Report of the Task Force to Recommend Best Practices for Non-Tenure-Track Instructional Faculty

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Task Force to Recommend Best Practices for Non-Tenure Track Instructional Faculty

Executive Summary and Recommendations

The charge[1] to the Task Force to Recommend Best Practices for Non-Tenure Track Instructional Faculty[2] (NTTIF) included these key words:

> The Task Force is to recommend best practices to ensure inclusiveness and equity so that: "[s]ustainable environmental, social, and economic practices are a way of life."[3] The recommendations of the Task Force and the implementation of best practices to support non-tenure track instructional faculty at CSUDH is essential to achieving our mission.

In pursuit of its mandate, the Task Force conducted secondary research, both broad and institution-specific, to learn about faculty composition in higher education in general, the CSU, and CSUDH; primary research on the perceptions, experiences, and opinions of the key stakeholders at CSUDH, including NTTIF; and recommendations for policy and practices for non-tenure-track faculty from a wide variety of sources, including the following:

1. The scholarly and professional literature;

2. Informal literature, as found on social media and other places, from which we gathered testimony from non-tenure-track faculty;

3. Key informants from other California State Universities;

4. Key informants from The California Faculty Association;

5. College Deans at CSUDH;

6. CSUDH Department Chairs and Senators;

7. CSUDH non-tenure-track instructional faculty, reached via survey and interviews.

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[1] See Charge at Appendix A.

[2] Much of the literature and our discussion is about non-tenure-track faculty (NTTF) as a whole. Our charge helped focus our primary research efforts on non-tenure-track instructional faculty (NTTIF). We did not study the specifics of the coaching, counseling, and library faculty at CSUDH and recognize that many of the concerns of their NTTF are similar to all NTTF and that they may benefit from the recommendations we make.

[3] *Defining the Future: 2014-18 Strategic Plan,* "Transformative Education: Our Mission, Vision, and Core Values," (California State University, Dominguez Hills, 2014), 4.

Drawing upon these sources, we commend the following practices to Task Force convenors President Willie J. Hagan and Academic Senate Chair Laura Talamante, and to our University colleagues.

A. Statement of Philosophy

We recommend adoption of this philosophy, based on a report entitled *Recommendations on Lecturers* that was submitted to the Vice Chancellor of Academic Affairs at the University of Washington, Bothell, in 2014.[4]

> California State University, Dominguez Hills includes and respects non-tenure-track faculty as integral to the instructional, scholarly, and professional missions of the institution. As an institution, we are committed to:
>
> - Providing clear, written policies and procedures on hiring, terms of employment, evaluation, and professional development for non-tenure-track faculty.
> - Supporting a positive work environment for all non-tenure-track faculty.
> - Fostering development of best practices for non-tenure-track faculty through collaborative efforts.
> - Assuring non-tenure-track faculty professional and social standing in the University community commensurate with their duties and responsibilities.

Additionally, we recommend that we seize this opportunity to:

- Reflect on our university as a whole and what we stand for.
- Ask whether we treat our non-tenure track faculty the way we want to be treated.
- Commit to an authentic, equitable, just, and respectful approach to our community of faculty.
- Enrich our community through deliberate and thoughtful practices to create a **learning culture**.[5]

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[4] UW Bothell Lecturers Working Group (2014). Recommendations on Lecturers. Retrieved November 28, 2017 from http://www.washington.edu/faculty/files/2014/06/uwb_lecturer.pdf.

[5] In empirical work that examines departments that have policies and practices put in place to support to support non-tenure-track faculty and those that have not, Kezar identifies four department cultures—destructive, neutral, inclusive, and learning. These are based on values and norms that affect faculty willingness to perform, and the policies and practices that affect faculty capacity and opportunity to perform. Destructive and neutral cultures negatively impact the capacity and willingness of, and opportunity for NTTF to perform. An inclusive culture on the other hand increases willingness of and capacity to perform, while having no gains over the neutral culture in terms of opportunity. Of note, a learning culture is characterized by the value that support for NTTF is not merely an equity issue; rather it is a commitment to the vital contributors to students and shapers of learning. It is the only culture that enhances faculty willingness, capacity and opportunity work via regular, strong, and systematic:

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CSUDH faculty leadership (Academic Senate) and administrative leadership (President, Provost) have been moving in the right direction with commitments to NTTIF exhibited, among other actions, in

- [Two seats for lecturers on Academic Senate (*W EXEC 17-06),](#)
- [Lecturers vote in department chair nominations (PM 2017-02),](#)
- Evidence-based equity raises for lecturers,
- The recognition of outstanding lecturers through the annual Catherine H. Jacobs Outstanding Faculty-Lecturer Award,
- Senate Executive research on deepening inclusion of NTTF representation to Senate,
- The convening of this task force, and
- A commitment to implementing its recommendations.

In our conversations and surveys, several faculty and two thirds of the deans pointed out that the California Faculty Association (the CFA) is a boon for non-tenure-track faculty, and that as a result of ongoing CFA work, the collective bargaining agreement (the CBA), bargaining, and faculty rights work, life of a lecturer in the CSU is much better than that of most lecturers around the nation.[6]

Fortunately, we have a benchmark in California State University, Long Beach (CSULB) that over the last eight years has invested in a comprehensive evidence-based process for organizational and faculty development in difficult budgetary times.

We recommend to CSUDH an integrated, proactive, and strategic focus of our efforts on the values, policies, and processes that support the largest segment of our faculty, the NTTF, in order for a cultural shift that builds and sustains a 'learning culture' in each department and throughout the university. Comprehensive, public universities face reduced state funding, increased student enrollments and demands, a long-term decline in full-time faculty, and new graduation initiatives. It is therefore imperative for student and institutional success that CSUDH take a purposeful approach to promote collaboration, collegiality, and community among all faculty and make a commitment to the implementation of the recommendations of this task force.

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onboarding; mentoring; curricular development opportunities and academic freedom policies and practices; development- and feedback- focused evaluations; professional development practices that include exposure to cutting-edge practices and ideas through disciplinary conferences; training opportunities for student advisement; office co-location with others teaching similar courses; advance scheduling and course assignments; and regular, collegial discussions about matters central to the educational mission of the university throughout the semester. Kezar, A (2013). Departmental Cultures and Non-Tenure-Track Faculty: Willingness, Capacity, and Opportunity to Perform at Four-Year Institutions. *The Journal of Higher Education,* Vol. 84, No. 2, pp.153-189.

[6] Compare "Findings" at Recommendation 3, below.

B. Specific Recommendations

1.   **Recruitment**

Findings   *In the United States, at other California State Universities, and at CSUDH, recruitment of non-tenure-track faculty is often haphazard, too-often last-minute, and not frequently the product of a wide search with careful choices of candidates.*

> **1.1 The hiring process should be as transparent and consistent as possible, and should provide adequate time for course preparation.**

> **1.2 Work with Human Resources (H.R.) and the CFA Toward a Digital Platform for Hiring**.
> Establish policies and build practices that require departments to collect and regularly maintain a pool of well-qualified applicants. Seek to diminish or eliminate last-minute hiring. With the assistance of H.R., collect demographic information to enhance diversity in the ranks of non-tenure-track instructional faculty.

>> **1.2.1 Rights to Careful Consideration.** On the digital platform and otherwise, and with the Office of Faculty Affairs and Development working collaboratively with the California Faculty Association, CSUDH should make it clear how and when NTTF gain rights to careful consideration for class assignments (i.e., for part-time hiring).

>> **1.2.2 Minimum Times Between Hiring and Commencement of Instruction.** At least as an aspirational goal, CSUDH should set minimum times between hiring and the start of classes, as an institutional commitment to student learning and success by providing NTTF with reasonable time for course preparation.

> **1.3 Eliminate CSUDH Practice of "Part-Time Full-Time" Lecturers**. Provide full-time status to persons with full-time teaching loads.

>> **1.3.1** Implement a policy of full-time time base for all lecturers with full time work-load.

2.   **Recommended Practices for Support at Entry, Onboarding Practices, Terms of Employment, and Support at the Close of Semester**

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Findings   *Support at entry, including orientation, appears to be hit-and-miss at many or most institutions in the United States and at CSUDH. Some practices at sister CSUs appear to be strong and worth emulating.*

For NTTF especially, the nexus of their experience with the University is their home department and Department Chair. Therefore, department culture is determinative of their willingness, capacity, and opportunity to contribute meaningfully to the University's mission.

The Department Chair's role is that of a 'department leader' and as such they must be supported by their Deans and the University.

2.1 Academic Departments: Provide a Package of Academic Materials.
Routinely upon appointment, new (and where appropriate, returning) hires should be provided with information about the programs, students, approaches to teaching, approaches to examinations and other student graded work, sample syllabi and master course outlines, and teaching and support resources, including basic information about electronic classroom tools such as Blackboard (or other learning management system (LMS), the use of "clickers" for student response, etc.

2.2 Educate and Support Department Chairs on their Role in Providing Support for NTTF.
Develop and implement consistently across departments clear guidelines for Chairs' responsibilities including that of leading the fair and just selection, evaluation, support, and retention of NTTF.

Define topics for Chairs and delineate topics and issues that should be reserved for Deans. Host mandatory workshops for new Chairs and create small group communities of new Chairs with experienced Chairs serving as leads.

Create policies and procedures so that Chairs are not just accountable to their Deans, but also to the NTTF and TTF in the department.

Create a culture of presence, regular open department meetings throughout the semester, open access, and designated times when faculty on a variety of teaching schedules are able to meet with the Chairs.

Encourage intra-departmental communities of TTF and NTTF teaching similar classes though hosting brown-bags, invitations to classrooms, joint teaching and content workshops, and co-locating offices.

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2.3 **College or University: Formal Orientation.** Host a mandatory, or a strongly-incentivized, orientation each semester, principally for new hires. Pay NTTF for the hours spent in orientation. Consider evening / Saturday sessions.

    2.3.1 **High Impact Practices.** At orientation, discuss engaged pedagogies and high-impact practices, inviting new recruits' attention to opportunities for professional development and strengthened practices.

2.4 **College or University: Maintain an Online Handbook for NTTF.** Topics should include information on all aspects of temporary positions, including eligibility for benefits, such as professional development; academic freedom; lecturers' handbook; nuts and bolts of entitlement, continuity, and benefits; policies and procedures for performance evaluation; rules and opportunities for range elevation; and other important topics.

    2.4.1 **Lecturers' Resources Web Site.** Develop an online, attractive, regularly updated central repository for information.

3. **Recommended Practices for Working Conditions, Instructional, and Community Resources**

Findings *Salaries, access to full-time positions, access to health care benefits, access to job security, and retirement benefits take up places 1 through 5 for areas in which "improvements are most needed" in a 2010 national survey of part-time / adjunct faculty. All of these are the subject of collective bargaining in the CSU, and, per several CSUDH Deans, the working conditions of NTTF in the CSU appear to be better than working conditions at other universities.*

3.1 **Increasing the Number of Full-Time Lecturers Among NTTF.** CSUDH should encourage colleges and departments to increase the number of full-time lecturers through the consolidation of multiple part-time appointments. Service elements may be included in the terms of appointment. A corps of teaching faculty that is better-supported and more successful is a desirable outcome.

3.2 **Instructional and Community Resources and Support.** CSUDH should take active steps to ensure that safe, accessible, and attractive office space is provided to all faculty. Further, that academic technology support and training are provided to NTTF, as are laptop computers similar to TTF. The university should train and deploy student assistants for classroom equipment support, as appropriate. Further NTTF should receive information

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on the community resources offered by CSUDH, such as child care, breastfeeding stations, laboratory safety services, library services, psychological and health services, emergency services, faculty development, tuition waiver, benefits, retirement planning, etc.

3.3 Community-building support. Co-locate NTTF and TTF in contiguous office spaces within departments to convey respect for NTTF and to provide opportunities for organic, collegial and professional interactions. This recommendation is low-cost especially as new instructional and office-space buildings are designed and built.

4. Recommended Practices for Performance Evaluation and Feedback

Findings   *Our research suggests decentralization of and considerable unevenness in the processes, standards, and periodicity of performance evaluations of NTTF at CSUDH, especially of the part-time faculty that make up the vast majority of the NTTF. As a result, performance evaluations of part-time faculty irrespective of workload and length of service, are infrequent or missing, inconsistent, and may be in violation of the CBA. Further, performance evaluation records, which are personnel records have in several instances not been located. Other CSUs report stronger policies and procedures that our university should consider emulating.*

A culture of regular performance evaluations with the intent of providing formative and developmental feedback is demonstrated to be part of a positive department culture and to increase the capacity, opportunity and willingness of NTTF to perform.

The literature conceptualizes, and our discussions corroborate that a segment of the NTTF are a corps of experts who bring valuable industry and government expertise to the academy.

4.1 University-Wide Standards and Processes. CSUDH should adopt policies and put in place processes for performance evaluations and feedback of NTTF that apply across the university and are consistent with terms of the CBA. While they may be implemented by departmental faculty and Chairs, they should be accountable to administration beyond the departmental level in matters such the locus and location of such evaluations and employee personnel records.

4.2 Locus of performance evaluations and feedback. We recommend that CSUDH give thought to who evaluates NTTF, how they are evaluated, and the stated purpose of the evaluations. For example, there may be merit in part-

time faculty being evaluated by joint teams of all full-time faculty, not just tenure-track faculty. College Deans are responsible for final oversight of the process.

4.3 **Progress toward full-time employment.** We recommend that the evaluation and feedback policies and processes for NTTF provide explicit progress, pathway, and professional development opportunities, including access to grants and grant writing support. This is one way of developing pathways toward full-time employment, including TT opportunities.

5. **Recommended Practices for Mentoring and Career / Professional Development**

Findings   *Mentoring of NTTF, especially of new hires, at CSUDH is ad hoc, informal, not the product of institutional policy, and not reliably part of the culture. Consequently, it is hard to track.*

The Faculty Development Centers (FDCs)[7], working with the CSU System-wide Institute for Teaching & Learning, are the loci of on-campus and online professional development activities. Often led by NTTF, who find their way to these roles as ways to meaningfully engage with the University community, the FDC can be the epicenter of professional and community development.

The Office of Faculty Affairs & Development, working closely with the CFA, and the FDC, can provide the impetus, training, and culture shift by sponsoring workshops and events on contractual matters, mentoring, and development.

5.1 **University-Wide Policies for Mentoring.** CSUDH should adopt strong policies and practices for mentoring, especially for new hires. These may include peer mentoring, mentoring by experienced faculty, and mentoring of TTF by NTTF where the latter have specific life experiences and expertise to be of value.

5.2 **University-Wide Programs for Professional Development.** CSUDH should make a priority of promoting the professional development of continuing NTTF, especially those who are full-time or near full-time and expected to continue.

5.2.1 **On-Campus Programs.** On-campus programs may be cost-effective, and should be conceptualized as cumulative.

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[7] FDCs have many different names across the CSU, depending on their origins, missions, and scope of work.

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5.2.2 Off-Campus Opportunities. As budgets allow, and with appropriate focus on continuing NTTF in multi-year contracts, CSUDH should support off-campus professional development and travel opportunities. These opportunities should include both teaching and disciplinary so that the role of NTTF in student learning through bringing currency to the classroom is explicitly recognized and supported.

5.2.3 Consortia, Multi-Campus Opportunities. Observing that these issues are held in common among most or all CSUs, the "CSU5" in the Los Angeles basin or some other cross-university collaboration may offer an opportunity for regional sharing of programs, resources, organizational development processes, and even faculty.

5.2.4 Stipends for Professional Development. Example practices include regular and predictable stipends for professional expenses for NTTF beginning in the initial year of a 3-year contract. The model bears exploration.

5.2.5 NTTF As Experts. CSUDH actively recognizes and supports the role of NTTF as trainers and mentors in the professional development of others in areas of their specialization. Recent examples from our university include NTTF led workshops and faculty learning communities on communications, community engagement, entrepreneurship, grant-writing, instructional design, and the Watts rebellion.

6.   **Recommended Practices for According Professional Status and Recognition**

Findings   *The scholarly literature, and our discussions with and survey of CSUDH NTTF consistently point to universities' failure to accord status and recognition to the work of NTTF as a serious irritant to persons holding those positions. While CSUDH has several instances of NTTF faculty contributions and success, recognition for this work could be improved.*

6.1 University-Wide Policies on Departmental Governance. CSUDH should adopt policies that clarify when and how NTTF will be compensated for participation in departmental, college, and university governance and administration.

6.2 Inclusion in Departmental Intellectual and Social Events. CSUDH should strongly encourage departments to include NTTF in intellectual and social

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events, as attendees, participants and contributors. Good for professional development, this also fosters collaboration and community, and is also a low-cost, high-return practice. This may develop naturally among NTTF who are continuing, and who are at or near full-time status.

6.3 **Recognition for Performance, in Teaching, Service, and Scholarly Activity.** CSUDH should adopt policies that recognize, celebrate and reward superior professional performance.

6.4 **Develop Respectful Titles for NTTF.** CSUDH should spend some time discussing titles for NTTF that are respectful, meaningful, informative, and consistent. The CFA actively discourages the use of 'adjunct' preferring the more appropriate 'lecturer.' Other titles that may be explored include 'clinical professor.'

6.5 **Develop clear guidelines on grants and principal investigator (PI) roles for NTTF.** We recommend that NTTF who write and are awarded grants be recognized as PIs and as such given credit and due respect for their work.

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Part One. Introduction; Methods and Approach for This Study;

Clarifying Types of Non-Tenure-Track Faculty

A. Methods and Approaches for the Work of the Task Force.

The CSUDH Non-Tenure-Track Instructional Faculty (NTTF) Task Force was commissioned in October 2017 jointly by President Willie J. Hagan and the campus Academic Senate, acting through its Executive Committee and Chair, Dr. Laura Talamante.

We took a holistic research-based approach to this work as follows.

1. We undertook considerable secondary research on the state of higher education as it pertains to faculty composition, and the major opportunities, challenges, ideas and issues related to NTTF in higher education in the nation, in The California State University, and at this university, including work published in peer reviewed journals, monographs, and books.
    a. Our intellectual debt to Professor Adrianna Kezar of the University of Southern California will be apparent as the report progresses. We made strong use of her analyses, her data, and her practice recommendations; and we benefited from her books, articles, and the Delphi Project web site identified in our references.
    b. We reviewed published and peer-reviewed work by other authors as well: please see the bibliography appended below.
    c. We examined less formal literature, as well, including social media postings. Please see Appendix E.
    d. We reviewed the college census enrollment reports for CSUDH, chiefly in order to identify the extent of campus reliance upon NTTF.
    e. We reviewed
    f. We made use of archived data, both system-wide and CSUDH. Please see listings in our bibliography.
    g. Separately, we reviewed CSULB's published work on their process for organizational change to include NTTF and Kezar's work on department cultures. Key elements of published work relevant to the CSUDH task force work are included at Appendix H.

2. We undertook primary research, employing these sources and methods.
    a. We hosted a table at the Inaugural Senate Retreat (Outcome: Narratives of NTTF).
    b. We cumulated in-depth narratives of NTTF from members of the Task Force (Outcome: Narratives of NTTF).
    c. We engaged in Task Force brainstorming and discussion (Outcome: Idea generation and organization).
    d. We conducted in-depth Interviews with leaders of centers for teaching and learning/faculty development center leaders at the CSU Chancellor's Office, and at several California State universities, using a snowballing technique.

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e. We conducted in-depth interviews with strategic human resources/Faculty Affairs leaders and staff at CSUDH.
f. We conducted in-depth interviews with CSUDH college leadership (Deans and some Associate Deans).
g. We attended meetings with CSUDH Chairs Councils to learn about best/recommended practices and faculty composition data.
h. Co-Chair Kirti Celly participated in Hunter College's 2017 Collective Bargaining Conference.
i. We conducted a survey of NTTF at CSUDH.
j. We engaged in in-depth conversations with NTTF at CSUDH.

B. Clarifying Types of Non-Tenure-Track Faculty.

At various junctures in the report that follows we will discuss

- tenured and tenure-track faculty; and
- non-tenure-track faculty.

Non-tenure-track faculty constitute the focus of this report. An important distinction is between

- *full-time* faculty who are not eligible for tenure (are not on a "tenure track"); and
- *part-time[8]* faculty.[9]

Persons in these categories differ importantly as to perspective and career goals. So it is that we may reference:

1. Full-time non-tenure track faculty:
   a. who, all-in-all, would prefer to be on tenure-track;
   b. who do not wish to be on tenure-track (e.g., to avoid requirements for scholarly and creative work);

   and/or

2. Part-time faculty
   d. who do not wish to be full time;
   e. who would prefer to be full-time, <u>non</u>-tenure-track;
   f. who would prefer to be full-time, tenure-track.

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[8] We note that, at least at CSUDH, some faculty are understood as "part time" but teach 15 WTUs in a given semester.
[9] Most readers will appreciate that, in nearly every instance in American higher education, part-time faculty are not eligible for tenure.

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In some instances at some institutions, faculty in American higher education may have little or no teaching responsibilities, and some of these may be non-tenure track. However, our task force is specifically charged with reviewing the circumstances of, and proposing best practices regarding, *teaching* faculty who are non-tenure-track. Our charter and work at this stage focused on the faculty in the five State-side colleges and did not include coaching, counseling, and library faculty. The report which follows, therefore, takes **n**on-**t**enure-**t**rack **i**nstructional **f**aculty (NTTIF) as our focus. We use the more general term **n**on-**t**enure-**t**rack **f**aculty (NTTF) that is more common in the literature, interchangeably.

Let us continue with a distinction advanced by Adrianna Kezar.[10]   She suggests differentiating between **Voluntary** and **Involuntary** non-tenure-track faculty. The latter, of course, those who are involuntarily non-tenure-track, are typically looking for a tenured position in their field.   We also offer distinctions made in a foundational study of non-tenure-track faculty by Gappa and Leslie in 1993.[11]

A. **Voluntary Non-Tenure-Track Faculty**

Three general types of voluntary NTTF are identified by Gappa and Leslie, as follows.

1) **Career-Enders** are individuals that either are in a process leading to retirement or are retired. This may be an especially noteworthy category in The California State University, where faculty may take part for up to five years in a Faculty Early Retirement Program (or "FERP" program).

2) **Specialists, Experts and Professionals** are employed full-time elsewhere, and are hired as part-time faculty for their specialized knowledge or success: they often take a position simply because they enjoy teaching. Colleges of business may thus employ successful business persons; colleges of performing arts may employ successful performing artists; etc.

3) **Freelancers** supplement their part-time positions from other jobs not in academia or may be caretakers at home. Generally, freelancers are people who use a college or university teaching position for supplemental income.

A 2010 survey undertaken by AFT Higher Education[12] found that 50% of part-time faculty preferred part-time teaching, while 47% reported that they would prefer a full-time position. More recently, 1,245 adjunct faculty teaching in 10 community colleges during the spring 2016 term were surveyed.

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[10] Kezar, Adrianna (ed.) 2012*. Embracing Non-Tenure-Track Faculty: Changing Campuses for the New Faculty Majority*. New York: Routledge.
[11] Gappa, Judith M. and David W. Leslie (1993). *The Invisible Faculty: Improving the Status of Part-Timers in Higher Education.* San Francisco: Jossey-Bass.
[12] AFT Higher Education (2010). A National Survey of Part-Time/Adjunct Faculty. *American Academic* 2 (March).

Off and Dippold (2017) report that "two-thirds of the participants were at least somewhat interested in becoming full-time faculty at a postsecondary institution, with 47% expressing strong, immediate interest in such a position."[13]

While some of our recommended practices may benefit the status and job satisfaction of voluntary non-tenure-track faculty, they do not constitute our principal focus. Involuntary non-tenure-track faculty are of stronger interest for this report.

B. **Involuntary Non-Tenure-Track Faculty**

Gappa and Leslie also point to aspiring academics, who are involuntary in their status. Thus:

1) **Aspiring Academics** are faculty looking for a tenure-track position. As Gappa and Leslie overview the landscape, this category includes both graduate students and persons who accept a non-tenure-track appointment as a second-best option.

   We note that aspiring academics may be place-bound for family or other reasons; may have been unlucky, may have been turned down in applying for tenure-track jobs; and /or aspiring academics may have a narrow focus on a particular institution for mission-driven, philosophical or personal preference reasons, and thus may not engage in robust and geographically wide searches for tenure-track employment.

   This category would include "freeway fliers," who seek simultaneous employment at more than one campus, and in that way cumulate teaching assignments sufficient to provide an acceptable income.
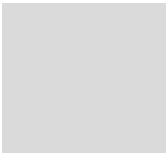
This break-down is recapitulated in Figure 1, below.

A principal focus for our report will be upon aspiring academics. Where it is apparently helpful to do so, we will distinguish analyses and recommendations applying to voluntary NTTF as well.

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[13] Ott, M.C., & Dippold, L.K. (2017). "Adjunct Employment Preference: Who Wants to be Full-Time Faculty?" *Community College Journal of Research and Practice*, 1-14. Retrieved November 28, 2017 from https://asu.pure.elsevier.com/en/publications/adjunct-employment-preference-who-wants-to-be-full-time-faculty

Figure 1.

Five Types of Non-Tenure-Track Faculty

	Presently Full-Time	**Presently Part-Time**
Do Not Wish to Be Full-Time		*Experts in their Fields,* who teach for satisfaction *Free-Lancers* who simply don't want to work full-time
Wish to be Full-Time but Non-Tenure-Track		*Career-Enders* *Persons Who Wish Only to Teach* (no research; perhaps no service)
Wish to be Full-Time and Tenure-Track		*Aspiring Academics*

Part Two.

The Contemporary Landscape:
Non-Tenure-Track Faculty Share of the Work Force.

In this section, we review the reliance on non-tenure-track faculty, both current and over time, in the United States of America, in The California State University [system], and at California State University, Dominguez Hills.

I.   In the United States, Non-Tenure-Track Faculty Have Been Increasing Across the Past Three Decades or More

A large number of studies and analyses make the point that there are more non-tenure-track faculty in American higher education than there used to be. We offer these as good examples.

A. Describing the situation in the United States from 1990-2012 in an especially useful review of the literature,[14] scholar Adrianna Kezar wrote:[15]

> Two thirds of the faculty members (across all institutional types) are now off the tenure-track (either full- or part-time) …. Three out of four new hires are off the tenure-track, so hiring trends suggest that this pattern will only continue to grow. Non-tenure track (often labeled contingent or adjunct) faculty may be full- or part-time, but regardless of their appointment type, they share the common work conditions: Short-term contracts—typically year-to-year (full-time) or semester-to-semester (part-time); lack of job security; lack of a professional career track; and currently, limited or no policies and practices in place related to their employment (for example, no promotion policies).

Kezar continued:

> In the last 20 years, the increase in contingent faculty happened due to the combination of unprecedented growth in student enrollment, administrative misjudgments of that growth, and decline in government funding and public support of higher education ….

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[14] Kezar, Adrianna (ed.) 2012. *Embracing Non-Tenure-Track Faculty: Changing Campuses for the New Faculty Majority*. New York: Routledge.
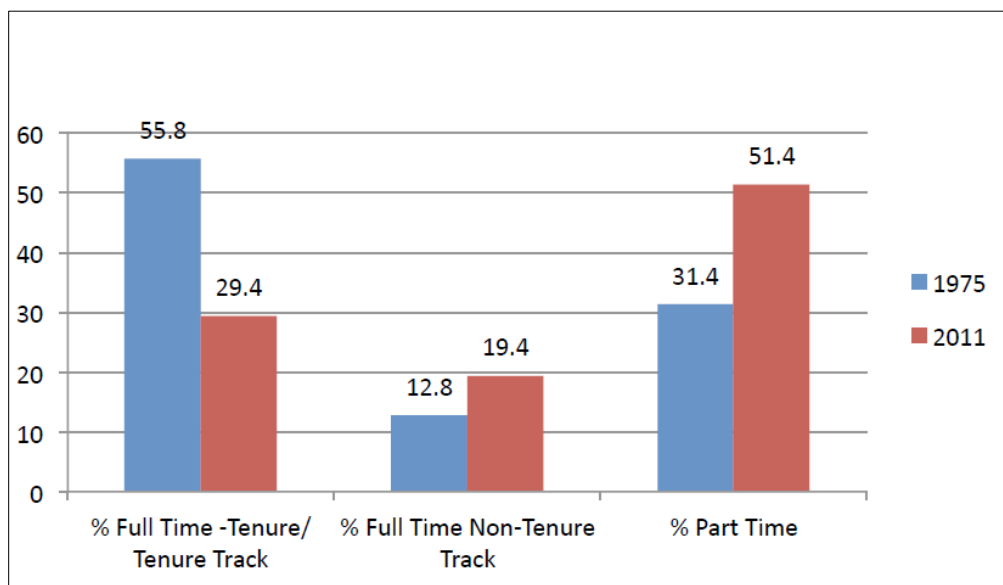[15] pp. *x* ff.

B. A recent interim report from an American Sociological Association Taskforce on Contingent Faculty Employment offers a graphic that aptly illustrates Kezar's point[16] (Figure 2).

Figure 2.

Trends in Faculty Employment Status, 1975-2011

C. A more recent review found the essential national landscape to be unchanged from what Kezar described. This, from the National Center for Educational Statistics, focuses on part-time faculty.[17]

> In fall 2015, of the 1.6 million faculty at degree-granting postsecondary institutions, 52 percent were full time and 48 percent were part time. *Faculty* include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors.

The portion of the 2017 *The Condition of Education* entitled *Characteristics of Postsecondary Faculty* noted that:[18]

From fall 1995 to fall 2015, the number of full-time faculty at degree-granting postsecondary institutions increased by 47 percent, while the number of part-time faculty increased by 95 percent. As a result of the faster increase in the number of part-time faculty, the percentage of all faculty who were part time increased from 41 to 48 percent over this period.

We briefly summarize:

- **Two-thirds** or more of all faculty in the United States [head count, all institutional types] were off the tenure track in 2012; and
- **Nearly half** of all faculty in the United States [head count, all institutional types] were part-time in 2015.

II.   In the California State University System, More than Six Out of Ten Faculty were Temporary in 2016; and More than Half of All CSU Faculty Were Part-Time

Table 1 (below) offers the most recent (Fall 2016) census of faculty in the CSU:[19] At Line F, we see that nearly 62% of all faculty were not eligible for tenure in Fall 2016. At Line E, we see that more than half of all faculty were part-time. These numbers vary somewhat from the national numbers for 2015 cited above, but the general picture is very familiar. To be a CSU Faculty member is likely to be not full-time, and not eligible for tenure.

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[17] National Center for Educational Statistics (2017). *The Condition of Education: Characteristics of Postsecondary Faculty (Last Updated: May 2017).* Retrieved October 17, 2017 from: https://nces.ed.gov/programs/coe/indicator_csc.asp

[18] Ibid.

[19] The California State University (2016). *Headcount of Part-Time Faculty by Gender and Ethnicity, Fall 2016.* Retrieved August 22, 2017, from https://www2.calstate.edu/csu-system/faculty-staff/employee-profile/csu-faculty/Pages/headcount-of-part-time-faculty-by-gender-and-ethnicity.aspx

Table 1.

CSU System Faculty in 2016, by Tenure Status and Full / Part Time Status[20]

		Number	% of Full Time	% of Grand Total
A.	Tenured	6,892	54.1%	26.3%
B.	Probationary	3,184	25.0%	12.1%
C.	Full-Time Temporary	2,668	20.9%	10.2%
D.	Total Full Time (A+B+C)	12,744	100.0%	48.6%
E.	Part Time	13,490		51.4%
F.	Total Not Tenure-Eligible (C+E)	16,158		61.6%
G.	Grand Total (D+E)	26,234		100.0%

Extending the analysis found in Table 1, we investigate each of these characteristics [not tenure-eligible; part-time] over fourteen years, from Fall 2003 through Fall 2016. Figures 3 and 4 provide a snapshot view, using percentages[21].

Figure 3 features a noticeable decline in the percentage of CSU Faculty who were not tenure-eligible, bottoming out in 2009 when 53% were either full-time temporary or part-time. It seems easy to recognize the effect of the financial crisis of 2007-2008 and the subsequent "great recession[22]." In the down-turn, CSU resources declined; tenure-track faculty recruitment was greatly diminished; fewer students were served in fewer classes; and the number of temporary faculty fell (as the classes they might have offered were not scheduled). However, in subsequent years the percentage of not-tenure-eligible faculty rose steadily, to just short of 62% in Fall 2015 and again in Fall 2016.

- **We observe in Figure 3: the percentage of CSU Faculty (head count) who were not tenure-eligible was at a high point in Fall 2015 (61.7%) and Fall 2016 (61.6%),** the last dates for which data were available (as of October 2017) on the CSU Chancellor's Office web site.

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[20] Retrieved August 22, 2017 from: https://www2.calstate.edu/csu-system/faculty-staff/employee-profile/csu-faculty/Pages/headcount-of-part-time-faculty-by-gender-and-ethnicity.aspx

[21] Data are from https://www2.calstate.edu/csu-system/faculty-staff/employee-profile/Documents/fall2003csuprofiles.pdf , et. seq. for each year (retrieved October 23, 2017).

[22] A Wikipedia review of the "great recession" is available at https://en.wikipedia.org/wiki/Great_Recession (retrieved October 23, 2017).

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Figure 3.

Percentage of CSU Faculty Not Tenure-Eligible, Fall 2003 – Fall 2016

% Not Tenure- Eligible

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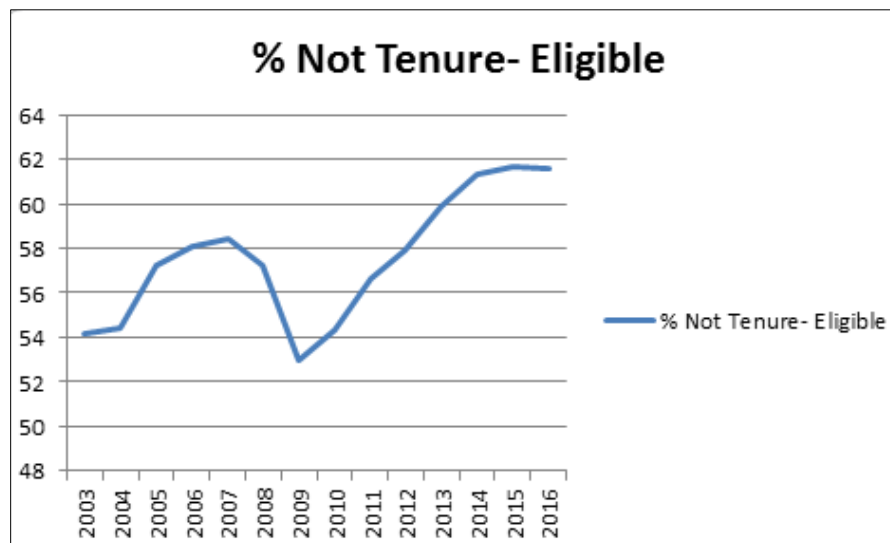
Figure 4.

Percentage of CSU Faculty Not Full-Time, Fall 2003 – Fall 2016
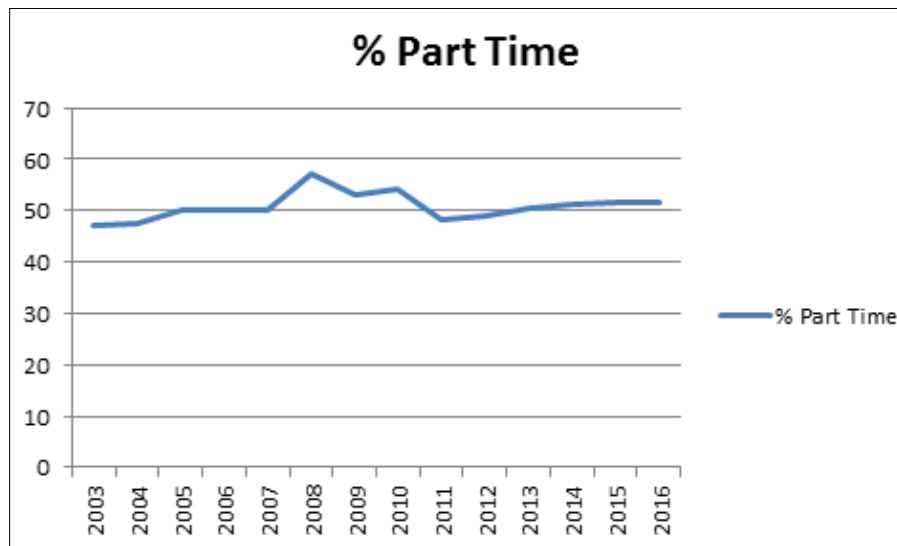
- **We observe in Figure 4: the percentage of CSU Faculty (head count) who were not full-time showed remarkable stasis, durability, across fourteen years from 2003-2016.** Dislocations in resources, reductions in budgets, occasioned by the "great recession" apparently caused a short-lived spike in the use of part-time faculty circa 2008.   But compellingly, as one views Figure Two: about half of all faculty were part-time a few years ago; and about half of all faculty are part-time now.

