ACADEMIC SENATE EXECUTIVE COMMITTEE

Agenda
Tuesday, April 17, 2018
09:30 a.m. – 11:00 a.m.
SCI III Math Library

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
   Elections and Appointments –
   Calls for University-wide At-Large elected positions
   Call for Interest selected Standing Committees

3. APPROVAL OF MINUTES
   April 3, 2018

4. APPROVAL OF AGENDA

5. CONTINUED ITEMS
   a. Update Log
   b. Tenure Density Task Force report (Handout)
   c. Student cheating (Handout)

6. DISCUSSION ITEMS
   a. Repository for University Policies
   b. IACUC’s recommendations for
      (1) Faculty Scientist Experienced in Use of Laboratory Animals for Teaching & Research
      (1) Faculty Whose Primary Concern are in Non-Scientific Area
   c. Commendations

7. AGENDA ITEMS FOR SENATE MEETING April 26, 2018 (Time Certain 10:45 a.m.)
   Announcements
   FHAC recommendations for Faculty Awards
   Paul Newberry GECCo report and acknowledgement
   Consent Agenda
   New Business
   Old Business
   RES 171818 - Instructor Initiated Drop Policy (AAC, AS&SS) (Second Reading) *
   RES 171825 - New BPA Academic Certificate (AAC, BPC) (Second Reading)

8. COMMENTS FROM THE FLOOR

   * Changes to the University Handbook
ACADEMIC SENATE EXECUTIVE COMMITTEE
Minutes
Tuesday, April 3, 2018
09:30 a.m. – 11:00 a.m.
SCI III Math Library

Present: D. Boschini (Chair), B. Hartsell (Vice Chair), A. Hegde, J. Millar, M. Rush, D. Schecter (Alt for J. Zorn)

Absent: M. Slaughter, J. Tarjan, C. MacQuarrie

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
   • Election Update: Everything is on schedule.
   • FHAC’s recommendations expected April 9.
   • Senate meets April 12, 26 and May 10 (outgoing/incoming Senators and Committee Chair appointments)
   • Executive Committee (EC) meets April 17, May 1, and 8

3. APPROVAL OF MINUTES
   J. Kegley attended March 13, 2018 meeting.
   B. Hartsell moved to approve minutes from March 13, 2018 meeting with amendment.
   Approved.

4. APPROVAL OF AGENDA
   Topic removed: Faculty Marshals is resolved for 2018 Commencement.
   New topics: a.) EDD program dropout and the student issues of time and money
   b.) Teacher behavior
   B. Hartsell moved to approved agenda as amended. M. Rush seconded. Approved.

5. CONTINUED ITEMS
   a. Update Log –
      FAC will probably not get to REF 161711 Position of Ombudsman by end of semester.
      The committee will address very specific issues on REF 2017-2018 Fairness and Evaluation that need to be changed.
      BPC will have a draft resolution on BPA’s Proposal for a New Academic Certificate this week. The committee is working on Office Allocation Policy. BPC invited D. Knepp as part of the upcoming discussion about REF 2017-2018 #22 Interdisciplinary Studies Department Formation.

   b. Financial and strategic planning transparency and faculty participation in budgeting process – BPC has already given their recommendation to the USP/BAC. There isn’t any
actionable item except continue to ask for more data. Financial transparency is more evident on other campuses, such as CSU Los Angeles and CSU Fresno.

c. Catalogue Concerns – D. Schecter said there is a Task Force on this matter.

6. **DISCUSSION ITEMS**

a. New President Dr. Zelelzy - D. Boschini conversed with President-elect Zelelzy. Dr. Zelelzy offered to attend every Senate meeting, and she wants to meet with D. Boschini every other week. Dr. Zelelzy will plan to attend EC at least twice a semester. They did discuss that the confidential closed search was not favorably received here and there will be a spectrum of perspectives that are important for her to work through. D. Boschini said we are lucky the President-elect has an Academic Affairs path, and she expressed her satisfaction that things went as good as it could, given the process she didn’t agree with. She spoke with Dr. Zelelzy about faculty workload as #1 issue, since financial transparency is making progress. President-elect is enthusiastic about fund-raising and that’s her job as far as visibility in the community – to promote the university and get the community to partner through active giving. The feasibility study is something that can be discussed at a meeting with her. Dr. Zelelzy may be here on Tuesday, May 1. During a welcoming call from Dr. Mitchell, Dr. Zelelzy asked what events are coming up which would be good for her to attend. Dr. Mitchell invited Dr. Zelelzy to attend Celebrate CSUB, Jazz Festival, and the Hawk Awards presentation and reception. There is interest in meeting faculty. D. Boschini said that there are some people expect her to listen, and some expecting her to share. It needs to be clear to her which of those we wish to achieve. The conversation between the two was 50/50. Dr. Zelelzy said it won’t be “her vision” but “our vision”. D. Boschini has strategic planning in mind, which requires data that we don’t have. She is hopeful that the new president will call the strategic planning process where it needs to be. The Senate represents faculty and they are diverse in every way in what they want to be done. We have to count on ourselves to be gracious, and for her to be articulate. D. Boschini has communicated with the President’s office that the Senate wants to meet Dr. Zelelzy Tuesday morning, May 1.

b. Distributed Learning Committee (DLC) Status – There are mixed opinions whether DLC exists. It was created as an Ad Hoc Task Force to get us on an on-line education path. B. Hartsell observed that the charge of the DLC doesn’t say anything about the process for elections, terms, etc. AS will put out a call for the school-specific seats for one year, then clear things up later on. The Senate is interested in an annual report by April 26. The FAC will use that documentation next year.

c. BPC Staff member replacement approval – Linda Lara was previously selected and approved by EC as a voting member, but she has now changed jobs and is not available to attend meeting. EC decided not to try to fill the vacancy this year.

d. Faculty Director GECCo process – The EC will hold a special meeting on April 10th to interview the GECCo candidate and to hear FHAC recommendations for the five awards. B. Hartsell will tell GECCo to go forward with scheduling their interview(s).
e. Hiring Procedures will probably be a referral to FAC next year. The issues are how we treat TT versus other hires and whether things are changing, and who can be on Search Committee. It needs to be high on the list for EC discussion in Fall 2018.

f. Tenure Density Task Force report (Handout) Read it, and be prepared to spend more time on the topic in the next regular meeting. It will be on the Agenda for next meeting.

g. Student cheating – the EC received a copy of a memo from BJ Moore outlining the concerns over misconduct. BJ requests a referral. It is already being discussed with D. Anderson-Facile (chair of DLDC), R. Alvarez (Student Rights and Responsibility), M. Palaiologou (Ombudsperson), and Nate Olsen (representing ethics across the curriculum). After that group draws conclusions and makes a report, EC can decide if Senate needs to get involved. D. Boschini will communicate with BJ that student misconduct will be discussed at the EC meeting, April 17th.

h. EDD Program status –J. Millar reported concerns about a high drop-out rate and whether there are issues that require attention. She will discuss topic with D. Boschini to determine if it’s something for EC to take up.

i. Teacher behavior – There has been word from a number of students about a professor telling his/her class that he/she needed a good SOCI and threatening students with grade changes if they report his/her antics, such as skipping course topics, using foul language, and informing students that he/she has ability to change their grades up to three months after the course. After discussion, D. Boschini affirmed that this is a matter for the Vice-Provost.

7. **AGENDA ITEMS FOR SENATE MEETING April 12, 2018** (Time Certain 10:45 a.m.)

   - **Announcements**
   - FHAC’s Recommendations
   - **Consent Agenda**
   - **New Business**
   - **Old Business**
     a. RES 171818 Instructor Initiated Drop Policy * (Second Reading)
     b. RES 171819 New Emphasis – Energy and Power Engineering (Second Reading)
     c. RES 171820 Use of Small Unmanned Aircraft Systems (sUAS) (Second Reading)
     d. RES 171822 At-Large Membership on University Committees * (Second Reading)
     e. RES 171823 Range Elevation Handbook Change * (Second Reading)

8. **COMMENTS FROM THE FLOOR**

   * Changes to the University Handbook
### Academic Affairs Committee: Mary Slaughter/Chair, meets 10:00am in BDC 134

**Dates:** Sept 7, Sept 21, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, Feb 1, Feb 15, Mar 1, Mar 15, Apr 5, Apr 19, May 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/17</td>
<td>Maximum Units per Term Referral #20 Maximum Units Per Term (discarded), whereby issues contained in Referral #23 Maximum Load Semester Units became RES 161719 Maximum Units per Term.</td>
<td>AAC, AS&amp;SS, BPC, FAC RES 171815 B submitted by AAC, AS&amp;SS, BPC RES 171815 A submitted by FAC withdrawn</td>
<td>03/22/18 4/6/2018 4/16/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/07/17</td>
<td>RES 161720 Instructor Initiated Drop Policy</td>
<td>AAC, AS&amp;SS RES 171818 Instructor Initiated Drop Policy Second Reading 04/26/18</td>
<td>03/22/18 4/6/2018 4/16/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/07/17</td>
<td>Referral 2017-2018 #01 Proposal for New BPA Academic Certificate</td>
<td>AAC, BPC Proposal’s three new one-unit classes proposal. RES 171825 New BPA Academic Certification Second Reading 04/26/18</td>
<td>03/22/18 4/6/2018 4/16/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/05/17</td>
<td>Referral 2017-2018 #15 University-wide Impact of EO 1110 Implementation</td>
<td>AAC Assure that implementation of EO 1110 is appropriately coordinated.</td>
<td>03/22/18 4/6/2018 4/16/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/05/17</td>
<td>Referral 2017-2018 #17 Proposal for Energy and Power Engineering within BS Engineering Sciences</td>
<td>AAC, BPC Program rationale, Existing support resources, Additional resources required.</td>
<td>03/22/18 4/6/2018 4/16/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/08/18</td>
<td>Referral 2017-2018 # 22 Interdisciplinary Studies Department Formation Proposal</td>
<td>AAC, BPC Integration of non-teaching track majors and development of new programs, their governance, and the resource required for baccalaureate and master’s degree programs.</td>
<td>03/22/18 4/6/2018 4/16/18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Academic Support and Student Services: Charles MacQuarrie/Chair, meets 10:00am in DDH A108

**Dates:** Sept 7, Sept 21, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, Feb 1, Feb 15, Mar 1, Mar 15, Apr 5, Apr 19, May 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/17</td>
<td>Maximum Units per Term Referral #20 Maximum Units Per Term (discarded), whereby issues contained in Referral #23 Maximum Load Semester Units became RES 161719 Maximum Units per Term.</td>
<td>Approved</td>
<td>AAC, AS&amp;SS, BPC, FAC RES 171815 B submitted by AAC, AS&amp;SS, BPC RES 171815 A submitted by FAC withdrawn 3/22/18</td>
<td>03/22/18</td>
<td>4/6/2018</td>
<td>4/16/2018</td>
</tr>
<tr>
<td>09/07/17</td>
<td>RES 161720 Instructor Initiated Drop Policy</td>
<td>Approved</td>
<td>AAC, AS&amp;SS RES 171818 Instructor Initiated Drop Policy First Reading 04/26/18</td>
<td>03/08/18</td>
<td>03/16/2018</td>
<td></td>
</tr>
<tr>
<td>10/31/17</td>
<td>Referral 2017-2018 #11 Conflicts of Interest: Textbook Adoption Policy and Enforcement</td>
<td>Approved</td>
<td>AS&amp;SS, FAC RES 171816 Policy for Instructors Assigning Their Own Textbooks. Consider resolution to introduce a policy which is in the best interest of students, and how policy is enforced.</td>
<td>03/08/18</td>
<td>03/16/2018</td>
<td></td>
</tr>
<tr>
<td>11/14/17</td>
<td>Referral 2017-2018 #12 Referral on Advising</td>
<td>Complete</td>
<td>AS&amp;SS, FAC Identify a list of questions that members of the campus community need to consider when developing policies about advising. Sent to Provost 11-29-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/24/18</td>
<td>2017-2018 #18 - Counselor Tenure Track and Impact on Student Health Services</td>
<td>Approved</td>
<td>AS&amp;SS RES 171817 Hiring of Tenure Track Counselor to Support Student Mental Health Look at the impact of Counseling Departments ability to deliver student mental health services where there is a high turn-over of PT faculty members and an increasing need for specially trained counselors and a lack of TT faculty/counselors.</td>
<td>03/08/18</td>
<td>03/16/2018</td>
<td></td>
</tr>
<tr>
<td>3/13/18</td>
<td>2017-2018 #23 CSUB Student Debt Report</td>
<td>Approved</td>
<td>AS&amp;SS The paper <em>Where Debt Comes Due at CSU, Unequal Debt Burdens Among California State University Graduates</em>, raises concern that the CSUB data may be flawed and the reporting is off.</td>
<td>03/08/18</td>
<td>03/16/2018</td>
<td></td>
</tr>
</tbody>
</table>
# Budget and Planning Committee: Aaron Hegde/Chair, meets 10:00am in SCI III Room 100

