a 1-  
38 2% investment, which we believe is appropriate as a campus priority. This is our highest  
39 recommendation for recruiting and retaining faculty.

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41 Please note the committee does not support moving to a 3/3 load by increasing the SFR nor does the  
42 committee promote a 3/3 load if faculty are not involved in research and service to the University. We  
43 strongly believe a 3/3 load will help us recruit and retain faculty. The reduced teaching load would be  
44 accomplished by providing credit for research or creative activities and publication. For example, the  
45 Mihaylo College of Business and Economics has a clear policy that rewards faculty publishing in high-  
46 quality professional journals.

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48 In addition to proposing a workload reduction the following recommendations are also put forward:

49 1) Provide credit for supervision courses. Both the Colleges of HHD and NSM count supervision  
50 courses (Independent study, internships, project, thesis, etc) in their teaching loads. There are  
51 different models as to how this might be accomplished, but the Task Force felt it is important  
52 that faculty should get credit (assigned time, course credit, recognition in RTP process, etc) for  
53 supervision courses.

54 2) Provide release time for faculty serving as chairs of major University Committees. For example,  
55 the chairs of the following committees warrant a course release due to their centrality to  
56 university curricular and policy concerns: PRBC, Faculty Personnel, GE, Grad Ed, and University  
57 Curriculum. Other committees might also be added to this list based on the workload they  
58 require.

## 59 **2. Incentivize and Expand Grant Support**

60 Due to limited state funds, the University is relying, increasingly, on support from external sources.  
61 Grants are one mechanism to support the infrastructure at CSUF. Incentives should be provided for  
62 Faculty to write grants. In addition to course releases, the Task Force suggests there should be  
63 continued support pre- and post-award. A potential source of funding would be to increase the amount  
64 of indirect costs (IDC) given to the colleges. Indirect costs should be maximized to support continued  
65 grant writing.

66 In addition to external funds, there is a great need to increase the value of intramural grants. Intramural  
67 grants that offer summer stipends should also offer course buyouts -allowing the faculty to choose  
68 between money or time for their grant work.

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## 70 **3. Increase Support for Faculty at the Children's Center**

71 Faculty recruitment is a top priority in the institution. Providing incentives, including subsidies for  
72 childcare, is critical. With the new childcare center underway, it is appropriate that Academic Affairs  
73 negotiate with Student Affairs to increase slots for on-campus childcare and increase the subsidy for  
74 faculty.

75 If these changes are adopted, departments should review their departmental personnel standards and  
76 make sure these items (research, supervision credit, etc.) are accounted for in the RTP process.