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III.   At CSUDH, More than Six Out of Ten Faculty were Part-Time in 2016

The CSUDH Institutional Research web site provides, by year, break-downs as between full- and part-time faculty, but does not separately report full-time, non-tenure-track faculty numbers. Table 2 provides the essential data, below.[23]

Table 2.

California State University, Dominguez Hills
Faculty Profile by Full- and Part-Time Status, 2003-2016

Year	Total Faculty	Full-Time Faculty		Part-Time Faculty	
		Number	%	Number	%
2016	830	313	37.7	517	62.3
2015[24]	832	315	37.9	517	62.1
2014	767	303	39.5	464	60.5
2013	748	290	38.8	458	61.2
2012	701	267	38.1	434	61.9
2011	703	274	39.0	429	61.0
2010	623	279	44.8	344	55.2
2009	613	295	48.3	317	51.7
2008	697	306	43.9	391	56.1
2007	703	313	44.5	390	55.5
2006	649	291	44.8	358	55.2
2005	664	287	43.2	377	56.8
2004	669	288	43.0	381	57.0
2003	790	310	39.2	480	60.8

The entries in Table 2 demonstrate that the total number of faculty at CSUDH in Fall 2016 had grown by more than 200 from a low point reached in 2009 (an increase of 35%); and the number of full-time faculty had increased by 17.2% from a low point in 2012. Yet most of the growth between 2009 and 2016 was in part-time faculty, who in 2016 accounted for a noticeably larger percentage of all faculty than we found for the California State University system in Table 1 (62.3% versus 51.4%).

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[23] Source for 2009-2014, and 2016: https://www.csudh.edu/ir/ipeds/facultystaff/ (retrieved October 24, 2017).

[24] Source for 2015, and for 2003-2008: https://www2.calstate.edu/csu-system/faculty-staff/employee-profile/Documents/fall2015csuprofiles.pdf (retrieved October 25, 2017).

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- **We observe in Table 2: CSUDH is remarkably characterized by part-time faculty – more so than seems to be true for the United States of America, and more so than published figures show for the CSU system.**

For CSUDH, we extend the analysis over time in Figures 5 and 6. The line graphs show changes circa 2009 in both number of faculty at CSUDH (Figure 5) and the percentage of part-time faculty at CSUDH (Figure 5), apparently reacting to the "great recession."   But that perturbation aside, we see remarkable continuity in Figure 5. Roughly sixty percent of CSUDH faculty by head count were part-time in 2003, and roughly sixty percent of CSUDH faculty by head count were part-time in 2016.

Figure 5.

Percentage of CSUDH Faculty Not Full-Time, Fall 2003 – Fall 2016

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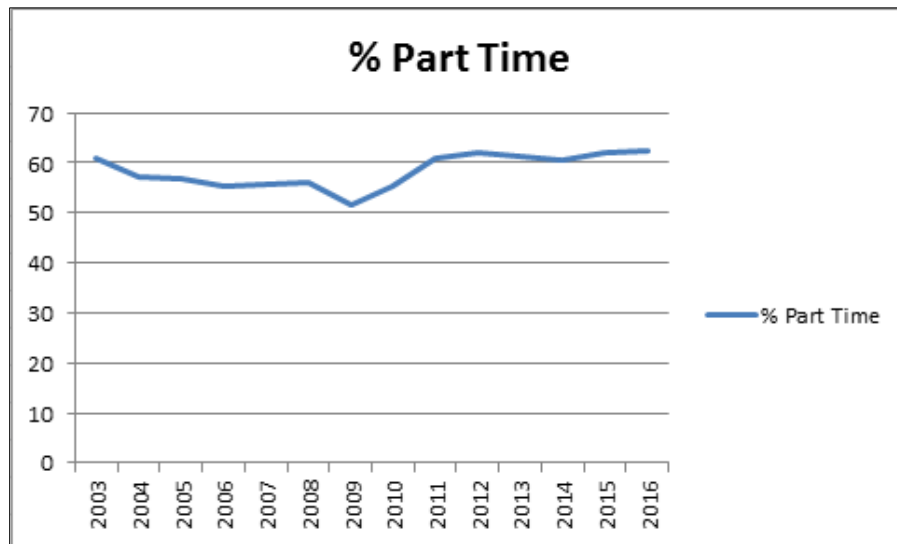
Figure 6.

Headcount of CSUDH Faculty, Fall 2003 – Fall 2016
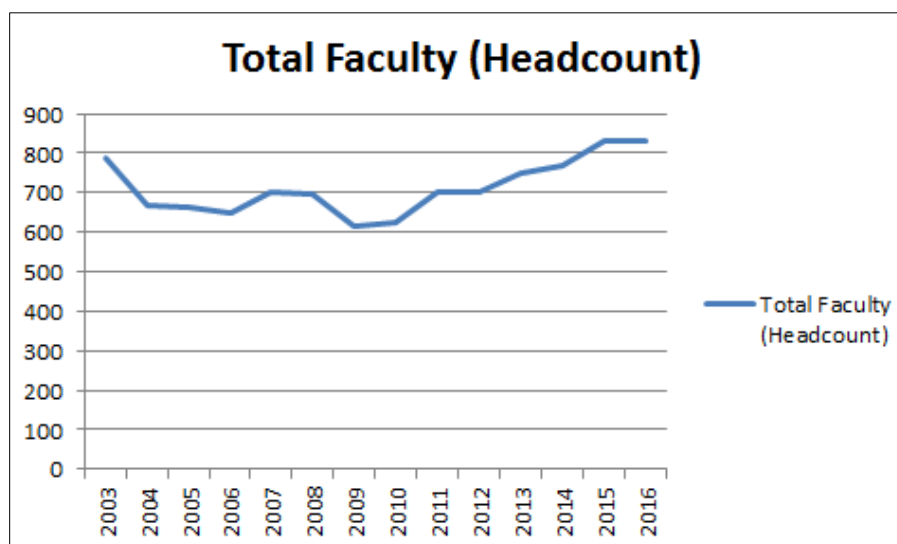
The Task Force further reviewed the contributions to teaching at CSUDH made by non-tenure-track faculty, over time. We measured Weighted Teaching Units (or WTUs)[25] along with sections taught, full-time equivalent students (FTEs) taught, and total student enrollment taught, across ten semesters, comprising Spring and Fall of 2013 through 2017. We provide this information in comprehensive fashion in Appendix B.

- **The most important lesson learned** from this review of ten semesters' worth of data is this: that however measured (WTUs, FTES taught, etc.), **the teaching force at CSUDH is more than 2/3 non-tenure-track**. About 5% of CSUDH faculty are full-time non-tenure track, over time. Some 63% of all WTUs were taught by part-time, non-tenure track faculty.

Figure 7 illustrates the key point (and please also compare Appendix B).

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[25] In rough terms, 3 WTUs equal 20% of a full-time position. See https://www.calfac.org/headline/faculty-rights-tip-what-w-what-wtu-and-what-does-it-mean-workload (Retrieved January 17, 2018).

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Figure 7.

Weighted Teaching Units Taught at CSUDH, Spring 2013 – Fall 2017, by Faculty Status[26]
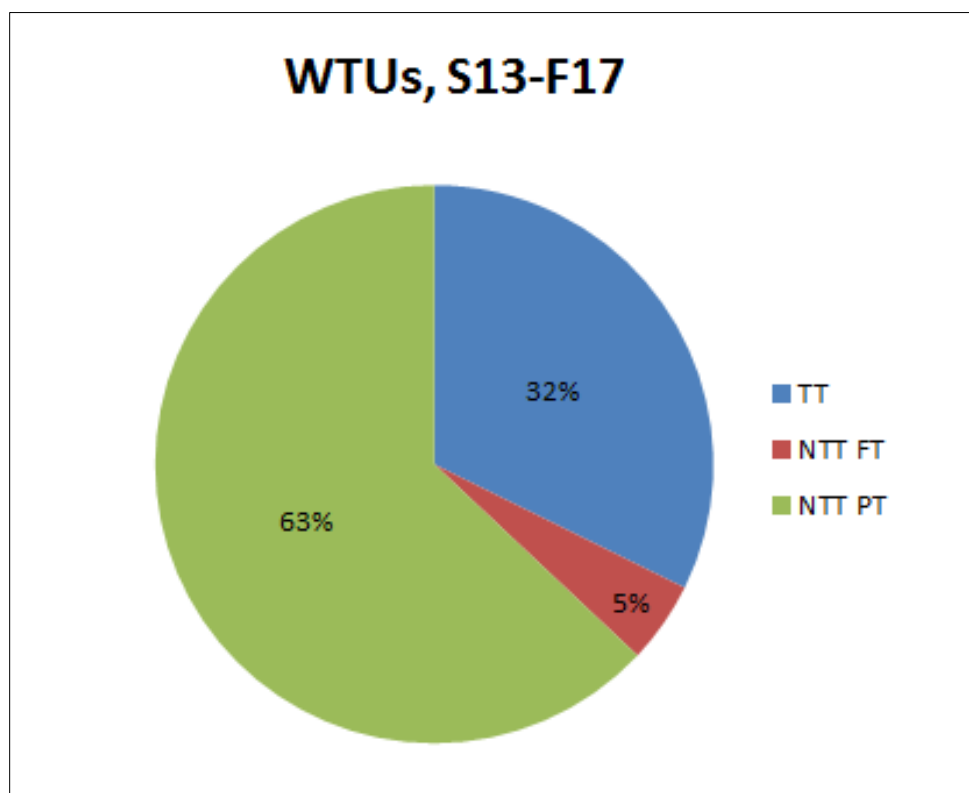
IV. Conclusions.

In the United States, in the California State University system, and at California State University, Dominguez Hills: to be a postsecondary faculty member was, in the last fourteen years, and is today, to be a person employed for a narrow purpose on a temporary basis, with – as we shall review below – little opportunity for professional growth and fulfillment beyond classroom work with students.

There is, however, another possibility. That is that new tenure-track hires would come from the ranks of faculty who were initially hired on a temporary (non-tenure-track) basis. The California State University

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[26] In Figure 7: TT is tenured or tenure-track faculty; NTT FT is non-tenure-track full time faculty; NTT PT is non-tenure-track part time faculty

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publishes data about just that option. We cumulate those data over time, and report them immediately below, in Table 3.[27]

We note in Table 3 that non-tenure-track faculty in The California State University [system] have been a source for recruiting about one-in-eight new campus tenure-track faculty. CSUDH has drawn more frequently than the system average upon its pool of non-tenure-track faculty when recruiting for new tenure-track jobs: more than one in five across fourteen years came from the temporary ranks at CSUDH. Note, however, how unlikely it is to rise from part-time (and thus temporary) status at CSUDH to a tenure-track job. Table 2 tells us that in the Fall of 2015, CSUDH employed 517 part-time faculty [plus a much smaller number of full-time temporary faculty].   Table 3 tells us that new tenure-track hires for Fall 2016 from among campus lecturers numbered 2.   That is two out of more than 517[28]. As of Fall 2017, the total number of full-time lecturers at CSUDH was 32 comprising about 5% of the lecturers.

We conclude that, at CSUDH, while there is a greater-than zero chance of moving from a non-tenure-track position to a tenure-track job, the odds of actually doing so are very, very long.

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[27] Source: *[Year] Report on Faculty Recruitment Survey*. Retrieved October 25, 2017 from https://www.calstate.edu/hr/faculty-resources/research-analysis/documents/facrecsurvrep03.pdf et. seq. for each year.

[28] Not all of whom would desire a full-time position, of course, as we noted at the outset of Section One.

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Table 3.

**Recruitment of Lecturers to New Tenure-Track Faculty Positions,
The California State University (CSU) and CSUDH, Over Time**

Year	All Tenure-Track Appointments, _CSU._	Number Appointed from Campus Lecturer Position, _CSU_	Percentage Appointed from Campus Lecturer Position, _CSU_	CSUDH		
				All Tenure-Track Appointments	Number Appointed from Campus Lecturer Position	Percentage Appointed from Campus Lecturer Position
2016	854	107	12.5	19	2	10.5
2015	849	100	11.8	33	3	9.1
2014	742	76	10.2	20	6	30.0
2013	470	56	11.9	18	3	16.7
2012	382	56	14.7	6	3	50.0
2011	453	57	12.6	0	0	0
2010	108	12	11.1	6	n.a.	n.a.
2009	359	51	14.2	12	6	50.0
2008	672	88	13.1	2	0	0
2007	852	91	10.7	23	1	4.3
2006	882	105	11.9	9	1	11.1
2005	720	97	13.5	31	5	16.1
2004	393	53	13.5	30	10	33.0
2003	817	130	15.9	23	8	34.8
Means			12.6			22.0

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Part Three.

Institutional Reasons for Relying Upon Non-Tenure-Track Faculty

We may allow Stenerson et. al., writing in 2010, to kick off a familiar review of reasons why institutions turn to NTTF.[29] They point at the outset to three key factors:

> There is no denying the value of a full-time tenured faculty, but when institutions are faced with tough economic times, larger-than-expected enrollments and new programs, do they hire full-time faculty? In most cases, the answer is no. Instead, institutions will turn to adjunct faculty.

However, there is more to be said, even by this set of authors. They go on to distinguish NTTF use by institutional type, and discuss the heavy reliance on non-tenure-track faculty that is common in community colleges. Their discussion notes the virtues of using outside professionals to bring "the latest expertise to the classroom" in fields like nursing and design, while criticizing heavy use NTTF in staffing multi-section foundations courses and remedial courses. We are reminded of Gappa and Leslie's distinctions between Specialists, Experts and Professionals on one hand, and Aspiring Academics on the other.[30]

However, this is not a matter of "tough economic times." It is much more nearly a matter of budgets constrained by policy: community colleges, very much intendedly, are inexpensive options within public governmental budgets. Community colleges apparently use NTTF because such institutions are not provided with budgets sufficient to hire large numbers of tenure-track faculty.

Notice, however, that we do not know that community colleges would hire predominantly tenure-track faculty if budgets were no object. (And we doubt very much that for-profit baccalaureate-granting institutions would make such hiring choices.) There are many alternatives for available dollars, after all: student affairs and other professionals outside of the classroom come to mind; staff and facilities come to mind; rates of compensation for persons already on staff come to mind.

This is even more apparent when the focus turns to for-profit institutions. The American Sociological Association Task Force on Contingent Faculty's *Interim Report* offers a compelling figure, which we reproduce below as Figure 8.[31]

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[29] Stenerson, James, Loren Blanchard, Michael Fassiotto, Mark Hernandez, and Ann Muth (2010). *The Role of Adjuncts in the Professoriate.* Retrieved August 15, 2017 from the web site of the American Association of Colleges & Universities at https://www.aacu.org/publications-research/periodicals/role-adjuncts-professoriate.
[30] See discussion accompanying footnote 7, ante.
[31] American Sociological Association Task Force on Contingent Faculty (2017), p. 8. The ASA report at Footnote 6 noted that data were compiled from John Curtis and Monica Jacobs, *AAUP Contingent Faculty Index 2006* (AAUP, 2006), Table 2. Retrieved October 11, 2017 from http://www.asanet.org/sites/default/files/asa-task_force-on-contingent-faculty-interim-report.pdf

Figure 8.

Employment Status of Faculty by Type of Institution (2006)
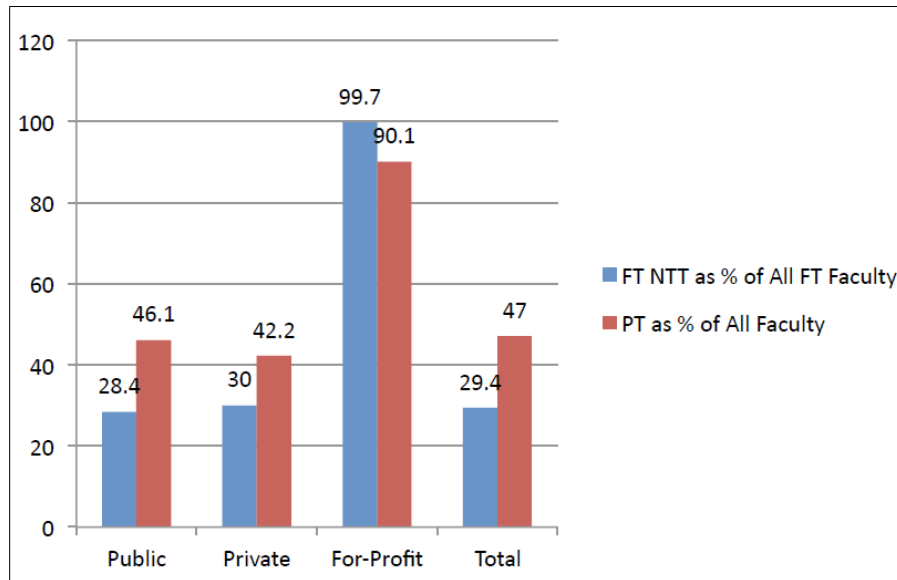
We understand that, in the instance of for-profit institutions, the essential mission is to keep costs of instruction low. In consequence, their faculty are nearly all non-tenure-track.

In all, we define an opening list of reasons for the use of NTTF from a reading of Stenerson and colleagues (2010):

1. Tough economic times – something we observed in Figure 2, above, and also in Table 3, where we note that the CSU system made just 108 new tenure-track appointments in the tough budget year of 2010.
2. Enrollments that exceed planned levels.
3. The initiation of new programs (where permanent faculty have yet to be hired).
4. Meeting the constraints of planned, intended, low costs of instruction.
5. Institutional choices, whether a matter of habit or judgment.

Items 1 and 4 above, and perhaps item 5 as well, have cost savings in mind, focused on holding in check the total instructional salaries and benefits for faculty experienced across the institution. It is reasonable to ask whether in fact money is saved; and if it is, then whether overall institutional costs are lower as a result.

We have a recent and compelling study on which to rely. It is the Delta Cost Project report from 2016, *Cost Savings or Cost Shifting*.[32] In their Integrated Postsecondary Education Data System of the U.S. Department of Education (IPEDS) data analysis, authors Hurlburt and McGarrah offer three "Key Takeaways."[33]

> A. A clear relationship exists between the use of part-time contingent faculty and cost savings in instructional salaries and benefits for faculty, both cross-sectionally and over time.

In other words: <u>Yes</u>, institutions escape some salary and benefit costs by using NTTF.

> B. Although relying on part-time contingent faculty has helped to constrain costs for *faculty*, cost savings in total compensation for *all employees* were more modest.

The authors note[34] that "nonfaculty costs – in particular, costs related to benefits – largely served to limit the scope of these [nonfaculty] savings." In other words, benefit costs in an era of great inflation in American prices for health care[35] (among other benefit costs) contribute to "tough economic times."

> C. A review of changes in overall Education & Related spending reveals differences in the cost structures of colleges and universities that are shifting most heavily to part-time contingent faculty. Public four-year institutions appeared to use savings in instructional costs to increase expenditures on administration and maintenance.

The authors note[36] that "investment in student services was among the fastest growing spending categories." A separate report, also from the Delta Cost Project, quantifies that spending. Nationally, public master's-degree institutions spent for student services (in constant 2013 dollars) $1,300 per student FTE in 2003, and $1,590 in 2013, a 23.1% increase.[37] The comparable increase in expenditures for instruction was 7.5%.

The American Sociological Association (ASA) Task Force on Contingent Faculty, in an August 2017 Interim Report, adds another factor:[38]

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[32] Steven Hurlburt and Michael McGarrah (2016). *Cost Savings or Cost Shifting? The Relationship Between Part-Time Contingent Faculty and Institutional Spending* (New York: TIAA Institute). Retrieved November 1, 2017 from https://www.tiaainstitute.org/sites/default/files/presentations/2017-02/cost_savings_or_cost_shifting.pdf.

[33] *Ibid*., p. 2.

[34] *Ibid*., p. 16.

[35] See, e.g., a general overview of fast-rising health care costs in a 2015 *Forbes* article at https://www.forbes.com/sites/mikepatton/2015/06/29/u-s-health-care-costs-rise-faster-than-inflation/#3e9ede086fa1. Retrieved November 1, 2017.

[36] Hurlburt & McGarrah, *Cost Savings or Cost Shifting?* p. 16.

[37] Donna M. Desrochers and Steven Hurlburt (2016). Trends in College Spending, 2003-2013. Washington: The American Institutes for Research, Delta Cost Project, p. 11. Retrieved November 8, 2017, from http://www.air.org/system/files/downloads/report/Delta-Cost-Trends-in-College%20Spending-January-2016.pdf

[38] ASA (2017), *op. cit.*, p. 9.

6. The corporate managerial style that college and university administrators "have increasingly adopted."

The ASA report observes:

> Forced to "make do with less," many administrators turn to the use of contingent faculty. This decision reflects both an emphasis on executive functions and a corporate managerial style."[39]

The ASA report further associates the increasing reliance on contingent faculty with institutional spending priorities that favor low-level professional support staff (compare item 5 above). The report mentions student services, admissions, business analytics, and human resources staff increases in American higher education. And still further as to corporate managerial style: the ASA report approvingly quotes Richard Chait, professor of higher education at Harvard University, outlining senior leadership critiques of tenure:

> From the perspective of many trustees and administrators, tenure limits management's capacity to replace marginal performers with demonstrably or potentially better performers. … Tenure weakens the relative authority of executives.[40]

To this list of six, we may add a seventh factor. Let us call it

7. Supply-demand (im)balances in the labor market for faculty in higher education.

The key point is simple: if there were no available pool of persons qualified for and seeking university faculty positions, those with hiring authority would presumably have to make more attractive hiring offers. This would include an opportunity to qualify for tenure.

Indeed, we hear strong criticisms about (over-) production of Ph.D.'s, especially in the humanities. Kevin Birmingham wrote in a recent Chronicle of Higher Education article:[41]

> Unlike the typical labor surplus created by demographic shifts or technological changes, the humanities almost unilaterally controls its own labor market. New faculty come from a pool of candidates that the academy itself creates, and that pool is overflowing. According to the most recent MLA jobs report, there were only 361 assistant professor tenure-track job openings in all fields of English literature in 2014-15. The number of Ph.D. recipients in English that year was 1,183. Many rejected candidates return to the job market year and after year and compound the surplus.

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[39] *Ibid*.

[40] *Ibid*, p. 13, citing R. Chait, *The Question of Tenure* (Harvard University Press, 2002).

[41] Kevin Birmingham, "The Great Shame of Our Profession: How the Humanities Survive on Exploitation," The Chronicle of Higher Education (February 12, 2017), retrieved October 31, 2017 from http://www.chronicle.com/article/The-Great-Shame-of-Our/239148/.

Similar concerns may be noted in other fields, including in the physical sciences.[42]   The ASA Task Force also points to the same issue of producing Ph.D.'s at a rate faster than the supply of available faculty positions.[43]

Other authors have associated freelance work in science with the increasing size and prominence of the "gig economy" in the United States and elsewhere, Kwok (2017) notes:[44]

> About 3,200 freelancers, most with backgrounds in the life or physical sciences, sell services such as statistical review and literature searches through the online platform Kolabtree.com which is based in London and started in 2015.

Apparently an Aspiring Academic, Dr. Anne Thessen comments in the Kwok article:[45]

> I'm an oceanographer by training. I spent at least two years applying for academic jobs, and there were about 200 applicants for each one.
> . . .
> The gig economy can be one way to find a path, by providing an income stream while you figure stuff out.   . . . It can give you time to mourn the loss of a job in academia that you thought you were going to have but that never really existed.

In contrast, in the same article Dr. Caline Koh-Tan is identified as "the freelance science consultant." She comments:[46]

> My current rate is US$30 an hour . . . . I consider it acceptable because I work less, have lower stress levels and fewer responsibilities, and do not have to constantly think about work during my non-working hours.

   8.   A factor that appears not to be significant: urban versus rural setting.

A familiar observation about the contribution of urban situation to the employment of NTTF may be evoked, and at least for this report, set aside. The observation is that metropolitan locations can feature larger pools of qualified and willing persons to take NTTF positions than is true at more remote locations

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[42] A National Academy of Sciences report observed in passing: "the growth in the number of postdoctoral researchers far exceeds the growth in the number of tenure-track job openings." Chapter 2, "Summary," at page 2. Committee to Review the State of Postdoctoral Experience in Scientists and Engineers, Committee on Science, Engineering, and Public Policy, The National Academy of Sciences (2014). *The Postdoctoral Experience Revisited*. Washington: The National Academies Press. Retrieved October 31, 2017 from https://www.nap.edu/read/18982/chapter/1#ii.

[43] ASA Task Force (2017), *op. cit.*, p. 11.

[44] Roberta Kwok (2017). Flexible Working: Science in the Gig Economy. Nature 550, 419-421. Published online 18 October 2017. Retrieved November 3, 2017 from http://www.nature.com/naturejobs/science/articles/10.1038/nj7676-419a.

[45] Ibid.

[46] Ibid.

where fewer people choose to live. In this argument, California State Universities in the Los Angeles basin would find it easier to recruit, and to rely upon, NTTF than, say, Humboldt State University, which is located far from a major metropolitan area.

However, comprehensive review using IPEDS data simply does not support the notion on a national basis. The Delta Cost Project's recent and persuasive study reaches this conclusion:[47]

> Public and private four-year institutions in rural settings were more likely to have higher shares of part-time contingent faculty than those in urban areas. . . . [T]here appears to be no discernable difference in the *overall* concentration of contingent faculty between urban and rural institutions.

It may be that budgets (and the other factors adduced) "trump" the potential effects of the available supply of Ph.D.s who live in urban regions. Urban universities employ NTTF. So do rural universities.

Synthesis. We have identified seven institutional reasons adduced in the literature for the use, and over time the increasing use, of NTTF in the United States. As a matter of convenience, we reorganize and synthesize them in Table 4 below.

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[47] Steven Hurlburt and Michael McGarrah (2016).*The Shifting Academic Workforce: Where Are the Contingent Faculty?* (TIAA Institute), p. 16. Retrieved November 1, 2017 from http://www.deltacostproject.org/sites/default/files/products/Shifting-Academic-Workforce-November-2016_0.pdf.

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Table 4.

**Seven Reasons Why Higher Education Institutions Choose to
Rely Upon Non-Tenure-Track Faculty**

1. **Economics**: Cost-avoidance in periods of budget shortfalls: tough economic times.

2. **Economics**: Reacting to the constraints of planned and intended, perhaps mission-related, low costs of instruction (at for-profit institutions, but also at community colleges and non-"flagship" regional comprehensives).

3. **Economics**: (Over-) supply of Ph.D.'s, leading to a large pool of qualified persons willing to take non-tenure-track positions, typically at a low wage. Relatedly: the increasing acceptance of life in "the gig economy."

4. **Institutional Choices**: Maintaining usage of Non-Tenure-Track Instructional Faculty even when budgets are stronger, as other spending choices receive priority (maintenance; non-instructional employment costs; growth in administration).

5. **Institutional Leadership Style**: Corporate-style leaders who are focused on managing budgets, assuring responsiveness to institutional strategic direction, and ensuring high-performing teaching. Tenure may be (rightly or wrongly) seen as a problem for all three.

6. **Temporal Exigency**: Handling enrollments that exceed planned levels.

7. **Temporal Exigency**: Initiating new programs (where permanent faculty have yet to be hired).

Part Four.

Institutional Opportunities and Challenges Stemming from Reliance Upon Non-Tenure-Track Faculty

Overview.

We open this section with early sketches, to be developed later in the report, of opportunities that we think may be at hand for actions that can improve the conditions of NTTF with concomitant increases in student success.

We then review the scholarly literature that associates high use of NTTF with diminished student success. This is evidently a key idea for a university like our own that takes as a high institutional goal the improvement of student learning and student success.

We continue by noting other problems that commentators have identified. Among these are potential threats to freedom of speech in the academy. Subjective negative experiences are also briefly evoked below.

Opportunities.

Opportunities are explored first. While in the form below they appear relatively easy to identify and list and even a matter of common-sense, for CSUDH to make a university-wide change, it is not merely a matter of supplying what is now lacking in the way of support for NTTF. It is a matter of ethical and compassionate leadership that makes a holistic and sustained commitment to a "learning culture' (Kezar 2013) [48] and to evidence-based faculty and organizational development (Allen, et al, 2013),[49] thereby adopting the best of faculty and human resource practices and modeling for its employees, students, and communities.

The Delphi Project Says That Many Faculty, Particularly Part-Timers:	The Apparent "Fix" Would Be to Find Ways To:
● are not permitted to contribute to curriculum planning and design	**+ Encourage and reward** NTTF contributions
● are often hired within days of the start of the semester (which impedes planning and preparation)	**+ Hire in time; and support considerate, just-in-time onboarding, including planning and preparation where true emergencies dictate late hiring**
● are not provided office space for office hours	**+ Provide space, resources, and support during teaching hours, including nights and weekends**

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[48] Please see the complete 'Summary of Findings' from the Kezar study, included as Appendix H.
[49] Please see the complete Allen, et al publication detailing process included as Appendix H.

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and other work do not receive support from administrative staff or resources to support instruction

● are excluded from meaningful participation in governance	**+ Provide and compensate for participation in governance at the departmental, college and university level**
● are excluded from meaningful participation in professional development	**+ Develop policies and procedures for regular and meaningful formative performance feedback, and accessible professional development to grow.**
● are not respected	**+ Create integrated communities of faculty so NTTF are included, recognized and accorded respect as central to student and university success.**

Challenges.

The Delphi Project on the Changing Faculty and Student Success is a partnership between The Association of American Colleges & Universities (AAC&U) and the University of Southern California's Rossier School of Education.[50] For our purposes, a literature summary from 2013 is particularly useful, in as much as it reviews findings on relationships between non-tenure-track faculty status and student success.[51] Much or most of what follows tracks very closely the Delphi Project summary. The report, *Selected Research on Connections Between Non-Tenure-Track Faculty and Student Success,* opens with this persuasive cautionary note:[52]

> Although working conditions vary across the academy and even within a single institu-tion, many faculty – particularly part-timers – are not permitted to contribute to curriculum planning and design, are often hired within days of the start of the semester (which impedes planning and preparation), are not provided office space for office hours and other work, and do not receive support from administrative staff or resources to support instruction. These conditions are problematic, but so are inequitable compensation, job insecurity, the denial of healthcare benefits and retirement plans, exclusion from meaningful participation in governance and professional development, and a lack of respect for non-tenure-track faculty from tenured faculty and administrators on many campuses.

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[50] See the AAC&U description at https://www.aacu.org/delphi. Retrieved November 9, 2017.
[51] Delphi Project (2013). Selected Research on Connections Between Non Tenure-Track Faculty and Student Success. Retrieved November 9, 2017 from: https://pullias.usc.edu/wp-content/uploads/2013/07/Delphi-NTTF_Annotated-Research-Summary_2013WebPDF.pdf.
[52] Ibid., p. 1.

The cumulative impact of working conditions impedes individual instructors' ability to interact with students and apply their many talents, creativity, and varied knowledge to maximum effect in the classroom. Many prior studies and reports have been used to justify a positive working environment for tenured and tenure track faculty. Yet, the same rationale is not always applied to the fastest-growing segment of the faculty on our campuses.

We may reinforce the Delphi Project language: the litany of shortcomings that follows seems surely a product of poor support for these faculty, rather than somehow a demonstration of their professional inadequacies. Let us be very clear that we do not think them to be inferior educators.

The Delphi Project overview summarizes a set of unwanted associations between student success and reliance on non-tenure-track faculty, as follows.[53]

Diminished Graduation and Retention Rates. Increased reliance on non-tenure-track faculty, particularly part-time, has been found to negatively impact retention and graduation rates. Ehrenberg and Zhang (2004) and Jaeger and Eagan (2009) found that graduation rates declined as proportions of NTTF increased. Increases in part-timers have an even greater impact on graduation rates, as well as retention (Jacoby, 2006). Harrington and Schibik (2001) tied lower retention to reliance on these faculty.

Negative Effects of Early Exposure to Part-Time Faculty. In a study of college freshmen, Harrington and Schibik (2001) found that increased exposure to part-time faculty was significantly associated with lower second-semester retention rates, lower GPAs, and fewer attempted credit hours. Bettinger and Long (2010) found early exposure had a negative effect on students' major selection.

Reduced Faculty-Student Interaction and Inaccessibility of Part-Time Faculty. Most studies highlight the substantial effects of diminished interaction. Contact time and interaction between traditional faculty and students has been shown to foster student success; suggested an inverse relationship with regard to NTTF (Benjamin, 2003). Research suggests that the inaccessibility of part-time faculty to students due of time pressures, lack of office space, and holding jobs at multiple locations has an inverse, negative effect on student outcomes (CCSSE, 2009; Eagan & Jaeger, 2008; Jacoby, 2006).

Part-Time Faculty Often Have a More Pronounced Negative Effect. Unlike part-time faculty, full-time NTTF practices often parallel those of tenured and tenure-track faculty (Baldwin and Wawrzynski, 2011). Most studies focusing on the differences in effects find that more negative outcomes are tied to part-timers' limited time for faculty-student interaction, limited access to instructional resources, staff, and development opportunities, as well as a lack of participation in contributing to the design of courses and curriculum (Eagan & Jaeger, 2008; Harrington and Schibik, 2001; Jacoby, 2006).

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[53] Ibid., p. 2. Language is taken directly from the Delphi Project report. Citations are available at the cited URL. Note that the literature summary also reviews findings of decreased rates of transfer from two-year to four-year institutions, which we omit here.

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There is some evidence in the literature that part-time faculty employ preferred or recommended pedagogies less frequently than full-time faculty (whether tenured / tenure-track or non-tenure-track). Part-time faculty were found to use active and collaborative techniques less frequently than full-time, for instance, in a study drawing upon an Indiana University Faculty Survey of Student Engagement, covering 130 postsecondary institutions.[54] Umbach summarizes[55] his data, principally from 2004, this way:

> Part-time faculty interact with students less frequently, use active and collaborative techniques less often, spend less time preparing for class, and have lower academic expectations than their tenured and tenure-track peers.

Other literature reviews are consistent with this comprehensive Delphi Project review. The American Sociological Association report[56] from 2017 makes these points:

- Part-time status for faculty results in less interaction with students – and likely, diminished learning.
- Especially at public institutions, large numbers of contingent faculty at 4-year institutions depress graduation rates.
- First year students taught by contingent faculty are less likely to return for a second year.

Other Problems Associated with Heavy Reliance on NTTF.

Freedom of Speech. The American Sociological Association interim report raises this issue, saying:[57]

> The increasing proportion of contingent faculty raises concerns that the "fear of dismissal for unpopular utterances" will dampen free inquiry in the classroom (by both faculty members and their students). Smith argues that "There is no academic freedom without job security." This is particularly salient in regard to contingent faculty, who "are at risk for non-reappointment on the basis of a single complaint from a student or anyone else." One way to strengthen academic freedom is to increase the proportion of faculty who have tenure. Another is to defend the academic freedom of contingent faculty as fiercely as that of any other colleagues, even if they lack formal tenure protections.

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[54] Paul D. Umbach (2007). "How Effective Are They? Exploring the Impact of Contingent Faculty on Undergraduate Education." *The Review of Higher Education* 30 (2), Winter. Retrieved November 8, 2017 from https://muse.jhu.edu/article/205863.

[55] Ibid., 110.

[56] ASA (2017), *op. cit.*, p. 13.

[57] Ibid., p. 23.