**Dates:** Sept 7, Sept 21, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, Feb 1, Feb 15, Mar 1, Mar 15, Apr 5, Apr 19, May 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/17</td>
<td>Maximum Units per Term Referral #20 Maximum Units Per Term (discarded), whereby issues contained in Referral #23 Maximum Load Semester Units became RES 161719 Maximum Units per Term.</td>
<td>Tabled 3/06/18</td>
<td>BPC Recovery of Facilities and Administrative Costs</td>
<td>03/22/18</td>
<td>4/6/2018</td>
<td>4/16/2018</td>
</tr>
<tr>
<td>09/07/17</td>
<td>Referral 2017-2018 #01 Proposal for New BPA Academic Certificate</td>
<td>In CCC</td>
<td>AAC, BPC Proposal’s three new one-unit classes proposal. RES 171825 New BPA Academic Certification Second Reading 04/26/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/07/17</td>
<td>Referral 2017-2018 #02 BAS-CFO as Ex-Officio Non-Voting Member of BPC</td>
<td></td>
<td>BPC Improve BAS understanding of faculty concern &amp; needs, and amend AS By-laws (Section IV B 3 a.) to expand membership. RES 171810 Addition of Chief Financial Officer as Ex-Officio Member on Budget and Planning Committee. Majority of faculty voted in favor to amend.</td>
<td>11/09/17</td>
<td>01/29/18</td>
<td>02/02/18</td>
</tr>
<tr>
<td>09/05/17</td>
<td>Referral 2017-2018 #03 Adding Faculty Participation in Budgetary Matters to Constitution of Academic Senate Article 2, Section 1 A</td>
<td></td>
<td>BPC RES 171813 Faculty Participation in Budgetary Matters. A majority of faculty voted in favor to change Constitution.</td>
<td>11/30/17</td>
<td>01/29/18</td>
<td></td>
</tr>
<tr>
<td>09/19/17</td>
<td>Referral 2017-2018 #04 - CSU Bakersfield Antelope Valley Center Name Change</td>
<td></td>
<td>BPC First reading waived and friendly amendment to utilize proposed names. RES 171802</td>
<td>09/28/17</td>
<td>10/06/17</td>
<td>10/16/17</td>
</tr>
<tr>
<td>09/19/17</td>
<td>Referral 2017-2018 #05 – Integrated Teacher Education Program (ITEP)</td>
<td>Senate action not required</td>
<td>BPC RES 171803 Integrated Teacher Education Program Review and recommendation to Senate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/19/17</td>
<td>Referral 2017-2018 #08 – Continuation of Faculty Hiring Initiative to Promote Tenure Density</td>
<td></td>
<td>BPC RES 171809 Continuation of Faculty Hiring Initiative President responded 2018-01-03; new President to be informed that this is #1 priority, contingent on funding.</td>
<td>11/30/17</td>
<td>12/07/17</td>
<td></td>
</tr>
<tr>
<td>10/3/17</td>
<td>REF 2017-2018 #09 Use of Small Unmanned Aircraft Systems at CSUB</td>
<td></td>
<td>BPC RES 171820 Determine whether GRASP document needs action.</td>
<td>04/12/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/26/17</td>
<td>Dissolution of Campus Environmental Committee The resolution came directly from the Executive Committee.</td>
<td></td>
<td>BPC RES 171805 Dissolution of Campus Environmental Committee (First Reading waived at Senate 10/26/17)</td>
<td>10/26/17</td>
<td>11/02/17</td>
<td>11/29/17</td>
</tr>
</tbody>
</table>

*BPC - Continue Next page*
<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/17</td>
<td>Referral 2017-2018 #10 Office Allocation</td>
<td>BPC</td>
<td>Resources have been redistributed whereby instructors don't have offices. Faculty needs privacy to work effectively with students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/07/17</td>
<td>Referral 2017-2018 #13 Academic Master Plan Form and Process Improvement</td>
<td>BPC</td>
<td>RES 171821 Form: line for Department Chair sign-off. Process: clear actions which Faculty, Department Chairs, School Deans, and the Academic Senate perform and when. First Reading waived 03/22/18</td>
<td>03/22/18</td>
<td>4/6/2018</td>
<td></td>
</tr>
<tr>
<td>12/05/17</td>
<td>Referral 2017-2018 #17 Proposal for Energy and Power Engineering within BS Engineering Sciences</td>
<td>AAC, BPC</td>
<td>RES 171819 New Emphasis – Energy and Power Engineering.</td>
<td></td>
<td>04/12/18</td>
<td></td>
</tr>
<tr>
<td>03/08/18</td>
<td>Referral 2017-2018 # 22 Interdisciplinary Studies Department Formation Proposal</td>
<td>AAC, BPC</td>
<td>integration of non-teaching track majors and development of new programs, their governance, and the resource required for baccalaureate and master's degree programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Faculty Affairs Committee: Maureen Rush/Chair, meets 10:00am in EDUC 123

**Dates:** Sept 7, Sept 21, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, Feb 1, Feb 15, Mar 1, Mar 15, Apr 5, Apr 19, May 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/17</td>
<td>Referral 2016-2017 #11 Position of Ombudsman</td>
<td>Returned to FAC 2/16/17</td>
<td>FAC On Senate Agenda 2/02/17 RES 161711</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/07/17</td>
<td>Referral 2016-2017 #20 Maximum Units Per Term (discarded), whereby issues contained in Referral 2016-2017 #23 Maximum Load Semester Units became RES 161719 Maximum Units per Term</td>
<td>Returned to EC 2/08/18</td>
<td>AAC, AS&amp;SS, BPC, FAC RES 171815 B submitted by AAC, AS&amp;SS, BPC RES 171815 A submitted by FAC then withdrawn 03/22/18</td>
<td>3/22/18</td>
<td>4/6/2018</td>
<td>4/16/18</td>
</tr>
<tr>
<td>09/07/17</td>
<td>Referral 2016-2017 #22 Recusal from Discussion and Voting on RTP Committee</td>
<td></td>
<td>FAC RES 171808 University Review Committee Membership Nomination Exemption</td>
<td>11/30/17</td>
<td>12/07/17</td>
<td>12/19/17</td>
</tr>
<tr>
<td>9/19/17</td>
<td>Referral 2017-2018 #06 Classroom Observation of Probationary and Temporary Faculty Who Have Not Earned Rights Under Collective Bargaining Agreement</td>
<td></td>
<td>FAC Address workload and rank of observer/recommender RES 171807 Amendment of Classroom Observation Policy</td>
<td>3/08/18</td>
<td>03/16/18</td>
<td></td>
</tr>
<tr>
<td>9/20/17</td>
<td>Referral 2017-2018 # 07 UPRC Task Force Recommendations to Change University Handbook</td>
<td></td>
<td>FAC Add UPRC Charge and address UPRC recommendations to process and involvement of specific authorities. RES 171806 University Program Review Committee Charge</td>
<td>11/30/17</td>
<td>12/07/17</td>
<td>12/19/17</td>
</tr>
<tr>
<td>10/31/17</td>
<td>Referral 2017-2018 #11 Conflicts of Interest: Textbook Adoption Policy and Enforcement</td>
<td></td>
<td>AS&amp;SS, FAC Consider resolution to introduce a policy that is in the best interest of students, and how policy is enforced. RES 171816</td>
<td>3/08/18</td>
<td>03/16/18</td>
<td></td>
</tr>
<tr>
<td>11/14/17</td>
<td>Referral 2017-2018 #12 Referral on Advising</td>
<td>Complete</td>
<td>AS&amp;SS, FAC Identify a list of questions that members of the campus community need to consider when developing policies about advising. Sent to Provost 11-29-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/14/17</td>
<td>Referral 2017-2018 #14 Unfilled School Seats Filled by At-Large Faculty</td>
<td></td>
<td>FAC Is an elected person from another school obligated to represent the school whose vacant seat became At-Large? Is it true for URC, UPRC, and/or Senate seats? RES 171822 At-Large Membership on University Committees</td>
<td>04-12-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/05/17</td>
<td>Referral 2017-2018 #16 Possible Conflict of Interest in Administrator Review</td>
<td></td>
<td>FAC RES 171814 Administrator Review University Handbook Policy</td>
<td>3/08/18</td>
<td>03/16/18</td>
<td></td>
</tr>
</tbody>
</table>

*FAC - Continue Next page*
### Faculty Affairs Committee: Maureen Rush/Chair, meets 10:00am in EDUC 123

**Dates:** Sept 7, Sept 21, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, Feb 1, Feb 15, Mar 1, Mar 15, Apr 5, Apr 19, May 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24/18</td>
<td>Referral 2017-2018 #19 Faculty Awards – Consistent Criteria and Process Improvement</td>
<td>FAC</td>
<td>The Handbook needs to be consistent to eliminate self-nominations. Clarify procedures. How do Faculty, Exceptional Service, and Wang Awards criteria line-up differently than before? Are women faculty represented consistently in the awards and on the Honors and Awards Committees? Does the amount of monetary reward continue to be relevant? Should there be consideration for a Special Award for Outstanding Contributions not addressed by the current categories? RES 171824 Faculty Awards – Consistent Criteria and Process Clarity. First Reading waived 03-22-18</td>
<td>03/22/18</td>
<td>4/6/2018</td>
<td></td>
</tr>
<tr>
<td>2/13/18</td>
<td>Referral 2017-2018 #20 Range Elevation for Temporary Faculty – Handbook Changes</td>
<td>FAC</td>
<td>Handbook changes regarding Article 11.9 of CBA, Working Personnel Action File, term name change to spring term, existing committee reviewers, and peer review panel appointments. RES 171823 Range Elevation Handbook Changes</td>
<td>04-12-18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
March 16, 2018

To The California State University Community:

On January 20, 2018, I received the Report of the Task Force on Tenure Density in the California State University. I have reviewed and accept the report, which is appended to this letter along with the cover letter from California State University, Monterey Bay President Eduardo Ochoa, who chaired the task force. On behalf of the CSU, I thank President Ochoa along with the 12 task force members – comprised of faculty and administrators – for their thoughtful and comprehensive effort.

In the charge (page 16) I asked the task force to: (1) review data, (2) develop best practices to be shared with campuses, and (3) identify principles to guide campuses going forward. The report provides a helpful overview of tenure-density trends in the system, draws attention to the complex and campus-specific considerations required to develop a tenure density plan, and provides a sobering analysis of the large financial requirements to make progress toward improved tenure density.

This Report recognizes that inadequate tenure density may adversely affect educational quality, and yet establishing adequate tenure density will vary by campus – and by extension, academic units within a campus – depending on a number of factors. Indeed, the Report clearly recognizes that each campus will have its own considerations in planning and hiring; one size does not fit all. I am now asking campus leadership, senates and faculty to engage in a discussion of this report and its recommendations. I also ask that campuses implement, as appropriate, specific recommendations to strengthen the institution, while acknowledging that implementing recommendations will require innovation and must take into account the realities of available resources.

The report contains five administrative recommendations (page 15) for my consideration as Chancellor. The first four system recommendations have been referred to Vice Chancellor for Human Resources Melissa Bard and Executive Vice Chancellor for Academic and Student Affairs Loren Blanchard for further consideration, including establishing a standard definition for tenure density, developing a new metric for the number of students (FTES) to tenure-track faculty (FTEF) ratio, establishing a process for reporting systemwide and campus metrics, and disseminating data on an annual basis.

The final system recommendation – to lobby the legislature and governor for more state funding, in collaboration with CFA, ASCSU, faculty, and students – is well under way for this budget cycle as it is every year, under the leadership of Vice Chancellor for University Relations and Advancement Garrett Ashley and Executive Vice Chancellor for Business and Finance Steve Relyea.

Although the California Faculty Association members of the task force are not signatories to the final document, it is my understanding that they share our interest in tenure density. I thank them for their contribution to the discussions.

Sincerely,

Timothy P. White
Chancellor
January 20, 2018

Chancellor Timothy White  
California State University

Dear Chancellor White:

Attached is the final report of the Task Force on Tenure Density in the California State University. This report responds to your charge of August 5, 2016. While the work took longer than expected, we are pleased to submit this final report.

Your original charge asked us to look at the “principles, policies, and practice that will help campuses address this issue.” As a part of our work we looked at previous work including ACR 73 and work done by the Academic Senate of the CSU. We also looked at current data on recruitment, hiring, retention, and separations. An important area of consideration for the group was increasing the diversity of our faculty. The task force also discussed various ways to calculate tenure density. Our work in this area was constrained by the availability of data from across the system. We did note however, that regardless of the formula for calculation, tenure density has been in decline. Finally, we reviewed both the impact of prior budget allocations and the cost of improving tenure density going forward.

The recommendations include best practices for both the system and the campuses. One important aspect of our discussions was the recognition that tenure density may vary due to a variety of influencing factors, and that the optimal tenure density may also vary by campus depending on a number of variables. Although we did not recommend specific targets, we did recommend that campuses consider targets as a part of their analysis and planning. We believe that these recommendations will be helpful in planning and help as we plan for the future.

In the end, most of the group came to consensus around the final report as you see it. The representatives from the California Faculty Association had earlier indicated an unwillingness to endorse the report and did not attend the last meeting. For this reason, I cannot report unanimous endorsement of the report.

With this report, the work of the task force is concluded. I would like to take this opportunity to express my thanks to all of the members of the task force for their thoughtful contributions and careful consideration of a complex topic. I would also like to thank you for the opportunity to lead this effort. Please let me know if I can help in any way as we move forward.

Sincerely,

[Signature]

Eduardo M. Ochoa, Chair  
Task Force on Tenure Density
Members of the Task Force on Tenure Density

Dr. Eduardo M. Ochoa, Chair, President, CSU Monterey Bay
Dr. Sylvia Alva, Provost, Cal Poly Pomona
Dr. Lynnette Zelezny, Provost, CSU Fresno
Dr. Clare Weber, Deputy Provost and Vice Provost for Academic Programs, CSU San Bernardino
Dr. Simone Aloisio, Senator, CSU Channel Islands
Dr. Jerry Schutte, Senator, CSU Northridge
Dr. Diana Guerin, Academic Senate CSU - Designee, CSU Fullerton
Dr. Jennifer Eagan, CFA President, CSU East Bay
Dr. Jonathan Karpf, CFA Associate Vice President, San José State
Dr. Kevin Wehr, CFA Associate Vice President, CSU Sacramento
Dr. Christine Mallon, Assistant Vice Chancellor, Office of the Chancellor
Dr. Margaret Merryfield, Assistant Vice Chancellor, Office of the Chancellor
Mr. John Swarbrick, Associate Vice Chancellor, Office of the Chancellor
Over the last 20 years the number of undergraduates enrolled in universities has increased, while the percent of tenure/tenure-track faculty teaching them has declined. A national report notes a steady shift in the academic work force and a decline in tenure density.1 These declines have an impact across the university. Tenured and tenure-track faculty play important roles in shared governance, the creation and ongoing development of curriculum and programs, professional development, administrative functions, service to the university in areas such as search committees and planning groups, and engagement in the life of the campus. During the last 10 years, the tenure density in the California State University (CSU) has also declined. Although the trend began earlier than 2007, since that year, 21 of 23 campuses saw declines in the proportion of their faculty on the tenure-track. Four campuses saw declines of more than 10 percent over that time. Taken as a whole, tenure density in the CSU system declined by more than five percent. Today, only 10 campuses have tenure density of more than 60 percent.

In response to these declines and at the request of the Academic Senate of the California State University (ASCSU), on August 5, 2016, Chancellor Timothy P. White established a task force to examine tenure density in the CSU. The charge asked that the group review data surrounding tenure density in order to understand the issue and to make recommendations on best practices and principles to guide campuses in their efforts to improve tenure density (Attachment 1). As reflected in a report to presidents, increasing the ranks of our tenure-track faculty “represents a major opportunity to recruit talented, diverse faculty who are committed to serving the CSU’s diverse population and to using their knowledge and skills to continue to improve graduation rates and reduce achievement gaps.”2 Task force membership was drawn from faculty and administration both from campuses and the Chancellor’s Office (Attachment 1). The task force benefited from the various perspectives represented in the discussions.

The Chancellor requested that the task force recommend “principles, policies and practice that will help campuses address this decline,” with the expectation that the CSU will “recruit and retain the best and most diverse faculty on behalf of the system.” The task force has followed this guidance, and the report ends with suggested best practices, principles for addressing the issue, and recommendations for the system and the campuses.

One aspect of tenure density that was not included in the charge, but nevertheless was the subject of discussion, was setting a target for tenure density. In 2001, California State Assembly Concurrent Resolution 73 (ACR 73) Strom-Martin set a target of 75 percent to be achieved over eight years between 2002 and 2010 (see below). Most members saw the work of the task force as an opportunity to consider what ideal tenure density might be and what factors might influence the establishment of that ideal. These factors included department size, number of majors, whether there was a graduate program, and the number of lower-division service courses among others. While most agreed with the above considerations, some members believed that improvement in tenure density required the setting of targets and tracking of progress.

In carrying out its work, the task force reviewed CSU System data, Chancellor’s Office reports, resolutions and reports from the ASCSU, legislative resolutions on the subject and reports prepared by previous CSU work groups. Specific data on diversity were also provided to the group. Data on student enrollment and changes in faculty hiring were requested and provided. Data reviewed by the task force are included in or attached to this report. In addition, the group engaged in a discussion of the roles and responsibilities of tenured and probationary faculty. The task force held its first meeting September 19, 2016, and its work was accomplished in the course of in-person meetings and virtual meetings over the next several months.

---

1 Hurlburt, Steven and Michael McGarrah, “The Shifting Academic Workforce: Where are the Contingent Faculty?”, TIAA Institute and Delta Cost Project, 2016.
2 Merryfield, Margaret, Michael Caldwell, “Faculty Recruitment in the CSU,” April, 2016.
I. Background

The CSU strategic plan, *Access to Excellence*, issued in 2008, recognized the importance of faculty as a “strategic asset” to the university. At the same time, the report acknowledged that the “pattern across American higher education and within the CSU in the last decade has been to shift reliance for instruction onto non-tenure-track faculty.”3 These trends in tenure density have attracted attention from the ASCSU, and we include here a list of related ASCSU resolutions and reports since 2000. The statewide academic senate has consistently drawn attention to the importance of the recruitment, hiring and retention of faculty (Attachment 2).

The role of tenure track faculty in student success has received national scholarly attention as well. Jaeger and Eagan found that a higher proportion of contingent faculty has a negative impact on student persistence.4 In a study using Higher Education Research Institute (HERI) data gathered from a wide range of institutions, Umbach found “that all faculty members’ commitment to teaching, regardless of appointment type, drops as the proportion of part-time faculty increases.”5 A broad range of factors such as financial aid status and preparation levels can influence graduation rates. In their study Ehrenberg and Zhang indicated that “our estimates suggest that other factors held constant, increases in either the percentage of faculty that are part-time or the percentage of full-time faculty that are not on tenure tracks, each is associated with a reduction in graduation rates.”6 Based on the above research findings, the task force suggests that improved tenure density will have a positive impact on teaching, persistence and graduation.

In 2001 the California Legislature passed ACR 73, calling for a plan to increase tenure density to 75 percent.7 ACR 73 was a non-binding resolution, but in response the CSU, the ASCSU, and the California Faculty Association (CFA) in July of 2002, issued *A Plan to Increase the Percentage of Tenured and Tenure-Track Faculty in the California State University*.8 In fall 2002 the CSU Board of Trustees’ budget included a request for $35.6 million to begin incremental implementation of that plan in the 2003-04 academic year. The request was not funded, and the same request of $35.6 million was included in the 2004-05 trustees’ budget request. The amount requested increased over the years, and in 2009-10 the request was $42 million. In the seven years that the request was included in the trustees’ budget, it was never funded. After seven unsuccessful requests, funding was no longer included in CSU Trustees’ budget request beginning with the 2010-11 budget cycle.9

Although the resulting plan was never fully realized, the 2002 report highlights the importance of a strong foundation of tenured and tenure-track faculty to the success of the institution. Recognition of the need for tenured faculty in the CSU has once again become evident in the legislative arena. AB 1464, introduced on February 17, 2017, by Assembly Member Shirley Weber, called on the CSU to increase the percentage of tenured and tenure-track faculty and to improve faculty diversity, but the bill was not enacted.

---

3 http://www.calstate.edu/accessstoexcellence/challenges.shtml  
5 Paul D. Umbach, “The effects of part-time faculty appointments on instructional techniques and commitment to teaching,” present at the Annual Conference of the Association for the Study of Higher Education, 2008, 15. In this study commitment to teaching is measured by time preparing for class and time spent advising students  
7 ftp://www.leginfo.ca.gov/pub/01-02/bill/asm/ab_0051-0100/acr_73_bill_20010924_chaptered.html  
A. Definitions

Faculty Early Retirement Program (FERP): This program, which is part of the collective bargaining agreement, allows eligible tenured faculty to retire and begin receiving a pension while continuing to work for the CSU on a half-time basis. It is available to tenured faculty, librarians and counselors.

Lecturer: Faculty employees hired on a temporary basis.

Probationary Faculty: Faculty hired into a tenure-track position who have not yet received tenure.

Student-Faculty Ratio (SFR): SFR is calculated by dividing the systemwide full-time equivalent students (FTES) by the systemwide full-time equivalent faculty (FTEF). Because faculty have duties other than teaching, the calculated SFR is lower than the average class size.

Tenured Faculty: Faculty who have received tenure in the CSU.

Tenure-track Faculty: Probationary and tenured faculty.

Tenure Density: “Tenure density” was calculated as tenure-track faculty (FTEF) divided by total instructional FTEF (tenure-track plus lecturer FTEF). The data source for this report was an annual compendium “snapshot” file extracted from the payroll information system as of October 31 each year.

B. Role of Probationary and Tenured Faculty

Advancement of learning and development of new knowledge are critical contributions of higher education. Well-educated students and alumni promote the public good and contribute to local, regional and statewide economies. Tenure-track faculty, therefore, are expected to engage in three complementary professional activities throughout their careers:

(1) teaching to advance student learning;

(2) research, scholarly and creative activities to (i) engage students in research to enhance their learning, and (ii) to further the development of peer and disciplinary knowledge;

(3) service/professional activities to support the advancement of both the proximal and distal learning community.

Teaching. The role of faculty in delivering instruction to students in classrooms, laboratories, and/or studios is well recognized. However, a substantial amount of leadership in curricular innovation and maintenance is provided almost exclusively by probationary and tenured faculty due to their disciplinary expertise. For example, tenure-track faculty are instrumental in such endeavors as developing new courses and degree programs, assessing student learning outcomes in existing degree programs, and mentoring students completing independent research and/or advanced degrees (with undergraduate research, master’s thesis projects and doctoral dissertations). Further, tenure-track faculty have redesigned courses to include high-impact practices and have implemented innovative technologies to support student success and CSU progress-to-degree efforts. The responsibility of assessment and continuous improvement of teaching courses generally falls on tenure-track faculty. Tenure-track faculty provide advisement to students, particularly in their students’ disciplinary studies, career options and the graduate study preparation/application/selection process.