Subjective Experiences. Again, we rely on words from the American Sociological Association report:[58]

> When universities employ faculty under such unstable conditions, it deeply impacts their everyday lives. Contingent faculty often feel invisible or disrespected, and many suffer economic and emotional stress as a result of their employment.
>
> Contingent faculty often report feeling invisible. Many, especially part-time faculty, are not invited to attend social events, meetings, or colloquia. Their work is rarely if ever acknowledged in department newsletters or bulletin boards. Many contingent faculty may feel as if they exist as invisible members of their departments. Full-time faculty may not know or recognize them at all.

While the ASA report does not directly do so, we may note what seems obvious: contingent faculty who feel invisible and disrespected, and who suffer economic and emotional stress as a result of their employment, are poor candidates for deeply engaging university students, and for taking those students on a path toward academic success and graduation.

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[58] Ibid., p. 17.

Part Five.

The Imperative for Change: Understanding the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices.

Introduction to Part Five. In this section we mean to set the stage for Part Seven of our report, where we catalog practice recommendations. Why should this university, or any university, seek changes in the status and treatment of non-tenure-track faculty? What is the "imperative for change?" In our answer, we borrow heavily, and follow very closely (and use the language employed) by Adrianna Kezar, Daniel Maxey, and Lara Badke (2014) in their monograph by the same name.[59] Our indebtedness to their work is apparent.

Kezar, Maxey and Badke see the three major imperatives for the need to create changes to policies and practices for non-tenure-track faculty as:

- The student learning imperative
- The equity imperative
- The risk management imperative

The Student Learning Imperative.

Studies suggest that the rising numbers of non-tenure-track faculty in higher education are negatively affecting student success. It follows, in an era of heightened emphasis upon student success in the California State University, that a careful review and thoughtful focus upon non-tenure-track faculty is "joined at the hip" to the institutional goals of California State University, Dominguez Hills, including student learning, employability, upward mobility, and graduation rates. Critical factors that we must consider in the CSU and at CSUDH in particular are our student composition and level of preparation. Enhancing support for the work of the largest segment of our faculty, that is NTTF, is essential so that they can more effectively dedicate their efforts to the development, growth, and success of our diverse and largely first-generation college student body.

Kezar and colleagues offer five key points – negative impact that harm or retard the high goals of student learning and success. They are:[60]

1. **Diminished graduation and retention rates:** Empirical research studies suggest increased reliance on non-tenure-track faculty has negatively affected retention and graduation rates.

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[59] Kezar, A., Maxey, D., and Badke, L. (2014). *The Imperative for Change: Fostering Understanding of the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices*. Retrieved December 4, 2017 from https://pullias.usc.edu/wp-content/uploads/2014/01/IMPERATIVE-FOR-CHANGE_WEB-2014.pdf
[60] Ibid., 4-5.

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2. **Reduced Faculty Student Interaction and Accessibility**: Most studies highlight the substantial effects of diminished faculty-student interaction on student learning outcomes.
3. **Diminished Use of High-Impact Teaching Practices:** Studies comparing tenure-track to non-tenure-track faculty have identified that non-tenure-track faculty, particularly those holding part-time positions, make less use of teaching practices that are associated with better student learning outcomes , such as service learning, undergraduate research, active and collaborative learning, problem-based learning, and student centered or multicultural approaches to teaching.
4. **Decreased Transfers from Two-Year to Four-Year Institutions**: While this is principally a concern for community colleges, it is worthy of mention here.
5. **Part-Time Faculty Have a More Pronounced Negative Effect on Outcomes:** Most studies focusing on the differences in effects on student learning find that the more negative outcomes are tied to part-time faculty, who have limited opportunities for faculty-student interaction and for participation in curriculum design. They also have limited access to instructional resources, support staff, and professional development opportunities.

The Equity Imperative.

Kezar and colleagues cite **salary, benefits,** and **job security and rehiring**.[61] These of course principally are the product of system-wide negotiation and a Collective Bargaining Agreement, and are only at the margin in the control of CSUDH. They are nevertheless imperatives for mentioning here.

The authors go on to discuss two factors worth careful attention. These are:

1. **Participation in Governance:** Part-time faculty have consistently been shown to be excluded from shared governance at institutions and are often not allowed to attend departmental or institutional meetings open to other faculty.
2. **Professional Development:** Many institutions do not provide professional development for non-tenure-track faculty, which affects their performance and ability to stay current on knowledge in their disciplines, as well as emerging and innovative pedagogies and classroom strategies. This not only constrains their ability to offer the very best educational experience for their current students, a goal to which they are often very committed, but also shapes their ability to succeed when they apply for tenure-track positions

The Risk Management Imperative.[62]

Administrators and legal professionals on campuses are tasked with examining the potential risk management factors related to faculty and their working conditions. However, many administrators may not have examined legal issues that may arise from the current working conditions for non-tenure-track

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[61] Ibid., 6.
[62] Ibid., 7.

faculty. A tight academic job market, poor working conditions, significant inequities, power imbalances, and often adversarial relationships with colleagues and administrators leaves aggrieved non-tenure-track faculty with little recourse than to resort to litigation in efforts to protect their perceived rights.

Kezar and colleagues note here that, concomitant with increases in non-tenure-track faculty, the likelihood of faculty who will seek and support collective bargaining and unionization rises. As a unionized campus in a unionized system, we have little here to discuss.

The authors continue with 10 other factors, which follow.

1. **Fair Employment and Affirmative Action**: Perhaps the most significant issue is whether the practice of re-hiring non-tenure-track faculty continuously violates the spirit of the fair employment laws. If administrators have an ongoing, routine need to employ non-tenure-track faculty, but do not hire them on a full-time basis, they may be in violation of fair employment guidelines, placing them at greater risk of becoming involved in a class-action lawsuit related over their employment practices.

2. **Family Educational Rights and Privacy Act Violations:** Since most part-time faculty are not provided private office space, they may be routinely meeting with students in places that are not appropriate for conversations about student coursework or performance and violate requirements of the Family Educational Rights and Privacy Act (FERPA).

3. **Misclassification of Workers:** Increasingly, institutions are failing to demonstrate any differences in the work carried out by non-tenure-track faculty and tenure-track faculty. Non-tenure-track faculty may be involved with conducting research, sharing administrative work, and carrying out service obligations. If there is no difference between the work of these two groups of faculty, why should one be designated non-tenure-track and the other tenure-track, especially considering the dramatic differences in the quality of support they receive and their working conditions? The lack of a distinction in the roles of faculty may result in lawsuits about misclassification of employees' contracts or status.

4. **Academic Freedom:** While institutional policies often promise to protect academic freedom, the ability of non-tenure track faculty to assert their academic freedom rights in pursuing controversial work is typically unrealistic.

5. **Bullying and Harassment**: In recent years, there has been a rise in academic literature highlighting bullying and harassment in academia. While occurrences of bullying and harassment are often difficult to prove, the uncivil way that many non-tenure-track faculty are treated is often well known and has been documented through earlier research. So, this may emerge as a greater source of harassment claims in the future.

6. **Rehiring and Due Process**: Because non-tenure-track faculty do not routinely receive evaluations, contracts that do not specify the criteria for rehire or do not exclude the possibility of being rehired may increase the threat of legal action.

7. **Opportunity for an Equal Education**: Students may reasonably claim that their opportunities for receiving a high-quality education are being violated by institutions that rely heavily on non-tenure-track faculty.

8. **Policy Implementation**: Scholars describe a multitude of policies for part-time faculty that are inconsistently applied within institutions. They include hiring processes, orientation, participation in governance, contract terms, salary, evaluation, promotion, and a host of other working conditions, policies, and practices that vary from one department to another and sometimes even from person-to-person, which raises questions about risk management.

9. **Practicing Preventative Law**: Non-tenure-track faculty, like other faculty, often encounter situations in the course of their daily work that carry legal implications for their institutions and them, personally. Yet, they are not provided the same, if any, preventative training to be able to recognize and avoid violating the law or turning up in the center of contentious legal battles. The exclusion of non-tenure-track faculty from orientations or training on this topic exposes them and their institutions to greater risk and potential for litigation.

10. **Increased Judicial Scrutiny**: As the faculty employed on campuses becomes less traditional and more contingent, universities may open themselves up to greater judicial scrutiny and more legally actionable rights. Courts may become more prone to imposing opinions that contradict the more traditional values of higher education institutions, upsetting seemingly reasonable academic decisions that were arrived at through appropriate internal processes.

This impressive categorization and lay-out persuades us that the review assigned to this Task Force is well worthwhile – even urgent.

Part Six

What Might Improve the Situation (I). What CSUDH NTTIF say: Results of Survey and In-Depth Conversations

We designed and conducted a survey of NTTIF at CSUDH. Our goals for the survey were to collect the views of the lived experiences, current roles and goals of our NNTIF, their perceptions of current and future support of their work by CSUDH, their satisfaction with their employment at the university, and their ideas on the attractiveness of future models of the academy. We designed our survey using instruments with similar goals from California State Polytechnic University, Pomona and California State University, Long Beach (CSULB) (which was adapted from the Cornell Work-Life survey). We included a set of questions from *The Professoriate Reconsidered* (Kezar 2015). The survey was developed jointly by Pamela Robinson and Kirti Celly (survey administrators) with inputs from some other members of the task force.

Sampling Approach: In preparation for a full all-faculty study similar to that conducted by CSULB as part of their comprehensive process for faculty and organizational development, and the Institutional Review Board approval required for that process, we piloted our survey with a sample of NTTIF from each of the five state-side colleges. We used a quota sampling approach intended to garner responses, using the following method: a) we looked at the Spring 2018 teaching assignments by department in PeopleSoft; b) we excluded faculty listed as tenure-track (based on stated rank) on the department webpages. We selected a convenience sample of faculty from each department for a total of 80 NTTIF, about 10% of the NTTIF population.

Confidentiality: Respondents were assured that the survey responses are confidential and given the contact information for both survey administrators as well as the opportunity to self-identify if they wanted to have further discussion about any NTTF issues and/or the survey. At the time of writing this report, we are in the process of conducting longer conversations about suggested practice with several respondents who requested them.

Implementation: We used a unique account on the [Qualtrics](#) platform to conduct the survey. Using our sample listserv, NTTIF were informed about the purpose of our taskforce, the role of the survey in the broader study of NTTF experiences and best practices, and invited to complete the survey online. Three reminders were sent to the sample.

Response rate: Seventy-four faculty were reachable at the email addresses associated with their names. Of these, 46 responded for a response rate of 62%. One respondent self-disclosed as not a member of the NTTIF and exited the survey, and two respondents exited the survey without completing any survey questions yielding 43 usable responses.

Respondent Composition: All segments of the NTTF population responded as described in Table 5.

Table 5. Survey Respondent Workload Assignments

Answer	%	Count
Part-time lecturer working 15 units/semester	18.60%	8
Part-time lecturer working 6 or more units/semester	34.88%	15
Part-time lecturer working more than 15 units/semester	4.65%	2
Part-time lecturer working less than 6 units/semester	16.28%	7
Appointed Full-time Lecturer working 15 units/semester	25.58%	11
Appointed Full-time Lecturer working more than 15 units/semester	0.00%	0
Total	100%	43

We note the trade-off we made in terms of conducting a pilot survey and securing responses from a sample vs. conducting a population study. Our respondent composition does not reflect the CSUDH NTTIF composition. For example, 75% of the respondents self-report as part-time while the actual percentage of NTTIF who are part-time at CSUDH is close to 95%, per the Office of Faculty Affairs & Development. Only 38 NTTIF faculty at CSUDH have a full-time appointment, also known as 'time-base." It is important to note that this small fraction of about 5% of the NTTIF have less precarity than the part-time NNTIF.

Our results, while not generalizable in any simple way to all NTTIF at CSUDH, offer poignant insights from the NTTIF. Any results we report may be validated by a population survey, which we propose as the next step and basis for evidence-based, faculty-driven organizational change and development. CSULB initiated a process such as this eight years ago. Their work informed our pilot survey, and their process is one we recommend for comprehensive change.[63]

A copy of the qualitative responses to open-ended questions is included at Appendix F. The reader is directed to this appendix to get a feel of the experiences and suggestions from our NTTIF.

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[63] See Appendix D for the notes from interactions with Dr. Allen who led the CSULB efforts, and the CSULB faculty support webpage outcomes, and Appendix H for the published report of the complete CSULB process. Their survey instrument is available from Kirti Celly, upon request.

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Of the respondents, seventeen faculty taught at other universities, the majority of whom report that they are paid less at CSUDH for comparable work when compared to their other employers (Figure 9). They also state that their academic freedom and opportunities for shared governance are comparable across universities. In terms of satisfaction, of the fifteen who responded, a third were less satisfied working at CSUDH than at other universities or were dissatisfied with the need to work at multiple universities.

Figure 9. Comparison of CSUDH Salary vs. Other Universities Salary
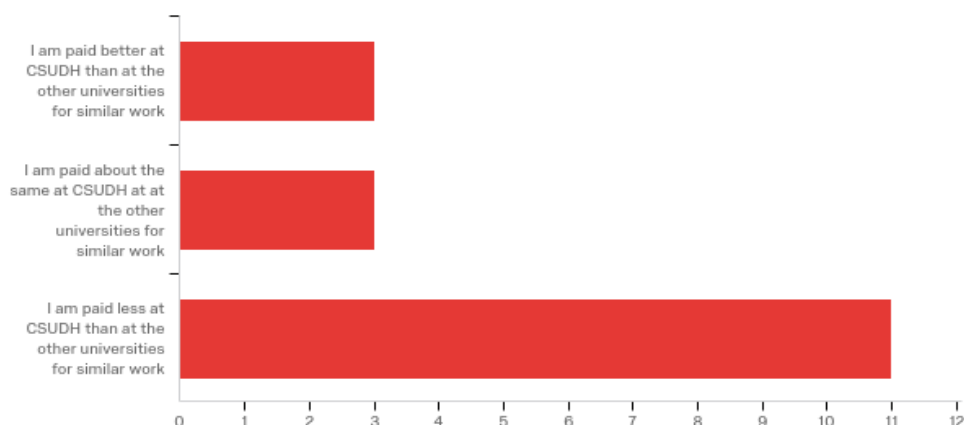
As seen in Figure 10, when asked whether they would like to be employed at CSUDH as a full time lecturer or in another full time capacity, a large majority of respondents to the question said *yes*. Of these, 83% indicated a preference for a full-time faculty position—as a lecturer or tenure track faculty, with the rest indicating a preference for an administrative leadership position. Of note, not all faculty preferred tenure track work. Thirty-nine percent simply would like to have a full time appointment.

Figure 10. Preference for Full-time Employment at CSUDH

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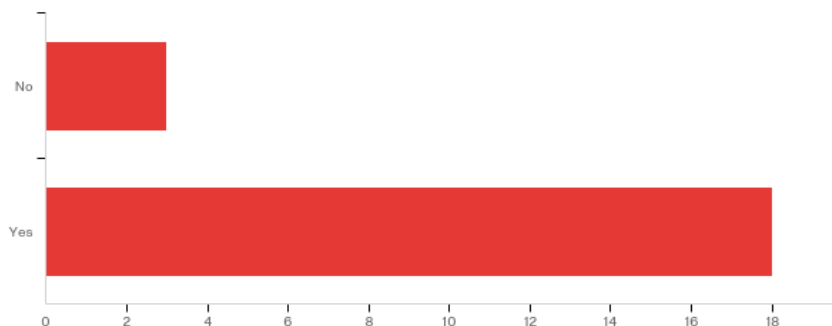
Of the faculty that were *not* looking for full-time employment at CSUDH, the reasons stated in order of frequency were: experts in their fields; teach simply for satisfaction; full time employment elsewhere; and teaching at multiple universities, while working at CSUDH just for the benefits.

To follow along with the life-cycle narrative, we organize our survey results to reflect recruitment practices, support at entry (onboarding), working conditions, performance evaluation and feedback, mentoring, and professional development support, and recognition, respect, and status for NTTF.

Recruitment

As seen in Table 6, only 42% of respondents stated that they were hired in a timely manner and consulted about their scheduling preferences.

Table 6. Time of Hiring/Contract Renewal

Answer	%	Count
Well before classes begin and I am consulted about my scheduling preferences	41.38%	12
Well before classes begin though I am not consulted about my scheduling preferences	10.34%	3
Usually at the last minute	37.93%	11
Always at the last minute	3.45%	1
I do not know	6.90%	2
Total	100%	29

Further, as shown in Table 7, about half the respondents felt that recruitment of NTTF at CSUDH was intentional at least on occasion; the rest either did not know, chose not to respond, or did not see recruitment practices as organized. This surfaced in open ended responses where NTTF raised issues of the timeliness, transparency and equitable nature of searches.

Table 7. Perceptions of Departmental Non-Tenure-Track Faculty Hiring Practices

Answer	%	Count
Always intentional, organized and conducted with care to identify the best person for departmental needs	17.24%	5
Mostly intentional and organized	13.79%	4
Occasionally intentional and organized	20.69%	6
Mostly disorganized and random	3.45%	1
Mostly intentional and partial to cronies	13.79%	4
I do not know	27.59%	8
I prefer not to answer	3.45%	1
Total	100%	29

Last minute hiring and perceptions of disorganized hiring are in apparent contrast with the practices reported to us at some other CSUs, notably CSU Northridge, where the timely establishment and refreshing of general and course-specific pools is intentional and intended to improve human relations (HR) practice, increase faculty diversity and equity, and reduce emergency hires.

A move toward more uniform approaches for recruitment likely stands to benefit the university in terms of onboarding practices, time for course preparation, faculty teaching effectiveness, and student success.

Onboarding

In response to the question of whether they were invited to a department, college, or university new faculty orientation, only 4 of 34 faculty responded in the affirmative, as seen below.

Table 8. Onboarding--Orientations

Question	No	Yes	There was none	I don't remember	Total
Department new faculty orientation	58.82%	11.76%	26.47%	2.94%	34
College new faculty orientation	58.82%	11.76%	26.47%	2.94%	34
University new faculty orientation	58.82%	11.76%	20.59%	8.82%	34

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In Table 9, we see that when asked whether or not they received each of the following as part of their original onboarding, the majority of NTTF stated that they were provided with basic course related materials, including syllabi and textbooks by the department, and a welcome from the department chair. However that is where CSUDH stops short. Less than half the respondents received information on department expectations, and a much smaller percentage are provided with information on how they would be evaluated, their contractual rights, the CFA, student composition and expectations, and the university.

Table 9. Types of Onboarding Support Offered by CSUDH Departments

Provided by the Department?	No		Yes		Total
Course master course outlines and weekly schedules	38.71%	12	61.29%	19	31
Sample course syllabus and schedules	16.13%	5	83.87%	26	31
Textbook	32.26%	10	67.74%	21	31
Other course materials	48.28%	14	51.72%	15	29
I was welcomed by the department chair	15.63%	5	84.38%	27	32
I was welcomed to the college by the Dean/Associate Dean	66.67%	14	33.33%	7	21
I was informed about student composition.	62.07%	18	37.93%	11	29
I was informed about students' expectations.	70.97%	22	29.03%	9	31
I was informed about my contractual rights	80.65%	25	19.35%	6	31
I was informed about the California Faculty Association	58.06%	18	41.94%	13	31
The department expectations of me were explained	51.61%	16	48.39%	15	31
How my performance would be evaluated was explained	71.88%	23	28.13%	9	32
The structure of the department/ college/ university was explained to me	80.65%	25	19.35%	6	31

In fact, only a third were welcomed by their college dean, less than thirty percent were provided performance evaluation information, and less than twenty percent informed of their contractual rights. This is surprising, given the importance of performance evaluation in reappointment and as a basic human resource function, and of the CBA's performance evaluation provisions (Article 15). This lack of information is not made up by college or university through centralized offerings, so it is apparent that, consistent with the literature, at CSUDH, the department is the nexus between NTTF and the university and the role of the department chair in providing support for NTTF is critical. Further, conversations with the past and present Associate Vice President for Faculty Affairs and Development, and the Associate Vice President for Human Resources, suggest that CSUDH has strides to make in the area of the regularity, timing, and content of faculty orientations for NTTF.

Working Conditions

Contract Terms. Figure 12 data suggest that about half the respondents have three year contracts with the majority of the rest are on a semester to semester or one year contract.

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Figure 11. Respondent Contract Types
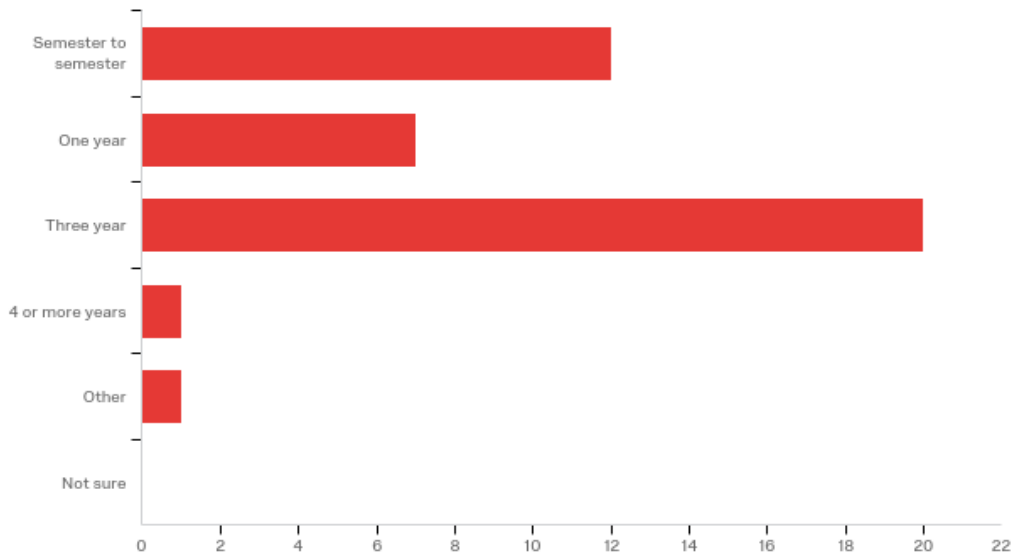
Since three-quarters of the respondents indicated that they had worked at CSUDH over three years, we found the short contracts to be surprising and indicative of heightened contingency.

Teaching as Share of Workload. In terms of what the respondents do at CSUDH, teaching accounts for the majority of the responsibilities for the majority of NTTF, as seen in Figure 12. While we know that over 70% of the respondents have been at CSUDH five or more years, they are still mostly just teaching.

Figure 12. Teaching as Percentage of Workload

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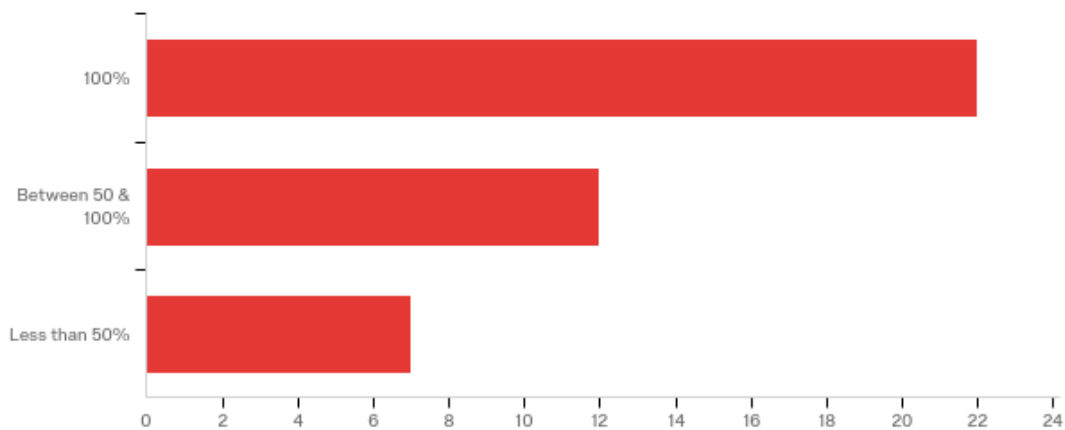
Table 10. Longevity at CSUDH

Answer	%	Count
This is my first semester	0.00%	0
This is the second semester of my first year	2.44%	1
One-three years	14.63%	6
Three-five years	9.76%	4
Over five years	68.29%	28
Other	2.44%	1
I prefer not to answer	2.44%	1
Total	100%	41

Ongoing support. NTTF were asked to indicate which of several support items they received on an ongoing basis. About half the respondents indicated they were invited to meetings, college and university social events, and able to meet with their Chairs at their request, less than forty percent indicated that their Chairs provided information on their availability to meet with faculty, about a quarter felt welcome, respected, and supported, and less than a quarter indicated that they received information on how they would be evaluated, regular performance evaluations and feedback, and travel or professional development support.

Table 11. Invitations to department meetings

Answer	%
always invited to department meetings	46.67%
occasionally invited to department meetings	16.67%
never invited to department meetings	30.00%
I prefer not to answer	6.67%
Total	100%

Compensation for non-teaching work. As seen in Figure 13, almost three-quarters of the respondents were not compensated for any non-teaching work they did, with those receiving compensation indicating that it took the form of reassigned time, pay, stipends and overload classes.

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Figure 13. Compensation for Non-Teaching Work
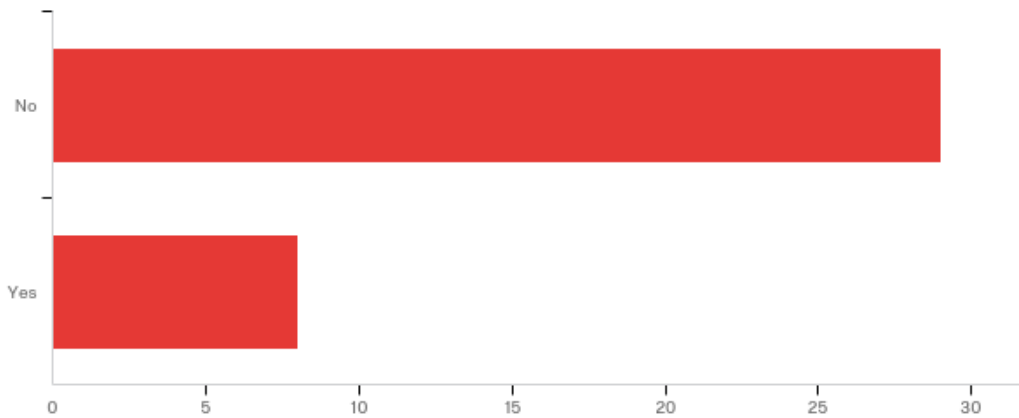
Work satisfaction. Satisfaction of NTTF with various aspects of their employment suggest the following:

In terms of satisfaction with their faculty positions at CSUDH, only 60% were satisfied. Over half of the responding faculty are very dissatisfied with or somewhat dissatisfied with their current salary, and over a third with their current job classification and rank/position. Benefits are much less of an issue with only 20% indicating dissatisfaction.

Dissatisfaction with other basic resources is as follows: portable computers (nearly half dissatisfied); classroom equipment and technology, and training (40% dissatisfied); office space (over a third dissatisfied); academic and instructional technology and office space (about a quarter dissatisfied); professional development support (one-third dissatisfied) and travel support (nearly 30% dissatisfied).

Overall, these results suggest, consistent with the recommendations and insights of deans, chairs, and Senators, that CSUDH can do much to improve in terms of even the most basic of support for NTTF.

Performance evaluation and feedback

As indicated under ongoing support above, less than a quarter of the respondents indicated that they received information on how they would be evaluated, regular performance evaluations and feedback. When explicitly asked how satisfied they were with their performance feedback, only 36% indicated that they were satisfied. This is not surprising, given what we have learned from the Office of Faculty Affairs and Development, the Deans of Natural and Behavioral Sciences, and of Arts and Humanities, about the decentralization of evaluations to the departmental level and the considerable unevenness in evaluating NTTF. In this regard, it is worth mentioning again that performance evaluation and feedback is a basic term of employment and governed by the CSU-CFA Collective Bargaining Agreement (CBA).

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Mentoring and professional development

Mentoring. Only 14% of respondents were satisfied with the mentoring at CSUDH, with 23% stating that there is no mentoring of NTTF, and 26% dissatisfied or very dissatisfied.

Professional development support and Travel support. The response are similar for travel support, whereas fewer stated professional development was not provided and a few more--about a third-were satisfied with professional development support.

Nevertheless, the qualitative remarks in Appendix F and our conversations with NTTF indicate considerable unevenness, and a lack of predictability in support of all kinds. These responses underscore the precarity of NTTF as well as the two (or more, if full time NTTF have different levels of support, something we did not specifically explore) classes of faculty that exist at CSUDH.

Recognition, respect, and status

Perceptions of Treatment by Colleagues, Chair and Management: Value, Respect, Inclusion and Visibility. Based on the literature on NTTF and our early discoveries from NTTF on the task force and others, we included questions on each of these areas. Simply and in short, as the data in Tables 12 – 15 and Figure 14 below suggest, our survey results suggest that CSUDH needs work to change not only university and college culture as it relates to NTTF, but also departmental collegiality and culture. Invitations to department meetings, included in working conditions, above also serve an important role in building community and should be addressed from this angle as well.

Table 12. Perceptions of Treatment: Value

Question	As if I am valuable	Indifferently	As if I am of little or no value	I prefer not to answer	Total
my Department Chair	70.00%	16.67%	13.33%	0.00%	30
my Dean	41.38%	31.03%	20.69%	6.90%	29
my Associate Dean	37.04%	40.74%	11.11%	11.11%	27
University Administration	23.33%	43.33%	26.67%	6.67%	30
Most tenure track faculty	43.33%	30.00%	26.67%	0.00%	30

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Table 13. Perceptions of Treatment: Respect

Question	Respectfully	Indifferently	Disrespectfully	I prefer not to answer	Total
my Department Chair	70.00%	20.00%	10.00%	0.00%	30
my Dean	57.14%	21.43%	10.71%	10.71%	28
my Associate Dean	50.00%	34.62%	3.85%	11.54%	26
University Administration	34.48%	51.72%	3.45%	10.34%	29
Most tenure track faculty	58.62%	27.59%	13.79%	0.00%	29

Table 14. Perceptions of Treatment: Inclusion

Question	Inclusively		Not inclusively	I prefer not to answer	Total
my Department Chair	46.67%	23.33%	26.67%	3.33%	30
my Dean	39.29%	28.57%	17.86%	14.29%	28
my Associate Dean	38.46%	23.08%	23.08%	15.38%	26
University Administration	25.93%	29.63%	29.63%	14.81%	27
Most tenure track faculty	46.43%	14.29%	35.71%	3.57%	28

Table 15. Perceptions of Treatment: Visibility

Question	as a visible member of the faculty	As an invisible member of the faculty	I prefer not to answer	Total
my Department Chair	73.33%	26.67%	0.00%	30
my Dean	39.29%	46.43%	14.29%	28
my Associate Dean	42.31%	38.46%	19.23%	26
University Administration	35.71%	42.86%	21.43%	28
Most tenure track faculty	55.17%	37.93%	6.90%	29

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Figure 14. Perceptions of Treatment by Tenure-Track Colleagues
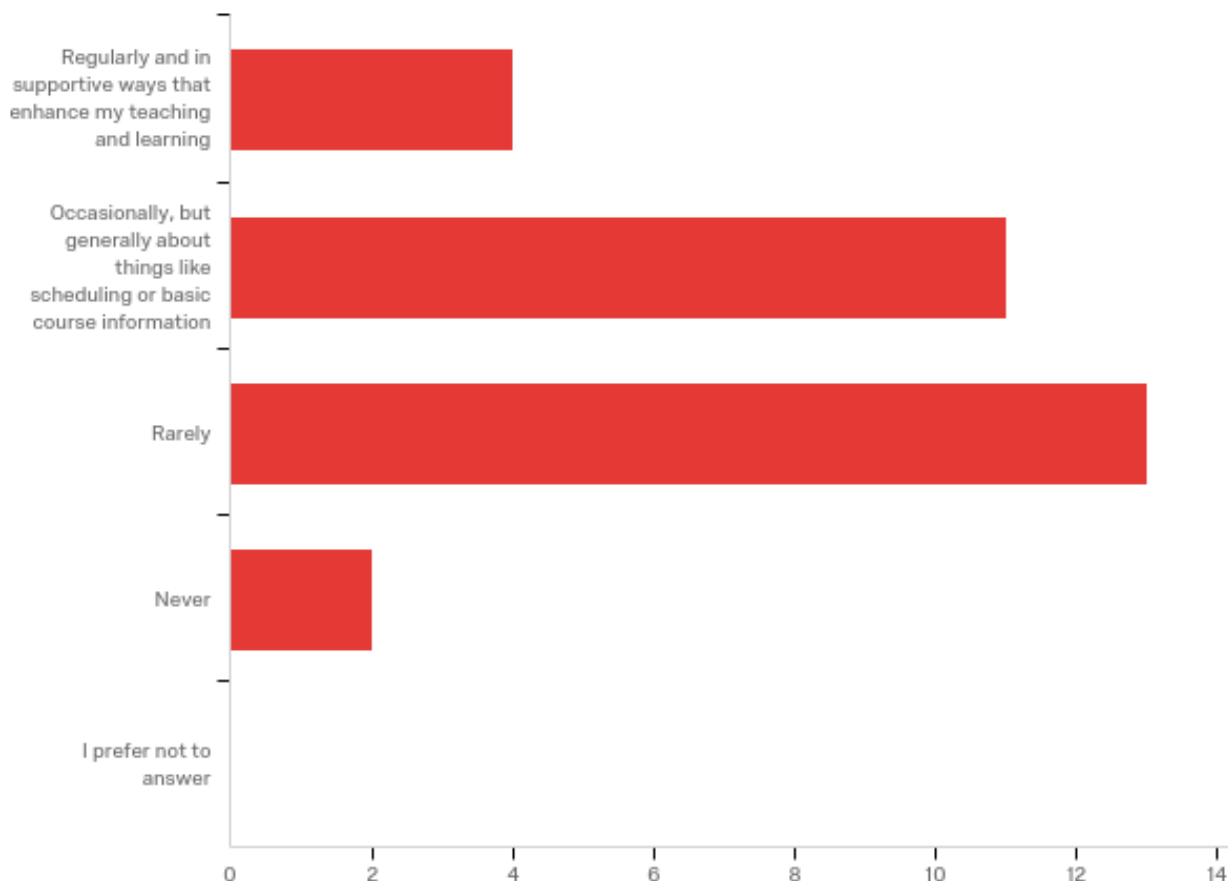
We had a small number of conversations with NTTIF, a number of whom offered their contract information. Our interlocutors reported the following practices at CSUDH which they believed to be unsound. Please note that we have only had such conversations with only a few NTTF, and largely upon their initiative. We report their comments "raw," in that we have no way to evaluate them independently.

1. Supervision and advice from unqualified department chairs/program heads, and a "wall" between NTTF and tenure-track faculty (TTF).

2. Lack of proper compensation (in terms of WTUs and therefore pay) and support for large sections. For example, sections of 190+ are taught with only 6 WTUs of credit and no student or teaching assistants.

3. Lack of support for the professional growth of NTTF, even when solicited, and breach of confidentiality/trust. An implication may be that TTF feel that NTTF are not worthy of respect.

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4. TTF without the experience and knowledge of NTTF make more money and are treated better.

5. Lack of consideration in hiring for full time positions, including but not limited to TT positions and "fake" hiring processes.

6. Interference with academic freedom, both from last minute course assignments and preparations, and by chairs 'telling' their NTTF what to do in terms of setting course standards, appeasing students, and modifying their syllabi and class participation terms.

7. Whimsical and unpredictable last minute changes in teaching schedule.

8. One NTTF insists that NTTF be called 'adjunct" and not be called 'professor' because it better reflects who they are to the institution.

9. NTTF are currently "excluded" from institutional membership though they may be on payroll. A small example from Student Research Day is the observation that NTTF served were not appointed as chairs, always in "lesser capacity," such as judges.

10. A full time NTTF who write grants is not given the respect and rights to the grant of being Principal Investigator (PI). He is told by administration that that his TTF colleague must be the PI.