Research, Scholarly, and Creative Activities (RSCA). Tenure-track faculty create, integrate, and/or disseminate knowledge in the disciplines and advance the learning of their peers. Faculty RSCA are often
integrated into their teaching activities, often involve mentoring students in their labs and studios, and may attract external grant support from industry, foundations and government. Through their professional presentations, publications, art performances and/or exhibitions, faculty also enhance the visibility and reputation of the CSU. In service to the creation, integration and/or dissemination of new knowledge, tenure-track faculty engage in activities such as serving as peer reviewers of manuscripts submitted for publication in disciplinary journals, serving on editorial boards or as the editor of disciplinary journals and serving in grant-review processes. Such activities, in addition to contributing to the scientific and scholarly enterprise and to the prestige of the CSU, maintain the faculty members’ currency in the field, contribute to student success and contribute to CSU curricular innovation.

Service/Professional Activities. Tenure-track faculty contribute to shared governance by participating in activities such as serving on departmental, campus-wide and systemwide committees and task forces. Faculty may also engage in community, industry and/or professional organizations and boards. These activities are often associated with the faculty member’s disciplinary expertise and involve students. Often these activities result in publications, presentations or other tangible outcomes that enhance the reputation of the university. As noted by the ASCSU, “tenure-track faculty have played critical roles in recent curricular redesign initiatives to reduce time to degree, develop transfer pathways and improve textbook affordability” (AS-3240-15/FGA). Due to their disciplinary expertise, tenured faculty have primary responsibility for two vital campus service functions: (1) as peer reviewers in the retention, tenure, and promotion processes as well as in periodic evaluations of faculty; and (2) as participants on faculty search committees.

C. Role of Lecturers

The lecturers among the CSU faculty serve a variety of essential functions in the university and their number has increased steadily. Lecturer faculty are typically contracted to provide direct instruction and associated office hours. Their responsibilities, unless specified by contract, do not include the additional responsibilities of supporting curricular maintenance and innovation, engaging in scholarship and providing service to the institution, the community, the CSU system or the discipline. However, some lecturers have assigned responsibilities in these areas, based on their own expertise and program needs. Many lecturers, both part-time and full-time, have terminal degrees from the same universities as tenure track faculty in their departments. Many also teach upper-division and graduate classes; some are directors of graduate or undergraduate programs; and many engage in the advising of students.

The increase in lecturers has come as the percentage of tenure track positions has declined. It should be noted that some lecturer faculty go above and beyond their contractual obligations, regardless of whether this is supported or not by their assignment. The task force does not believe this is a fair or sustainable model, but does acknowledge it. Additionally, some campuses have formalized roles for lecturers in shared governance.

II. Data

The task force reviewed and discussed information on the composition and demographics of CSU faculty over time. The initial review included historical data going back to 1990, data on the role of enrollment in tenure density, and recent trends in tenure density (Tables 1 and 2). In addition, the group reviewed data on the diversity of tenured and probationary faculty. Finally, the task force discussed potential costs associated with increasing tenure density.10

10The Tenure Density Task Force recognizes that there are a variety of ways to calculate tenure density. At the broadest level there is the difference between the density calculated using headcount versus full-time equivalent faculty (FTEF). Data on both are included in the attachments and both show declining tenure density, for the
A. Historical Data

In these first two tables, graphs show the decline in tenure density in the CSU over the period from 1990 to 2016.

Table 1

Source: CSU System Human Resources
The decline in the percent (and number) of faculty on the tenure-track may be assumed to have had an impact on the experience of students. Student-faculty ratio has edged up only slightly in the last 10 years from 21.0:1 to 22.1:1 (Table 3), and has trended downward since 2012. However, over the same period, the ratio of students to tenure-track faculty has gone from 34.1:1 in 2007 to 39.4:1 ten years later. This means that students are having less access to and interaction with long-term tenured faculty, who are responsible for the curriculum and programs enrolling students.

### Table 3: Student Faculty Ratio

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Students</th>
<th>Lecturers</th>
<th>Tenure-Track</th>
<th>All Faculty (Lect + TT)</th>
<th>Student to Ten-Track Faculty</th>
<th>Student to All Faculty</th>
<th>Tenure Density (TT/All Fac)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>356,547.3</td>
<td>6,513.3</td>
<td>10,459.9</td>
<td>16,973.2</td>
<td>34.1</td>
<td>21.0</td>
<td>61.6%</td>
</tr>
<tr>
<td>2008</td>
<td>362,086.2</td>
<td>6,305.5</td>
<td>10,497.7</td>
<td>16,803.2</td>
<td>34.5</td>
<td>21.5</td>
<td>62.5%</td>
</tr>
<tr>
<td>2009</td>
<td>357,601.4</td>
<td>5,286.0</td>
<td>10,425.5</td>
<td>15,711.5</td>
<td>34.3</td>
<td>22.8</td>
<td>66.4%</td>
</tr>
<tr>
<td>2010</td>
<td>343,319.4</td>
<td>5,376.1</td>
<td>9,874.3</td>
<td>15,250.4</td>
<td>34.8</td>
<td>22.5</td>
<td>64.7%</td>
</tr>
<tr>
<td>2011</td>
<td>361,675.9</td>
<td>5,957.1</td>
<td>9,813.0</td>
<td>15,770.1</td>
<td>36.9</td>
<td>22.9</td>
<td>62.2%</td>
</tr>
<tr>
<td>2012</td>
<td>369,163.7</td>
<td>6,227.0</td>
<td>9,702.7</td>
<td>15,929.7</td>
<td>38.0</td>
<td>23.2</td>
<td>60.9%</td>
</tr>
<tr>
<td>2013</td>
<td>379,387.1</td>
<td>6,821.7</td>
<td>9,669.0</td>
<td>16,490.7</td>
<td>39.2</td>
<td>23.0</td>
<td>58.6%</td>
</tr>
<tr>
<td>2014</td>
<td>391,531.8</td>
<td>7,459.4</td>
<td>9,796.9</td>
<td>17,256.3</td>
<td>40.0</td>
<td>22.7</td>
<td>56.8%</td>
</tr>
<tr>
<td>2015</td>
<td>404,746.3</td>
<td>7,909.9</td>
<td>10,042.9</td>
<td>17,952.8</td>
<td>40.3</td>
<td>22.5</td>
<td>55.9%</td>
</tr>
<tr>
<td>2016</td>
<td>409,382.1</td>
<td>8,156.6</td>
<td>10,394.3</td>
<td>18,550.9</td>
<td>39.4</td>
<td>22.1</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

Source: CSU System Human Resources
C. Faculty Headcount and Tenure Density

As a starting point for discussion, Academic Human Resources, Office of the Chancellor provided tracking data showing headcounts and full-time equivalent faculty (FTEF) over nine years (from fall 2008 to fall 2016). For this report, tenure-track faculty were defined as tenured and probationary instructional faculty, and lecturers were defined as instructional faculty in temporary positions. Department chairs are included. Participants in the FERP program were included as tenured faculty at their appointment time-base in the fall term for a given year. The report did not include librarians, counselor faculty unit employees, or coaching faculty unit employees.

Full-time equivalent faculty (FTEF) were derived by summing the appointment time bases. For example, three faculty with individual time bases of 1.0, 0.5, and 0.5 would generate 2.0 FTEF.

There is considerable variation in tenure density among the 23 universities in the CSU (Attachment 3). For example, tenure density on each campus ranged from 39.8% to 65.3% in 2016. The declining trend in tenure density is depicted in Table 1 titled “CSU Tenure Density, 1990-2016.” The years included show the impact of the recession as well as a period of recovery and growth. For example, in the last decade the high point for tenure density was fall 2009, but the increase from 62 percent to 66 percent in a single year (fall 2008 to fall 2009) was driven by a loss of over 1,000 FTEF in lecturers. This was in turn driven by reductions in class offerings during the budget crisis. From fall 2009 to fall 2010, tenure-track FTEF fell by 500, driven by a spike in retirements and the lowest number of new faculty hires since the CSU began tracking that information. Since 2013, tenure-track headcounts and FTEF have increased every year, but tenure density continued to decline until the fall 2016; it averaged 56 percent in the CSU.

D. Faculty Age and Separations

Several additional reports were provided and discussed to examine potential changes in the tenured faculty workforce. These included a report on faculty age distribution (Attachment 4) and a report on faculty separations (Attachment 5), which details the number of retirees participating in the Faculty Early Retirement Program (FERP).

Longitudinal data on age distribution, going back to 1988, show that the average age of full-time faculty age has hovered between 50 and 51 since at least the mid-1990s. Although the average age has been trending downward for the last few years, almost 23 percent of full-time faculty in fall 2016 were age 60 or older. Thus, nearly one-quarter of the faculty are at or very near retirement age.

As shown in Attachment 5, longitudinal data on employment separations show fluctuation over time, often driven by external factors. Over the past two decades, two out of three tenure-track faculty separations were due to retirements. Budget downturns, collective bargaining agreements and prior “Golden Handshake” programs, for example, may be associated with decreases or spikes in retirements. The number of “other separations” tends to increase during periods when large numbers of probationary faculty have been hired; probationary faculty are more likely to resign than those with tenure. In 2015-16, tenure-track faculty separations were approximately evenly due to retirements and “other.” It is important to note that over the last twenty years an average of 600 faculty have retired or resigned annually. Thus a substantial number of faculty must be replaced each year due to ongoing attrition.

The task force discussed an additional relevant data source, the annual CSU Faculty Recruitment and Retention Survey. The most recent report can be found at [http://www.calstate.edu/hr/faculty-resources/research-analysis/faculty-recruitment-reports.shtml](http://www.calstate.edu/hr/faculty-resources/research-analysis/faculty-recruitment-reports.shtml). The survey collects information on
numbers of searches initiated and completed, numbers of applicants by discipline, salary trends, new hire demographics, support packages provided to new hires and other information. A separate component of the survey collects information on tenure denials, non-retention decisions, resignations, and the reasons given for those resignations. After several years of very low rates of hiring, the campuses have greatly increased the number of recruitments, resulting in more than 2,400 new tenure-track hires over the past three years.

Faculty Diversity

Increasing tenure density could provide the opportunity to expand faculty diversity, which, along with increasing tenure density was also a goal of the Access to Excellence strategic plan. Recently, the CSU Task Force Report on the Advancement of Ethnic Studies (2016) drew on existing research to emphasize the importance of diversity in the classroom. The study stated: “There has been a growing base of evidence demonstrating the value of exposure to demographic and cultural diversity in the classroom on intellectual achievement and ability to interact positively in a multiethnic world.”

Faculty diversity provides students with varying intellectual perspectives, approaches to teaching and world views that may differ from their own, or may reflect what is often underrepresented in academia. Diversifying the tenured and tenure-track faculty in the CSU can provide traditionally underrepresented students and first-generation students influential role models that have proven to be critical to student success.

The following two tables provide data on the diversity of tenure-track faculty on the CSU. Table 5 shows the number of full-time tenured and probationary faculty, by race and ethnicity in fall 2016.

The percentage of faculty who are ethnically diverse or female is greatest among the most recently hired faculty at the assistant professor rank. Thus, assuming that these newly-recruited faculty are retained, we can expect that the tenured faculty will be increasingly diverse over time.

Table 4: Race, Ethnicity and Gender of CSU Faculty in Fall 2016, by Rank

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Professor</th>
<th></th>
<th>Associate Professor</th>
<th></th>
<th>Assistant Professor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>American Indian</td>
<td>13</td>
<td>20</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Asian</td>
<td>326</td>
<td>524</td>
<td>270</td>
<td>246</td>
<td>342</td>
<td>265</td>
</tr>
<tr>
<td>African American</td>
<td>73</td>
<td>86</td>
<td>55</td>
<td>59</td>
<td>76</td>
<td>50</td>
</tr>
<tr>
<td>Hispanic</td>
<td>203</td>
<td>267</td>
<td>100</td>
<td>118</td>
<td>164</td>
<td>123</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Two or more races</td>
<td>15</td>
<td>21</td>
<td>5</td>
<td>6</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>White</td>
<td>1,410</td>
<td>2,084</td>
<td>715</td>
<td>713</td>
<td>821</td>
<td>750</td>
</tr>
<tr>
<td>Unknown</td>
<td>47</td>
<td>103</td>
<td>59</td>
<td>71</td>
<td>139</td>
<td>125</td>
</tr>
</tbody>
</table>

Source: Fall 2016 “snapshot” file from the Campus Information Retrieval System (CIRS), derived from CSU payroll data.
Table 5 provides a breakdown of new hires by race and ethnicity from 2009 through 2016.

Table 5: Detailed Race and Ethnicity of New Tenure-track Hires, 2009/10 through 2016/17

<table>
<thead>
<tr>
<th>Year</th>
<th>Amer. Indian/Alaska Native</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Amer./Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Other/Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>8 (0.9%)</td>
<td>184</td>
<td>56 (6.6%)</td>
<td>91 (10.7%)</td>
<td>7 (0.8%)</td>
<td>422</td>
<td>13 (1.5%)</td>
<td>73 (8.5%)</td>
<td>854</td>
</tr>
<tr>
<td>2015</td>
<td>6 (0.7%)</td>
<td>174</td>
<td>36 (4.2%)</td>
<td>94 (11.1%)</td>
<td>1 (0.1%)</td>
<td>478</td>
<td>16 (1.9%)</td>
<td>44 (5.2%)</td>
<td>849</td>
</tr>
<tr>
<td>2014</td>
<td>9 (1.2%)</td>
<td>137</td>
<td>34 (4.6%)</td>
<td>63 (8.5%)</td>
<td>3 (0.4%)</td>
<td>419</td>
<td>11 (1.5%)</td>
<td>66 (8.9%)</td>
<td>742</td>
</tr>
<tr>
<td>2013</td>
<td>6 (1.3%)</td>
<td>104</td>
<td>23 (4.9%)</td>
<td>40 (8.5%)</td>
<td>0</td>
<td>272</td>
<td>9 (1.9%)</td>
<td>16 (3.4%)</td>
<td>470</td>
</tr>
<tr>
<td>2012</td>
<td>5 (1.3%)</td>
<td>72</td>
<td>15 (3.9%)</td>
<td>26 (6.8%)</td>
<td>1 (0.3%)</td>
<td>234</td>
<td>3 (0.8%)</td>
<td>26 (6.8%)</td>
<td>382</td>
</tr>
<tr>
<td>2011</td>
<td>6 (1.3%)</td>
<td>96</td>
<td>17 (3.8%)</td>
<td>44 (9.7%)</td>
<td>3 (0.7%)</td>
<td>248</td>
<td>12 (2.6%)</td>
<td>27 (6%)</td>
<td>453</td>
</tr>
<tr>
<td>2010</td>
<td>3 (2.8%)</td>
<td>23</td>
<td>6 (5.6%)</td>
<td>7 (6.5%)</td>
<td>0</td>
<td>54</td>
<td>0</td>
<td>15 (13.9%)</td>
<td>108</td>
</tr>
<tr>
<td>2009</td>
<td>2 (0.6%)</td>
<td>86</td>
<td>12 (3.4%)</td>
<td>32 (8.9%)</td>
<td>0</td>
<td>191</td>
<td>4 (1.1%)</td>
<td>32 (8.9%)</td>
<td>359</td>
</tr>
<tr>
<td>Total</td>
<td>45 (1.1%)</td>
<td>876</td>
<td>199 (4.7%)</td>
<td>397 (9.4%)</td>
<td>15 (0.4%)</td>
<td>2,318</td>
<td>68 (1.6%)</td>
<td>299 (7.1%)</td>
<td>4,217</td>
</tr>
</tbody>
</table>

Source: Annual CSU Faculty Recruitment and Retention Survey.

E. Finance

The experience surrounding ACR 73 highlights the importance funding plays in the improvement of tenure density. As noted earlier, in response to an Assembly resolution, faculty and administration worked together in 2002 to develop a plan that would increase tenure density to 75 percent. Over the next seven years the report’s recommendations were never funded, and tenure density has declined in the years since its release. A clear understanding of the cost implications is critical to long-term improvement in tenure density.

1. Budget Process Impact on Tenure Density

When looking at campus hiring practices, it is useful to focus on the CSU budget cycle. Although campus budgets are based on anticipated revenue for the following fiscal year, the reality of the state budget process is that there are routine adjustments made to the CSU state support budget in the final Budget Act, resulting in changes to the CSU state appropriation and/or budget priorities very late in the funding cycle. When this cycle results in reductions to CSU appropriations, such as happened during the last recession, the only practical way that campuses can effectively reduce their academic affairs operating costs for the new fiscal year is by not renewing temporary faculty appointments. This simple fiscal reality explains why 2009 was a high point for tenure density. A brief analysis of the data for that year shows that tenure-track numbers remained essentially the same as the prior year, while a significant increase in tenure density resulted from over 2,100 fewer lecturers being appointed in 2009 (1,035 FTE). In this case, campuses had to align academic affairs budgets with substantially reduced operational revenues.

The obverse situation occurs when the CSU receives a last-minute augmentation in its state appropriation.
in the budget process. This creates a similar dilemma for campus budget planners, who in that case would have additional funds available for the following academic year, but do not have the time to complete the tenure-track hiring process. By the end of the fiscal year, the campus will have completed its tenure-track hiring for the following academic year, with no time or ability to add additional tenure-line hires. Therefore, the only practical way to convert additional budget dollars into additional course sections for the fall semester/quarter is to add more temporary faculty. If the additional monies are “one-time” augmentations to the CSU budget, this is effectively the only practical way to spend such non-reoccurring revenues.

Even when the CSU receives an augmentation to its base budget, there are still several very practical problems in immediately converting those additional resources into tenure-track hires. For example, campuses are currently operating close to capacity in relation to the number of tenure-track searches that can be conducted each year. The net result of all this sustained effort is that the average number of new tenure-track hires barely offsets the number of tenured faculty who leave the system in any given year. In addition, tenure-track searches take time and add one-time costs to the department. Each tenure-line hire cost is substantially greater than adding an additional FTEF lecturer. This is true for at least three reasons: (1) Lecturers are available in pre-determined part-time lecturer pools, from which a department chair can readily hire instructors. This is a stop gap in meeting the needs of additional last-minute student demand for classes; (2) One FTEF lecturer teaches five 3-unit course sections, as opposed to three 3-unit sections for a tenure-track hire (hence, more classroom instruction for the same FTEF); and (3) Lecturers tend to teach higher-enrollment service courses, including scaled online sections. This significantly higher SFR for classes taught by lecturers greatly increases the number of students that a major can accommodate. However, heavy reliance on lecturers likely does not provide the mentoring, counseling, engagement in high-impact practices and curriculum guidance tenure-track faculty offer. These functions, as opposed to simply teaching more students, can make a difference in increasing graduation rates.

When campuses are faced with meeting the legitimate needs and expectations of a growing student population in any given academic year, there is an almost inevitable move toward using temporary faculty to serve those students. This shift decreases tenure density. Given the way that final campus appropriations are indelibly linked to the state and CSU system budget process, it is unlikely that this dynamic will change unless the CSU moves toward a more stable, certain and perhaps multi-year approach to the budget and to our hiring practices. Instead of declining tenure track hires in favor of lecturer positions, perhaps approaches such as a three year cycle for tenure track hiring or the hiring of otherwise qualified lecturers into tenure track positions (but not replacing existing tenure track hires) would produce change. Absent some fundamental re-thinking as to how the state, the CSU and campuses manage and/or budget for additional tenure track faculty hiring, this trend toward reduced tenure density will likely continue.

2. Cost Analysis

Any cost analysis of increasing tenure density should start with the understanding that approximately 600 tenured and probationary faculty depart from the university each year (Attachment 5). This attrition is the result of multiple variables, including retirement, resignation and denial of tenure among other factors. Therefore, this section begins with an analysis of the funds needed to replace such separated faculty and then continues with the costs of improving tenure density, by one percent increments. Improving tenure density must be a function of the baseline or maintenance funding necessary to replace departing tenure and tenure-track faculty, plus additional funding needed to increase tenure density.
Replacement of tenure-track faculty

The following assumptions were used to estimate the impact of replacing 600 faculty per year.

Cost of new tenure-track hire
- Average salary for new tenure-track faculty in fall 2015 was about $76,000.
- With benefits, $110,000 (44 percent cost for benefits) is the rough number for ongoing costs of a new faculty line.

Savings from faculty being replaced
- Average salary (all tenure-track faculty) in fall 2016 was $92,000.
- With benefits, this is about $132,000 (44 percent cost for benefits). Assuming faculty turnover results from retirements (largely full professors) and resignations or other separations (largely more junior faculty), using the overall average salary and benefits to estimate savings from annual separations makes sense.

Impact of replacing 600 faculty due to retirement or separation
- Compensation savings associated with replacing separating faculty with new hires is about $22,000 per position.
- One-time costs per recruitment estimated as $15,000.
- One-time start-up costs including allocations for supplies, equipment, travel, etc., new faculty assigned time, and moving expenses estimated as $50,000 (Based on data from the Faculty Recruitment and Retention Survey).

Assuming a need to replace 600 tenure-track faculty with 600 tenure-track faculty annually, we would see a compensation savings of $13.2 million offset by $39 million in one-time costs, or a net deficit of $25.8 million.11

Assumptions of an incremental cost approach to changing tenure density:

The following starting numbers were used to estimate the additional financial impact of improving tenure density. All costs would be in addition to costs associated with replacing approximately 600 faculty per year.
- Tenure density of 55.5 percent
- 18,551 current Full Time Equivalent Faculty (FTEF)
- 10,293 current tenure-track FTEF
- 8,258 current lecturer FTEF

Calculation of costs associated with an incremental approach to changing tenure density (one percent):

In order to create a cost model, for the purpose of this report, we have limited calculations to an

---

11 This analysis covers the cost of hiring a new or replacement tenure track faculty member for a faculty member who has separated following resignation, retirement, or non-retention. It treats the savings generated by retirement as accruing at the time of retirement, rather than considering the impact of participation in FERP, where typically only 50% of the salary savings from a retirement are accrued in the year of retirement and the remainder are not accrued until the faculty member completes FERP. We believe this approach is valid for estimating systemwide replacement costs, since, while FERP participation fluctuates somewhat from year to year, on average a similar number of faculty enter and leave FERP each year. However, individual campuses would have to take flow into and out of FERP into account in their internal budget planning. FERP participation averaged 209 over the five years from 2006-07 through 2015-16. In that time the high was 228 in 2013-14 and the low was 146 in 2015-16. 
http://www.calstate.edu/hr/faculty-resources/research-analysis/documents/fac_separations.pdf
incremental cost model without other mitigating constraints. To determine what we must replace each year, plus what it would take to add each additional one percent to tenure density, while keeping the number of lecturers constant. This is consistent with a prudent growth model.\footnote{While this model holds lecturer FTEF constant and assumes all increases are in the number of tenure-track faculty, additional factors could be incorporated into a model for increasing tenure density, such as explicitly accounting for enrollment growth, assuming attrition of lecturer FTEF over time (which would reduce costs) or maintaining or reducing class size and/or SFR (which would potentially increase costs).}

- Cost of replacing the 600 tenure-track faculty due to retirement and separation is assumed to be $25.8 million per the above calculation.
- Additional number of hires to increase tenure density by one percent given the current 55.5 percent tenure density (based on 10,293 tenure-track FTEF and 18,551 total FTEF), would necessitate 425 new tenure-track hires (i.e. a new total of 10,718 tenure-track FTEF with a new total of 18,976 FTEF = 56.5 percent).
- The cost of hiring these 425 tenure-track hires would be $47 million ($110k*425), per year plus $27 million in one-time costs ($65k*425).
- Therefore, to increase tenure density by one percent, the CSU would need to hire 1,025 tenure-track faculty (600 to replace attrition and 425 to increase tenure density by one percent). The cost of this goal would be $72.8 million per year ($25.8 million to replace faculty attrition and $47 million in new hire salaries) plus $27 million in one-time costs (each year), or a total of $99.8 million per year.
- Each additional one percent increase would involve a similar incremental cost.
- Costs would be mitigated slightly if the lecturer population declined over time. However, the extent to which total FTEF grows will depend on actual enrollment growth over time.
- These costs do not consider infrastructure needed to support additional tenure-track faculty, such as office and laboratory space. Many campuses are currently at capacity in these areas, and new investment would be needed to accommodate significant numbers of additional faculty.