From these, conversations and stories about their personal experiences, also came the following recommendations. We offer them as useful perspective, but these are not formal Task Force recommendations.

a. Seek when possible additional job security for NTTIF, and avoid the appearance of assigning classes at the "whim" of a department chair.   When possible, offer lecturers a chance to request classes and actually get to teach those classes, perhaps based on a policy so that chairs cannot be whimsical.

b. Reduce the weight of ratings of perceived teaching effectiveness in evaluations or get rid of them. NTTIF told us that many qualitative remarks made by students are inappropriate or invalid and should be excised from the evaluation. While this is not our recommendation, we do suggest that performance evaluation and feedback policies and procedures be established, communicated clearly, and implemented consistently.

c. NTTIF interlocutors further recommended that CSUDH seek to include the majority of NTTF, who are currently excluded, into the ranks of FT faculty in every way—compensation, respect, responsibilities, and service. Tenure has already been diluted and even with increases in tenure density, inclusion of the NTTF as whole members of the institution will increase their commitment and improve institutional success.

The results presented in this section are supported by the *verbatim* collations of NTTIF in Appendix F which we encourage you to read as a complement to these findings. Many of the recommendations made by chairs and Academic Senators (presented in Appendix G) suggest that these practices are more common than is desirable.

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Part Seven.

What Might Improve the Situation (II).

From the Literature; From Informants at Sister CSUs and Other Places; From Deans, Department Chairs, and Academic Senators at CSUDH:

Practice Recommendations.

The goal of this section is to catalog recommended practices for supporting non-tenure-track instructional faculty. We include here:

1. What the scholarly literature says about example practices / recommended practices / best practices for supporting non-tenure-track faculty.

To that we add practices that we have gathered from other places. In particular, we include recommendations for strong practices derived from:

2. Other California State Universities;
3. Interviews with Deans at CSUDH;
4. Returns from questionnaires provided to Department Chairs at CSUDH; and
5. Returns from similar questionnaires provided to members of the CSUDH Academic Senate.
6. Responses from a survey of our NTTF.

In order to preserve a narrative line for this section, we place in Appendix C our descriptions of each of these sources. We note, however, our substantial indebtedness to Adrianna Kezar of the University of Southern California, and in particular to her "Delphi Project" reports available online as noted in subsequent footnotes, for guidance in the scholarly literature. Kezar and her colleagues have reviewed and summarized much literature about "example" and recommended practices for NTTF, and have posted particular cases and studies for review. As will be seen, we have taken advantage of and inspiration from these.

We will follow a "life cycle" for the review, taking up in turn (1) recruitment practices, (2) support at entry / onboarding practices, including terms of employment (3) practices that define working conditions, including close of semester practices (4) performance evaluation and feedback practices for NTTF, (5) mentoring and support for career and professional development, and (6) according professional status and recognition to NTTF.

Preliminary Words. Before we move to the recitation of commended practices, we wish to quote with approval from a University of Washington, Bothell report. The general words can philosophically set the stage for our review.

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The report is entitled, *Recommendations on Lecturers*, and was submitted to the institution's Vice Chancellor for Academic Affairs in 2014.[64] A commendable "Statement of Principles Regarding Lecturer Faculty," is as follows:[65]

> [The university] includes and respects Lecturers Full-Time and Part-Time as integral to the instructional, scholarly, and professional missions of the institution. As an institution, we are committed to:
>
> - Affording lecturer faculty the professional and social standing in the University community commensurate with their duties and responsibilities.
> - Supporting a positive work environment for all lecturer faculty.
> - Providing clear written policies and procedures on hiring, terms of employment, evaluation, and professional development for lecturer faculty.
> - Fostering the development of best practices recommendations through collaborative efforts.
>
> Faculty lecturers should be:
>
> - Incorporated into the life of the campus and the academic unit to the fullest extent possible.
> - Hired, whenever possible, with multi-year appointments, thereby encouraging and supporting continuing professional relationships with students and colleagues.
> - Informed at the time of hiring of their terms of employment and given opportunity to understand the possibilities and consequences of personnel review.
> - Each appointment should be made in a timely fashion that allows lecturer faculty adequate time for course preparation.
> - Provided with mentoring and professional support and development opportunities.

To say it simply: we endorse these ideas.

(1) Recruitment Practices.

   (1.1) University of Washington Report: Transparent Hiring Process. The University of Washington, Bothell report recommends transparency and consistency:[66]

- The hiring process should be as transparent and consistent as possible across units and provide adequate time for course preparation.

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[64] UW Bothell Lecturers Working Group (2014). Recommendations on Lecturers. Retrieved November 28, 2017 from http://www.washington.edu/faculty/files/2014/06/uwb_lecturer.pdf

[65] Ibid., 2

[66] Ibid.

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(1.2) University of Washington Report: Full-Time Workloads. The University of Washington, Bothell report recommends clear hiring and designation for full-time NTTF, saying:[67]

- Any lecturer who has a full-time workload as an instructor on the campus should be hired as a Lecturer Full-Time and considered a faculty member with voting rights.

(1.2.1) Eliminate CSUDH Practice of 'Part-Time Full-Time Lecturers'. In his memorandum co-signed with Associate Dean Tim Caron, College of Arts & Humanities Dean Mitch Avila argues that "CSUDH appears to be out of compliance with the CBA on full-time lecturer appointments and makes a dubious distinction between 'part-time full-time lecturers' and 'full-time full-time lecturers.' See §12.5 of the CBA. See also the AAP 007.001, unfortunately titled 'Recruitment of Tenure-Track and Other Full-Time Faculty.' This policy appears to be the source of the distinction. We strongly recommend that it be revised." In *The Professoriate Reconsidered,* Kezar (2015) finds in a large nationwide study that the majority in all stakeholder groups (tenure-track faculty, full-time NTTF, part-time NTTF, Deans, provosts, accreditors, governing boards, state higher education executive officers) view full time employment of NTTF so as to reduce reliance on part-time faculty as both desirable and seven of the eight stakeholder segments also found this to be a feasible approach.[68]

(1.3) Pioneer a consortium approach with regional CSUs including the CSU5 to hiring full-time faculty.   The goal of this approach is to hire faculty with a full-time time base, preferably at one university in the system. However, recognizing the variability in student enrollments and budgets in individual departments, colleges and universities, CSUDH could lead a consortium effort to offer courses and non-teaching work commensurate with the NTTF's skills flexibly across the universities. While this is an aspirational recommendation, part-time faculty already cobble together teaching across institutions. Considerable faculty time, effort, and energy could be saved if the process was institutionalized and these could be redirected to the intellectual enterprise of the university.   In her cutting-edge research, Kezar 2015 found that half or more of all higher education stakeholder groups support "creating consortium agreements between local institutions to develop shared, full-time faculty positions" and that the majority of governing boards viewed this practice as feasible.[69]

(1.4) Partnering of Human Resources and Academic Affairs (including Faculty Affairs). Maxey and Kezar (2013) offer as an "example practice" Villanova University's experience with a partnership between Human Resources and Academic Affairs staff to improve the hiring process and to support non-tenure-track faculty."[70] Villanova moved to a digital platform for hiring, for all faculty. As a result, "most

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[67] Ibid.
[68] Kezar, A. (2015). The Professoriate Reconsidered.
[69] Ibid.
[70] Maxey, D. & Kezar, A. (2013). The Delphi Project database of non-tenure-track faculty example practices: Collaborative Efforts for Human Resources and Academic Affairs to Improve Non-Tenure-Track Faculty Support at

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departments now maintain an open job posting for adjunct faculty, which allows them to collect and maintain a pool of qualified applicants for positions as they become available. This has helped to eliminate last minute hiring of adjunct faculty and has allowed Human Resources to capture demographic information about adjunct faculty." Ensuring diversity of applicant pools is a positive outcome.

(1.4.1) Improve Procedures that are often Inadequate, Unclear, Standards-Free. Kezar and Sam (2010) sum it up: Institutions need to think more carefully through their hiring processes and come up with long-term strategies.[71]

(1.4.2) Several sources in the CSU suggested that **maintaining a pool of qualified applicants** would be a good practice.[72] Dr. Barbara Gross at California State University, Northridge (CSUN) notes that at each academic year, a pool is created and refreshed; this happens well in advance of the year start in in March and April with job postings made in academic affairs, and descriptions added at the college and university level for required qualifications. For example, in the case of their college of business, it is master's degree and AACSB qualification, a resume and cover letters. All faculty interested, including those already teaching must apply. In some cases, separate pools are maintained by class and this is considered best practice since not everyone is qualified for all classes); also there is one pool for all classes. Emergency hires are discouraged and reduced to a minimum, even if classes need to be canceled.[73]

(1.5) Comment on Expenses. Kezar and Maxey (2013) say: formalizing hiring processes would incur additional expense, particularly if they were to be expanded to include having a faculty committee conduct interviews and provide input or if more formal recruitment and search practices were utilized. However, the costs to hire NTTFs more systematically will likely be offset if it results in decreased turnover resulting from more thoughtful recruitment and hiring decisions. Institutions and departments should also identify the expense associated with having to constantly rehire NTTFs term after term; they may discover that, even without a formal search process in place, it could be more prudent to offer multi-term or multiyear contracts to faculty who are routinely rehired. While empirical data does not exist about turnover costs or the expense of repeated rehiring, professionals in human resources predict this is an area where institutions are incurring additional expenses that go unnoticed, but might be substantial.[74] Thus, it might be better to view these dollars as investments in human capital with related returns in institutional success, rather than as expenses.

Villanova University. Los Angeles: Pullias Center for Higher Education. Retrieved December 4, 2017 from http://www.thechangingfaculty.org/uploads/9/1/4/8/91481016/delphi_examplepractices_villanova.pdf

[71] Kezar, Adrianna and Cecile Sam (2010). Understanding the New Majority, Chapter 5.

[72] Dr. Victoria Bhavsar at California State Polytechnic University, Pomona (CPP) is one.

[73] See conversation notes at Appendix D.

[74] Kezar, Adrianna and Daniel Maxey (2013). Dispelling the Myths; Locating the Resources Needed to Support Non-Tenure-Track Faculty. A resource created by the Delphi Project on the Changing Faculty and Student Success, p. 10. Retrieved December 4, 2017 from https://pullias.usc.edu/wp-content/uploads/2013/10/DelphiProject-Dispelling_the_Myths.pdf

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(2) Support at Entry/Onboarding Practices, Including Terms of Employment.

(2.1) Consistent and Guaranteed Support for New Hires.

      (2.1.1) Provide a Package of Academic Materials. Dr. Victoria Bhavsar[75] at California State Polytechnic University, Pomona (CPP) notes this about "last second" hires: She recommends that a standard, complete package be offered to new hires by departments. Especially for people who get hired "at the last second," a full package might include a syllabus, materials, suggested approaches to teaching, exams. Faculty would have academic freedom to use or not to use, and to modify. It would be an advantage to begin with a set of materials. It would be a boon to have materials and would reduce workload for the temporary faculty too, especially for a person teaching just one class and with little time to start from the ground up.

      Dean LaPolt of CNBS, CSUDH references the Saturday orientation for lecturers and provides an additional example of support for lecturers in the online modules for faculty development developed by the Association of College and University Educators in collaboration with other campuses, including some in the CSU. See www.acue.org/class/ for information on their courses in effective teaching practices.

      Deans McNutt and Wilson, CEIE, CSUDH provide their handbook for onboarding that, though many of the faculty at CEIE are not drawn from CSUDH faculty, but from industry, may provide a basic approach for on-boarding.

      Our research identified best practices through strategic Human Resources and Faculty Affairs initiatives and procedures at California State University, Fullerton and at California State University, Long Beach (CSULB) (links to faculty handbook and lecturer resources developed by their Faculty Center for Professional Development (FCPD), as well as contact information for the FCPD and links to upcoming FCPD events. Dr. Terre Allen, Director of the FCPD, California State University, Long Beach (CSULB) used the results of an all faculty survey conducted in 2011 to build webpages for all faculty with dedicated pages for lecturers on a comprehensive list of topics, including new faculty 'need to knows', course development, classroom management, student support and services, technology tools, and professional development.[76][77]

      (2.1.2) Instructional Preparation. Kezar and Maxey (2013) comment as Dr. Bhavsar did: that in order to effectively provide instruction, faculty members should routinely be provided access to materials, resources, and support services that are provided to tenured and tenure-track faculty members.[78]This is echoed in several conversations with CSU FDC leaders and CSUDH Deans. Dean Wen

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[75] Director of the Faculty Center for Professional Development and the eLearning Team

[76] Allen, et al (2013). Navigating the New Normal: Evidence-based changes in faculty and organizational development. To Improve the Academy. June. Pp. 3-19.

[77] See packages in Appendix D.

[78] Kezar and Maxey (2013). Dispelling the Myths, 3.

of CBAPP, CSUDH recommends organizing lunches hosted by publishers to help faculty can learn about the latest textbooks and instructional support materials.

(2.1.3) Course Planning. Institutions and departments might also provide services to support faculty members' course planning, such as maintaining a library of sample syllabi or employing personnel to help with integrating instructional technology in the classroom. These support services can enhance the quality of instruction and should also be routinely provided to all faculty members, regardless of their appointment or rank. Another improvement that can be made on campuses, which would incur little, if any, additional cost would be to help make sure that NTTFs know about resources on campus that are available to them and their students.

(2.1.4) Provide a Package of H. R. Materials. Dr. Victoria Bhavsar at California State Polytechnic University, Pomona (CPP) notes this about all new hires:

> It would be good for new hires to receive a consistent set of materials about how the university works; how benefits and rights to employment work; the technical issues of navigating a large organization. Further: lecturers for one term who are not hired for the next term find their e-mail and Blackboard access turned off. A result is that, even where lecturers are expected to be re-hired in another term (if not immediately subsequent), they lose access to communications and tools. Universities should be encouraged to give a grace period before people lose access.

> If a lecturer's paperwork is not completed before classes start, it can get into the way of getting access to e-mail and the learning management system. The smoother the signing-up process, the better. It would be a strong practice for departments to identify somebody whose job it is to talk to H.R.

(2.2) Orientation.

(2.2.1) Hosting Orientations is a Recommended Practice. Mandatory orientation for which NTTF are paid may occur at CSUDH, but there has been no consistency in requirements to attend, content or frequency.

(2.2.2) Maxey and Kezar (2013) report that at Villanova, Human Resources and Academic Affairs also worked together to improve information and orientation for adjunct faculty. A 3-hour evening adjunct faculty orientation is held, but is optional.[79]

(2.2.3)   Dear Studies Chair Flavia Fleischer at CSU, Northridge noted that orientation sessions are offered; about half of the part-time faculty are able to attend.

(2.2.4) Orientation on an Evening and on a Saturday. CSU Fullerton's Interim Assistant Vice President for Academic Human Resources, Diversity and Inclusion, Dr. Emily Bonney, heads up their orientation sessions both fall and spring semesters, to which new hires are invited. A strong practice is

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[79] Maxey, D. & Kezar, A. (2013).

to hold the sessions on a Wednesday evening and again on a Saturday morning, each for about three hours. About sixty persons have attended an orientation session in the past year.

(2.2.5) Topics for Orientation. CSU Fullerton includes benefits, how evaluations are done, schedules for pay distribution, and labor relations. A faculty union representative is given up to 30 minutes during the sessions.

(2.2.6) High Impact Practices a Feature for Orientation. Roney and Ulerick (2013) point to orientation as a key moment for introducing the topic of engaged pedagogies and high-impact practices to new recruits, encouraging them to take advantage of professional development opportunities as they build careers at the institution.[80]

(2.2.7) Recommended Practices for Orientation. Stinson (2013) reports that strong practices for orientation include setting aside time for lecturer-to-lecturer communications with no administrators present, and ensuring the presence of the faculty union at the sessions.[81]

(2.2.8) Chairs at NTTF Orientation. Orientations present an opportunity not just for information provision but also for community building and assimilation into the department and University. Since for most NTTF, their connection with the University is through their Chairs, it is recommended that Chairs be strongly encouraged to attend and participate in NTTF orientations.

(2.3) Support for Department Chairs, Communications, and Web Pages. The centrality of the department culture and ergo the Department Chair in the experience of NNTIF and particularly part-time NTTF cannot be overemphasized. Kezar (2013) devotes an entire project and publication based on in-depth case studies to uncovering four types of department cultures and their association with the capacity, opportunity, and willingness of NTTF to perform at the university. Further, it is clear from every one of our conversations with CSUDH college leadership that without NTTF, we would come to a grinding halt. Consequently, the education, support, and training of Chairs, as *leaders* of their departments who play a critical human resource development function, is necessary.

(2.3.1) At CSU Fullerton, an Assistant Vice President for HR leads support programs for Department Chairs.

(2.3.2) Mandatory Workshops and Education for Department Chairs at both the University and at Chancellor's Office is recommended by several informant, including those at CSUF, CSULB, and CSUN. At CSULB, part of this orientation has moved online and so that the face to face time is spent in peer socialization of Chairs with each other and with the University AA leadership. Informants at CSUN stated that it would not be possible to do a Chair's job effectively without attending **both** their on-campus and CO Chairs workshops.

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[80] Roney, Kristen and Sarah L. Ulerick (2013). A Roadmap to Engaging Part-Time Faculty in High-Impact Practices." *Peer Review* 15 (3).

[81] Stinson, Sonya (2013). "Adjunct 101: Enhancing the Adjunct Faculty Orientation." *University Business* (November). Retrieved January 24, 2018 from https://www.universitybusiness.com/article/adjunct-101-enhancing-adjunct-faculty-orientation

(2.3.3) University of Washington Report. The University of Washington, Bothell report focuses on communications:[82]

- The [Provost's] office should provide a website for lecturers for information on all aspects of their positions, including eligibility for leaves, professional development opportunities, academic freedom and its limitations, and guidelines for promotion.
- To ensure adequate communication and support, the [Provost's] office should send quarterly reminders to [colleges] about the availability of this website; [colleges] should then provide this information to their lecturers.

NTTF at CSUDH in their responses to the survey suggested the need for improved two-way communications with regular and predictable opportunities to meet with Department Chairs.

(2.3.4) Lecturer's Resources Web site. An example of an effective practice is found at CSULB, per Terre Allen, Director of their Faculty Center for Professional Development and Mark Wiley, Associate Vice President for Faculty Affairs at that university. Our CAH Associate Dean endorsed the work of CSULB FCPD as valuable.

(2.3.5) An Online Lecturer's Handbook is maintained by the CSUDH College of Extended and International Education. Online handbooks for faculty are also maintained by CSULB.

(2.3.5) A Comment About Costs. Kezar and Maxey (2013) note that involving newly-hired NTTFs in existing orientation programs may cost very little, since those already exist. The creation of a new program might cost more, but some institutions have reported that the cost incurred can be fairly low; space can often be secured at little, if any, cost, but creating new programming may require staff time and the cost of materials or food. However, other institutions have begun to offer orientation programs online, which can be an effective way to provide important information that is accessible any time; there would be some expense associated with creating and keeping an online program up-to-date, but it may be worth the relatively low cost to reach a large number of faculty with this more flexible format.[83]

(2.3.6) Chairs' education should include attending the California Faculty Association workshops and familiarity with its numerous resources: CFA Lecturers' Handbook; Lecturers' council; and "Lecturers nuts and bolts" and Lecturer Range Elevation workshops offered on site at the University.

(3) Practices that Define Working Conditions, Instructional, and Community Resources, Including Close of Semester Practices.

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[82] UW Bothell Lecturers Working Group (2014).
[83] Kezar and Maxey (2013). Dispelling the Myths, 7.

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(3.1) Survey Results. A national survey of part-time/adjunct faculty showed these percentages of faculty saying that improvements are needed in each of the areas:[84]

Salaries	41%
Access to full-time positions	33%
Access to health care benefits	29%
Access to job security	22%
Retirement benefits	16%
Respect from full-time faculty	13%
Participation in shared governance	7%

(3.2) Working Conditions: Instructional and Community Resources and Support.

Dean Sayed at CSUDH spoke to the centrality of according all faculty similar resources.

 (3.2.1) Office Space. Kezar and Maxey (2013) observe: by identifying spaces that are underutilized and carrying out more careful planning of existing and future office space, spaces might be provided for NTTFs to use at little expense. Creating new shared office space attention to co-locating NTTF with departmental TTF is possible at CSUDH with the construction of new buildings; renovating spaces with the same goal may require additional resources.[85]

(3.2.2) Laptops. Several sources[86] encouraged providing laptops to temporary faculty, noting that this was not often done.

(3.2.3) Using Trained Student Assistants for Classroom Equipment Support. CSUDH Dean McNutt noted that their practice proved helpful to classes taught at night, when many NTTF teach.

(3.2.4) A Note Concerning Costs. Kezar and Maxey (2013) note that providing access to existing staff would likely incur little cost, since these personnel are often already employed in colleges and departments. In some cases, utilizing staff to help meet the needs of faculty members who are not currently supported in this way may necessitate the hiring of additional staff or student workers.[87]

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[84] "A National Survey of Part-Time/Adjunct Faculty," p. 12. *American Academic* 2, March 2010. A publication of AFT Higher Education. Retrieved December 18, 2017 from
https://www.aft.org/sites/default/files/aa_partimefaculty0310.pdf
[85] Kezar and Maxey (2013). Dispelling the Myths, 9.
[86] Dr. Victoria Bhavsar at California State Polytechnic University, Pomona (CPP) is one. Dean Sayed, CHHSN, CSUDH is another.
[87] Kezar and Maxey (2013). Dispelling the Myths, 8.

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(3.3) Working Conditions

   (3.3.1) The Benefits of Unionization. In an essay focused on experiences since "the early 1990s" at the R-1, unionized, University of Delaware, Turkel (2017) describes the development of "policies providing employment security, career development, and enhanced academic freedom for full-time faculty non-tenure-track members." Turkel notes that the union "represents all full-time faculty members, tenure-track and tenured faculty members, and continuing track."[88] In Turkel's view, "the interplay of union powers, academic freedom principles, professional norms in the faculty senate, and actions by administrators combined to establish policies that provide significant academic freedom protections and employment security for full-time, non-tenure track faculty members."[89] Kezar and Sam (2010) make a very similar point, noting the value of unions for NTTF.[90]

   (3.4) Pay for Office Hours.   Kezar and Maxey (2013) observe that to pay NTTFs for their time spent in office hours, particularly when this time is not already factored into their compensation, would often incur significant additional expense for institutions or departments. However, there are examples of institutions that have found ways to shift or reallocate resources to cover these costs, recognizing The Delphi Project on the Changing Faculty and Student Success Dispelling the Myths: Resources Needed to Support Non-Tenure-Track Faculty. Faculty-student interactions outside the classroom are important in facilitating student learning. Still, this may require planning and additional resources.[91]

   (3.5) Multi-Year Contracts.   Kezar and Maxey (2013) observe that as institutions are better able to plan to meet their enrollment needs, it may be found that there is little additional cost or risk incurred by providing multi-year contracts to NTTFs. However, institutions will likely need to consider differently the costs and risks of programs that are new or typically have unstable enrollments. In the meantime, though, moving to multi-year contracts may require institutions to plan for and commit to employing faculty for a longer period of time than they may be accustomed to and which might extend beyond their current budget cycle. Changing employment contracts may require the creation of new offices or hiring of additional staff to manage enrollment data or human resources work.[92]

   (3.6) Increasing the Number of Full-Time Appointed Lecturers among NTTF. Dean Mitch Avila of the CSUDH College of Arts & Humanities proposes a goal to increase the number of full-time lecturers, with some service elements in the terms of appointment. Dean Avila and Associate Dean Caron note that, at present, the campus has no policy or process to support this.

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[88] Turkel, Gerald (2017). "Collective Bargaining, shared Governance, and Academic Freedom: Creating Policies for Full-Time Non-Tenure-Track Faculty at the University of Delaware." JAF: AAUP Journal of Academic Freedom, vol. 8. Retrieved November 28, 2017 from https://www.aaup.org/sites/default/files/Turkel_2.pdf

[89] Ibid., 1.

[90] Kezar and Sam (2010). Understanding the New Majority.

[91] Kezar and Maxey (2013). Dispelling the Myths, 11.

[92] Kezar and Maxey (2013). Dispelling the Myths, 11.

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(3.7) Working Conditions: A Bundling Strategy; Retention. Kezar (2016) describes and approves "bundling strategies" that focus on desired outcomes.[93] She comments, especially with respect to **retention** of faculty:

- For Improving Faculty **Retention**. Offering multi-year, renewable contracts; reviewing salary and benefits; conducting climate studies to address working conditions; creating opportunities to participate in governance and the life of the campus.
- For Improving Faculty Satisfaction and Recognition, End of semester note. At CSUN, Department of Deaf Studies, the Chair routinely sends each NTTF a note expressing thanks for their contributions to the department at the end of each semester.

(3.8) Community Support. NTTF should receive information on the community resources offered by CSUDH, such as child care, breastfeeding stations, laboratory safety services, library services, psychological and health services, emergency services, faculty development, tuition waiver, benefits, retirement planning, etc.

(3.9) Maintain Continuity of Access to Blackboard and E-mail for NTTF. Several CSU observers including the CSUDH CEIE Deans[94] commented that disconnection from Blackboard and campus e-mail too soon after the close of a semester left NTTF unable to deal with continuing student issues, including some incomplete or missing student work.

(4) Performance Evaluation and Feedback

Our research at CSUDH (Deans, Chairs, NTTF, and Office of Faculty Affairs) suggests that this is an area that needs immediate attention. There is decentralization of and considerable unevenness in the processes, standards, and periodicity of performance evaluations of NTTF at the college level, especially of the part-time faculty that make up the vast majority of the NTTF. As a result, performance evaluations of part-time faculty irrespective of workload and length of service, are infrequent or missing, inconsistent, and in violation of the CBA. Further, performance evaluation records, which are personnel records, have in several instances not been located. Other CSUs report stronger policies and procedures that our university should consider emulating.

A culture of regular performance evaluations with the intent of providing formative and developmental feedback is demonstrated to be part of a positive department culture and to increase the capacity, opportunity and willingness of NTTF to perform.

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[93] Kezar, A. (2016). Interfolio Presents; Supporting Non-Tenure Track Faculty, with Adrianna Kezar, Ph.D. Retrieved December 4, 2017 from https://www.slideshare.net/Interfolio/interfolio-presents-supporting-nontenure-track-faculty-with-adrianna-kezar-phd [a slide show]. Slide #36.
[94] Dean Kim McNutt mentioned this; so did Dr. Bhavsar at Cal Poly Pomona.

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The literature conceptualizes and our discussions corroborate that a segment of the NTTF are a corps of experts who bring valuable industry and government expertise to the academy.

(4.1) Evaluation

(4.1.1) Information about Standards and Process. Evaluations begin with standards and processes for merit review. The Washington report says:[95] [Colleges] should provide information about merit review and mentoring about professional development and information about promotion. The same report continues with two further points:

- Lecturers' annual merit reviews should be multifaceted (teaching, service, and scholarship/professional engagement) with the expectation that efforts in these areas will be different to those of tenure-track faculty.
- The [Provost], in collaboration with . . . should establish guidelines for annual merit reviews that indicate lecturers' instructional, service, and scholarly / professional contributions for all new hires and for present lecturers who request to be evaluated on more than their instructional merits.

(4.1.2) NTTF Fair Notice. Stenerson and colleagues make a key point.[96] "If institutions offering traditional undergraduate coursework will use adjunct faculty, there must be a concomitant effort to supervise their work. Adjuncts need to know what the curricular, performance, and mentoring standards are."

(4.1.3) Fair Content for Evaluation Standards, and Fair Process. Stenerson and colleagues say: "Students should expect adjuncts to deliver content that is overseen by full-time faculty, teach the material in an interesting and professional manner, and be available for discussion outside of class. To accomplish these goals, the university must direct resources in support of adjunct faculty."[97]

(4.1.4) Dr. Fleischer reports concerning CSUN Deaf Studies: In the matter of evaluating part-time faculty performance, university approaches and procedures are used. Student evaluations are a part of the1process. The Chair sits down with part-time faculty each semester to discuss their teaching, including any areas of concern.

(4.15) Associate Dean Oversees Departmental Evaluations of Temporary Faculty. At CSUF's College of Humanities & Social Sciences, the Associate Dean for Faculty & Staff Relations ensures departmental compliance with the university-wide policy on evaluation of temporary faculty.

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[95] UW Bothell Lecturers Working Group (2014).
[96] Stenerson, James, Loren Blanchard, Michael Fassiotto, Mark Hernandez, and Ann Muth (2010). "The Role of Adjuncts in the :Professoriate." Peer Review, a publication of the Association of American Colleges & Universities, Summer, Vol. 12 (3). Retrieved December 18, 2017 from https://www.aacu.org/publications-research/periodicals/role-adjuncts-professoriate .
[97] Ibid.

(4.1.6) Evaluations Refreshment as a Means for Professional Engagement. Maxey and Kezar (2013) offer Harper College's Center for Adjunct Faculty Engagement (CAFÉ) as an "example practice".[98] Initially created to standardize and improve adjunct faculty teaching evaluations and provide access to better professional development opportunities, the results also included "building relationships among adjuncts, tenure-track faculty, administrators, and professional staff in other offices on campus." Particular results included a common rubric for evaluating adjunct faculty members' teaching while consolidating the evaluation process under one roof. The evaluation process includes at least one hour of classroom observation and a thirty-minute post-conference so specific feedback can be given addressing areas for improving instruction. Adjuncts at Harper College reported improvements in student evaluations, as well as instructors' confidence in the classroom.

(4.1.7) A Bundling Strategy. Kezar (2016) approvingly describes "bundling strategies" that focus on desired outcomes.[99] Her comments connect her "bundle" of strong or recommended practices to the higher institutional goal of **student engagement:**

- For Greater Student Engagement – providing pay for office hours; allocating office space; offering professional development and training for the use of high impact strategies; **changing processes for evaluation**; creating mentorship opportunities.

(5) Practices for Mentoring and Support for Career and Professional Development.

(5.1) Mentoring.

(5.1.1) Mentorship involves faculty working closely with other faculty, at least in one framing. In the CSUN Deaf Studies department, as per Chair Flavia Fleischer,

> Several of the full-time faculty are heavily involved in working closely with part-time faculty. The full time faculty act as mentors to a group of part-time faculty, going over the curriculum, and ensuring that there is reasonable uniformity and topical coverage in courses taught by part-timers. Many of the part-time faculty assigned to the broad introductory course have not taught it previously. This mentoring is not a regular expectation and Dr. Fleischer does not cite it when hiring tenure-track (TT) faculty. She notes that none of the TT faculty has declined to date: they are very committed to the department and they understand that Dear Studies is understaffed. She adds that "We, however, do include this in our Professional Information Files for our RTP and I make sure to write letters to [TT] faculty thanking them for their support at the end of each academic semester."

> A number of the part-time Deaf Studies faculty are former students, who are recruited and placed with a full-time faculty mentor. The mentorship offers, among other things, support during class time: there is some co-teaching.

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[98] Maxey, D. & Kezar, A. (2013).
[99] Kezar, A. (2016). Interfolio Presents. Slide #36.

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(5.1.2) University of Washington. Concerning mentoring, the Washington says:[100] [Colleges] should make available mentoring on curriculum development (e.g., writing syllabi) and best teaching practices.

(5.1.3) A Bundling Strategy. At her slide #36, Kezar (2016) approvingly describes "bundling strategies" that focus on desired outcomes.[101] Her comments connect her "bundle" of strong or recommended practices to the higher institutional goal of student engagement:

- For Greater Student Engagement – providing pay for office hours; allocating office space; offering professional development and training for the use of high impact strategies; changing processes for evaluation; **creating mentorship opportunities.**

(5.1.4) A Note on Mentorship Costs. Kezar and Maxey (2013) note that, depending on how a mentorship program is designed, it may cost very little. Tenure-track faculty members or, in some cases, Department Chairs, at some institutions volunteer their time to mentor NTTFs or their contributions are recognized as part of their service or administrative obligations, so providing mentoring may not incur additional expense. Some institutions hire an experienced non-tenure-track faculty member to mentor other, new NTTFs. The cost of compensating faculty mentors would require some additional expense.[102]

(5.2) Professional Development.

University of Washington. Concerning professional development, the UW Bothell report makes two points:

- [Colleges] should encourage collaboration among lecturers and other faculty members for the development and revisions of majors, minors, and courses.
- The [Provost] should allocate funding to support the scholarly / professional engagement of lecturers with awards determined by a competitive process. . . .

(5.2.1) A Note on Professional Development Costs. Kezar and Maxey (2013) comment that creating new or additional professional development programming for NTTFs would incur some additional expense. Often centers for teaching and learning rely upon full-time faculty to lead workshops, but some have increased participation and interest in workshops by identifying experienced part-time faculty to create and facilitate sessions, offering them a stipend for their time and work.[103]

(5.2.2) Example Practice: Harper's College. Maxey and Kezar report[104] that at Harper's College, the CAFÉ project created professional development opportunities on topics including ways to

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[100] UW Bothell Lecturers Working Group (2014).
[101] Kezar, A. (2016). Interfolio Presents.
[102] Kezar and Maxey (2013). Dispelling the Myths,7.
[103] Kezar, Adrianna and Daniel Maxey (2013). Dispelling the Myths.
[104] Maxey, D. & Kezar, A. (2013).

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engage small groups in the classroom, utilize instructional technology, and better understand pedagogical processes. An e-mailed newsletter alerts NTTF to opportunities. A webinar helped program chairs and coordinators to understand how to provide better support for adjunct faculty.

(5.2.3) Example Practice: Tallahassee Community College. Maxey and Kezar (2013) report on Tallahassee Community College Adjunct Seminars and Faculty Online Resource Center for Excellence.[105] A Center for Teaching, Learning, and Leadership offers help for adjunct faculty members in developing and refining their skills, interacting with others, advancing their careers, and receiving recognition for their contributions to teaching and learning excellence.

An Academy of Teaching, Learning and Success (ATLAS) provides adjunct faculty "with the opportunity to connect with their peers, improve their skills for providing instruction and facilitating student learning, and to introduce them to resources and support services that are available for faculty and students." ATLAS is the first engagement in a series of three. Up to 40 adjuncts participate in ATLAS each year, with participants receiving a $500 stipend. Adjuncts who have taught at least one course at TCC and are currently teaching are eligible to participate.

A second opportunity is the Adjunct Faculty Advancement Program (AFAP), open to faculty who complete the ATLAS program and have taught at least 12 credit hours. A professional growth plan and a 10-minute teaching demonstration are part of the application process. Participants are also assigned a mentor. Completion of AFAP results in a $300 stipend, and promotion, along with induction into an Academy of Adjunct Professors.

The Academy of Adjunct Professors constitutes the third stage of the professional development sequence. Participation includes attending at least one workshop per semester, and a statement of goals, anticipated outcomes, and methods of assessment.

(5.2.4) Funding to Defray NTTF Professional Expenses. Apparently alone among the colleges at CSUF, the College of Humanities & Social Sciences awards $25 per WTU in the initial year (only in that year) of a 3-year contract. Thus, a faculty member with a six WTU assignment receives $150 once per three years. Familiar with this CSUF practice, Dean Mitch Avila of the CSUDH College of Arts & Humanities commends this practice to our university.

(5.2.5) Costs for Off-Campus Professional Development. Kezar and Maxey (2013) comment that providing funding for NTTFs to attend off-campus professional development comes at a higher cost than opportunities on campus, but institutional and departmental leaders should consider whether there is value in seeking out or applying for funding that can be allocated to help cover related expenses, given that improving the quality of teaching can lead to a better student learning experience and outcomes.[106]

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[105] Ibid.
[106] Kezar and Maxey (2013). Dispelling the Myths, 10.

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(5.2.6) Survey Results. Eagen, Jaeger and Grantham (2015) offer a review of part-time faculty satisfaction, based on survey data from more than 4,000 part-time faculty members working at nearly 300 four-year colleges and universities in 2010-11. The authors note that a familiar list of slights and failures to offer support lead this group of non-tenure-track instructional faculty to express lower levels of satisfaction relative to full-time faculty. The authors' list of recommendations places opportunities for professional development near the top.[107]

(5.2.7) Benefits of Professional Development Opportunities. The Center for Community College Student Engagement (2014) cites a 2005 survey of community college faculty finding that 61% of faculty who completed professional development workshops reported beneficial changes in their own teaching.[108]

(5.2.8) Progress toward full-time employment. We recommend that the evaluation and feedback policies and processes for NTTF provide explicit progress, pathway, and professional development opportunities, including access to grants and grant writing support. This is one way of developing pathways toward full-time employment, including TT opportunities, and of supporting NTTF that are interested in such pathways to develop focus their efforts in the areas that CSUDH emphasizes in TTF searches.

(6) Practices for According Professional Status and Recognition.