This analysis suggests that in order to increase tenure density by one percent per year, an additional $100 million in permanent funding would be needed in the first year, with an ongoing increase in permanent funding each year thereafter—beginning at $47 million and increasing over time as compensation costs increase, until the system reaches a desired proportion of tenured faculty. The number of additional faculty needed to increase tenure density by one percent would also increase as total faculty FTEF, further affecting the cost. Adding these additional faculty would increase instructional capacity by approximately 2,550 class sections per year and would support the Graduation Initiative 2025. Even with this one percent increase per year, it must be noted that critical core needs would remain: additional staff to support the Graduation Initiative 2025; increased enrollment; compensation increases for all faculty and staff; retirement costs, including retiree medical; health care costs; deferred maintenance; and capital investment for classrooms, labs, and offices.

\section*{III. Principles to Guide Tenure Density Improvement Plans}

These principles are intended to guide campus and system consideration of tenure density. They recognize the role of faculty, the importance of planning, the value of considering campus specific conditions and the need to be informed by data. They also include the importance of innovation in approaching this issue.

- Planning and implementation are expected to be carried out with faculty consultation.
- Decisions should be informed by available data, be consistent with the university mission, and
support students, faculty and all university employees.

- Diversity should be considered when campuses develop their plans.
- Campus plans should examine ways to maximize resources in innovative ways.
- Campus plans should include a lower-limit scenario, within a cost-neutral environment that makes progress towards the goal of increasing tenure density to better serve students.
- Campus plans should include aspirational goals, aligned with projected student growth estimates.
- Campus plans should consider specific needs and the particular contributions of faculty in tenure-track positions and in lecturer positions toward satisfying those needs.
- Campus plans should consider accreditation requirements.

IV. Best Practices

In response to Chancellor White’s request that the task force suggest “best practices,” the task force has assembled the following list. This includes best practices for (a) determining the appropriate size and tenure-track ratio of the faculty through planning, and evaluating progress; (b) carrying out effective recruiting; (c) increasing the diversity of the faculty; (d) retaining faculty once they are hired. These practices also affirm the critical importance of diversity in hiring and retention.

A. Planning and Evaluating Progress

- Identify the number of the faculty at the department, school or college and campus level needed to provide student access to courses and facilitate student success in undergraduate and graduate programs.
- Departments may consider the number of general education and lower-division general education and service courses offered as a part of developing their plan.
- Create a multi-year faculty hiring plan that (1) addresses the principles above; (2) provides the faculty in roles needed for university, faculty, and student success; (3) fits within existing resource allocations; and (4) is sustainable over time.
- Consider, when developing hiring plans, the impact of anticipated retirements.
- Determine infrastructure needs, such as offices, labs, instructional and academic technology needs.
- Establish a process for monitoring and reporting systems and campus metrics on an annual basis.

B. Recruiting and Hiring

- Identify resources available for all types of faculty hires, including resources to support start-up costs.
- Include personal and proactive outreach in faculty recruitments that go beyond passive advertising. Effective strategies include hiring qualified lecturer faculty as tenure-track faculty as appropriate, taking advantage of disciplinary connections, making direct calls and emails to colleagues at other institutions and to potential candidates and taking advantage of the Chancellor’s Doctoral Incentive Program Directory of Recipients.
- Align campus priorities and values with the hiring process to attract candidates who are a good fit for the system and with campus mission and values.
- When a recruitment produces multiple well-qualified candidates and need can be demonstrated, have policies and practices in place to allow multiple hires from a single recruitment.
C. Diversifying

- Carry out faculty searches and appointments within campus policies that ensure equity, produce broad, diverse candidate pools, and that include training to ensure effective recruitments and eliminate unconscious bias.
- Include trained diversity advocates or equal employment opportunity designees on search committees to provide oversight and guidance on ways to expand pools and identify problematic practices during the recruitment.

D. Retaining

- Ensure that faculty compensation and benefits encourage retention, provide start-up and facilities, and make faculty members aware of employment benefits and institutional support, including support for work-life balance and sufficient support to faculty success in achieving tenure and promotion (including engaging in research and scholarship).
- Align campus priorities with resources in ways that allow faculty to be productive and focus on their core responsibilities, serving campus needs strategically.
- Develop programs that respond to factors that negatively affect faculty retention; ensure timely orientations, appropriate mentoring and ongoing support during the probationary period.

V. Recommendations

A. System

- Establish a standard definition for tenure-density and disseminate definition to campuses.
- Develop a new metric for the number of students (FTES) to tenure-track faculty (FTEF) ratio, to better gauge the capacity of campuses with regard to tenure-track faculty.
- Establish a process for reporting systemwide and campus metrics, including tenure density and student-to-tenure-track faculty ratio (SFR, FTEF, and FTES).
- Collect and disseminate campus and system data on an annual basis.
- Lobby the legislature and governor, in collaboration with CFA, ASCSU, faculty, and students, for more state funding to meet tenure-track faculty needs to better serve CSU students.

B. Campuses

- Develop a campus-specific tenure density plan (that should include targets) based on the needs and resources of the campus.
- Ensure that, at the campus level, when a tenure-track faculty member leaves the university, he or she is replaced with another tenure-track faculty member (although depending on academic program needs, not necessarily in the same discipline or specialty).
- Recruit, hire, and retain a diverse and qualified group of tenure-track faculty each year that exceeds the number of tenure-track faculty leaving the campus.
- Consider qualified lecturer faculty for tenure-track faculty positions, as appropriate.
- Monitor and report to all relevant parties annually the progress on meeting the goals.
Attachment 1

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

Bakersfield
Channel Islands
Chico
Dominquez Hills
East Bay
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy
Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego
San Francisco
San Jose
San Luis Obispo
San Marcos
Sonoma
Stanislaus

August 5, 2016

MEMORANDUM

TO:     Dr. Eduardo M. Ochoa, Chair, President, CSU Monterey Bay
          Dr. Sylvia Alva, Provost, Cal Poly Pomona
          Dr. Lynnette Zelezny, Provost, CSU Fresno
          Dr. Clare Weber, Associate Vice President, CSU Dominguez Hills
          Dr. Simone Aloisi, Senator, CSU Channel Islands
          Dr. Jerry Schutte, Senator, CSU Northridge
          Dr. Diana Guzmn, Academic Senate CSU - Designee, CSU Fullerton
          Dr. Jennifer Eagan, CFA President, CSU East Bay
          Dr. Jonathan Karpf, CFA Associate Vice President, San José State
          Dr. Kevin Wehr, CFA Associate Vice President, CSU Sacramento
          Dr. Christine Malon, Assistant Vice Chancellor, Office of the Chancellor
          Dr. Margaret Merryfield, Assistant Vice Chancellor, Office of the Chancellor
          Mr. John Swarbrick, Associate Vice Chancellor, Office of the Chancellor

FROM:    Timothy P. White
          Chancellor

SUBJECT: Task Force on Tenure Density in the California State University

You are invited to participate in a task force charged with reviewing recent data that reveal a decline in tenure density. Your help is sought in recommending principles, policies and practice that will help campuses address this decline. Included within the elements of the charge is the expectation that while working to improve tenure density, we will also seek to recruit and retain the best and most diverse faculty on behalf of the system.

Work Group Charge

Consistent with our priority to improve tenure density throughout our system and encourage campuses to address the causes of the steady decline in tenure density, I am asking this group to consider the issues and provide recommendations for both campus and system level actions.

To do this the task force should:

1) Analyze and review data necessary to understand the problem and possible solutions, including system budget and state funding;
2) Develop and review best practices or tools for campuses to utilize as they seek to improve tenure track density;

3) Identify principles that may guide campuses as they work to improve tenure track density.

I have asked Assistant Vice Chancellor Leo Van Cleve to staff this group. His office will follow up with materials and to schedule our discussions. It would be most helpful to have your guidance by March 1, 2017. If you have questions please contact Leo at Ivanclev@calstate.edu or (562) 951-4790.

c: Dr. Christine Miller, Chair, Academic Senate CSU
   Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
   Ms. Lori Lamb, Vice Chancellor, Human Resources
   Mr. Leo Van Cleve, Assistant Vice Chancellor, International and Off-Campus Programs
## Attachment 2 ASCSU Resolutions Relating to Hiring of Tenure-Track Faculty Since 2000 (Does not include annual resolutions on CSU budget priorities)

<table>
<thead>
<tr>
<th>Resolution Number</th>
<th>Title</th>
<th>Date Approved</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS-3207-15/FA (Rev)</td>
<td>The Call for a Plan to Increase Tenure Density in the California State University (pdf)</td>
<td>May 2015</td>
<td></td>
</tr>
<tr>
<td>AS-3178-14/EX</td>
<td>Request for Annual Progress Reports on Access to Excellence Strategic Plan Through 2018 (pdf)</td>
<td>May 2014</td>
<td></td>
</tr>
<tr>
<td>AS-3142-13/FA</td>
<td>Addressing the Urgent Need for New Tenure Line Faculty in the California State University (CSU) (pdf)</td>
<td>September 2013</td>
<td></td>
</tr>
<tr>
<td>AS-3067-12/FA (Rev)</td>
<td>&quot;CSU Faculty Profile: Proportion of Tenure-Track/Tenured Faculty and Demographic Trends, 2001-2009&quot; Report On Commitment 2 of the CSU Access to Excellence Strategic Plan (Attachment 1), (Attachment 2) (pdf)</td>
<td>May 2012</td>
<td></td>
</tr>
<tr>
<td>AS-3054-12/FGA/FA (Rev)</td>
<td>Implementation of Access to Excellence CSU Strategic Plan Commitment 2: Plan for Faculty Turnover and Invest in Faculty Excellence (Attachment), (pdf)</td>
<td>March 2012</td>
<td></td>
</tr>
<tr>
<td>AS-2991-10/FA (Rev)</td>
<td>Investing in Faculty Resources to Ensure Quality Education in the California State University (.pdf)</td>
<td>January 2011</td>
<td></td>
</tr>
<tr>
<td>AS-2873-08/FA (Rev)</td>
<td>Collecting Survey Data Concerning Voluntary Faculty Separations and Declined Offers of Employment from the CSU (Attachment 1) (Attachment 2) (.pdf)</td>
<td>January 2009</td>
<td></td>
</tr>
<tr>
<td>AS-2772-06/FGA/FA</td>
<td>Advocating for Additional Funding for CSU Budget Challenges and Unmet Needs (.pdf)</td>
<td>November 2006</td>
<td></td>
</tr>
<tr>
<td>AS-2771-06/AA/FGA</td>
<td>Fulfilling the Principles of Cornerstones in the New Strategic Plan (.pdf)</td>
<td>November 2006</td>
<td></td>
</tr>
<tr>
<td>AS-2723-05/FA</td>
<td>Providing Newly Recruited Faculty with Necessary Support (.pdf)</td>
<td>January 2006</td>
<td></td>
</tr>
<tr>
<td>AS-2702-05/FA/FGA</td>
<td>Faculty Compensation and the Crisis in Recruiting and Retaining Faculty of High Quality (Attachment) (.pdf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS-2624-03/FA</td>
<td>Tenure-Track Hiring in the Context of Reduced Budgets (.pdf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2003</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS-2608-03/FA</td>
<td>The Report of the Faculty Flow Committee (.pdf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2003</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS-2547-01/EX</td>
<td>The California State University at the Beginning of the 21st Century: Meeting the Needs of the People of California (.pdf) (Attachment, .pdf, 685KB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Unanimously</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2001</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS-2497-00/FA</td>
<td>Faculty Recruitment and Retention (.pdf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2000</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Bakersfield</td>
<td>Tenure-track</td>
<td>221</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>196</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>417</td>
<td>406</td>
</tr>
<tr>
<td>Channel Islands</td>
<td>Tenure-track</td>
<td>77</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>193</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>270</td>
<td>278</td>
</tr>
<tr>
<td>Chico</td>
<td>Tenure-track</td>
<td>520</td>
<td>523</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>486</td>
<td>445</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,006</td>
<td>968</td>
</tr>
<tr>
<td>Dominguez Hills</td>
<td>Tenure-track</td>
<td>275</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>428</td>
<td>431</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>703</td>
<td>697</td>
</tr>
<tr>
<td>East Bay</td>
<td>Tenure-track</td>
<td>346</td>
<td>359</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>431</td>
<td>452</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>777</td>
<td>811</td>
</tr>
<tr>
<td>Fresno</td>
<td>Tenure-track</td>
<td>566</td>
<td>578</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>727</td>
<td>712</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,293</td>
<td>1,290</td>
</tr>
<tr>
<td>Fullerton</td>
<td>Tenure-track</td>
<td>724</td>
<td>725</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>1,253</td>
<td>1,098</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,977</td>
<td>1,823</td>
</tr>
<tr>
<td>Humboldt</td>
<td>Tenure-track</td>
<td>272</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>230</td>
<td>238</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>502</td>
<td>501</td>
</tr>
<tr>
<td>Long Beach</td>
<td>Tenure-track</td>
<td>853</td>
<td>845</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>1,209</td>
<td>1,279</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,062</td>
<td>2,124</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Tenure-track</td>
<td>531</td>
<td>529</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>687</td>
<td>659</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,218</td>
<td>1,188</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Maritime</td>
<td>Tenure-track</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Monterey Bay</td>
<td>Tenure-track</td>
<td>104</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>185</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>289</td>
<td>278</td>
</tr>
<tr>
<td>Northridge</td>
<td>Tenure-track</td>
<td>754</td>
<td>763</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>1,064</td>
<td>1,076</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,818</td>
<td>1,839</td>
</tr>
<tr>
<td>Pomona</td>
<td>Tenure-track</td>
<td>577</td>
<td>548</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>595</td>
<td>472</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,172</td>
<td>1,020</td>
</tr>
<tr>
<td>Sacramento</td>
<td>Tenure-track</td>
<td>744</td>
<td>736</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>798</td>
<td>722</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,542</td>
<td>1,458</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>Tenure-track</td>
<td>403</td>
<td>409</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>486</td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>889</td>
<td>919</td>
</tr>
<tr>
<td>San Diego</td>
<td>Tenure-track</td>
<td>832</td>
<td>818</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>972</td>
<td>938</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,804</td>
<td>1,756</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Tenure-track</td>
<td>802</td>
<td>817</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>871</td>
<td>767</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,673</td>
<td>1,584</td>
</tr>
<tr>
<td>San Jose</td>
<td>Tenure-track</td>
<td>708</td>
<td>710</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>1,166</td>
<td>1,193</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,874</td>
<td>1,903</td>
</tr>
<tr>
<td>San Luis Obispo</td>
<td>Tenure-track</td>
<td>665</td>
<td>690</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>448</td>
<td>425</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,113</td>
<td>1,115</td>
</tr>
<tr>
<td>Campus</td>
<td>Tenure Status</td>
<td>Fall Instructional Faculty Headcount</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>San Marcos</td>
<td>Tenure-track</td>
<td>220</td>
<td>224</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>298</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>518</td>
<td>483</td>
</tr>
<tr>
<td>Sonoma</td>
<td>Tenure-track</td>
<td>267</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>291</td>
<td>301</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>558</td>
<td>567</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>Tenure-track</td>
<td>261</td>
<td>267</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>255</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>516</td>
<td>499</td>
</tr>
<tr>
<td>Systemwide</td>
<td>Tenure-track</td>
<td>10,763</td>
<td>10,776</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>13,303</td>
<td>12,805</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24,066</td>
<td>23,581</td>
</tr>
</tbody>
</table>

Headcounts as of October 31 each year
Includes instructional faculty; excludes coaches, counselors, and librarians
Includes active faculty; excludes leave without pay
Tenure status based on class code
Source data: CIRS AN file

Academic Human Resources
CSU Office of the Chancellor, May 2017
<table>
<thead>
<tr>
<th>Campus</th>
<th>Tenure Status</th>
<th>Fall Instructional Faculty Full-Time Equivalents (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>219.5</td>
<td>202.3</td>
</tr>
<tr>
<td>Lecturers</td>
<td>122.0</td>
<td>118.9</td>
</tr>
<tr>
<td>Total</td>
<td>341.5</td>
<td>321.2</td>
</tr>
<tr>
<td>Tenure density</td>
<td>64.3%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Channel Islands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>77.0</td>
<td>83.5</td>
</tr>
<tr>
<td>Lecturers</td>
<td>103.4</td>
<td>104.0</td>
</tr>
<tr>
<td>Total</td>
<td>180.4</td>
<td>187.5</td>
</tr>
<tr>
<td>Tenure density</td>
<td>42.7%</td>
<td>44.5%</td>
</tr>
<tr>
<td>Chico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>502.7</td>
<td>510.4</td>
</tr>
<tr>
<td>Lecturers</td>
<td>259.5</td>
<td>234.0</td>
</tr>
<tr>
<td>Total</td>
<td>762.2</td>
<td>744.4</td>
</tr>
<tr>
<td>Tenure density</td>
<td>66.0%</td>
<td>68.6%</td>
</tr>
<tr>
<td>Dominguez Hills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>259.5</td>
<td>251.1</td>
</tr>
<tr>
<td>Lecturers</td>
<td>199.7</td>
<td>197.3</td>
</tr>
<tr>
<td>Total</td>
<td>459.2</td>
<td>448.4</td>
</tr>
<tr>
<td>Tenure density</td>
<td>56.5%</td>
<td>56.0%</td>
</tr>
<tr>
<td>East Bay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>331.8</td>
<td>348.6</td>
</tr>
<tr>
<td>Lecturers</td>
<td>201.6</td>
<td>224.1</td>
</tr>
<tr>
<td>Total</td>
<td>533.4</td>
<td>572.7</td>
</tr>
<tr>
<td>Tenure density</td>
<td>62.2%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Fresno</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>554.1</td>
<td>562.8</td>
</tr>
<tr>
<td>Lecturers</td>
<td>375.0</td>
<td>351.1</td>
</tr>
<tr>
<td>Total</td>
<td>929.1</td>
<td>913.9</td>
</tr>
<tr>
<td>Tenure density</td>
<td>59.6%</td>
<td>61.6%</td>
</tr>
<tr>
<td>Fullerton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>712.0</td>
<td>710.6</td>
</tr>
<tr>
<td>Lecturers</td>
<td>616.1</td>
<td>547.7</td>
</tr>
<tr>
<td>Total</td>
<td>1,328.1</td>
<td>1,258.3</td>
</tr>
<tr>
<td>Tenure density</td>
<td>53.6%</td>
<td>56.5%</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>Humboldt</td>
<td>Tenure-track</td>
<td>264.0</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>102.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>366.2</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>72.1%</td>
</tr>
<tr>
<td>Long Beach</td>
<td>Tenure-track</td>
<td>832.8</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>603.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,435.8</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>58.0%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Tenure-track</td>
<td>515.3</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>315.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>830.3</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>62.1%</td>
</tr>
<tr>
<td>Maritime</td>
<td>Tenure-track</td>
<td>41.2</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>23.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>64.8</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>63.6%</td>
</tr>
<tr>
<td>Monterey Bay</td>
<td>Tenure-track</td>
<td>103.1</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>104.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>207.2</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>49.8%</td>
</tr>
<tr>
<td>Northridge</td>
<td>Tenure-track</td>
<td>734.7</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>493.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,228.5</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>59.8%</td>
</tr>
<tr>
<td>Pomona</td>
<td>Tenure-track</td>
<td>553.2</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>322.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>875.3</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>63.2%</td>
</tr>
<tr>
<td>Campus</td>
<td>Tenure Status</td>
<td>Fall Instructional Faculty Full-Time Equivalents (FTE)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Sacramento</td>
<td>Tenure-track</td>
<td>714.3</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>369.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,083.5</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>65.9%</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>Tenure-track</td>
<td>392.7</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>248.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>641.3</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>61.2%</td>
</tr>
<tr>
<td>San Diego</td>
<td>Tenure-track</td>
<td>813.5</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>475.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,288.8</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>63.1%</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Tenure-track</td>
<td>777.4</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>383.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,161.1</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>67.0%</td>
</tr>
<tr>
<td>San Jose</td>
<td>Tenure-track</td>
<td>686.5</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>524.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,210.7</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>56.7%</td>
</tr>
<tr>
<td>San Luis Obispo</td>
<td>Tenure-track</td>
<td>643.0</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>275.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>918.6</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>70.0%</td>
</tr>
<tr>
<td>San Marcos</td>
<td>Tenure-track</td>
<td>219.3</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>130.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>349.6</td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td>62.7%</td>
</tr>
<tr>
<td>Campus</td>
<td>Tenure Status</td>
<td>Fall Instructional Faculty Full-Time Equivalents (FTE)</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Sonoma</td>
<td>Tenure-track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td></td>
</tr>
<tr>
<td>Stanislaus</td>
<td>Tenure-track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td></td>
</tr>
<tr>
<td>Systemwide</td>
<td>Tenure-track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenure density</td>
<td></td>
</tr>
</tbody>
</table>

FTE as of October 31 each year
Tenure density defined as tenure-track FTE divided by total instructional FTE
Includes instructional faculty; excludes coaches, counselors, and librarians
Includes active faculty; excludes leave without pay
Tenure status based on class code
Source data: CIRS AN file

Academic Human Resources
CSU Office of the Chancellor, May 2017
## Systemwide Trends
### Faculty FTE, Headcounts, and Tenure Density

<table>
<thead>
<tr>
<th>Tenure Status</th>
<th>Fall Instructional Faculty Full-time Equivalents (FTE)</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-track</td>
<td></td>
<td>10,459.9</td>
<td>10,497.7</td>
<td>10,425.5</td>
<td>9,874.3</td>
<td>9,813.0</td>
<td>9,702.7</td>
<td>9,669.0</td>
<td>9,796.9</td>
<td>10,042.9</td>
<td>10,394.3</td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td>6,513.3</td>
<td>6,305.5</td>
<td>5,286.0</td>
<td>5,376.1</td>
<td>5,957.1</td>
<td>6,227.0</td>
<td>6,821.7</td>
<td>7,459.4</td>
<td>7,909.9</td>
<td>8,156.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16,973.2</td>
<td>16,803.2</td>
<td>15,711.5</td>
<td>15,250.4</td>
<td>15,770.1</td>
<td>15,929.7</td>
<td>16,490.7</td>
<td>17,256.3</td>
<td>17,952.8</td>
<td>18,550.9</td>
</tr>
<tr>
<td>Tenure density</td>
<td></td>
<td>61.6%</td>
<td>62.5%</td>
<td>66.4%</td>
<td>64.7%</td>
<td>62.2%</td>
<td>60.9%</td>
<td>58.6%</td>
<td>56.8%</td>
<td>55.9%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenure Status</th>
<th>Fall Instructional Faculty Headcounts</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-track</td>
<td></td>
<td>10,763</td>
<td>10,776</td>
<td>10,688</td>
<td>10,138</td>
<td>10,079</td>
<td>9,981</td>
<td>9,961</td>
<td>10,102</td>
<td>10,314</td>
<td>10,653</td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td>13,303</td>
<td>12,805</td>
<td>10,696</td>
<td>10,790</td>
<td>11,831</td>
<td>12,233</td>
<td>13,146</td>
<td>14,263</td>
<td>14,994</td>
<td>15,571</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24,066</td>
<td>23,581</td>
<td>21,384</td>
<td>20,928</td>
<td>21,910</td>
<td>22,214</td>
<td>23,107</td>
<td>24,365</td>
<td>25,308</td>
<td>26,224</td>
</tr>
</tbody>
</table>

FTE and Headcounts as of October 31 each year
Tenure density defined as tenure-track FTE divided by total instructional FTE
Includes instructional faculty; excludes coaches, counselors, and librarians
Includes active faculty; excludes leave without pay
Tenure status based on class code Source data: CIRS AN file