(6.1) Basic Protections of the Academy. Kezar and Maxey note that ensuring NTTFs are included in academic freedom statements and protections often incurs no additional cost.[109]

(6.2) Inclusion in Governance.

(6.2.1) The American Sociological Association panel (2017) has this to say.[110]

Faculty working in contingent positions should be eligible to participate in governance decisions at all levels: departmental, college, and university or system wide. They should be eligible to serve in Faculty Senates or equivalent bodies *and* should be supported and elected so that contingent faculty perspectives are represented. They should participate in departmental decisions about such matters as undergraduate advising, the introduction of new courses, and requirements for the major.

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[107] Eagan, M. Kevin, Jr.; Audrey J. Jaeger, and Ashley Grantham (2015). "Supporting the Academic Majority: Policies and Practices Related to Part-Time Faculty Job Satisfaction." *Journal of Higher Education* 86 [3], 448-483. Retrieved November 30, 2017 from http://www.tandfonline.com/doi/abs/10.1080/00221546.2015.11777371. The list of slights and failures includes inadequate office space, restricted involvement in campus governance, no guarantee of continued appointment, and few or no advancement opportunities.

[108] The Center for Community College Student Engagement (2014). Notes From the Literature: Part-Time Faculty in Higher Education. Retrieved August 1, 2017 from
http://www.ccsse.org/docs/PTF_Notes_From_the_Literature.pdf

[109] Kezar and Maxey (2013). Dispelling the Myths, 2.

[110] American Sociological Association (2017), p. 22.

(6.2.2) In their review of part-time faculty satisfaction, Eagen, Jaeger and Grantham mention respect, and note that some part-time faculty may welcome voluntary opportunities to participate in departmental and institutional decision-making.[111]

(6.2.3) Stenerson et. al. (2010) make this point: "while most adjunct faculty are not interested in attending university meetings, the offer should be made. As much as possible, adjuncts must be considered part of the faculty, and, when their expertise is useful, asked for their contribution."[112]

(6.2.4) Wootton (2014) reports on strong involvement of term faculty in faculty governance and administration at American University.[113] His commentary focuses on the innovation of participation on the senate at that university, and inclusion of policies for non-tenure track faculty in the faculty handbook. Wootton comments favorably on "term-faculty self-advocacy."

(6.2.5) Maxey and Kezar (2013) report that Villanova policy allows full-time non-tenure track faculty to attend their academic department meetings and vote on most matters, with a few exceptions such as rank and tenure decisions.[114]

(6.2.6) In Deaf Studies at CSUN, Dr. Fleischer believes that part-time faculty are meaningfully integrated to the professional life of the department. They are invited to faculty meetings, where procedures and protocols are discussed. In response to a question, Dr. Fleischer noted: "Yes, our NTTF do attend our dept. meetings. We have a major department meeting at the start of each academic semester and we have consistently have about 85% of our NTTF attend these meetings. For other meetings throughout the semester, it is mostly our TT faculty. "

(6.2.7) Voting for Department Chairs. CSUF has a campus-wide policy that requires participation by NTTF in voting for Department Chairs. It is UPS 210.071. Part-time faculty are accorded fractional votes proportional to their fraction of employment.

(6.2.8) Part-Time Representation on the Campus Academic Senate. CSUF's Academic Senate includes two part-time faculty, elected by part-time faculty.

(6.2.9) A Note on Costs. Kezar and Maxey (2013) say that inviting and encouraging NTTFs to participate in various activities alone would incur no additional expense for departments and institutions. However, NTTFs, particularly part-time faculty, are often only paid for the time they spend providing instruction, whereas other faculty are compensated for a range of teaching, research, and service tasks. Since these are often activities that other faculty members are expected

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[111] Eagan, M. Kevin, Jr.; Audrey J. Jaeger, and Ashley Grantham (2015).

[112] Stenerson, James, Loren Blanchard, Michael Fassiotto, Mark Hernandez, and Ann Muth (2010).

[113] Wootton, L.. (2014). The Delphi Project database of non-tenure-track faculty example practices: the Increasingly Strong Involvement of Term Faculty in Faculty Governance and Administration at American University. Los Angeles: Pullias Center for Higher Education. Retrieved December 4, 2017 from http://www.thechangingfaculty.org/uploads/9/1/4/8/91481016/delphi_examplepractices_americanuniversity.pdf

[114] Maxey, D. & Kezar, A. (2013).

to participate in, leaders may not be accustomed to attaching a price to the time they spend on this work. So, we do recommend that NTTFs should be provided some additional compensation for their investment of time for some of these activities, such as when they have a leadership role (e.g., chairing a committee or task force; leading a curricular change effort) or must attend meetings to contribute to getting the work done.[115]

(6.2.10) **Bundling Note**.   At her slide #36, Kezar (2016) approvingly describes "bundling strategies" that focus on desired outcomes.[116] She comments, particularly relative to enhancing the role of NTTF in shaping the learning environment:

- For an Enhanced Role in Shaping the Learning Environment – requiring orientation and compensating faculty for their time; inviting and facilitating participation in curriculum development and planning meetings; creating opportunities to **participate in governance.**

(6.2.11) CSUDH should adopt policies that clarify when and how NTTF will be compensated for participation in departmental, college, and university governance and administration.

CSUDH already has policies on lecturer involvement in shared governance through participation in Academic Senate and Nominations in Department Chair Elections. Responses of NTTF to the survey indicate that pay compensation for service is an area that needs attention at CSUDH.

(6.3) Inclusion in Intellectual and Social Events.

(6.3.1) This is per se a recommendation of the American Sociological Association panel.[117]

(6.3.2) Seek and Foster Close-Knit Communities. In Deaf Studies at CSUN, Dr. Fleischer pointed to the importance of "a small community": The College of Education hosts several social events per year. Part-time faculty are always included, are always welcome. Mention was made of an upcoming Halloween socializer. Among other things, the deaf community can be a small community, where people know each other, where parents may know each other, etc.

(6.3.3) Invitations to Student Clubs and Organizations. Dean Wen at the CSUDH College of Business and Public Policy made this recommendation.

(6.4) Recognition for Performance, in Teaching, Scholarship, and Service.

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[115] Kezar and Maxey (2013). Dispelling the Myths, 6.
[116] Kezar, A. (2016). Interfolio Presents.
[117] American Sociological Association (2017), p. 22.

(6.4.1) Eagen, Jaeger and Grantham (2015) argue the importance of recognition for good teaching as a support for part-time faculty job satisfaction.[118]

(6.4.2) Haviland, Alleman & Allen (2017) offer a focus on the experiences of full-time non-tenure-track faculty with collegiality, based upon an interview study that "investigated collegiality experiences among 38 full-time non-tenure-track faculty in a public comprehensive university and a religiously affiliated research university."[119] Noting that full-time non-tenure-track faculty have "little opportunity to earn recognition as experts based on scholarship," they consequently report "experiences with collegiality are at best conditional and at worst deficient." They conclude[120] that "the practice of maintaining [full-time non-tenure-track faculty] on the periphery of collegiality and the collegium may well compromise the health and vitality of an increasingly differentiated faculty body and the ability of universities to accomplish their academic missions."[121]

(6.4.3) CSUDH should adopt policies that recognize, celebrate and reward superior professional performance in other areas—**Service and Scholarly Activity—as it implements support of NTTF in these areas.**

(6.4.4) CSUDH has several NTTF that are grant writers and secure grants that enhance the reputation, community contributions, and scholarly contributions of the university. There is unevenness in how NTTF are accorded rights to their earned grants by the university. The university should **develop clear guidelines to protect the roles of NTTF as principal investigators.**

(6.5) Listing NTTF in departmental faculty listings. Kezar (2013) notes that this practice is found in academic departments that feature a "Learning Culture," which is unmistakably superior to both Neutral and Destructive cultures[122]. A scrutiny of CSUDH department websites and the faculty directory reveals inconsistencies and considerable unevenness, with most department not including part-time lecturers on their web pages.

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[118] Eagan, M. Kevin, Jr.; Audrey J. Jaeger, and Ashley Grantham (2015).

[119] Haviland, Don, Nathan F. Alleman & Clara Cliburn Allen (2017). "'Separate but Not Quite Equal': Collegiality Experiences of Full-Time Non-Tenure-Track Faculty Members." *Journal of Higher Education* 88 [4]. Retrieved November 28, 2017 from http://www.tandfonline.com/doi/abs/10.1080/00221546.2016.1272321

[120] Ibid.

[121] For a similar analysis of the same interviews, see also Nathan F. Alleman and Don Haviland (2017). "'I Expect to be Engaged as an Equal': Collegiality Expectations of Full-Time, Non-Tenure-Track Faculty Members." *Higher Education* 74:3 (September), 527-542. Retrieved November 28, 2017 from https://link.springer.com/article/10.1007/s10734-016-0062-4?no-access=true

[122] Kezar, Adrianna (2013). "Departmental Cultures and Non-Tenure-Track Faculty: Willingness, Capacity and Opportunity to Perform at Four-Year Institutions." *The Journal of Higher Education* 84 (2), pp. 159-183

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(6.6) Develop Respectful Titles for NTTF. Kezar and Sam (2010) encourage institutions to spend some time discussing titles that are respectful, meaningful, and informative in the short term, explicitly as a means of showing honor and respect for non-tenure-track faculty.[123]

(6.7) Acknowledging High Status in Employment Outside of the University; Using NTTF Skills and Knowledge.

(6.7.1) At CSUDH, Dean Joseph Wen of the College of Business and Public Policy mentioned that he recruits part-time faculty who have had significant responsibilities over significant duration in their non-university employment. Students showed great interest in such faculty.

(6.7.2) Dean Wen discussed making a small number of compensated assignments for special projects. An example is the Entrepreneurial Institute. See https://www.csudh.edu/cbapp/departments/entrepreneurial-institute/ .

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[123] Kezar, Adrianna and Cecile Sam (2010). Understanding the New Majority of Non-Tenure-Track Faculty in Higher Education: Demographics, Experiences, and Plans of Action. New York: Wiley. ASHE Higher Education Report 36 (4).

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Appendix A

Charge to the Task Force

Task Force to Recommend Best Practices for Non-Tenure Track Instructional[1] Faculty

President Willie J. Hagan and Senate Chair Laura Talamante jointly commission a Task Force to Recommend Best Practices for Non-Tenure Track Faculty, as follows.

<u>Membership.</u>

1. The Task Force co-chairs are Dr. Keith Boyum, Special Assistant to the President, and Dr. Kirti Celly, Department of Marketing and Management, appointed by Dr. Laura Talamante, Senate Chair.
2. President Hagan and Senate Chair Talamante will jointly appoint nine members, including:
   a. Two tenure-track faculty members,
   b. Five non-tenure track faculty members representing CAH, CBAPP, CHHSN, COE & CNBS,
   c. One dean, the Director of the Faculty Development Center, and the AVP for Faculty Development and Affairs.

<u>Purpose.</u>

Even when we obtain our current Strategic Plan goal of 60% tenure density, a large portion of the faculty serving our students will remain in non-tenure track positions. The current Strategic Plan did not address the importance of non-tenure track faculty in achieving our Mission, Core Values, and Goals. All faculty members contribute to our students graduating "with an exemplary academic education, a highly respected degree, and a genuine commitment to justice and social responsibility."[2] The purpose of the Task Force is to address how non-tenure track faculty work at CSUDH so that we practice:

- Accountability. We recognize and live up to our responsibility to our students, campus resources and finances, staff, faculty alumni, supporters, and the community at large.
- Collaboration. All segments of the campus community work together to support our vision as well as our students' success.
- Continuous Learning. We strive to continually improve teaching, scholarship and service.

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[1] In consultation with the CFA, Faculty Development and Affairs, and the Academic Senate, we are using the term non-tenure-track instructional faculty to include full or part-time instructional lecturers.
[2] *Defining the Future: 2014-18 Strategic Plan*, "Transformative Education: Our Mission, Vision and Core Values," (California State University, Dominguez Hills, 2014), 4.

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- Rigorous Standards. We identify, implement and support excellence in all our practices.

The Task Force is to recommend best practices to ensure inclusiveness and equity so that: "[s]ustainable environmental, social, and economic practices are a way of life."[3] The recommendations of the Task Force and the implementation of best practices to support non-tenure track faculty at CSUDH is essential to achieving our mission.

<u>Charge.</u>

The Task Force will:

A. **Gather** proposed / recommended practices for non-tenure track faculty, using a variety of strategies, including:
   - Becoming familiar with provisions for "temporary" instructional faculty contained in the Collective Bargaining Agreement for Unit 3 (faculty) in The California State University;
   - Becoming familiar with CSUDH campus-based policies and services for non-tenure track faculty;
   - Conducting research in peer-reviewed scholarly publications and recognized newsletters and web sources in the field of higher education to learn about best practices (e.g. professional development for non-tenure track faculty);
   - Researching the range of professional development practices for non-tenure track faculty at other higher-education institutions, including sister CSU campuses, California community colleges in and comparable universities in other states;
   - Engaging experts in the field.

B. **Evaluate** the proposed/recommended practices with special attention to how non-tenure track instructional faculty contribute to the achievement of university goals as articulated in the strategic plan as well as high-priority initiatives of CSUDH and the CSU, including:
   - Strategic Plan Goal #1 Outstanding Academic Programs, Objective C3: "Encourage and support departments and programs to infuse international and global awareness and experiences into their curricula and co-curricular experiences to assist students in exploring cultures, U.S. diversity, world cultures and challenges around the world for freedom, equity and human rights."
   - Strategic Plan Goal #2 Focus on Student Success, Objectives B1-3: Support the graduation initiative and achieve significantly improved rates of undergraduate continuation and graduation, via administrative support for faculty training and participation in High Impact Practices, Writing Across the Curriculum strategies, Writing Intensive courses, etc.

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[3] *Defining the Future: 2014-18 Strategic Plan*, 4.

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- Strategic Plan Goal #2 Focus on Student Success, Objectives C 2 & 4: Support the graduation initiative and achieve significantly improved rates of undergraduate continuation and graduation, via administrative support for faculty training to "integrate practicum experiences, service learning or internships and job and career readiness skills into their curricula," and "[d]evelop and enhance programs linking industry to our academic programs."
- Strategic Plan Goal #2 Focus on Student Success, Objective C1: "Develop a comprehensive program of faculty support, incentives and recognition for faculty in adopting new instructional technologies and pedagogies to improve student learning and success." The objective is for half of the faculty to "use or pilot new technologies or pedagogies in order to improve student learning, engagement and success."

C. **Recommend** initiatives and best practices that CSUDH should strengthen or implement to support the necessary professional development and valued contributions of non-tenure track instructional faculty.

The Task Force Report.

A Report to the President and the Senate Chair is due by January 19, 2018.

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Appendix B

Employment Status of CSU Dominguez Hills Faculty, Spring 2013-Fall 2017

(Compare Part Two, Figure 7)

We are pleased to acknowledge the work of Dr. John Keyantash in assembling and presenting the data found at Figure 7, ante, and in this appendix, the contributions of Cynthia Ford-Verdine, Schedule Coordinator, College of Natural & Behavioral Sciences to this section of the report.

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Table B-1

Sections, FTEs, WTUs, and Enrollments Taught by CSU Dominguez Hills Faculty, Spring 2013 – Fall 2017, by Employment Status

Name	Term	Sections TT	NTT FT	NTT PT		FTEs TT	NTT FT	NTT PT		WTUs TT	NTT FT	NTT PT		ENRL TT	NTT FT	NTT PT
S13	2134	33%	5%	62%		28%	5%	67%		31%	5%	64%		29%	5%	66%
F13	2138	32%	6%	63%		28%	5%	68%		31%	5%	63%		28%	5%	67%
S14	2144	34%	5%	61%		29%	5%	67%		33%	5%	62%		29%	5%	65%
F14	2148	32%	6%	63%		27%	5%	68%		29%	6%	65%		28%	5%	67%
S15	2154	32%	5%	62%		29%	5%	67%		34%	4%	62%		29%	5%	66%
F15	2158	33%	5%	62%		29%	4%	66%		33%	5%	63%		29%	5%	66%
S16	2164	34%	6%	61%		29%	5%	67%		36%	4%	60%		29%	6%	65%
F16	2168	31%	5%	64%		28%	4%	68%		32%	4%	64%		28%	5%	67%
S17	2174	33%	4%	63%		30%	3%	67%		32%	4%	63%		31%	4%	65%
F17	2178	32%	4%	64%		28%	4%	68%		32%	4%	64%		29%	4%	67%
Average		32%	5%	62%		28%	4%	67%		32%	5%	63%		29%	5%	66%

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KEY:

TT =	tenured or tenure-track
NTT FT =	non-tenure track, full-time
NTT PT =	non-tenure track, part-time
FTEs =	full-time-equivalent students taught
WTUs =	weighted teaching units taught
ENRL =	head count of students taught
S13 =	spring semester, 2013
F17=	fall semester, 2017

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Figure B-1

Enrollments Taught by CSU Dominguez Hills Faculty,

Spring 2013 – Fall 2017, by Employment Status

_____

KEY: TT =   tenured or tenure-track

NTT FT =   non-tenure track, full-time

NTT PT =   non-tenure track, part-time

FTEs =   full-time-equivalent students taught

WTUs =   weighted teaching units taught

ENRL =   head count of students taught

S13 =   spring semester, 2013

F17=   fall semester, 2017

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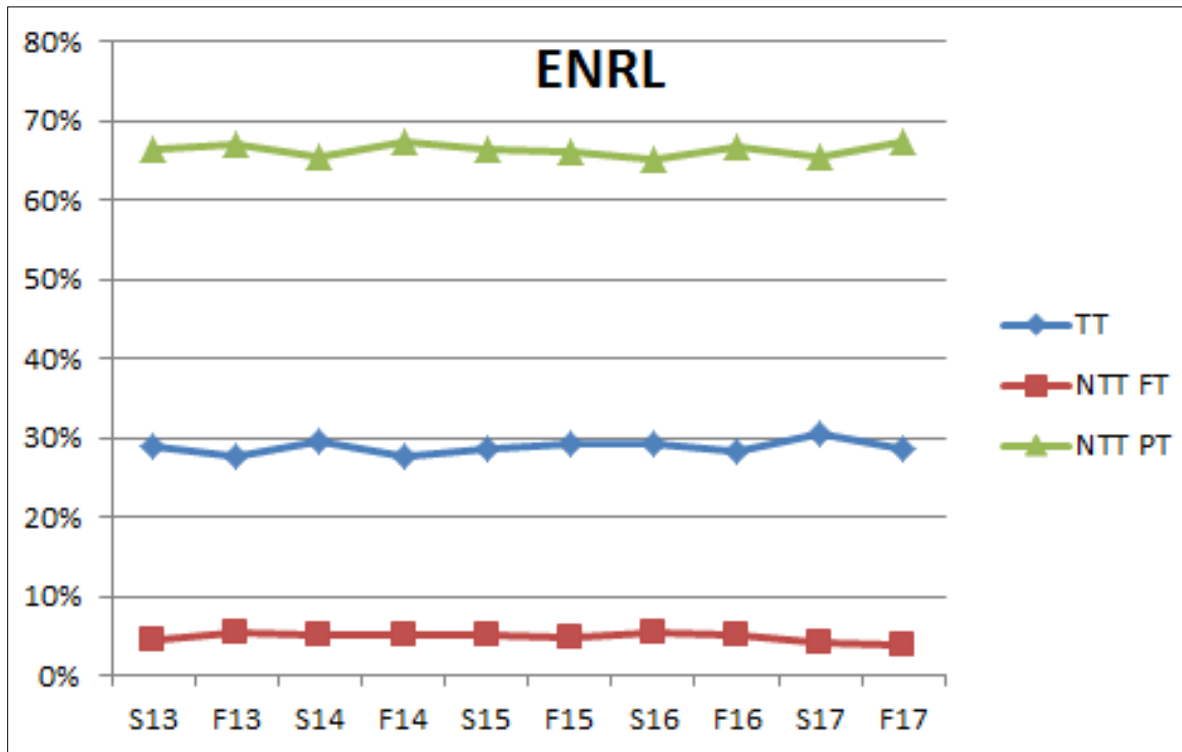
Figure B-2

Weighted Teaching Units Taught by CSU Dominguez Hills Faculty,
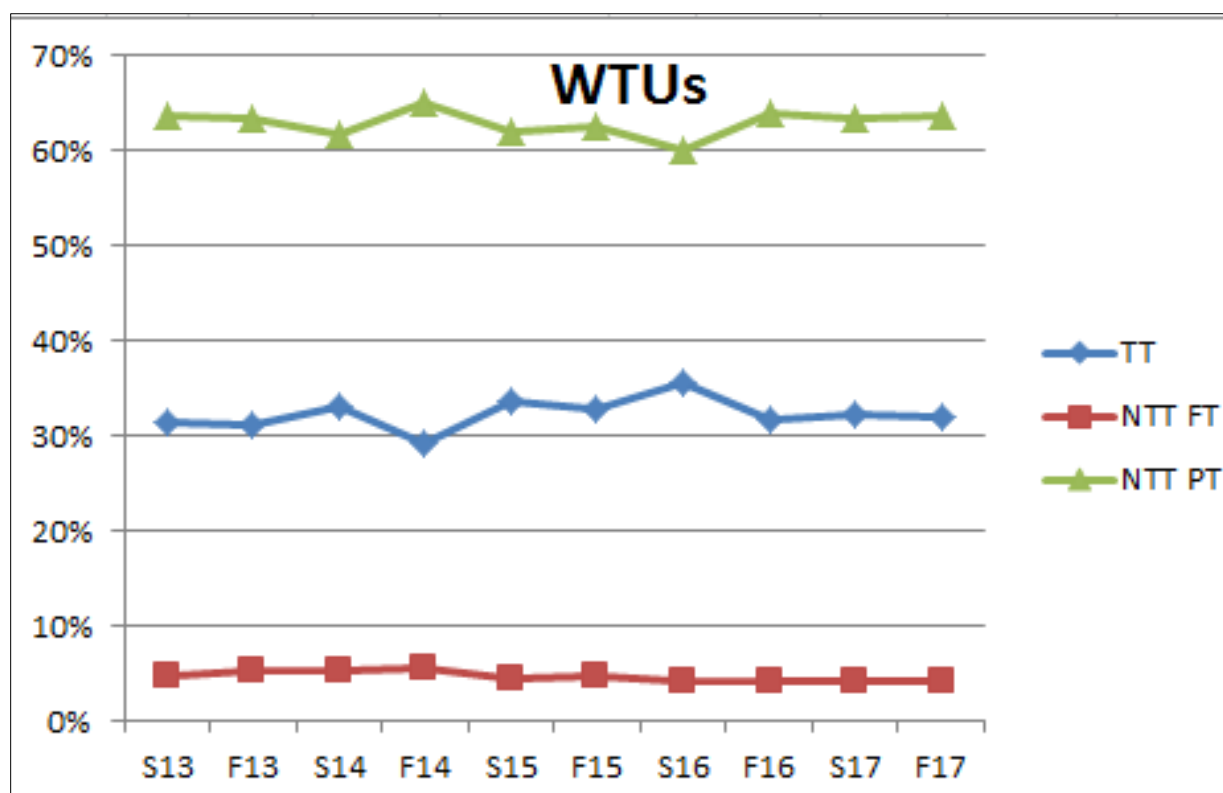
Spring 2013 – Fall 2017, by Employment Status

_____

KEY: TT =   tenured or tenure-track

NTT FT =   non-tenure track, full-time

NTT PT =   non-tenure track, part-time

FTEs =   full-time-equivalent students taught

WTUs =   weighted teaching units taught

ENRL =   head count of students taught

S13 =   spring semester, 2013

F17=   fall semester, 2017

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Figure B-3

Sections Taught by CSU Dominguez Hills Faculty,
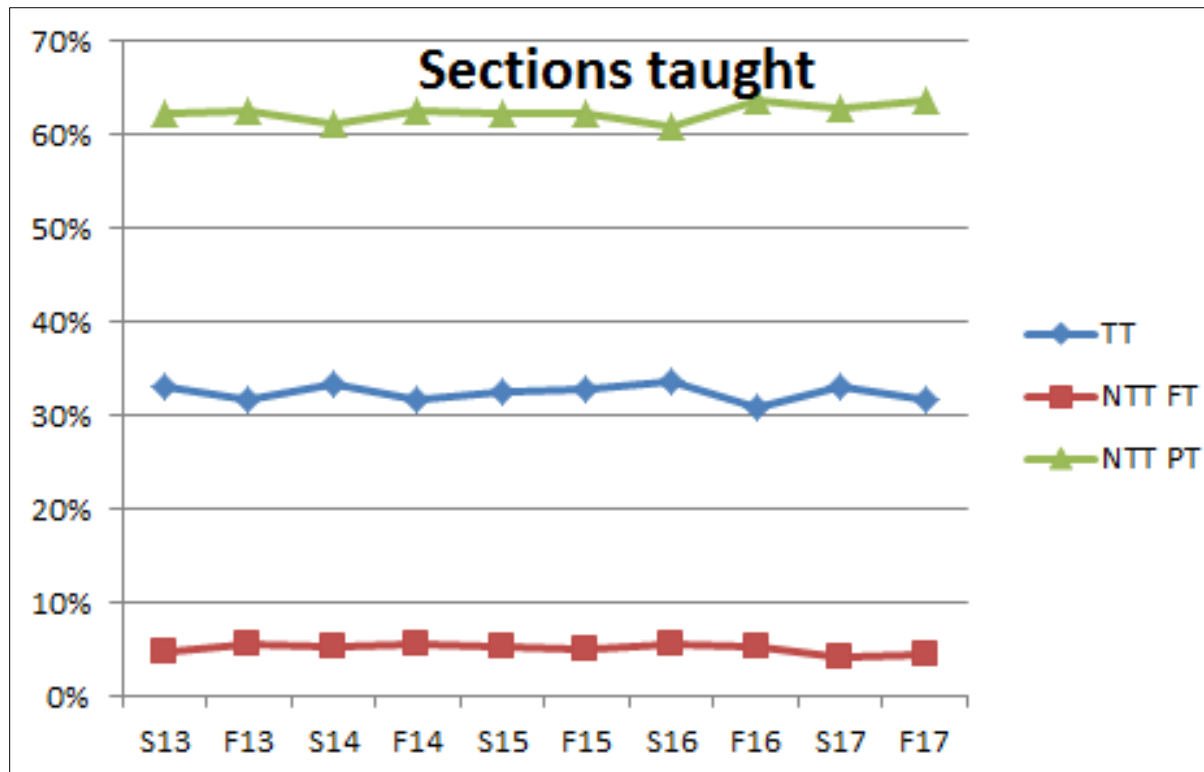
Spring 2013 – Fall 2017, by Employment Status

_____

KEY: TT =   tenured or tenure-track

           NTT FT =   non-tenure track, full-time

           NTT PT =   non-tenure track, part-time

           FTEs =   full-time-equivalent students taught

           WTUs =   weighted teaching units taught

           ENRL =   head count of students taught

           S13 =   spring semester, 2013

           F17=   fall semester, 2017

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Figure B-4

FTEs Taught by CSU Dominguez Hills Faculty,
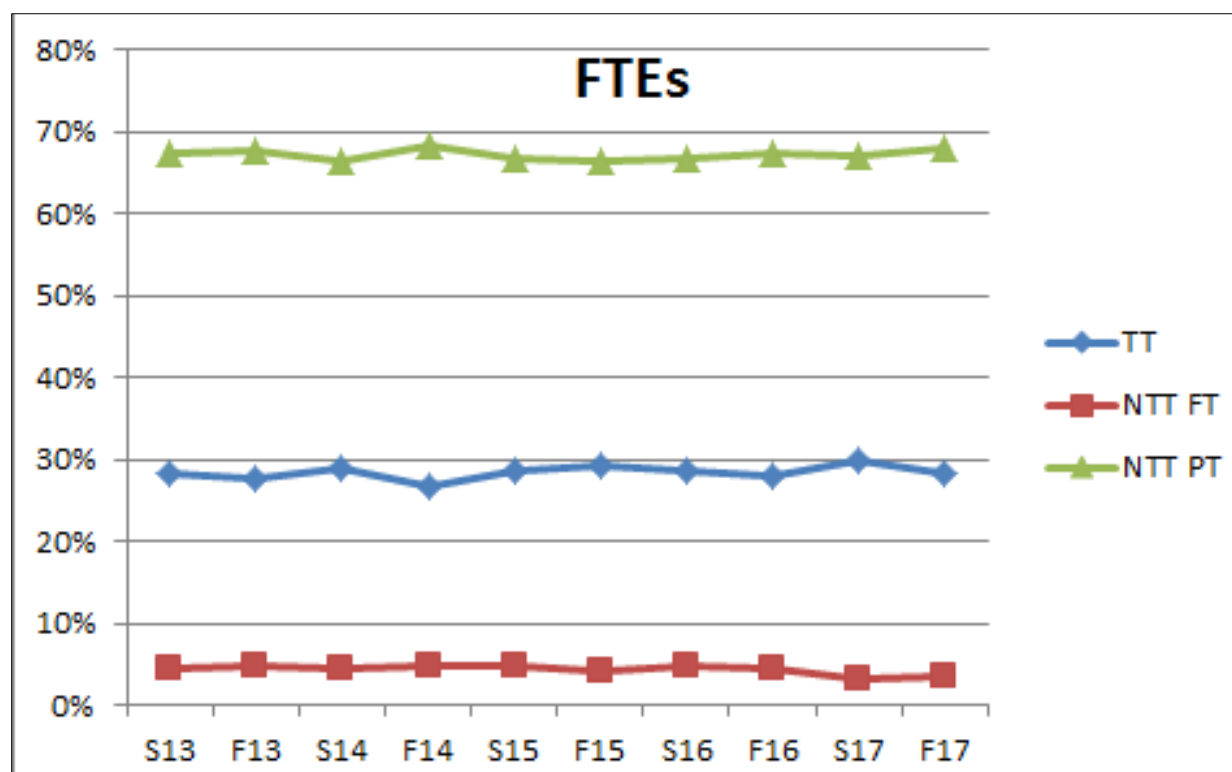
Spring 2013 – Fall 2017, by Employment Status

_____

KEY: TT =   tenured or tenure-track

        NTT FT =   non-tenure track, full-time

        NTT PT =   non-tenure track, part-time

        FTEs =   full-time-equivalent students taught

        WTUs =   weighted teaching units taught

        ENRL =   head count of students taught

        S13 =   spring semester, 2013

        F17=   fall semester, 2017

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Appendix C

Notes Concerning Sources of Practice Recommendations

We are gratefully acknowledge the thoughtful contributions of Dr. Christopher Monty to our questionnaires.

1. **The Scholarly Literature**. We concede at the outset that our review of scholarship on the topic of NTTF does not rise to the level of, say, a doctoral dissertation. We delved into the available scholarship, and as noted in Part Seven, we have followed the lead of Adrianna Kezar of the University of Southern California, who has published often and widely on the topic. We are fortunate to have had reports from the "Delphi Project" that Dr. Kezar has led: there we find clear focus on practices (as opposed to reports of theory-building and statistical associations) as well as excellent conceptual work on departmental cultures, their relationship to faculty willingness and capacity to perform, and on models for the future of the academy. We invite the reader to see also our footnotes in the report.

2. **Other California State Universities.** Our strategy here was to ask well-positioned persons on our university and within the CSU System for advice about key informants throughout the CSU. We then arranged telephone interviews with those key informants. Thus, early in the process we interviewed Dr. Margy Merrifield and asked her for "leads" of persons she thought might help our quest for good ideas. We met with Jonathan Karpf of the California Faculty Association to discuss matters of the union and lecturers. We asked Provost Spagna and our college Deans for leads. We interviewed by phone still others whom we knew ourselves such as Dr. Magruder and Dr. Gross. We spoke to key informants at: Dominguez Hills, Long Beach, Los Angeles, Fresno; Fullerton; Northridge; Pomona; and San Bernardino. Reports of our interviews may be found in Appendix D.

3. **California State University, Dominguez Hills Deans.** We arranged interviews with the Deans of all six colleges at CSUDH (often, in the company of Associate Deans). We wanted to tap their local knowledge and experiences, frequently from other universities within and outside of the CSU. Please see our write-ups of these interviews at Appendix D.

4. **Notes from Chairs Council Meetings and Questionnaire Responses from CSUDH Department Chairs.** Please see the compilation of these at Appendix G. Typically via an invitation to a November or December scheduled meeting of Chairs with their respective college Deans, we requested input from these members of our community who have responsibility for recruiting, supporting, and evaluating NTTF.

5. **Returns of Questionnaires from CSUDH Academic Senators.** Task Force Co-Chairs Kirti Celly and Keith Boyum visited the Academic Senate on November 29, 2017. We invited their points of view. In the exchanges, we sought a sense of the campus community that the Senators may be especially well-positioned to represent. Please see the compilation of these at Appendix G.

6. **Survey of NTTIF.** We designed and implemented a survey of NTTIF and had in-depth interviews with several NTTIF.

Appendix D

Notes Taken in Key Informant Interviews

Jonathan Karpf, Ph.D.
Lecturer in Anthropology, San Jose State University
Associate Vice President of Lecturers North, and CFA Bargaining Team Member, California Faculty Association
In-Person Interview Notes

September 13, 2017

- Dr. Karpf's permission to include these notes in the task force report has been sought. These notes were taken by Keith Boyum and Kirti Celly. Any errors or misstatements are attributable to them, and not to Dr. Karpf.

In a cordial in-person conversation, Dr. Karpf stated that as it pertains to treatment of lecturers, CSULB is a benchmark university for others to learn from. Further, that CSUDH was ranked number 22 in the 23 CSU university system. Key issues at CSUDH are range elevation, offices, continuity, community, and information access/directory information on lecturers. All things considered, he stated that the CSU-CFA Collective Bargaining Agreement is an aspirational model for faculty and faculty unions across the US. Dr. Karpf offered these key ideas.

In the immediate term:

1. Include NTTF in governance, in faculty meetings.
2. Ensure that NTTF have access to an office.
3. Narrow the pay differential between tenure-track and non-tenure track faculty, thus reducing the incentive to hire temporary faculty.
4. Compensate NTTF for advising students.

In the longer-term:

1. Incentivize moving qualified NTTF to tenure-track.
2. Define alternatives to tenure: consider something that might be regarded as "teaching tenure," which would include compensated time assigned to service, but would not have a research requirement.
3. Provide some structural employment security, and in that way seek for the university some savings on unemployment liability.

Report of the CSUDH Task Force for Best Practices for NTTIF

Margy Merryfield, Ph.D.
Assistant Vice Chancellor, Human Resources, CSU Chancellor's Office
September 20, 2017

Telephone Interview Notes

- Dr. Merryfield's has given permission to include these notes in the task force report. These notes were taken by Keith Boyum and Kirti Celly. Any errors or misstatements are attributable to them, and not to Dr. Merryfield.

Dr. Merryfield would suggest reaching out to **Mark Wiley**, who is the AVP, Faculty Affairs at Long Beach. Prior to that, he was the Associate Dean in the College of Liberal Arts, and I know was both aware of lecturer issues (he came out of English composition) and willing to quietly address egregious pay equity issues. He would provide a very balanced viewpoint. The faculty development center there used to do a good job of inclusion in its workshops and programming. She hasn't kept track of what is happening there but from the web site they still have some lecturer-targeted activities, and an inclusive approach to programming generally.

She would also reach out to **Emily Magruder**, the director of ITL here at the CO. She was a lecturer at CASUDH (and worked with Faculty Development at DH) until she moved into her current role. She is well-connected to the faculty development grapevine, which could offer some insights and examples.

At CSU Fullerton: Their HR unit has a good web of new faculty orientation, intended to capture lecturers. Contacts: **Emily Bonney**, Assistant VP for Academic Personnel; **Robin Graboyes.**

See a retention survey on Dr. Merryfield's portion of the CO web site. Excerpted below.

Table 20

Sources of New Tenure-Track Faculty, 2016

Non-CSU Higher Education	74.5%
Campus Lecturer	12.5%

Table 21

Nature of Non-CSU Higher Education Employment of New Faculty, 2016

Adjunct / Lecturer / Other Non-TT Faculty	27.5%

http://www.calstate.edu/hr/faculty-resources/research-analysis/documents/facrecsurvrep16.pdf, p. 23

Emily Magruder, Ph.D.

Director, Institute for Teaching & Learning, CSU Chancellor's Office

formerly Lecturer in Humanities, CFA lecturer rep, Co-Director of the Faculty Development Center, & Coordinator of the HUX Program, CSUDH

In-person interview notes

October 4, 2017

Interlocutor: Kirti Celly

Note. Dr. Magruder's gave permission to include these notes as an appendix to the CSUDH Task Force report.   The notes were taken by Kirti Celly. Any errors or mis-statements are attributable to her, and not to Dr. Magruder.

Dr. Magruder's personal narrative is as follows: She earned her undergraduate degree at Princeton University and doctoral degree at University of California, Los Angeles, joining CSUDH as a part-time lecturer in 2004. She taught undergraduates in HUM, largely GE classes, diligently applying the skills and teaching methods she had benefited from in her own undergraduate experience at Princeton, a small, largely undergraduate university, as well as experience she gained teaching in a summer bridge program focused on retention and excellence as a graduate student at UCLA, to educating CSUDH students. She recounts her experience as follows.

Her experience as CFA lecturer representative was her first professional development at the CSU. CFA is also the gift that has given us health benefits.

Lecturers are not thought of as assets, and ironically are liabilities.

In December 2012, Dr. Magruder was asked, along with Dr. John Davis, to recreate and co-direct the Faculty Development Center at CSUDH as a center that would include all faculty. She was involved with the FDC until she became director of the Institute for Teaching and Learning in the CO.

According to Dr. Magruder, from her vantage point as director of a system-wide institute, faculty development should be strategically focused to increase student success. Unfortunately there are limits on lecturer access to training programs for a number of reasons, in addition to how lecturers are perceived. These include department culture. Her favorite work by Dr. Kezar is 'Departmental Cultures and Non-Tenure-Track Faculty'[124]. In that article, Kezar reports findings of a study that demonstrate how departments can shape the willingness, capacity and

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[124] Kezar. A (2013). Departmental Cultures and Non-Tenure-Track Faculty: Willingness, Capacity, and Opportunity to Perform at Four-Year Institutions, *Journal of Higher Education,* 2013, Vol. 84, No. 2, pp. 153-188.

Report of the CSUDH Task Force for Best Practices for NTTIF

opportunity for non-tenure-track faculty to perform, which in turn affects educational outcomes. Department Chairs play a key role in lecturer inclusion (and exclusion), hiring and retention practices, and in creating department culture, as do the structural conditions of employment.

When asked who we should speak with across the CSU about faculty development, Dr. Magruder suggested Cat Haras, CSULA Faculty Developer, and Terre Allen, Director, Faculty Development Center, CSULB.

Note: In subsequent communications, Dr. Magruder provided additional contacts as follows:

Cat Haras, Senior Director, Center for Effective Teaching and Learning
Distinguished Teaching and Learning Advisor, American Council on Education (ACE)

Victoria Bhavsar, Ph.D., Director,
Faculty Center for Professional Development and the eLearning Team
California State Polytechnic University, Pomona (CPP)
Phone Interview Notes: 909-869-4640

Cheryl A. Koos
Associate Dean, College of Natural and Social Sciences
California State University, Los Angeles
5151 State University Drive | Los Angeles, CA 90032
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Kevin Kelly, Ed.D.
Lecturer Faculty, Department of Equity, Leadership Studies & Instructional Technologies
San Francisco State University
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Phone: 415.794.5327

Rebecca Kersnar
Lecturer, School of Natural Sciences & Associate, Center for Teaching & Learning Assessment
CSU Monterey Bay
(831) 582-3207
rkersnar@csumb.edu
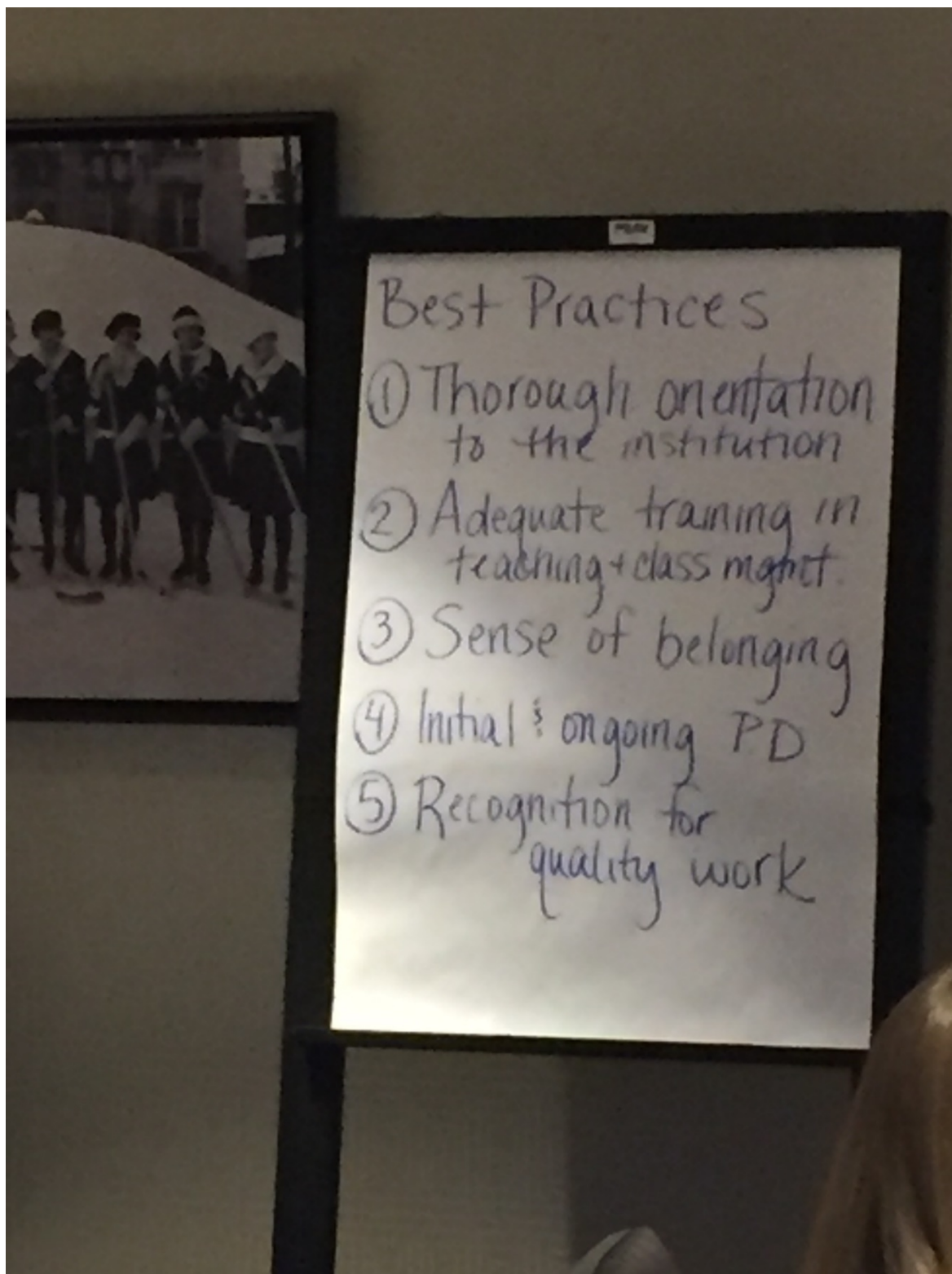
Source: "Best practices" collected at a session on including non-tenure track faculty in professional development, Adjunct Special Interest Group (SIG), Professional Organizational Development Network (POD) annual conference, Montreal, October, 2017.

Report of the CSUDH Task Force for Best Practices for NTTIF

Flavia Fleischer, Ph.D.
Chair, Deaf Studies, CSU, Northridge
Phone Interview Notes: 818-435-7340

October 9, 2017

- Note. Dr. Fleischer gave her permission to include these notes as an appendix to the CSU Dominguez Hills Task Force report.   The notes were taken by Keith Boyum and by Kirti Celly.   Any errors or mis-statements are attributable to Boyum and/or Celly, and not to Dr. Fleischer.

Deaf Studies at CSU Northridge has a large number of part-time faculty, and as a percentage of all faculty, they come to about 75%. There are five full-time CSUN faculty in Deaf Studies, and about 18 or 19 part-time faculty.

Dr. Fleischer is in her third term as Department Chair. She notes that budgets really drive the heavy use of part-time faculty. In her own view, Dr. Fleischer thinks that approximately 75% of the faculty should be full-time, tenure track.

The faculty in Deaf Studies at CSUN serve about 500 majors, plus about 600 other students who take other classes, mostly focused on American Sign Language study.

Several of the full-time faculty are heavily involved in working closely with part-time faculty. The full time faculty act as mentors to a group of part-time faculty, going over the curriculum, and ensuring that there is reasonable uniformity and topical coverage in courses taught by part-timers. Many of the part-time faculty assigned to the broad introductory course have not taught it previously. This mentoring is not a regular expectation and Dr. Fleischer does not cite it when hiring TT faculty. She notes that none of the TT faculty has declined to date - they are very committed to the department and they understand that Dear Studies is understaffed. She adds that "We, however, do include this in our Professional Information Files for our RTP and I make sure to write letters to faculty thanking them for their support end of each academic semester." Orientation sessions are offered; about half of the part-time faculty are able to attend.

In the matter of initial hiring, Dr. Fleischer noted that circumstances vary. A number of the part-time faculty are former students, who are recruited and placed with a full-time faculty mentor. The mentorship offers, among other things, support during class time: there is some co-teaching.

In the matter of evaluating part-time faculty performance, university approaches and procedures are used. Student evaluations are a part of the process. The Chair sits down with part-time faculty every semester to discuss their teaching, including any areas of concern.

Dr. Fleischer believes that part-time faculty are meaningfully integrated to the professional life of the department. They are invited to faculty meetings, where procedures and protocols are discussed. In response to a question, Dr. Fleischer noted: "Yes, our NTTF do attend our dept. meetings. We have a major department meeting at the start of each academic semester and we have consistently have about

85% of our NTTF attend these meetings. For other meetings throughout the semester, it is mostly our TT faculty. "

Dr. Fleischer noted a concern about Part-time faculty office space: the anecdote concerned a need for larger / more office space for part-time faculty, which was resolved. The Deaf Studies department seeks to be attentive to elements of professional support, to include codes to the copy machine, a place to sit and unwind, access to everyday office support. In response to a question, Dr. Fleischer noted:

> Staff support for evening classes has been challenging. Again, we are fortunate in that our ASC typically does not leave office until around 6ish and she is often available to help if anything arises. I and other TT faculty are also often around during the evening hours and available via text for my NTTF if anything urgent arises. We do have copy machine access and printer access for our NTTF (for all NTTF in our college as well) outside of our department office and they do receive a code to access our shared part-time office (three desks/ two computers – shared by approximately 15-17 NTTF but rarely all at the same time as they come and go).

The College of Education hosts several social events per year. Part-time faculty are always included, are always welcome. Mention was made of an upcoming Halloween socializer. Among other things, the deaf community can be a small community, where people know each other, where parents may know each other, etc.

In the matter of support for professional activities such as travel to professional conferences, part-time faculty are not routinely supported.   The always too-few resources for these purposes are prioritized for full-time faculty, though if there were an instance of a presentation to be made by a part-time faculty member, a conversation about it could result in some partial support.

Dr. Fleischer believes that Deaf Studies does a superior job, probably a better job than most other CSUN departments, when it comes to engaging their Non-Tenure-Track Instructional Faculty and relating to them in satisfying professional ways.

Report of the CSUDH Task Force for Best Practices for NTTIF

Emily Bonney, Ph.D.
Interim Assistant Vice President for Academic Human Resources, Diversity and Inclusion
CSU, Fullerton

Phone Interview Notes: 657-278-2948

October 11, 2017

- Note. Dr. Bonney gave her permission to include these notes as an appendix to the CSU Dominguez Hills Task Force report.   The notes were taken by Keith Boyum and by Kirti Celly. Any errors or mis-statements are attributable to Boyum and/or Celly, and not to Dr. Bonney.

Dr. Bonney's position focuses, as the title implies, on academic human resources. This is a result of a reorganization that is now about five years old. Faculty Affairs and Records (FAR) is the secretariat for retention-tenure-promotion processes, and FAR remains under the supervision of the provost. General oversight of part-time faculty affairs and concerns are handled out of Dr. Bonney's office.

An important feature of Dr. Bonney's work is the "on-boarding" of new non-tenure-track faculty. In the fall, and again in the spring, new hires are invited to an orientation session that is about three hours in length. The sessions are held on a Wednesday evening, and again on a Saturday morning, to accommodate people's schedules. In the past year, about sixty persons have attended an orientation session.

Orientation session topics include a review of benefits (a person from that office/ function is invited), how evaluations are done, schedules for pay distribution (payroll staff take a part in the orientation: it can take a while for an initial pay check to appear), and more. Labor Relations is given a role, and the head of the Faculty Development Center is featured. As per contractual provisions, the faculty union is given up to 30 minutes during the sessions.

Dr. Bonney will be sending us (on-paper) orientation packets for our review. Dr. Bonney noted that CSU Fullerton has been doing this on-boarding work with new faculty for five years or more. A goal is that the new non-tenure-track faculty gain the sense that they are joining a good university, and that the new faculty will like their positions at CSU Fullerton.

At CSU Fullerton, colleges often do something in addition. Dr. Bonney mentioned the College of Humanities & Social Sciences as doing a good job, and encouraged us to reach out to Associate Dean Paul Levesque.

Dr. Bonney also mentioned the head of the Faculty Development Center (FDC), Erika Bowers, and noted that Shelli Wynants focuses on part-time faculty support at the FDC. Ms. Wynants is not a tenure-track faculty member.

Dr. Bonney talked about other aspects of her role, including support for Department Chairs. Before the beginning of a new semester, new Chairs spend a day in orientation to the practical, work-a-day aspects of the job. The orientation continues to a second day, when returning Chairs are brought in.

Across the academic year, Dr. Bonney is available as a resource to Department Chairs. She inquires about the issues that Chairs may be facing, and looks for opportunities for HR to help out.

Dr. Bonney also meets with Deans, and noted that they are recent appointments at CSU Fullerton, with the longest-serving Dean having been in office for three years (Sheryl Fontaine of Humanities & Social Sciences).

Goals for Dr. Bonney in years ahead include ensuring that the evaluation of part-time faculty is systematic. There is a CSU Fullerton university policy on this: UPS 210.070. She also wants to look for ways to help part-time faculty be more integrated to the campus. See UPS 210.070 [here].

It is also of interest that CSU Fullerton has a university policy on Department Chairs. It is now mandated that part-time faculty participate in the election of Department Chairs. Part-time faculty votes are weighted by their teaching loads. To facilitate all of this, elections for Chair are all now done electronically. Nominations, statements by candidates, and other elements of races for Chair are done online. Polls are open, voting is permitted, across generous time periods (some weeks). Not all departments were happy about this inclusion: but they all follow the policy. See UPS 211.100 [here].

Two part-time faculty are members of the CSU Fullerton Academic Senate, elected by part-time faculty. See the CSU Fullerton Academic Senate Constitution [here].

Report of the CSUDH Task Force for Best Practices for NTTIF

Barbara Gross, Ph.D.
Department Chair, Marketing
CSU, Northridge
Phone Interview Notes

October 16, 2017

Interlocutor: Kirti Celly

- Note. Dr. Gross has been asked for her permission to include these notes as an appendix to the CSUDH Task Force report. The notes were taken by Kirti Celly. Any errors or mis-statements are attributable to Celly, and not to Dr. Gross.

Dr. Gross's Chairs' responsibilities account for her entire workload. With 1400 marketing majors and 2 minors (marketing, interactive marketing, of which not all are business students). The MKT department consists of 14 TTF and the rest NTTF. Currently, there are 13 part timers (three brand new faculty); in spring there will be In Spring 2018.

NTTF Workload description.

NTTF cover 60-70% of WTUs.

Most part time faculty teach 1-3 classes.

Only 2-3 people teach 12 or 15 units each semester.

Of the 13, 4 PT faculty have three-year contracts.

Others have one year contract—three consecutive semesters.

Chairs training.

New Chairs orientation one day—taught by Faculty Affairs. Section on CBA, article 12, etc.

+ Deans and Chairs—one day training

+ CO System-wide training

Dr. Gross said she found value in each training and did not see how a Chair could do their job effectively without the trainings.

Council of Chairs: At the Deans and Chairs retreat, a session exclusive for Chairs so folks could be frank.

Regular peer-peer interactions

Recruiting.

AT CSUN, they create an AY pool each year in March and April

Job postings made each year Academic Affairs. Departments add descriptions created at college and university level and qualifications—Master's degree and AACSB qualifications. Ask for resume and cover letters, which are sent directly to the department.

Posted in March and April—pool created only in each March and April.

Everyone applies, including those who teach currently and are interested in returning.

Separate pools by class. This is a best practice since not everyone is qualified for all classes. Alternately, one pool for all classes—both are used.

Retention.

Most lecturers work full time or consult full time elsewhere.

Offer classes.

First semester evaluations by Chair or designee—using a standard form and process; includes syllabus and in-class visit.

Administrative manual. Per this manual, NTTF faculty are evaluated in their first semester and every 24 units they teach **in the department or 3 years, whichever comes first**. Chairs are diligent about this process. Evaluation excludes teaching in Extended Education, and in other depts.

Best practices.

NTTF faculty encouraged and supported to be on panels at conferences or present at conferences. With this, CSUN College of business is able to reclassify NTTF faculty as Scholarly Practitioner from Instructional Practitioner (current, because of professional work). Additionally, this AACSB reclassification is taken to HR to obtain a pay raise for NTTF.

No service is required—cannot ask NTTF faculty unless they are paid. However, from a college of business and department of marketing perspective, would like NTTF to be involved in service, for AACSB purposes.

Supporting faculty are those who teach only and *participating faculty* are those who also do service with special pay. Simple service such as PT faculty form the scholarship committee (approx. $150 for reviewing 20 applications online)

Use NTTF for tutoring and give special pay.

Report of the CSUDH Task Force for Best Practices for NTTIF

Chair Support of BTTF. As Department Chair, she consistently tries to pass along information—sends to all faculty (FT and PT, TT and NTT) about "cool things.'

Qs from Celly: Are they always invited to department meetings? Response from Gross: Yes.

Qs from Celly: Are office hours required for NTTF?

Response from Gross: Yes. One-three hours of office hours/week, depending on class load. "It is important to respect their time while making them feel they are obligated to do something."

Qs from Celly: What about socials?

Response from Gross: Yes, they are invited. NTTF recently did not attend.

Qs from Celly: What about professional development funds/opportunities/support?

Response from Gross: Yes, attempt to support travel and professional development. e.g. Sean (CSUN MBA) FT lecturer, now SP is paid for MEA and for MMA this fall because he had papers.

There are many other remarkable practices to build pathway for NTTF, including:

Encourage research collaborations across faculty (TTF and NTTF).

One-one mentoring

Grad Assistant is provided to faculty teaching in large lecturer halls

Another MBA graduate just hired.

Another faculty is in the CSUN-DBA program with a University in France

Identifying LT career goals and aspirations of faculty, through one-one conversations with the Chair.

Additional remarks from Chair Gross re. NTTF.

Students get a lot of value from practitioners.

"Grooming toward a terminal degree based on love of teaching and aspirations." This is based in part on her own professional journey and sensitivity, partly for continuity of performing faculty.

Paul Levesque, Ph.D.
Associate Dean for Faculty & Staff Relations
CSU, Fullerton (CSUF)

Phone Interview Notes: 657-278-5902

October 16, 2017

- Note. Dr. Levesque gave his permission to include these notes as an appendix to the CSU Dominguez Hills Task Force report.   The notes were taken by Keith Boyum. Any errors or mis-statements are attributable to Boyum, and not to Dr. Levesque.

Opening Question: How are things, in general, for Non-Tenure Track Teaching Faculty (NTTF), at CSU Fullerton's College of Humanities & Social Sciences (HSS)? HSS has 308 in that category, six of whom are FT lecturers; 302 are Part Time. The part-time faculty frequently are continuing appointments, so, the teaching programs achieve pretty good consistency. Overall, things are good for HSS at CSU Fullerton. Biggest positive: HSS employs many good folks as part-time faculty. Biggest negative: It is a continuing challenge to enfold NTTF into being a full member of the department.

Are there departments in HSS at CSU Fullerton who stand out, that do an especially good job with NTTF? Answer: not easy to say / hard to judge.   Psychology does an orientation for NTTF: that is a strong practice. Yet Psychology, for example, does not invite NTTF to department meetings. In addition to the key fact that NTTF are not compensated for participating in governance, in meetings, we may note that Psychology has 30 or so tenure-track faculty who would be expected to attend a department meeting. Just as a matter of physical assembly space, it would not be easy to invite all part time faculty to department meetings.

Women & Gender Studies invites lecturers: people who teach 15 units per semester in both fall and spring semesters often attend. Not being paid for this work is still an issue.

Question: Do NTTF receive any support for professional development / professional expenses? In HSS, but to Dr. Levesque's knowledge not commonly at the university, the Dean offers modest support to any part time faculty in year one of a 3 AY assignment. Such faculty receive professional development funds in that initial year at a rate of $25 per WTU. So a faculty member with a six WTU assignment receives $150. To repeat for clarity: that is one time during the 3 year period. NTTF can spend the money on professional travel; but they can also spend the money to buy books or subscriptions.

Initial hires. Their CVs are on hand, having sent them in. Normally the Department Chair makes a decision, conferring with a department personnel committee if departmental procedures or customs call for that.

Evaluations. A still-new University Policy Statement governs evaluations of NTTF. In HSS, the evaluations are done reliably and per policy: Dr. Levesque sees to that. The Policy, which is driven by

the Collective Bargaining Agreement, governs the frequency of evaluations. Often the most important review of, say, a new NTTF hire occurs at the end of the second year. NTTF are judged as Exceeds Expectations, Satisfactory, Needs Improvement, of Unsatisfactory. Student opinion questionnaires are a tool for evaluation; grade-point averages awarded are reviewed; syllabi are reviewed. Most, perhaps 90% of the evaluations, also include a class visit.   **Note. See Appended Forms.**

Facilities; Support. Part-time faculty are assigned a shared office, but nearly always occupy the space alone: the person sharing the office has a teaching and office hour schedule at different days and times from the other NTTF. Staff support, break room access, access to copy machines, and other elementary support, are good. Staff are cordial and supportive of NTTF.

In summary: NTTF in HSS at CSU Fullerton appear to be happy to have their assignments, although they would prefer to be paid more nearly at par with their tenure-track colleagues.

Orientations: A Final Note. For about two years, HSS put on a Lecturer Professional Development Day. NTTF were invited to come either in the fall, or in the spring semester. Presentations were useful, focused on topics like how to manage grading of written work, how to access university-wide student support services, and other things. The number one problem was not being paid for attendance. HSS no longer does these orientations, inasmuch as orientations are now offered university-wide for NTTF.

Several departments do their own orientations: this seems like a strong practice.

# # # #

Dr. Levesque sent the e-mail shown below, which responds to questions I had posed in reaching to him. I add his responses verbatim.

# # # #

In F17 the College of Humanities and Social Sciences at CSUF employs:

Unit 3   227 T/TT faculty: 204 Active (teaching) T/TT faculty

                302 PTF (35 of whom are new), teaching an average of 6.3 units.

                6 FT Lecturers.

Unit 11   10 TA's

                65 GA's

                27 ISA's

Boyum Question: How are NTTF initially recruited, in your experience? Do you advertise? Is there a pool for each specialty or department? Who selects the new NTTF?

Nine-eight percent of our NTTF are part-time lecturers. Recruitment is done via posting on university HR website (often linked from department page). Department Chair may send link to neighboring universities (including Ph.D. programs). We rarely have paid advertisements for these positions. Each department maintains a list (CVs) of candidates. New hires, following the CBA order of assignment, are selected by the Department Chair, in consultation with the department personnel committee. The Associate Dean reviews all hiring recommendations received from the departments.

Boyum Question: How are NTTF evaluated? Who does the evaluations, and how? Are there college or university requirements for evaluations?

NTTF are evaluated in accordance with the CBA and university policy statement (annually for 1AY, every third year for 3AY). The college has a template for evaluations. The Associate Dean sends out the list of who to evaluate and for what periods of evaluation. Evaluations are done by the department personnel committee or by another department committee constituted to perform these evaluations. Next, evaluations are done by the Department Chair. All evaluations are sent to the Dean's office. Original documents are kept in personnel files kept in the Dean's office. Lecturers in year 6 of 1AY or year 3 of 3AY, according to the CBA, are also reviewed by the management supervisor (Associate Dean).

Boyum Question: We understand that you keep spread sheets that make clear who among/which among the NTTF have rights to employment, and that you help Department Chairs with this. Do you support Department Chairs in other ways as they deal with NTTF? Do you help them with evaluations of NTTF?

Attached is a copy of our Excel workbook to track assignments and build contracts. Note the many formulas. In addition to supporting Department Chairs with hiring, the order of assignment, processing contracts, and evaluations, all issues related to NTTF come to me from the Chairs, and I often communicate with HRDI-Labor Relations.

Boyum Question: How would you describe the ways in which departments do / do not enfold and welcome NTTF to collegial engagement? Is it common for departments to welcome NTTF to department meetings? Do they serve on department committees? What about social life? If a department has a social event, is it your sense that NTTF are invited, are welcomed? And, do they come?

The university has orientations for NTTF. Our college is still working to develop best practices to enfold and welcome NTTF within departments. Most departments do not include NTTF in department meetings, but some do. NTTF do not serve on department, college, or university

committees, as they are not paid for service. On the rare occasion when an NTTF is a full-time recruited lecturer with assigned time, then service may be part of the assignment.

Most departments don't include NTTF in events, and when they are invited, they often don't attend. It is a challenge to incorporate NTTF as full participants in the department.

Boyum Question: Which among the departments in HSS do a particularly good job of engaging NTTF and enfolding them into professional and personal relationships? Is there somebody else, a department Chair perhaps, whom you think I should ask questions like these?

Our department of psychology includes orientations for the NTTF.

College of Humanities and Social Sciences • Lecturer Evaluation Aid

DATA PAGE

Name: .... Dept: .... Evaluation
Period:...

1. *The faculty member is responsible for providing the following information/documentation as a Working Personnel Action File (WPAF) "Portfolio."*
   ☐ Current C.V.

   ☐ List of courses taught: term, course number & name, number of students per class – for each semester in the review period. (In the rare cases when non-instructional duties are assigned, indicate activities and/or products associated with the assignment).

   ☐ Narrative Summary: self-assessment of all aspects of assigned duties (not to exceed 1000 words). If the WPAF includes evidence not directly related to the primary assignment(s), the narrative shall explain the relevance of such evidence to those assigned duties. The narrative may be supplemented (up to an additional 500 words) if any weaknesses or problem areas have been identified (either in earlier reviews, in SOQs, or by the faculty member him or herself); this supplemental narrative shall include any plans or prior efforts to address these areas and (if known) the results of those efforts.

   ☐ Other supporting materials: e.g., a representative syllabus from each course taught, and sample exams.

   ☐ Evidence of currency in the field: e.g., professional achievements, curricular innovations.

2. *Additional documentation provided by the department:*
   ☐ Evaluations, recommendations, responses and rebuttals, if any, from the most recent review cycle

   ☐ SOQs (summary reports & completed questionnaires – all courses under review period)

   ☐ Grade Distribution statistical summaries (all courses under review period)

   ☐ Classroom Visitation report(s)

   ☐ Other: _____

Summary SOQ Mean (by term)

Term	Instr. SOQ	Dept SOQ	Term	Instr. SOQ	Dept SOQ

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Comparison to Departmental SOQ Mean: ☐ *Well Above*   ☐ *Above*   ☐ *About the Same*
☐ *Below*   ☐ *Well Below*

Representative Course GPA's

Term	*Course*	*GPA*	*Dept GPA for Term*	*Term*	*Course*	*GPA*	*Dept GPA for Term*

Comparison to Departmental GPA Mean: ☐ *Well Above*   ☐ *Above*   ☐ *About the Same*
☐ *Below*   ☐ *Well Below*

College of Humanities and Social Sciences • Lecturer Evaluation Aid

DEPARTMENT PERSONNEL/REVIEW COMMITTEE

Name: .... Dept:.. Evaluation Period: ....

Having reviewed and evaluated the WPAF (portfolio) with the DATA page, the following evaluation is made.

1. Compliance with University, College, and Department Policies Governing Instructional Duties

	Exceeds Expectations	Satisfactory	Needs Improvement	Unsatisfactory	Unrated
Meets classes (UPS 230.010)	☐	☐	☐	☐	☐
Follows department practice of notification of illness/absences	☐	☐	☐	☐	☐
Maintains office hours (UPS 230.020)	☐	☐	☐	☐	☐
Syllabus contains required information (UPS 300.004)	☐	☐	☐	☐	☐
Gives final exam on date/time assigned by the University (UPS	☐	☐	☐	☐	☐
Submits accurate and appropriate final grades on time (UPS 300.010;	☐	☐	☐	☐	☐
Returns or retains student work (UPS 320.005)	☐	☐	☐	☐	☐

2. Establishment of a Course Environment conducive to Learning

	Exceeds Expectations	Satisfactory	Needs Improvement	Unsatisfactory	Unrated
Supports University defined student rights and responsibilities (UPS	☐	☐	☐	☐	☐
Ensures an environment of civility (UPS 100.006)	☐	☐	☐	☐	☐
Encourages the students to contribute to the course learning.	☐	☐	☐	☐	☐
Provides a coherent structure for course meetings.	☐	☐	☐	☐	☐

3. Effective Implementation of a Syllabus Clearly Linking Learning Goals to Methods of Assessment & Student Outcomes

	Exceeds Expectations	Satisfactory	Needs Improvement	Unsatisfactory	Unrated
Course learning goals are clearly articulated to the students.	☐	☐	☐	☐	☐
Assessment and grading practices are clearly related to course goals.	☐	☐	☐	☐	☐

4. Effective Use of a Variety of Instructional Methods

	Exceeds Expectations	Satisfactory	Needs Improvement	Unsatisfactory	Unrated
Instructional methods are appropriate to course goals.	☐	☐	☐	☐	☐
Technology is used to enhance student learning and participation.	☐	☐	☐	☐	☐

5. Establishment of Appropriate Academic Standards and Holding Students Accountable for the Standards of the Discipline

	Exceeds Expectations	Satisfactory	Needs Improvement	Unsatisfactory	Unrated
Academic integrity is stressed in the course.	☐	☐	☐	☐	☐
Effectives, fairness, and timeliness of testing, others assignments, and	☐	☐	☐	☐	☐

6. Instructor Rank in Key Areas of Pedagogical and Disciplinary Currency as Related to Teaching

	Exceeds Expectations	Satisfactory	Needs Improvement	Unsatisfactory	Unrated
Currency of topics covered in course	☐	☐	☐	☐	☐
Currency of pedagogical methods in relation to subject matter	☐	☐	☐	☐	☐
Currency of lectures, texts, reading assignments, etc.	☐	☐	☐	☐	☐
Evidence of current disciplinary methodologies in course	☐	☐	☐	☐	☐
Continuing professional engagement in the discipline and/or	☐	☐	☐	☐	☐
Other indicators of currency	☐	☐	☐	☐	☐

Overall Evaluation

☐ Exceeds Expectations   ☐ Satisfactory   ☐ Needs Improvements   ☐ Unsatisfactory

Comments

Report of the CSUDH Task Force for Best Practices for NTTIF

Department Personnel/Review Committee Signatures

Type/Print Name	Signature	Date
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-------------------------------------	---	----------------------------
-------------------------------------	---	----------------------------
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College of Humanities and Social Sciences • Lecturer Evaluation Aid

DEPARTMENT CHAIR

Name: .... Dept: .... Evaluation
Period:...

Having reviewed and evaluated the WPAF (portfolio) with the DATA page, the following evaluation is made regarding:

1. Compliance with University, College, and Department policies governing instructional duties as outlined in faculty handbooks and University Policy Statements.
2. Establishment of a course environment conducive to learning.
3. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes.
4. Effective use of a variety of instructional methods.
5. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study.
6. Pedagogical currency and disciplinary currency as related to teaching.

Overall Evaluation

☐ Exceeds Expectations ☐ Satisfactory ☐ Needs Improvements
☐ Unsatisfactory

Comments

--   ---   ---

Type/Print Name   Signature   Date

College of Humanities & Social Sciences
Lecturer Receipt & Response/Rebuttal Signature Sheet
Return to Department After Each Section is Completed

3AY and

Signature Page for: ___«Name»___

INSTRUCTIONS FOR SECTION ONE:
The first signature for each section indicates receipt and whether you wish to add a response/rebuttal.
The second signature for each section indicates that a response/rebuttal has been added.

Item #1: After you have received the evaluation of the DPC, check one option, sign, and date to indicate that you have received and read the evaluation, and whether you wish to add a rebuttal/response. If you choose to submit a response/rebuttal, the due date is 10 days from the date of receipt. If you add a response/rebuttal, add your signature and date when you submit the response/rebuttal.
        Please return this form – with Section One completed – to your department no later than April 10, 2017 (along with your response/rebuttal, if you choose to include one). You may keep the copy of the evaluation. This signature page will be returned to you with the Chair evaluation by April 25, 2017.

SECTION ONE
Lecturer Receipt & Response/Rebuttal <mark>to DPC Evaluation</mark>

SIGN #1 and, if you add a response also sign #2
Return to Department by <mark>April 10, 2017*</mark>

1.   I have received and read the evaluation of the department/program/division personnel committee.

CHECK ONE:
       _____ I wish to add a response (or rebuttal) to this evaluation.*

       _____ I do not wish to add a response (or rebuttal) to this evaluation.

--   --

Signature   Date

2.   I added the response (or rebuttal) to the file today.

_____   _____

Signature   Date

*Allow a minimum of 10 days after evaluation has been given to the faculty member before forwarding portfolio to the Chair. The period from March 24 to April 10 allows the 10 day minimum required, and **excludes Spring Break (March 27 – April 2)**.

Instructions for Section Two:

Item #3: After you have received the evaluation of the Chair/Coordinator, check one option, sign, and date to indicate that you have received and read the evaluation, and whether you wish to add a rebuttal/response. If you choose to submit a response/rebuttal, the due date is 10 days from the date of receipt. If you add a response/rebuttal, add your signature and date when you submit the response/rebuttal.

Please return this form – with Section Two completed – to your department no later than May 5, 2017 (along with your response/rebuttal, if you choose to include one). You may keep the copy of the evaluation.

SECTION TWO
Lecturer Receipt & Response/Rebuttal <mark>to Chair Evaluation</mark>

SIGN #3 and, if you add a response also sign #4
Return to Department by <mark>May 5, 2017**</mark>

3. I have received and read the evaluation of the Chair/Coordinator.

CHECK ONE:

_____ I wish to add a response (or rebuttal) to this evaluation.**

_____ I do not wish to add a response (or rebuttal) to this evaluation.

_____   _____

Signature   Date

4. I added the response (or rebuttal) to the file today.

_____   _____

Signature   Date

** Allow a minimum of 10 days after evaluation has been given to the faculty member before forwarding portfolio to the Dean's Office. The period from April 25 to May 5 allows the 10 day minimum required.

Review of LECTURERS ELIGIBLE FOR A 3-YEAR REAPPOINTMENT (SPRING 2017)

Name: **«Name»**   H&SS   **«DEPT»**
                          Department:

Status: __«Contract_Type_F16S17»_____   Period of Review:
__«Review_Period»_____

Department Personnel Committee Evaluation
(to be completed by March 24, 2017)

The Department Personnel Committee has reviewed and evaluated the faculty member based on appropriate materials determined by the department's best practices. A signed DPC evaluation will be distributed to the lecturer, after which ten days will be allowed for a rebuttal.

Evaluation of Performance: □ Exceeds Expectations   □ Satisfactory   □ Needs Improvement
          □ Unsatisfactory

Signatures   Date

Department Chair Evaluation
(to be completed by April 25, 2017)*

I have reviewed and evaluated the faculty member based on appropriate materials determined by the department's best practices. A signed Chair evaluation will be distributed to the lecturer, after which ten days will be allowed for a rebuttal.