Academic Human Resources
CSU Office of the Chancellor, May 2017
## Age Distribution of CSU Full Time Faculty (Head Count)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>68</td>
<td>56</td>
<td>65</td>
<td>57</td>
<td>42</td>
<td>46</td>
<td>54</td>
<td>60</td>
<td>69</td>
<td>76</td>
<td>85</td>
<td>106</td>
<td>103</td>
<td>112</td>
<td>119</td>
</tr>
<tr>
<td>60 - 69</td>
<td>1,417</td>
<td>1,551</td>
<td>1,585</td>
<td>1,419</td>
<td>1,041</td>
<td>1,199</td>
<td>1,263</td>
<td>1,403</td>
<td>1,514</td>
<td>1,627</td>
<td>1,657</td>
<td>1,842</td>
<td>1,849</td>
<td>1,871</td>
<td>2,028</td>
</tr>
<tr>
<td>40 - 49</td>
<td>4,558</td>
<td>4,644</td>
<td>4,633</td>
<td>4,347</td>
<td>4,059</td>
<td>3,808</td>
<td>3,499</td>
<td>3,334</td>
<td>3,028</td>
<td>2,961</td>
<td>2,976</td>
<td>3,054</td>
<td>3,125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 - 39</td>
<td>2,004</td>
<td>1,951</td>
<td>1,972</td>
<td>1,763</td>
<td>1,493</td>
<td>1,331</td>
<td>1,226</td>
<td>1,153</td>
<td>1,185</td>
<td>1,287</td>
<td>1,411</td>
<td>1,571</td>
<td>1,769</td>
<td>1,969</td>
<td></td>
</tr>
<tr>
<td>Under 30</td>
<td>120</td>
<td>130</td>
<td>123</td>
<td>101</td>
<td>67</td>
<td>60</td>
<td>61</td>
<td>72</td>
<td>94</td>
<td>89</td>
<td>91</td>
<td>95</td>
<td>132</td>
<td>147</td>
<td>162</td>
</tr>
<tr>
<td>Total</td>
<td>11,908</td>
<td>12,230</td>
<td>12,456</td>
<td>11,820</td>
<td>10,858</td>
<td>10,759</td>
<td>10,503</td>
<td>10,625</td>
<td>10,581</td>
<td>10,641</td>
<td>10,936</td>
<td>11,089</td>
<td>11,379</td>
<td>11,782</td>
<td></td>
</tr>
<tr>
<td>Average Age</td>
<td>48.8</td>
<td>49.1</td>
<td>49.2</td>
<td>49.4</td>
<td>49.3</td>
<td>49.9</td>
<td>50.4</td>
<td>50.7</td>
<td>51</td>
<td>51.2</td>
<td>51.1</td>
<td>51.3</td>
<td>51</td>
<td>50.6</td>
<td>50.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>149</td>
<td>137</td>
<td>152</td>
<td>132</td>
<td>162</td>
<td>176</td>
<td>212</td>
<td>204</td>
<td>219</td>
<td>268</td>
<td>298</td>
<td>332</td>
<td>333</td>
<td>350</td>
</tr>
<tr>
<td>60 - 69</td>
<td>1,987</td>
<td>1,865</td>
<td>1,900</td>
<td>1,949</td>
<td>2,112</td>
<td>2,209</td>
<td>2,312</td>
<td>2,302</td>
<td>2,361</td>
<td>2,393</td>
<td>2,408</td>
<td>2,437</td>
<td>2,517</td>
<td>2,543</td>
</tr>
<tr>
<td>50 - 59</td>
<td>4,241</td>
<td>4,039</td>
<td>4,102</td>
<td>4,103</td>
<td>4,086</td>
<td>3,915</td>
<td>3,714</td>
<td>3,552</td>
<td>3,524</td>
<td>3,474</td>
<td>3,396</td>
<td>3,348</td>
<td>3,320</td>
<td>3,301</td>
</tr>
<tr>
<td>30 - 39</td>
<td>2,060</td>
<td>1,942</td>
<td>2,084</td>
<td>2,287</td>
<td>2,422</td>
<td>2,428</td>
<td>2,217</td>
<td>1,911</td>
<td>1,866</td>
<td>1,777</td>
<td>1,815</td>
<td>2,011</td>
<td>2,303</td>
<td>2,598</td>
</tr>
<tr>
<td>Under 30</td>
<td>128</td>
<td>101</td>
<td>106</td>
<td>143</td>
<td>176</td>
<td>149</td>
<td>100</td>
<td>66</td>
<td>81</td>
<td>117</td>
<td>165</td>
<td>165</td>
<td>190</td>
<td>210</td>
</tr>
<tr>
<td>Total</td>
<td>11,674</td>
<td>11,069</td>
<td>11,276</td>
<td>11,622</td>
<td>12,063</td>
<td>12,019</td>
<td>11,712</td>
<td>11,228</td>
<td>11,330</td>
<td>11,313</td>
<td>11,448</td>
<td>11,790</td>
<td>12,266</td>
<td>12,729</td>
</tr>
<tr>
<td>Average Age</td>
<td>50.3</td>
<td>50.3</td>
<td>50.3</td>
<td>50.0</td>
<td>50.0</td>
<td>50.1</td>
<td>50.5</td>
<td>51.0</td>
<td>51.2</td>
<td>51.1</td>
<td>50.8</td>
<td>50.3</td>
<td>50.0</td>
<td></td>
</tr>
</tbody>
</table>
Separations among CSU Tenure-track Faculty

[Bar chart showing separations among CSU Tenure-track Faculty from 1994-95 to 2015-16. The chart distinguishes between retirements and other separations.]
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirements</td>
<td>166</td>
<td>263</td>
<td>369</td>
<td>504</td>
<td>286</td>
<td>637</td>
<td>695</td>
<td>417</td>
<td>495</td>
<td>702</td>
<td>437</td>
<td>328</td>
<td>271</td>
</tr>
<tr>
<td>Other Separations</td>
<td>137</td>
<td>162</td>
<td>144</td>
<td>135</td>
<td>143</td>
<td>158</td>
<td>188</td>
<td>183</td>
<td>190</td>
<td>196</td>
<td>231</td>
<td>270</td>
<td>284</td>
</tr>
<tr>
<td>Total Separations</td>
<td>303</td>
<td>425</td>
<td>513</td>
<td>639</td>
<td>429</td>
<td>795</td>
<td>883</td>
<td>600</td>
<td>685</td>
<td>898</td>
<td>668</td>
<td>598</td>
<td>555</td>
</tr>
<tr>
<td>Retirements as a % of Separations</td>
<td>55%</td>
<td>62%</td>
<td>72%</td>
<td>79%</td>
<td>67%</td>
<td>80%</td>
<td>79%</td>
<td>70%</td>
<td>72%</td>
<td>78%</td>
<td>65%</td>
<td>55%</td>
<td>49%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirements</td>
<td>300</td>
<td>281</td>
<td>476</td>
<td>309</td>
<td>343</td>
<td>352</td>
<td>351</td>
<td>355</td>
<td>317</td>
<td>8,654</td>
</tr>
<tr>
<td>Other Separations</td>
<td>201</td>
<td>197</td>
<td>199</td>
<td>200</td>
<td>200</td>
<td>208</td>
<td>228</td>
<td>187</td>
<td>286</td>
<td>4,327</td>
</tr>
<tr>
<td>Total Separations</td>
<td>501</td>
<td>478</td>
<td>675</td>
<td>509</td>
<td>543</td>
<td>560</td>
<td>579</td>
<td>542</td>
<td>603</td>
<td>12,981</td>
</tr>
<tr>
<td>Retirements as a % of Separations</td>
<td>60%</td>
<td>59%</td>
<td>71%</td>
<td>61%</td>
<td>63%</td>
<td>63%</td>
<td>61%</td>
<td>61%</td>
<td>65.5%</td>
<td>52.6%</td>
</tr>
</tbody>
</table>

Note: Faculty retirements have fluctuated widely related to the impact of “Golden Handshakes” boosting retirements one year and reducing their numbers in subsequent years. In 1998-99, retirements may have been fewer as passage of SB 400 provided improved benefits to those retiring after the academic year ended.
CSU Tenure-track Faculty Retirement and FERP

Head Count since 1996-97
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FERPs</td>
<td>182</td>
<td>311</td>
<td>119</td>
<td>332</td>
<td>470</td>
<td>261</td>
<td>357</td>
<td>270</td>
<td>340</td>
<td>201</td>
<td>110</td>
</tr>
<tr>
<td>Other Retirements</td>
<td>187</td>
<td>193</td>
<td>167</td>
<td>305</td>
<td>225</td>
<td>156</td>
<td>138</td>
<td>432</td>
<td>97</td>
<td>127</td>
<td>161</td>
</tr>
<tr>
<td>Total Retirements</td>
<td>369</td>
<td>504</td>
<td>286</td>
<td>637</td>
<td>695</td>
<td>417</td>
<td>495</td>
<td>702</td>
<td>437</td>
<td>328</td>
<td>271</td>
</tr>
<tr>
<td>FERPs as % of Total Retirements</td>
<td>49%</td>
<td>62%</td>
<td>42%</td>
<td>52%</td>
<td>68%</td>
<td>63%</td>
<td>72%</td>
<td>38%</td>
<td>78%</td>
<td>61%</td>
<td>41%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FERPs</td>
<td>156</td>
<td>179</td>
<td>346</td>
<td>208</td>
<td>212</td>
<td>235</td>
<td>228</td>
<td>224</td>
<td>146</td>
</tr>
<tr>
<td>Other Retirements</td>
<td>144</td>
<td>102</td>
<td>130</td>
<td>101</td>
<td>131</td>
<td>117</td>
<td>123</td>
<td>131</td>
<td>171</td>
</tr>
<tr>
<td>Total Retirements</td>
<td>300</td>
<td>281</td>
<td>476</td>
<td>309</td>
<td>343</td>
<td>352</td>
<td>351</td>
<td>355</td>
<td>317</td>
</tr>
<tr>
<td>FERPs as % of Total Retirements</td>
<td>52%</td>
<td>64%</td>
<td>73%</td>
<td>67%</td>
<td>62%</td>
<td>67%</td>
<td>65%</td>
<td>63%</td>
<td>46%</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Debbie Boschini
   Chair of the Academic Senate

FROM: BJ Moore
       Chair of the BPA
       Assessment Review and Curriculum Committee

DATE: March 20, 2018

RE: Academic Integrity Violation Issues

C: Jenny Zorn
   Provost and VPAA

I write at the request of the BPA Assessment Review and Curriculum Committee (ARCC) to bring to your attention concerns ARCC has with both the structure and processes now in use regarding the reporting and management of academic violations. These concerns arose during a meeting with Ms. Ruby Alvarez, the Director of the Office of Student Rights and Responsibilities (OSRR) held to discuss the escalating violations within the School.

Issues:

The OSRR reports to the VP for Student Affairs. No formal link to Academic Affairs is currently in place. One reason for this structure is to address residence hall issues. Both residence hall and academic violations have increased;

No aggregate data base has been established nor are data shared. Faculty report a violation and no action is reported back to the faculty member. Faculty across programs and across the University have no knowledge when a student is a repeat offender. Course by course violations do not necessarily result in University level action;

Responsibility for designating a violation consequence is assumed by the OSRR to be in the hands of the faculty member for each course incident. No clear protocol exists for actions at the Department or University level. Faculty have been expecting University action in addition to course action; and
Most faculty in BPA were unaware of the Violation Reporting Form. Consistent use of this form might provide a data base for tracking incidents and trends and enhance problem solving. When a form is received the OSRR Director might inform the faculty member that a previous report had been received. “Need to Know” is supported in cases of repeated offenders.

The BPA Assessment Review and Curriculum Committee has recommended the following actions for the School:

- All instances of integrity violations must be reported. The form is to be used and a copy sent to the Associate Dean and to the OSRR Director;
- Continue the exam monitoring program “Examity” and make it available to all BPA faculty;
- Faculty are encouraged to include the violation penalty in the course syllabus;
- A list of students with a violation history is to be kept in the BPA Dean’s Office;
- The Associate Dean is to inform the Chair when a repeat offense occurs;
- BPA will consider a professional ethics statement for each degree program; and
- Aggregate data by semester be analyzed and reported to the BPA ARCC.

However, the adoption of the above practices at the School level will not address most of the concerns. One avenue to explore might be the separation of the OSRR into two units to address academic affairs and residential violations separately. Another suggestion is that Academic Affairs consider this issue as a “closing the loop” project in regard to our assessment and quality improvement activities, as a shared governance venture involving the Academic Senate, Academic Affairs and Student Affairs.

Finally, on behalf of the BPA ARCC I thank Director Alvarez for her collaborative nature and the Executive Committee for considering this issue. Both Ruby and I are available to provide information and experience as the problem solving continues.