Evaluation of Performance: ☐ Exceeds Expectations ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

_____   _____
Signature   Date

Administrator's Evaluation
(to be completed by May 26, 2017)

I have reviewed and evaluated the faculty member based on appropriate materials determined by the department's best practices.

Evaluation of Performance: ☐ Exceeds Expectations ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Recommendation for three year appointment:[†] ☐ Affirmative   ☐ Negative

_____   _____
Signature – H&SS Associate Dean for Faculty & Staff Relations   Date

[†]*A faculty member shall be given a three-year appointment only if the Administrator's evaluation is rated "Satisfactory" or better.*

** *Department: Please submit this form, along with the complete portfolio (WPAF) for 3AY year 3 and 1Ay year 6. Include lecturer receipt/response signature form, CV, SOQ data, evaluations (including classroom visitation reports), narrative, and rebuttals, to the H&SS Dean's Office.**

College of Humanities & Social Sciences
Lecturer Receipt & Response/Rebuttal Signature Sheet
Return to Department After Each Section is Completed

Signature Page for: «Name»

INSTRUCTIONS FOR SECTION ONE:
The first signature for each section indicates receipt and whether you wish to add a response/rebuttal.
The second signature for each section indicates that a response/rebuttal has been added.

Item #1: After you have received the evaluation of the DPC, check one option, sign, and date to indicate that you have received and read the evaluation, and whether you wish to add a rebuttal/response. If you choose to submit a response/rebuttal, the due date is 10 days from the date of receipt. If you add a response/rebuttal, add your signature and date when you submit the response/rebuttal.

Please return this form – with Section One completed – to your department no later than April 17, 2017 (along with your response/rebuttal, if you choose to include one). You may keep the copy of the evaluation. This signature page will be returned to you with the Chair evaluation by May 1, 2017.

SECTION ONE
Lecturer Receipt & Response/Rebuttal to DPC Evaluation

SIGN #1 and, if you add a response also sign #2
Return to Department by April 17, 2017*

1.   I have received and read the evaluation of the department/program/division personnel committee.

CHECK ONE:

_____ I wish to add a response (or rebuttal) to this evaluation.*

_____ I do not wish to add a response (or rebuttal) to this evaluation.

_____   _____
Signature   Date

2.   I added the response (or rebuttal) to the file today.

_____   _____
Signature   Date

Instructions for Section Two:
Item #3: After you have received the evaluation of the Chair/Coordinator, check one option, sign, and date to indicate that you have received and read the evaluation, and whether you wish to add a rebuttal/response. If you choose to submit a response/rebuttal, the due date is 10 days from the date of receipt. If you add a response/rebuttal, add your signature and date when you submit the response/rebuttal.
Please return this form – with Section Two completed – to your department no later than May 11, 2017 (along with your response/rebuttal, if you choose to include one). You may keep the copy of the evaluation.

SECTION TWO
Lecturer Receipt & Response/Rebuttal to Chair Evaluation

SIGN #3 and, if you add a response also sign #4
Return to Department by May 11, 2017**

3.   I have received and read the evaluation of the Chair/Coordinator.
CHECK ONE:

_____ I wish to add a response (or rebuttal) to this evaluation.**

_____ I do not wish to add a response (or rebuttal) to this evaluation.

Signature	Date

4.   I added the response (or rebuttal) to the file today.

Signature	Date

** Allow a minimum of 10 days after evaluation has been given to the faculty member before forwarding portfolio to the Dean's Office. The period from May 1 to May 11 allows the 10 day minimum required.

Review of LECTURERS; YEARS 1-5 (SPRING 2017)

Name:	**«Name»**	H&SS Department:	**«DEPT»**
Status:	**«Contract_Type_F16S17»**	Period of Review:	«Review_Period»

Department Personnel Committee Evaluation

(to be completed by April 7, 2017)

The Department Personnel Committee has reviewed and evaluated the faculty member based on appropriate materials determined by the department's best practices. A signed DPC evaluation will be distributed to the lecturer, after which ten days will be allowed for a rebuttal.

Evaluation of Performance: ☐ Exceeds Expectations ☐ Satisfactory ☐ Needs Improvement
☐ Unsatisfactory

Signatures   Date

_____   _____

_____   _____

_____   _____

_____   _____

Department Chair Evaluation

(to be completed by May 1, 2017)*

I have reviewed and evaluated the faculty member based on appropriate materials determined by the department's best practices. A signed Chair evaluation will be distributed to the lecturer, after which ten days will be allowed for a rebuttal.

Evaluation of Performance: ☐ Exceeds Expectations ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

_____   _____
Signature   Date

Department: for 1AY years 1-5 do NOT submit portfolios (WPAF) to the Dean's Office.

Please forward ONLY: 1) this form; 2) lecturer receipt/response signature form; 3) DPC & Chair evaluations (including classroom visitation reports if applicable); 4) rebuttals (if any).

Victoria Bhavsar, Ph.D.,
Director, Faculty Center for Professional Development and the eLearning Team
California State Polytechnic University, Pomona (CPP)
Phone Interview Notes: 909-869-4640

October 20, 2017

- Note. Dr. Bhavsar gave her permission to include these notes as an appendix to the CSU Dominguez Hills Task Force report.   The notes were taken by Keith Boyum and by Kirti Celly. Any errors or mis-statements are attributable to Boyum and/or Celly, and not to Dr. Bhavsar.

Dr. Bhavsar has been Director since 2013, though she has been at the Faculty Center since 2007.   She is a 12-month employee, a faculty member in a fully administrative role. She's pleased about her position: "best job on campus."

Earlier at the Faculty Center, she was the Program Coordinator. She is also a Lecturer in the Plant Science department, teaching one course / year. Plant Science reimburses the Faculty Center for her time spent as a Lecturer.

What can we learn from you? What experiences and practices are familiar to you, that you would recommend? One lesson: lecturers can do things besides teach. They need to be paid for the work they do; they have expertise, beyond just teaching.

Dr. Bhavsar recommends Adrianna Kezar's work.   Kezar appears to have the "most robust research" on the topic of non-tenure-track faculty.

At Cal Poly Pomona, Dr. Bhavsar and a colleague surveyed lecturers. They received about a 25% response rate: good for this sort of survey. As expected, people said in response to the survey that they want more pay, smaller classes. In her responses, the vast majority of part-time lecturers would prefer to be full time. Kezar's work argues that this would benefit the institution, giving people stability, and they respond by doing great work. So, stability and living wages are keys to success.

On-Boarding of New Lecturers. Departments appear to be uneven in their on-boarding processes. Some departments offer more than just syllabus: they include materials and mentors for new hires. But others appear not to offer many materials beyond the syllabus. Dr. Bhavsar would recommend a standard, more complete package be offered to new hires by departments. Especially for people who get hired "at the last second," a full package might include a syllabus, materials, suggested approaches to teaching, exams. Faculty would have academic freedom to use or not to use, and to modify. It would be an advantage to begin with a set of materials. It would be a boon to have materials and would reduce workload for the temporary faculty too, especially for a person teaching just one class and with little time to start from the ground up.

Professional Development. Campuses should also provide for lecturer professional development, even small amounts. When they are not, it sends a signal that they are not valued.

People *feel* the class system / hierarchy.

More About On-Boarding. It would be good for new hires to receive a consistent set of materials about how the university works; how benefits and rights to employment work; the technical issues of navigating a large organization. Further: lecturers for one term who are not hired for the next term find their e-mail and Blackboard access turned off. A result is that, even where lecturers are expected to be re-hired in another term (if not immediately subsequent), they lose access to communications and tools. Universities should be encouraged to give a grace period before people lose access.

If a lecturer's paperwork is not completed before classes start, it can get into the way of getting access to e-mail and the learning management system. The smoother the signing-up process, the better. It would be a strong practice for departments to identify somebody whose job it is to talk to H.R.

Office Space, Faculty lounge. CPP appears to offer pretty good office space: lecturers in the survey said they were pretty satisfied. A library Faculty Reading Room is available. A Faculty Dining Room is available.   Shared offices are common, but people understand. Two or three who share is common: up to five who share sometimes occurs. But: people understand; they have to share.

Much more important: Lecturers are not provided with laptop computers. Tenure-track faculty are automatically provided a laptop, a docking station, and a monitor by CPP. The laptop is refreshed every 3-4 years. If they are given one at all, lecturers may get a computer from their departments. Consequently, people use their own laptops for their work. Offices also often have a desktop machine.

Staff support. Lecturers in the survey reported that staff support was pretty good. Evenings can be a challenge, when staff may not be available; people plan around it.

Course Scheduling Issues, if Any; Number of Preparations. In the survey, CPP asked about scheduling. Given national norms, CPP does well. In the survey, 63% said hiring and contract renewal is done in a timely way, and they are consulted. In the survey, 75% said that departments always or usually consult on assignments for teaching. In the survey, 77% said classes that they are assigned to teach are always or usually the classes that lecturers requested to teach.

Note that the survey was sent to all lecturers. Most respondents were part time faculty; so, survey responses reflect part-time experiences.

Chair Training. Dr. Bhavsar thinks that is essential. Faculty Center is not in charge of that. At CPP, Faculty Affairs AVP does that, to the extent that there is training. There is probably room for improvement in training Chairs. One could envision, say, 3-day Chairs training. One could imagine a summer workshop for Chairs, on, perhaps, budget and contractual issues. Perhaps some Chancellor's Office help could be enlisted.

Recruiting Lecturers. Northridge appears to have a system for recruiting. Yet there are emergency hires. New people brought into a pool. Staffing a class means drawing from that pool. At Pomona, department Chairs appear to be on their own. A university-supported recruitment / pool would be great. Would especially help where one seeks lecturers for their industry expertise.

Evaluation of lecturers. Pomona has a university policy which complies with the C.B.A. requirements. Some departments do better than that. In any event, department evaluations of lecturers is uneven. In the CPP survey, lecturers felt that they were being asked to do much documentation but not receiving feedback. It can also happen that junior TT faculty evaluate experienced lecturers. CPP does not have university time-lines. All of this is very different from what happens with tenure-track faculty.

Asked in the survey: what is terrific about their work at CPP? Students are awesome; Lecturers love our students. Lecturers reported having great colleagues, who are collegial and supportive. Diversity and multiculturalism at Pomona is valued. People work hard because they care.

What would improve your ability to help students to succeed? In the survey, respondents wished for smaller class sizes; computers in the office; upgraded and maintained facilities such as cleaner classrooms.

Are temporary faculty embraced as colleagues? Lecturers are often invited to meetings, retreats, events: but not paid. So there is a tension. This is typical across most or nearly all CSUs.

What Kind of Professional Development would Lecturers Desire? One to two hour face/face meetings. One to two hour recorded webinars. Paid opportunities for PD would be of great value. Dr. Bhavsar tries to ensure that paid opportunities put on by her are available to lecturers.

There is a moderated list-serv at CPP for lecturers.

Are Temporary Faculty Hired for Tenure-Track Jobs? Few persons join the tenure-track faculty who arise from the temporary / part-time ranks. People do apply; they get discouraged after not being chosen. CPP brought on 54 new permanent faculty for this year: two were previously Lecturers at CPP.

Terre Allen, Ph.D.

Director, Faculty Center for Professional Development, CSULB

Terre.Allen@csulb.edu

562-985-5260

Notes from email and telephonic communications

October 23-Nov 13, 2017

Interlocutor: Kirti Celly

Dr. Allen is a professor in the Department of Communication Studies, and oversees all FCPD activities under the direction of the CSULB Associate Vice President for Faculty Affairs.   Based on our exchanges, CSULB offers a robust set of processes and content (explore links below) for effective faculty management, including all lecturer faculty. Department Chairs are the focal point for this process. It makes sense that Dr. Karpf placed CSULB at the top of the CSU list for treatment of lecturers.

Dr. Allen pioneered the two day Chairs training at CSULB. CSULB has developed an extensive set of "everything you need" webpages for Department Chairs. Also the extensive faculty development and resource pages for lecturers, and for all faculty.

See http://departmentchairresources.csulb.wikispaces.net/home

Additionally, Dr. Allen built a lecturer support site and CSULB holds a Lecturer Welcome and Orientation each Fall. **ALL** Lecturer faculty are invited to the Welcome and Orientation. The Provost and AVP of Faculty Affairs welcome all lecturer faculty to campus and discuss how critical their work is to accomplishing our campus mission and goals. "New/er" information is addressed at the beginning of the agenda and the final segment is provided by Benefits Services – for new or re-entry lecturer faculty. The lecturer faculty who don't need the benefits presentation – leave at that point of the half day event. The orientations concludes with Benefits sign-up time (provided by Benefits Services staff).

For ALL CSULB Lecturers:

http://lecturerinfosupport.csulb.wikispaces.net/home

For ALL CSULB Faculty:

http://facultysupport.csulb.wikispaces.net/Teaching+Jumpstart

http://facultysupport.csulb.wikispaces.net/Understanding+Instructional+Effectiveness

http://facultysupport.csulb.wikispaces.net/Documenting+Instructional+Effectiveness

http://facultysupport.csulb.wikispaces.net/Culturally+Responsive+Pedagogy

With an ad hoc committee of faculty representatives from each college, library and counseling, she developed and conducted an all faculty work life survey in 2013, adapting the Cornell Work life Survey for CSULB. They obtained over the counter approval from the CSULB Institutional Review Board. The invitation to the survey was from the Provost and President. Administered using Qualtrics. Sample: the All faculty listserv. Lecturers, counseling faculty, and librarians included; coaches excluded. Incentive: Bookstore donated free coffee. Response rate of 40%. Respondents self-identified with their colleges.

The CSULB Work Life Survey Report was taken on the road across the University as a traveling show. Follow-up focus groups with lecturers were conducted over two years. Incentive: lunch. Time 20 minute lunch + 70 minute focus group with dedicated note taker. Additionally, Dr. Allen continues to host focus-groups based on appointment/rank (annually) to determine appointment-specific AND general needs of faculty members at CSULB. Separate focus groups are conducted for each segment of the faculty population—PT lecturers, FT lecturers, Untenured Assistant Professors, Associate Professors, and Full Professors.

Dr. Allen kindly shared the survey instruments with us and the publication resulting from the survey.

Navigating the New Normal (http://onlinelibrary.wiley.com/doi/10.1002/j.2334-4822.2013.tb00695.x/abstract).

Evidence-based Learning:

At CSULB, faculty experience the campus and university through their department and not much else. Cornell survey was relevant since it situated decision making within departments. Examined work and life satisfaction.

Full-time lecturers are CSULB's most highly satisfied faculty members. Part-time lecturer faculty struggle the most – not surprisingly.

Creating "ethical leadership" using a learning community and mentoring model:

Formed a lecturers learning community.

Created New Chairs training: 1.5 days before the Fall semester + CO training; Chairs meet monthly with an experienced Chair as the facilitator of ongoing meetings over the academic year.

Implementation: Initial pushback from some Chairs who refused to participate. There was a quick culture shift as "Chairs valued" the ongoing support and community. This helped with lecturer issues.

Successful at building community of faculty.

How did they do this? CO Grant Proposal about 5-6 years ago for Chairs training as a special case since there was considerably uneven management of lecturer faculty.

Dr. Allen's advice to CSUDH NTTIF task force: "The only way to get a handle on this problem is to work with Department Chairs" who should regard their job as "managing their unit." Chairs should be accountable to Academic Affairs and Faculty Affairs, not just to faculty in department/Dean.

Clare Weber, Ph.D.

Deputy Provost, Academic Programs
California State University, San Bernardino (CSUSB)
Phone Interview Notes: 909-537-3094

October 23, 2017

- Note. Dr. Weber gave her permission to include these notes as an appendix to the CSU Dominguez Hills Task Force report.   The notes were taken by Keith Boyum and by Kirti Celly. Any errors or mis-statements are attributable to Boyum and/or Celly, and not to Dr. Wiley.

What does San Bernardino do well? Campuses are similar. San Bernardino may struggle a little more to get lecturers – they are farther away from R-1 institutions, for example, and they may not have naturally large pools.

San Bernardino has a Center for Teaching and Learning. Just opened a broader Faculty Excellence center.

Mind Map on Lecturer Professional Development. At CSUDH, some departments use pools of lecturers for initial hires, but others may not. Pools could help with diversity and certainly help Chairs to find somebody when, for example, a last minute hire is needed. See below.

At CSUDH, PeopleSoft provides an opportunity to apply. The sites should be updated with information on background checks, etc. They are not used very well. Informal processes instead: somebody knows somebody; somebody contacts a Chair.

When she was Sociology Chair, she sought diversity. Networked with Graduate Coordinators. Can target recruitment; you can utilize best practices to seek diversity.

What about evaluations, professional development? At CSUDH, there has been an improved effort to follow the contractual provisions and do evaluations well. Last year, she worked with Deans to improve files for part-time faculty. Deans were reviewing

Dominguez Hills has a lecturer evaluation policy. Relatedly: what can the FDC do for new lecturer orientation. This is primarily on teaching and learning. There are some online modules about how students learn; how to teach effectively. CSU Los Angeles may offer a good model for teaching effectiveness.

In Dr. Weber's view, there is a need for improvements in recruitment, orientation, professional development.

Dominguez Hills seeks to support department Chairs who have problems.

DH puts on some orientations, workshops. One day workshops, each semester, for all Chairs. Chairs are invited; most show up. Content is responsive to the findings of a survey of Chairs.

At DH: Chairs in recent years have made strides in evaluating lecturers. The tool may need some fresh work.   Campus Labs – linked with the nonprofit called I.D.E.A. -- has a nationally-normed evaluation; faculty can learn from it. Having a solid tool is key. In-classroom observation of lecturers is very challenging at DH. Data-driven, well-researched information about one's own performance.
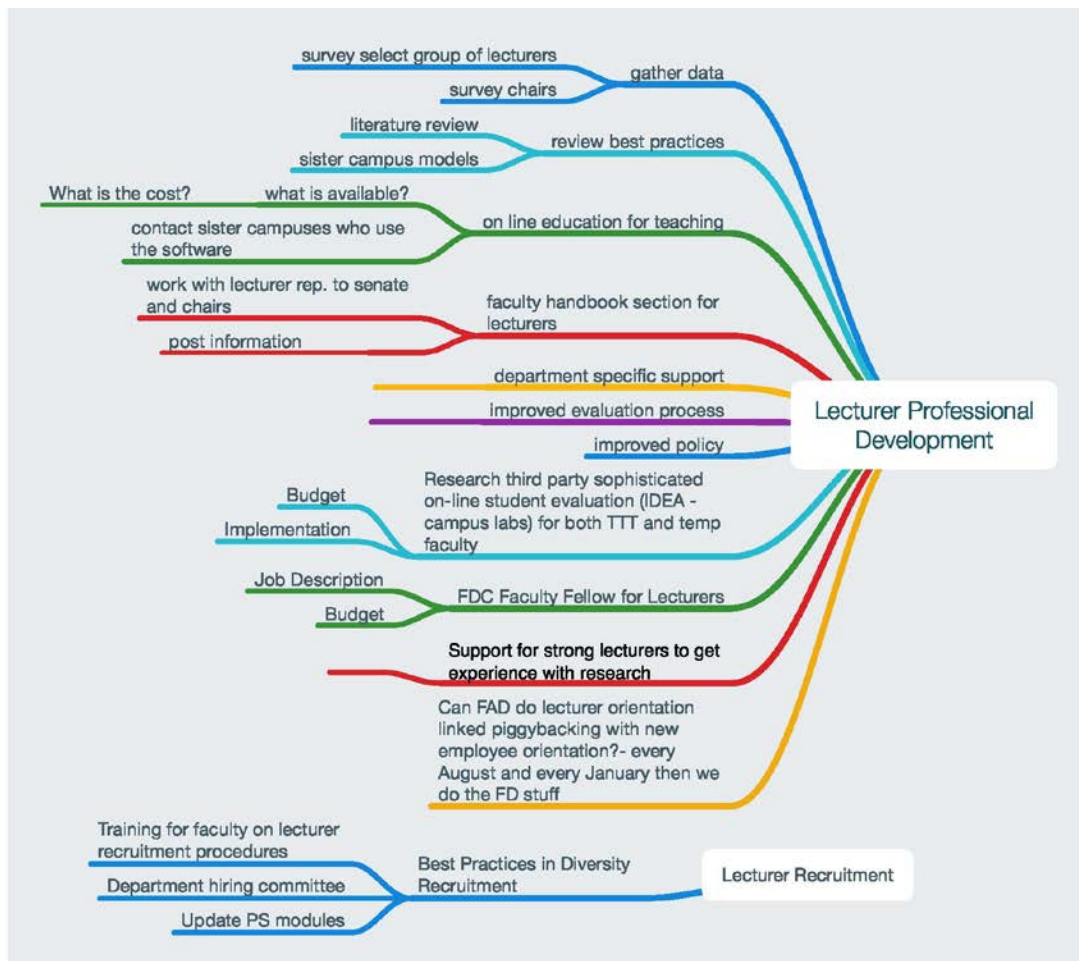
Mark Wiley, Ph.D.
Associate Vice President, Faculty Affairs
California State University, Long Beach (CSULB)
Phone Interview Notes: 562-985-8264

October 23, 2017

- Note. Dr. Wiley gave his permission to include these notes as an appendix to the CSU Dominguez Hills Task Force report.   The notes were taken by Keith Boyum and by Kirti Celly. Any errors or mis-statements are attributable to Boyum and/or Celly, and not to Dr. Wiley.

Recruitment; Initial Hiring. Departments advertise and create a pool. Some Chairs do this; sometimes there is a committee; this varies by department. However, last minute and summer work is done principally, sometimes only, by Chairs. Following a Dean's office review, Mark's office reviews every contract to ensure that CBA requirements are in order, such as order of work, compensation, etc.,.

This is an implementation practice, not a policy.

CSULB explicitly seeks diversity in its faculty. However, formal guidelines to encourage diversity is principally a focus when recruiting tenure-track faculty.

What about Evaluation of Lecturers? Annual evaluations are arranged for all lecturers who are due to be evaluated; this happens sometime during the fall semester. CSULB has a couple of workshops for this; lecturers are invited if they want more information. Colleges and department Chairs follow up. Dr. Wiley has a couple of people who follow up, as well. In any given year, the CSULB faculty includes 1100 – 1400 lecturers. They got "all but six" last year for the mandated evaluations. Note that this is a large volume of work. It is helpful that many things are online now.

Note that in evaluating lecturers, CSULB follows the CBA. One year lecturers are evaluated annually; 3-year lecturers need a cumulative review in year three. AY lecturers get a cumulative evaluation in the sixth year. There is a university-wide form and procedure. The university-wide form and procedure comprises minimum materials and requirements. Some colleges augment these minima, with appropriate lead time and advance notice to the lecturers who will be evaluated.

Semester-only lecturers are not usually evaluated. CSULB does not do unnecessary evaluations, due to volume.

On-Boarding. There is a Fall orientation, principally for new hires; lecturers are invited. Many items and materials are online. Many lecturers are continuing, of course, and do not attend an orientation that is principally for new hires. Dr. Wiley's office works with the CFA Lecturer Representative, too.

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What about at Department Level? Sharing materials, etc., at department level? The Department Chair takes the lead on this. Chairs are encouraged to do that. In larger departments there may be a large number of sections for a particular lower-division course: departments often designate a course coordinator in that instance. So, at the department level, then, approved course outlines, and examples of syllabi are shared.

There is a senate policy on mandatory items on course syllabi.

What about elementary physical support? Offices are shared; space is scarce. Up to six people sharing one office. Department Chairs make the assignments. Clerical support is the same. They would have a desk top or a laptop in their offices. They often have their own. They can get into the CSULB network.

Welcome and Enfolding. Variable. Encourage the Chairs; but others where they feel like second-class citizens. The ones who are successful: invite them but not paid for service.

Do Lecturers have Senate Representation? CSULB 1100 – 1400. About 830-850 permanent faculty.

What Do You Do Well? Try to treat them well, feel comfortable. Fair with salaries and fix inequities. There is a Lecturer's Resource Web site. Invited to faculty development events.

What can we learn from you? What experiences and practices are familiar to you, that you would recommend? Stan

Professional Development. Support depends on department. They might get some support if delivering a paper. Competitive grants are available for research: full-time lecturers "may" be eligible.

Bryan D. Berrett, Ed.D.

Director, Center for Faculty Excellence

California State University, Fresno

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Telephone interview notes

October 27, 2017

Interlocutor: Kirti Celly

Note. Dean Berrett's permission has been sought to include these notes as an appendix to the CSUDH Task Force report.   The notes were taken by Kirti Celly. Any errors or mis-statements are attributable to her, and not to Dr. Berrett.

Dr. Berrett's narrative: He is a 20 year veteran lecturer in Central California, beginning as a part-time faculty member, and teaching at the State Center Community College District, Fresno City College, and Reedley City College. After earning his Master's degree, he moved to full-time lecturer from 1998-2006, where he also committed to full service. Both he and his wife are Deaf Studies professors, and she continues as a lecturer with 1-5 classes. He earned an Ed.D. during 2003-06 as the eighth cohort in a 70:30 (online: face to face) program at Pepperdine University. After an additional year as full time lecturer, he has been on the tenure track since 2007. CSU Fresno student population is comprised of 70% first generation college students. Dr. Berrett's own experiences resonate with those of his students; he is a second generation faculty member, and between his father, wife and him, they have 85 years of service to the CSU. His father was a first generation college student. He created 4 year Deaf Education Teacher and Sign Language Interpreting program at CSUF.

As Director of CSU Fresno's Center for Faculty Excellence (CFE), Dr. Berrett is responsible for faculty development of the 1400-1500 faculty at CSU Fresno, and tenure-density of 62%. In a Spring 2017 assessment, using data internally collected via Google forms, the CFE learned that 35% of the faculty they served are lecturers. Programming includes course redesign with technology, quality assurance, faculty learning communities, and other professional development. He has a team of instructional designers, and in his second year at the CFE the focus is largely on online learning and quality assurance.

Goal of working with Faculty Affairs to more intentionally create face to face interactions and collaboration between all faculty. Community is the core/center of all they do.

As department Chair of Deaf studies, he makes sure he knows his audience, orders text books for lecturers.

The next steps in faculty development: Accessibility is a big focus with working day programming.

Faculty orientation: 5 day onboarding for tenure track faculty three weeks before semester start; TT faculty paid to attend; 2 days for non-tenure track after the semester begins (after orientation and before classes); NTTF not paid to attend. Includes basics like parking, keys, copy machine codes, ID card. They are designed and offered separately, as they have different needs.

Issues:

Hiring: Names and resumes of prospects from Chairs for emergency hires. There is no pool at the university level.

Evaluation: Peer evaluations. The evenness and value of the process is questionable.

No conversations or training. It could be insulting instead of meaningful.

Kevin Kelly, Ed.D.
Lecturer Faculty, Department of Equity, Leadership Studies & Instructional Technologies
San Francisco State University

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Telephone interview notes October 27, 2017

Interlocutor: Kirti Celly

> Note. Dr. Kelly's permission has been sought to include these notes as an appendix to the CSUDH Task Force report.   The notes were taken by Kirti Celly. Any errors or mis-statements are   attributable to her, and not to Dr. Kelly.

Dr. Kevin Kelly has worked at San Francisco State University (SF State) for 19 years, where he has been teaching as a part-time lecturer since 1999. After earning his Bachelor's degree at University of California, Santa Cruz, he earned a Master's degree at SF State, while working full time at that campus. He earned his doctoral degree at University of San Francisco, also while working full time at SF State.

Kevin has filled several leadership positions during this time. He began by co-directing a U.S. Department of Education grant and then became Assistant Director of the original faculty development center, the Center for the Enhancement of Teaching (CET). The unit went through some organizational changes, forming SF State's Academic Technology unit and a new faculty development center. Kevin worked as an Academic Technology manager, continuing to support Tenure-track faculty and Lecturer faculty with teaching and technology integration, as well as coordinating campus-wide and system-wide projects. As a member of the lecturer faculty, he helped inform CET's New Lecturer Orientation,

He is excited that there is now a Lecturer Faculty   Fellow position at the new Center for Equity and Excellence in Teaching & Learning at SFSU (CEETL). CEETL, founded in 2017, is comprised of a Faculty Director with five faculty fellows; one is NTTF.   Of note,   despite his expertise and longevity, as well as his doctoral degree, he was ineligible to apply for the   position of Director of CET, not being a full professor. *[Interviewer comment: The question for us in the academy is—are some classes of faculty more capable, more prepared, more equal, despite similar education?]*

As a lecturer in the Department of Equity, Leadership Studies and Instructional Technologies—he is focused on supporting students of all backgrounds and levels.

In addition to his leadership roles in Academic Technologies and the former Faculty Development Center, Kevin is active in the discipline. He recently served full-time as Executive Director of Teaching and Learning for the Association of College and University Educators (ACUE). Kevin is in the early stages of co-authoring a book about alternative-academic careers, which includes advice for lecturers and recent doctoral graduates. Topics include navigating multiple pathways in higher education. He is also writing a second book about teaching online. His goal is to write a third book about his undergraduate course, "How 2 Lrn w ur mobile device." This General Education course serves 50-150 students each semester.

Thoughts based on Dr. Kelly's observations

Lecturers often teach introductory classes so their role is critical for student retention and student success. At the same time, lecturers can feel alienated and/or isolated, requiring greater support from their departments, colleges and other campus units.

The culture at SF State has shifted over time—e.g., lecturers were removed from Kevin's department website; he receives fewer emails now (mostly from the department's office coordinator and broadcast emails from the Provost). Dr. Kelly is among the fortunate since he has developed a large network from his long-term service as both a staff member and lecturer, making him perfectly poised for his current role as a higher education consultant.

Retention of lecturers is an issue.

Consistent communication with lecturers is also problematic.

Lecturers would benefit from virtual opportunities for professional development and community building, such as workshops via video conferencing and virtual brown bag events to share their professional expertise with other lecturers and full-time, tenure-track faculty. One way to build a stronger community of faculty might involve inviting cross-disciplinary faculty to submit ideas for the Scholarship of Teaching & Learning, quarterly events to increase participation, and even fund-raising efforts.

Dr. Kelly sees professional development and community building as the building blocks for faculty retention. Integral to faculty retention and student success is also ensuring each faculty member is made part of the University's mission. For example, if service-learning is integral to the mission, lecturer faculty should be included in learning/training about service learning courses.

In addition to access, other basic ideas are a common-sense, respectful, and humane approach to all faculty. How might the CSU elevate its treatment of non-Tenure-Track faculty? One possibility might entail uniform implementation of a stepped process to increase contract terms. Further, lecturers like Kevin would appreciate and/or benefit from more opportunities for feedback from and to connect with colleagues.

Finally, we need to reduce DFW rates. Dr. Kelly's current consulting work includes helping colleges and universities with teaching online and reducing online student achievement gaps. Faculty need to design for online teaching and learning, rather than apply a face- to-face approach to online courses.

There are more community building opportunities to be had by sharing course design and implementation strategies, in part through teaching portfolios that show how to increase student interaction and improve learning assessment in online classes.

Cheryl A. Koos, Ph.D.

Associate Dean, College of Natural and Social Sciences

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Telephone interview notes

October 27, 2017

Interlocutor: Kirti Celly

Note. Dean Koos's permission has been sought to include these notes as an appendix to the CSUDH Task Force report.   The notes were taken by Kirti Celly. Any errors or mis-statements are attributable to her, and not to Dean Koos.

Associate Dean Koos oversees a large and diverse college with departments/programs of biological sciences, chemistry and biochemistry, natural sciences, physics and astronomy, geosciences and environment, mathematics, psychology, anthropology, sociology, political science, history, Asian American studies, Latin American studies, Chicana/o and Latina/o studies, Pan-African studies, NNS has the largest number of faculty on the CSULA campus and largest number of GE offerings.

She stepped into the role of Associate Dean in July 2017, after completing a one-year American Council on Education Emerging Leaders Program Fellowship at Cal Poly Pomona (CPP) with President Soraya Coley and Provost Sylvia Alva. Lecturer headcount ranges from 50-60% of the faculty. As a researcher and historian Dean Koos is interested in how institutions are structured, power is constructed, particularly as related to societal structures, gender, and race, ethnic and socio-economic issues.

Dean Koos spoke about the challenges facing CSULA--significant administrative turnover in the past four years, the conversion from quarter system (3-3-3) to semester system (4-4) with significant increased workload for faculty to make the conversion possible, and the 2025 graduation initiative, all amidst rapid student growth from 22,000 to 29,000 students.

As part of her Associate Dean portfolio, Dean Koos is charged with student and faculty development. Using her ACE leadership training as the point of departure, she is thinking about the meta-issues at CSULA and the CSU; she has concluded that lecturers' wants and needs are central to student success and graduation rate initiatives. Cat Haras, Senior Director, Center for Effective Teaching and Learning at Cal State LA and Distinguished Teaching and Learning Advisor, American Council on Education (ACE), and Dean Koos are collaborating on a lecturer climate survey for the College of NSS. During Fall 2017, they will be designing and distributing this survey; they will be analyzing the results in Spring 2018. Based on these results, NSS leadership will be working with department Chairs and tenure-line faculty to improve department lecturer climate and will be designing professional development opportunities for lecturers

While at this time Dean Koos had nothing to add to our task force, she is interested in our task force's approach, survey, and recommendations. I think our conversation is fortuitous and timely. As CSULA and CSUDH have much in common, a collaboration around a bold strategy for non-tenure track faculty may be desirable.

Meeting Notes: Chairs Council, CNBS

November 22, 2017

Interlocutors: Kirti Celly & John Keyantash

N.B. These notes were taken by Kirti Celly. Any errors or mis-statements are attributable to Celly, and not to the Deans.

We met with the CNBS Chairs Council to introduce the work of the task force and request the Department Chairs to share their experiences and best practice recommendations with us. We agreed that this would best be achieved via emailed responses. Dr. Keyantash followed up the Chairs Council meeting with an emailed request and periodic reminders to CNBS Chairs to complete the short needs and best practices recommendations survey.

During the meeting, the following themes and questions were discussed/emerged.

Criticality of NTTIF in the educational mission (of the CSU & CSUDH) in the natural sciences

About thirty-three percent of classes are taught by tenure-line faculty.

In the case of science education, there is a limit to the number of tenure track faculty in the CSU, and this limit is a consequence of the needs for labs, lab space and lab funding. Here especially, there is a case for "teaching-only faculty" and NTTF play and will continue to play a vital role in the educational endeavor.

It is critical that lecturers, including part- time lecturers, are considered citizens.

Rhetoric, compensation and citizenship treatment of NTTIF (especially part-time faculty)

What is "Part-time, part-time?" "Part-time, full-time?"

Should part-time faculty not be paid for mandatory trainings (e.g., annual Sexual Harassment training)?

Should part-time be invited to department meetings?

Emergency hires v. permanent hires.

How to engage part-time faculty in learning outcomes assessment: a case for rubrics?

Scholarship and grants: In response to recent queries from a NTTIF colleague, Celly asked if part-time lecturers be principal investigators. Though the answer is an unequivocal yes, there are cases of "bureaucratic plagiarism."*

*Thanks to Drs. Antonia Boadi, Dean Dixon, and Kamal Hamdan for confirming this and introducing us to this language.

Conversation with Dean Philip LaPolt
College of Natural & Behavioral Sciences, CSUDH
November 22, 2017

Dean LaPolt met with John Keyantash and Kirti Celly in the Office of the Dean, CNBS. He was thoughtful about the best practices currently in place at CSUDH and in CNBS, about his observations of the challenges at CSUDH as the newest Dean on board, and about ideas for best practices that could be implemented.

NOTE: These notes were taken by Kirti Celly. Any errors or mis-statements are attributable to Celly, and not to the Dean.

Dean LaPolt began by stating that it is "very important that lecturers feel included". He also noted the important contributory role of the CFA in enhancing and safeguarding lecturer rights, and the many elements of best practice at CSUDH:

a. Two designated lecturer spots in Academic Senate, and lecturers allowed to serve as Senators for their departments.

b. Orientation for lecturers (optional) held on Saturday when they are available to attend.

He also stated:

1. It is the Chairs' job to manage their departments, and the Dean's job to support Chairs and provide them with the guidance and training to make the position attractive. Above and beyond that, they are in the Dean's words, the "leaders of their departments." That said, it is his impression that how much mentorship a new lecturer gets varies across departments and needs to be more uniform, and that there may be little mentoring.

2. Performance evaluations are uneven and last year no evaluations of lecturers on three year appointments reached his office. All were automatically renewed. This year there is a review of those eligible for three year appointments, and lecturers have expressed appreciation of this.

3. Lecturers must be supported and get feedback to assist in their professional development, and to ensure our students are being supported as well.

4. In order to achieve this, there must be workshops and guidance for Chairs, and support for the work Chairs do, including suitable reassigned time.

5. An example of support for lecturers are the online modules for faculty development developed by the Association of College and University Educators in collaboration with other campuses, including

some in the CSU. See www.acue.org/class/ for information on their courses in effective teaching practices.

Examples of "Gems" on campus

Math Department: Sharon Lanaghan, Pre-Calculus Lecturer and Cassondra Lockhardt, Developmental Math Lecturer were given full-time lecturer appointments with reassigned time for important administrative work. They work with Matt Jones in Mathematics Education and are "integral" to the department. There are many other long-time lecturers who are essential to the mission of the college and university. The anthropology department is an example of building a tight community of faculty and students. Dean LaPolt recommended that these models be extended to other departments.

Challenges

Dean LaPolt attempted to build community by hosting a "Coffee and Donuts with the Deans." Only three lecturers attended. He is reflecting on other ways to build community, such as experimenting with different times when lecturers are available.

The "flipside of mentorship." Some faculty do not want to be mentored.

Conversation with Dean Gary Sayed
College of Health, Human Services & Nursing, CSUDH
November 29, 2017

Dean Sayed met with Kaitlyn Breiner and Kirti Celly in the Office of the Dean, CHHSN. He was expansive and reflective about the best practices currently in place at CSUDH and in CHHSN, and about ideas for best practices that could be implemented.

NOTE: These notes were taken by Kirti Celly. Any errors or mis-statements are attributable to Celly, and not to the Dean.

Dean Sayed opened with stating unequivocally that lecturers at the CSU were much better off than their peers anywhere, and that at CSUDH CHHSN, we do a good job of building community. He also stated his leadership philosophy—"If it's right, I'll do it on principle, not because someone else is or is not. NTTF work hard and should be treated equally."

In response to our question of what CSUDH can do to better support NTTIF, Dean Sayed said the following:

1. Pay them! Improve compensation. This is especially important since the market equivalents for health professionals are very high in relation to faculty salaries.

2. Provide better support, as "without NTTF we come to a grinding halt."

Challenges in terms of support

a. NTTF are not treated at par with TTF. E.g., computers not provided to NTTF. At CHHSN, Gary ensures this is paid for from the college budget.

b. Office space is not provided. At CHHSN, the Dean ensures office space for all lecturers, and especially for all full time lecturers.

3. Set clearly expectations for what they do.

4. Provide opportunities and pathways for professional growth (see example of CHHSN in "What we do well" below).

At CHHSN, NTTIF make up two-thirds to three quarters of the faculty. For example, in Health Sciences, there are only 3 TT faculty, though it is the fourth largest major. Tenure density is 31%.In CHHSN, there are a lot of full-time part-time faculty. These are faculty who are temporary, have short term contracts, yet work full time (15 WTUs and often engaged in service)

What we do well:

a. Shared governance: CSUDH has extended faculty privilege and right to NTTF. They can serve on Senate and on core committees.

b. Loyalty cultivated: At CSUDH, we are collegial and it is unique to us; not true of all CSUs.

c. Cultivate growth: At CHHSN, 11 new TT faculty are being hired in 2018-19. Dean encourages all interested NTTIF to apply, and asks the search committees to search from within. "We owe it our colleagues, if they are the best qualified, to hire them." He gave examples of five such "conversions" in CHHSN in nursing and health sciences.

d. Open culture: All faculty in CHHSN are invited to apply for grants. There are three-four intra-mural grants announced and open to all.

e. Grant writing: support for all faculty, including where necessary paying for per diem grant writers. CHHSN faculty ask for support up front when writing grants.

f. Create community: Dean personally invites all faculty to the CHHSN annual retreat. Regular pot-lucks. Ensure feeling of equality and that each faculty is valued.

g. Professional development: Support to ensure that all faculty have cutting edge tools and career progression.

h. Opportunities to lead: CHHSN Associate Dean is a NTTIF.

i. CHHSN takes evaluations of NTTIF as enabling so takes it seriously for all lecturers.

Challenge: This creates substantial workload for Chairs.

National Center for the Study of Collective Bargaining (CB) in Higher Education and the Professions

Higher Education Labor-Management Conference, Dec 1-2, 2017

Presentation and Conversation with Dr. Adrianna Kezar, Professor and Co-Director, Pullias Center for Higher Education, Rossier School of Education, University of Southern California and Director, Delphi Project

Attendee and Interlocutor: Kirti Celly

Dr. Kezar gave a talk that included several points from her work and national research through The Delphi Project, published in *The Professoriate Reconsidered* (Kezar, 2015). The majority of all the higher education stakeholders she surveyed (tenure- track faculty, full-time non-tenure-track faculty, part-time non-tenure-track faculty, provosts, Deans, accreditors, governing boards, and State higher education executive officers found the following ideas attractive:

Increasing the number of FT non-tenure-track faculty to reduce reliance on part-time faculty.

Adding teaching-only TT positions

Reduced reliance on PT faculty

Collaboration across faculty segments

Clearly defined expectations and evaluations for all

Teaching intensive TT positions

Evergreen State full time NTTF

Medical school models

Shared consortium model

All are responses to the question: What is the best model of faculty for promoting public good and student learning/support?

She mentioned the following resources--Boyers' Scholarship Reconsidered and *thechangingfaculty.org* She stated that while faculty matter, higher education leaders must include other groups from post-doctoral to graduate students to groundskeepers to staff to custodial staff.

2. Dr. Gary Rhoades, Professor and Director of the University of Arizona's Center for the Study of Higher Education

Dr. Rhoades spoke broadly about recognizing organizing all "professionals" with faculty being one member of the employees, not special not elite "professors."   He called for a mind shift from "managed professionals" to "organized professionals" to include respect for all workers, the work they do, and the public purposes of higher education.

He described his "3 Ems" approach to public higher education

Emded more explicitly than we currently do the public good. Do this in concrete ways in union contracts and in communication campaigns, in building coalitions within the academy and with the world.

This is vital to establish the value creation and survival of public universities, given the skepticism about the role of college and the division in views about what college should do—skill-building or personal growth. [Pew Research Center poll](http://www.pewresearch.org/fact-tank/2017/07/20/republicans-skeptical-of-colleges-impact-on-u-s-but-most-see-benefits-for-workforce-preparation/) (http://www.pewresearch.org/fact-tank/2017/07/20/republicans-skeptical-of-colleges-impact-on-u-s-but-most-see-benefits-for-workforce-preparation/).

Also, think and organize locally and regionally.

a. Example of public good from Doug Foraste, CSULB. Participant action research that lead to actionable outcomes. Chemistry students in a class lead a water quality education and change initiative that moved administration to take action. (Water testing determined H2O had lead; EPA, students, CFA, threat of publicity and public health)

b. For online education, design "metro-relevant online courses," as opposed to MOOCS.

Rationale: Education is most effective when it is locally relevant to communities lived realities

Suggestions for how public good may be embedded in contractual language:

1. Tie adjunct faculty to educational quality closely

a. Include instructional resources clauses in contracts: These are currently limited in focus to facilities, not on *resources*

b. Adjunct faculty present a low cost, high yield way of building public good.

2. Ensure use of and access to Instructional Technology

a. Training and support of students and all (including LMS) is essential

b. Negotiating for our students (the public good), not just for faculty.

3. Intellectual property benefits

Share the benefits reaped from knowledge creation and IP with community and students; don't' limit to the institution or faculty member.

Embody respect for all

Include all faculty, graduate and student assistants, post-doctoral faculty/fellow by framing academic employees work as "apprentices"

Include contractual language to compensate all faculty:

a. There should be remuneration when classes are cancelled

b. Lack of pay for reflection, preparation, design.

Shift frame for thinking about students who are often framed as "deficits," "underprepared," "underserved," and/or "at risk"

a. Provide professional development to all to pay attention and learn about cultures and communities of our students in order to change our habits of mind

Dr. Jennifer Eagan, President California Faculty Association added that management should recognize the value of unions. She related this to "#45's use of language." E.g., "You're fired" that is fostering disrespect and devaluation of faculty, the CFA, and all unions

Resources: [What are we bargaining for? Public Interest Bargaining](), Journal of Collective Bargaining, 2015, Gary Rhoades (http://thekeep.eiu.edu/jcba/vol7/iss1/1/)

Embrace diversity (employment status and identity)

i.e., part-time, full time, etc.

Imperative for us to accommodate the increased demand for college esp. from students of color.

Resource: [Improve College Pathways in California, PPIC, Nov 2017]()

Mia McIver, University Council, UCLA AFT stated:

Fight for the university you want

Fight for the union you want

It's not just CB that is at stake it is our whole sense of who were are as a community, State, Country.

Meeting Notes: Chairs Council, CBAPP

November 30, 2017

Present: Dean Wen, Associate Dean Vu, Chairs Sheu, Zhao, & Shabbir

Academic Resource Manager & Dean's Assistant Katrina Rhodes

Interlocutors: Kirti Celly & James Katzenstein

N.B. These notes were taken by Kirti Celly. Any errors or mis-statements are attributable to Celly, and not to any others.

We met with the CBAPP Chairs Council in the Dean's Conference room to introduce the work of the task force, request the Department Chairs to share their experiences and best practice recommendations with us, and to ask for the enrollment reports. Dr. Katzenstein followed up with Chairs afterwards to complete the short needs and best practices recommendations survey.

During the meeting, the following were stated:

Lecturer Classification

Per Dean Wen, CBAPP does not use part-time and full-time faculty definitions for lecturers. Instead they use "supporting" and "participating." Chair Sheu endorsed the latter as consistent with AACSB accreditation.

No definitions are given. An example of Gary Polk was given for a participating lecturer.

Best practice recommendation(s)

Per Dean Wen, hosting a publishers' textbook and supporting materials luncheon for lecturers is a best practice. Chair Shabbir endorsed this and spoke of a recent event of this sort for his department that was well attended.

Enrollment reports

Per Dean Wen, due to the sensitive nature of these reports, they would not be made available by the College/Chairs. He recommended we go to Institutional Research or Faculty Affairs.

Conversation with Dean Joseph Wen, College of Business and Public Policy, CSUDH

December 6, 2017

Dr. Wen was generous and forthcoming in response to our general questions about his views, experiences, and advice regarding non-tenure-track faculty.

We discussed full-time non-tenure-track faculty (NTTF).   The former are paid more; the former usually have opportunities to choose classes before part-time faculty choose classes.

Continuing NTTF are evaluated every three years.

Dr. Wen noted that most non-tenure-track faculty in CBAPP are part-time, and typically are experts with significant experience in business. These faculty teach because it is fulfilling. They do not aspire to university careers: they already have careers. The faculty have significant responsibility in their positions, and have been in their positions for a significant duration. (The "significant responsibility / significant duration" formulation relates to AACSB standards.) Students are typically pleased to learn from people with "real world experience." A small number of part-time faculty may receive a course assignment for a special project. An example is the Entrepreneurial Institute, headed by Michael Grimshaw.   See https://www.csudh.edu/cbapp/departments/entrepreneurial-institute/

Dr. Wen described hiring faculty from a database, a pool of persons interested in teaching. The database is maintained by the university, by H.R.

Discussing new faculty needs for orientation to CSUDH, Dr. Wen made these points.

- An apparent need is for new faculty to understand the nature of CSUDH undergraduate students. Some new faculty express frustration that DH undergraduates frequently seem deficient in basic academic skills.
- New faculty are often particularly untutored in the ways of the classroom. They confess to him that they have not assigned grades before, are unsure of how to evaluate student projects, etc. An orientation effort could include such topics.
- CBAPP has a faculty retreat each semester. Part-time faculty are invited, but not paid for the time spent. Attendance by part-time faculty is good.
- Dr. Wen sponsored a half-day *Arriving / Surviving / Thriving* event 3 years ago. Part-time faculty were a principal audience. Textbook publishers were featured. The event was moved to the Faculty Development Center.

In the way of engaging part-time faculty more fully into campus learning activities, Dr. Wen thought it could be a good idea to invite them to student organization meetings. Part-time faculty could also be invited to CBAPP committees.

Interlocutors for the conversation were Keith Boyum and Jim Katzenstein

Conversation with Dean Avila and Associate Dean Caron
College of Arts & Humanities, CSUDH
December 7, 2017

Deans Avila and Caron met with Kirti Celly and Keith Boyum in the Office of the Dean, CAH. They were generous, prepared, and thoughtful about the best practices currently in place at CSUDH and in CAH, and about those that need to be implemented, as well as about the implications for the academy of unplanned change. Their prepared notes pre-empted our questions and the basis for our note-taking. They memorialized our meeting in the memo below to Drs. Noyce, Celly, and Boyum, for which we thank them.

Three additions/areas we wish to highlight are:

1. Dean Caron's experience at CSULB included time working with Dr. Terre Allen in their Faculty Center for Professional Development and his recommendation that we look closely at the work done at CSULB as we move forward at CSUDH.

2. Dean Avila spoke to the wide unevenness in the processes and diligence in hiring of part-time, non-tenure track faculty compared to full-time faculty, both tenure track and non-tenure track and the serious lacuna in performance evaluations of part-time, non-tenure track faculty. He called for "regular and careful review and feedback that includes syllabi, pedagogy, content, student perceived teaching effectiveness forms, and faculty reflections."

3. Dean Avila also emphasized the importance of "support for iterative, annual professional development of non-tenure track faculty."

These notes were taken by Kirti Celly. Any errors or mis-statements are attributable to Celly, and not to the Deans.

MEMO

DATE: December 7, 2017

TO: Kirti Celly, Ph.D.
           Keith Boyum, Ph.D.
           Rik Noyce, DMA

FROM: Mitch Avila, Ph.D.
           Dean, College of Arts and Humanities

CC: Tim Caron, Ph.D.
           Associate Dean, College of Arts and Humanities

SUBJECT: Non-Tenure-Track Faculty Task Force

Thank you for meeting with Tim Caron and I and providing us an opportunity to share our perspectives on lecturer faculty in the College. Below I summarize and expand elements of our conversation. I trust this will be helpful to the committee.

In our view, the College currently does reasonably well on a number of issues impacting lecturer faculty:

- Departments are generally inclusive of lecturers in department meetings and every department has formal opportunities for lecturers to participate in at least some department meetings. This varies significantly from other institutions we have worked at.
- The College is mindful of the importance of benefits for lecturers and we often take steps to ensure that lecturers are teaching 6 WTUs per semester in order to qualify for health insurance and other benefits.
- The College is generally attentive to lecturer entitlements and rights to similar assignments. We have comparatively few concerns regarding the order of work in §12.28 and are broadly confident that assignments follow the CBA. When mistakes are made, we are quick to reverse them or make amends.

The College suggests that the campus pursue the following best practices:

- Provide professional development funds to lecturers as they begin new 3AY contracts, with the amounts being pro-rated according to their entitlements. The funds should be available to use to maintain "currency in the field."
- Strengthen lecturer orientation and utilize the FDC as a one-stop resource for on-boarding new lecturers.
- Adopt policies and procedures that increase the number of FT appointed lecturers, relying less on part time lecturers overall. The goal would be for the campus to have a three-part division of

faculty: Tenured / Tenure-Track faculty; Full Time Lecturers, some with service appointments; and Part Time Lecturers, who would truly be contingent faculty.

In our view, our current practices are weakest in the following areas:

- Our evaluation processes are often inconsistent. Many departments do not have standards for evaluating lecturer performance. Many 1AY faculty receive no evaluations and when they do, the evaluations are often cursory and rushed. We are also failing to meet the requirement in §15.3 for timely notice of evaluation criteria.
- We are concerned that hiring processes are not sufficiently attentive to matters of diversity. Many lecturers are hired at the last minute. Most pools of lecturers are not refreshed annually. Lecturer pools are not reviewed under EOE requirements. The problem here is twofold: the nature of the application process and the nature of the appointment process.
- Some lecturers would benefit from professional development "coaching," including broad issues around acculturation to their discipline and to the academy. Currently we have few if any formal opportunities for mentoring or other professional development that might have long term positive impact on lecturer careers.
- While we do not support "converting" lecturers into tenure-track positions, we do support converting qualified and highly effective lecturers into full-time positions. Again, there is no policy or process to support this.
- CSUDH appears to be out of compliance with the CBA on full-time lecturer appointments and makes a dubious distinction between "part-time full-time lecturers" and "full-time full-time lecturers." See §12.5 of the CBA. See also the AAP 007.001, unfortunately titled "Recruitment of Tenure-Track and Other Full-Time Faculty." This policy appears to be the source of the distinction. We strongly recommend that it be revised.
- The term "entitlement" is often misunderstood and is used with such imprecision as to be an obstacle to fair and equitable treatment. While we support Chair training, because of the rapid turnover of Chairs, this would not likely correct the problem. Instead, we prefer that all parties, including the CFA, routinely direct difficult contractual matters first to the Dean's Office and then to Faculty Affairs as appropriate.

While we are generally optimistic, we note the following "landmines" to be avoided:

- Currently T/TT faculty are hired through lengthy processes with a high degree of scrutiny and oversight, along with many levels of review. These faculty then participate in the RTP process which is itself a multi-year process with many levels of review. Given the very disparate paths toward becoming "faculty" as defined by the CBA, I foresee potential conflict between T/TT faculty and lecturer faculty when it comes to shared governance and participation in department and university decisions. In short, there is a potential here for divisive resentment.
- Regarding service, we are concerned that many lecturers are performing service for which they are not compensated. To make matters worse, despite the intentions of all parties to not create

false expectations, in some departments there is an unspoken understanding that "volunteering" for service work will result in being favored for teaching assignments. This is potentially exploitative and unfair to lecturers who rightly choose not to do service work and those whose other commitments prevent them from doing so.

- On a related matter, we are concerned that lecturers have undue influence on Chair nomination elections. Again, we are aware that in several departments, the close relation of lecturers to Chairs has not only determined the outcome of elections, but that lecturers are aware that support for Chair nomination is a contributing factor in decisions concerning course assignments.

- Finally, we are fundamentally committed to the core concept of the university as a place where knowledge is created. We see the institution of tenure as fundamental both to the idea of scholar teachers and to shared governance. As we all know, economic and political pressures on the university are beginning to erode traditional notions of the academy and the professorate. While we applaud the task force for addressing the pressing issues of lecture faculty and for helping the university to effectively respond to matters of equity, fairness, and the common good, we repeat here our unwavering commitment to the institution of tenure and its fundamental importance to the future of the university.

We are happy to provide further information or clarifications should the need arise. Thank you again for serving in this capacity.

Conversation with Dean Kim McNutt & Associate Dean Lynda Wilson

College of Extended and International Education, CSUDH

December 4, 2017

Interlocutors: Keith Boyum and Kirti Celly

These notes are taken by Keith Boyum & Kirti Celly. Any errors or mis-statements are attributable to Boyum and/or Celly, and not to the Deans.

We met with Dean McNutt and Associate Dean Wilson in the CEIE conference room. They were generous and forthcoming in response to our general questions about their views, experiences, and advice regarding non-tenure-track faculty.

The CEIE at CSUDH is largely focused on non-credit training, with over fifty programs and a broad focus. All programs fit with the educational mission of CSUDH. We discussed the college's only degree program, the M.S. in Quality Assurance, led by a recently hired full-time, non-tenure-track Program Coordinator, Gurpreet Singh, and taught online by contract faculty who typically are not on the CSUDH campus.

CEIE is engages in work force development and training, including Pre-K, OLLIE. They regularly make open calls to CSUDH for courses.

They pointed to these topics.

- CEIE ensures access for their largely part-time, contracted, faculty to cubicles, quiet space to work, copying, etc.
- Access to the learning management system Blackboard, can be a problem for faculty who are discontinuous in their employment. If during a break in service a question arises about a student's work, a grade, or anything else, faculty may not be able to access what they need and this poses problems for students.
- Email continuity, though desirable is not such a big issue for CEIE faculty as most use their primary, off-campus emails.
- Thinking about instructors for workforce development, support at nights and weekends can be a challenge. CEIE generally does well, taking approaches such as training and employing students to provide technical academic technology and administrative support. CEIE support is open from 0730-2200 hours weekdays, and on weekends.
- We talked about training and orientation, especially for new faculty. Following our in-person meeting, Associate Dean Wilson sent us a copy of a faculty handbook maintained by CEIE. It is appended.

- Associate Dean Wilson also discussed credit for prior learning – a continuing issue for CEIE students.

CEIE faculty are not governed by the CFA CBA and are on a different pay schedule based on work/type of class taught.

In response to our questions about CEIE's role in summer and intercession and special session courses, Deans McNutt and Wilson said there was a spike in the number of courses largely driven by the Graduation Initiative. For example, the number of such courses ballooned from 45 in Winter 2016-17 to 72 in Winter 2017-18. These courses are largely bottleneck and lower division courses. They noted that Department Chairs are responsible for approving faculty and courses for offering through CEIE, and that State-side faculty are not evaluated through CEIE processes.

College of Extended and International Education (CEIE)
Faculty Handbook

Dean's Welcome

Welcome to the College of Extended and International Education (CEIE) at California State University, Dominguez Hills. Located within the Division of Academic Affairs, The College of Extended & International Education extends the resources of the University to the communities of which we are a part through fee-based educational programs and services which transmit university-level knowledge and skills.

The CEIE Faculty Handbook provides policies and procedural information for instructors teaching in academic credit and noncredit CEIE programs. New instructors are expected to familiarize themselves with contents of this Handbook and to follow established campus policies. The Handbook is also worth reviewing by Faculty with long-standing CEIE experience.

If you have questions regarding items contained in the handbook, please contact your Program Coordinator/Director for clarification.

We are pleased to have dynamic and engaging instructors who support our mission to extend access to University resources beyond traditional boundaries to broad base constituencies. Thank you for your commitment and participation.

Sincerely,

J. Kim McNutt, Dean
College of Extended & International Education

Who We Are
The College of Extended and International Education at California State University, Dominguez Hills provides degree, certificate, and credential programs and individual credit and noncredit courses to students in Southern California and worldwide via distance learning. Our mission is to expand the resources of the University to better serve the communities of which we are a part.

Directory
J. Kim McNutt, Dean
Lynda Wilson, Associate Dean
Gary Rhodes, Associate Dean, Sr. International Officer
Elena Christova, Program Director, Special Sessions
Raul Guzman, Program Director, OSHA Institute
Elisabeth Legge, Program Director, Extension Programs

Directory of CEE staff http://www4.csudh.edu/ceie/contact/index
CEIE: http://www.csudh.edu/ee/
University: http://www.csudh.edu/
CEIE Faculty: http://www4.csudh.edu/ceie/faculty
CEIE Administration (310) 243-3737

CEIE Students
Our students vary in age from 7 to 80, but for the most part they are working adults who are returning to school for additional certificates, credentials and degrees. Others are attending or returning to school just for the joy of learning, most notably our summer youth education and technology camps for K-12 students and our senior learners enrolled in the OLLI at CSUDH program. Our students are very diverse and come from all over the Los Angeles, but most come from the South Bay area. They bring to the classroom a plethora of education and work experiences. They have choices in their educational providers and we are pleased to share our knowledge with them.

CEIE Faculty
Our Faculty, like our students, is very diverse and for the most part call Southern California home. As a new Faculty member, you will now be able to share your knowledge and expertise with our students, 4000 who have chosen CSUDH and the College of Extended and International Education as their education provider. You will change lives as Faculty and make a difference in a student's life. You have the ability to inspire and encourage student to explore the world around them.

Calendar
The campus academic calendar can be found at the following link:
http://www4.csudh.edu/academic-affairs/academic-calendar/index

Please keep in mind that the College of Extended and International Education's calendar is year round. Extension classes may be scheduled during Spring break and on other holidays.

Email
Faculty members are encouraged to use their CSUDH email account using their my.csudh.edu login credentials. For technical support contact the IT Help Desk at the following link:
http://www4.csudh.edu/it/services/help-desk/

Instructions to forward an email account: https://support.office.com/en-us/article/Forward-email-to-another-email-account-1ed4ee1e-74f8-4f53-a174-86b748ff6a0e

GETTING STARTED-THE COURSE SCHEDULING PROCESS

Appointment Letter - LOA
Once a course is scheduled and Faculty has been approved, a Letter of Appointment outlining compensation, classroom assignment, course meeting schedule, term, duties, and instructions is issued from the CEIE Dean. The LOA will be sent via email at least 30 days in advance of start date. The signed LOA must be returned to within seven days of receipt. If a signed LOA is not on file, the course may be

cancelled or reassigned. Verify the address on the LOA is correct; this is where Faculty compensation will be sent.

Blackboard
Blackboard (online learning management system) is available to every Faculty member assigned to a scheduled course(s). Faculty is strongly encouraged to use Blackboard to support their classes.

To access Blackboard course, Faculty must have log-in (user name and password) access to MyCSUDH (https://toro.csudh.edu/webapps/login/). Login credentials for MyCSUDH account are provided to Faculty at the time of hire.   Password reset is available at the following link: https://dhnet.csudh.edu/change.php

Students receive Blackboard login at time of first registration. After a student registers, it may take 48 hours to gain access to Blackboard.

If student does not have initial login credentials, Faculty may provide ID number (See class roster) and student can look up/reset login information here: https://dhnet.csudh.edu/students/ (click forgot user name on right-hand menu)

Syllabus
Please post the course syllabus in Blackboard at least 48 hours prior to the course start and review with students at the first class meeting.
Syllabus requirements are located at: http://www.csudh.edu/aapm//search.cfm (Search by policy: syllabus)

Each term, Faculty is expected to submit an electronic copy of the course syllabus to the program director.

Course Materials
Faculty is strongly encouraged to use Blackboard to support their class. Handouts can be posted to Blackboard or emailed to students.

Submit requests for supporting course materials, i.e. Mid-terms and finals at least four weeks in advance. Handouts, PowerPoint presentations, and other materials should be posted on Blackboard For information on how to use Blackboard, refer to:
http://www4.csudh.edu/it/services/blackboard/tutorials-faculty/index

Textbooks
Textbooks are ordered by the CSUDH Bookstore. Faculty should review textbook assignments for accuracy and communicate discrepancies with the Program Director. The Bookstore website is
http://www.bkstr.com/csudominguezhillsstore/shop/textbooks-and-course-materials?cm_sp=Global-_-ShipStripTextbooks-_-886

Course Cancellation
While a course may be cancelled due to insufficient pre-enrollment, it is expected that Faculty will teach a course with a minimum of seven students. (Some minimums are lower.) In the event that Faculty

must cancel a course due to illness or emergency, s/he must notify the program director as soon as possible. Timely notice is essential in order to allow students to enroll in alternate courses or sections.

Schedule Changes
Scheduled class meetings may not be altered without prior discussion with Program Director.

In the rare event that Faculty must cancel a course due to illness or emergency, s/he must notify the program director as soon as possible. If you are unable to speak with the program director, contact the Registration Office at 310-243-3741. Timely notice is essential in order to notify the students.

Extension Credit Courses
Extension Credit courses may apply towards CSUDH academic programs and generally are not transferable to other institutions. The grading basis for Extension Credit courses is A-F. The grade scale can be found here: http://www4.csudh.edu/records-registration/records/grade/index

Continuing Education Courses
Some Extension workshops and courses may award continuing education units (CEUs). The CEU is a nationally recognized form of indicating participation in an educational experience for career advancement or to retain professional currency. One CEU equals ten hours of course participation. Complete attendance in the course is required to receive credit. Under extenuating circumstances, faculty may assign makeup assignment or makeup class meeting, and must notify program director. For OSHA courses, 100% attendance is required.

CEUs are not degree-applicable. A cumulative permanent transcript of all CEU study undertaken is on the student's transcript. The grading basis for CEU course is "Credit" or "No Credit" (CR/NC).

Non-Credit Courses
Many Extended Education short courses, workshops and seminars are offered on a noncredit basis. These are designed to enhance the skills of working professionals. The grading basis for noncredit courses is "Not Present" or "Present" (NP/PR).

REGISTRATION
Registration services for CEIE courses are processed in the CEIE Registration Office, building EE 1100, 310-243-3741.

Continuing students may also register for classes via their "MYCSUDH" portal.

Students receive registration confirmation and Blackboard login instructions via US mail and email after they register and pay course fees. Login access to Blackboard is available 48 hours after registration (Monday –Friday).

Course fees are due at the time of registration.

Registration for courses at least a week in advance is recommended.

All students must be registered and listed on the class roster in order to attend the class. Faculty must announce the registration requirement at the first class meeting. Students must not be allowed to remain in the course past the first class meeting, or as directed by program director if they are not registered.

CONDUCTING YOUR COURSES

Faculty Responsibilities
- Each course must have an approved course syllabus which is distributed to students and on file with the program director. For CSUDH CEIE course syllabus requirements see "syllabus" below.

- Review class roster and ensure that all students present for the course are enrolled.

- Meet assigned classes at scheduled start time and place, and conduct each meeting for the designated number of contact hours.

- Leave classroom and facilities in good order; straighten the furniture, erase the whiteboard, close the windows, turn off the lights and close the door. Please be courteous; straighten the room for the next Faculty and class.

- Eating and drinking (other than water) is not allowed in Extended Education classrooms. Please enforce this policy.

- Conduct the class according to the approved course description and course outline. A course syllabus should be distributed on the first day of class, preferably using Blackboard.

- Be available to students 30 minutes before and after class.

- Administer examinations & quizzes or other approved forms of evaluation of student coursework. If a final examination is required for a course, it must be held during the scheduled time and place. Faculty is responsible for monitoring class during examination to assist students and to avoid cheating and plagiarism. All academic work must be done by the student without unauthorized assistance.

- Maintain attendance and grade records. Submit verification rosters, attendance records and, where applicable, grade reports within 72 hours or as specified by program director.

- Administer course evaluations according to University and CEIE policy. (See "Course Evaluations" later in this document.)

- Participate in Faculty orientations and other program-related activities, including professional development workshops, advisory committee meetings, and certificate award ceremonies. Faculty may be expected to attend administrative meetings such as orientation meetings and curriculum committee meetings.

- Promote the courses/program using social media and other forms of communication.

Class Roster
Faculty is required to access and download their class rosters from MyCSUDH prior to the first class meeting.

All students must be registered and listed on the class roster in order to attend the class.   Faculty must announce the registration requirement at the first class meeting. Students must not be allowed to remain in the course past the first class meeting, or as directed by program director if they are not registered.

Students may address registration concerns with the Registration Office.

Check the roster for the first few class meetings for drops and adds. Please notify your program director if you identify problems.

Evaluation – Courses
Course evaluations are important components of the educational process. Faculty is responsible for ensuring distribution and collection of course evaluations that are included in the teacher packet for NC and CEU courses. Evaluations must be distributed on or before the last day of class; follow instructions in packet so that students complete the evaluation anonymously.

These are to be left in the drop box in the EE classroom building or mailed in to the EE office within 72 hours of end of course. Evaluations will be reviewed, summarized and shared with the Faculty.

Academic credit courses use an online evaluation process.

AFTER THE COURSE ENDS

Course Documentation
Faculty must return all completed documentation (daily sign-in sheets, completed student course evaluations) within 72 hours of course completion. If returning via mail, documents must be postmarked within 72 hours of course completion.

Faculty Compensation
Faculty must post final course grades electronically and submit student sign-in sheets (when required) no later than 72 hours after course end date, or as specified by your program director. Payroll requests will be generated after grades have been posted and all required documentation has been submitted. Faculty compensation can be expected approximately 30 days after grades have been posted. Unfortunately, direct deposit is not available for CEIE Faculty.

Grade Changes
Notify Program Director of any grade changes.

CEIE FACILITIES & SERVICES

Hours of Operation
CEIE Administration: 8:00 am to 5:00 pm, Monday through Friday.

CEIE Registration: 8:00 am to 8:00 pm, Monday through Thursday; 8:00am to 5:00pm Friday; and 8:00 am to 1:30 pm, Saturday.

Classroom Facilities
Please discuss special requests and requirements with your program director. CEIE classes may be held at various off-campus sites throughout Los Angeles County, Orange County, San Diego, and Sacramento or out of state. Classroom doors should be closed after each class meeting.

Faculty may adjust the temperature in the CEE classroom as needed. Facilities issues may be reported using the classroom phone; see contact card posted at each podium.

Faculty are responsible for placing items back, turning off equipment and lights and placing Chairs and tables and any other items back. Faculty is responsible for students and facilities during class meeting. Facilities should never be left unattended and classrooms must be secured at the end of class.

Classroom Computers
All classrooms in the Extended Education classroom building and SAC are "Smart Classrooms." They are equipped with a computer, projector and DVD Player. VCRs are available upon request; please submit VCR request to your Program Director at least one week in advance.

Computers are turned on when the classroom is opened. Tech support is usually available.

If you would like to attach your personal laptop to the classroom computer, please call 310-243-3018 for technical support.

Parking
Vehicles parked on campus must display a valid CSUDH parking permit. Daily permits may be purchased at dispensers located around the perimeter of the parking lots. For current fee and information visit http://www4.csudh.edu/visit-us/parking-machines.

Faculty/Staff Semester Permits are available for purchase; contact your Program Director for details.

University Police
University Police
Location: Welch Hall Room 100 (ground level)
Phone numbers:
   Non-emergency (310) 243-3639 Fax (310) 516-4259
   Emergency 9-1-1 or ext 3333 (if in an office) or Call boxes
   Web site: http://www.csudh.edu/dhpd/

Administration: Carlos Velez, Chief of Police

Transcripts

Academic records are maintained by the Records Unit of the Office of Admissions & Records. Official copies of CSUDH transcripts may be requested online at:

http://www4.csudh.edu/admissions-records/records/request-transcript/

Unofficial transcripts and grade reports are accessible in the student's my.csudh.edu account.

Faculty Handbook Acknowledgement

I _____ have read and understand the information contained in this manual.

Faculty Signature: _____ Date: _____

Please return this to your program director.

Conversation with Dr. James Hill, Ph.D. Vice President, Faculty Affairs & Development
&
Ms. Dianne Vogel, Academic Personnel Coordinator, Office of the Faculty Affairs and Development

December 22, 2017

Interlocutor: Kirti Celly

- Note. Dr. Hill and Ms. Vogel's permission has been sought to include these notes as an appendix to the CSUDH Task Force report.   The notes were taken by Kirti Celly. Any errors or mis-statements are attributable to her, and not to them.

Performance Evaluations of NTTIF. Dr. Hill and Ms. Vogel pointed to the considerable unevenness in performance evaluations and file handling of lecturers at CSUDH. Until recently, full-time lecture files were maintained in the OFAD, along with those of tenure-track faculty, while those of part-time lecturers were supposed to be maintained in the College Deans Offices. Under the past VPFA, Dr. Weber, the evaluations of full-time lecturers have been decentralized to the colleges.

Given the importance of personnel records, the consistency and accountability of performance evaluations, file storage and handling (sign in, sign out) of all classifications of lecturers, and across department and colleges is very important.   Dr. Hill has asked that college procedures be documented and custodians known across colleges. The Academic Affairs policy (AAPS 039.002, dated January 15, 20915) was also shared with all college ARMs. See below for a copy.

Definitions. At CSUDH, 'full-time lecturer' is often used to mean faculty hired through a wider search than part-time lecturers. This has nothing to do with the actual meaning of 'full-time' lecturer which is a lecturer with a time-base of 1.0, regardless of their workload. See Article 12.5 of CSU-CFA CBA.

Chairs Training. We discussed the importance of Chairs Training for effective departmental management.

Faculty Composition.[125] Faculty numbers vary year to year and even semester by semester. OFAD share the following in February 2018.

Full-time lecturers: 38
Part-time lecturers: 767
Total lecturers: 805   **Lecturer percentage of total faculty 76%**

Tenure-track faculty: 76
Tenured Faculty: 183
Total TT faculty: 259
Total faculty: 1024

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[125] These numbers seem high in relation to our earlier numbers.

California State University
Dominguez Hills

Academic Affairs Manual

Evaluating Temporary Faculty Unit Employees

Article 15 of the Collective Bargaining Agreement (CBA) between the Board of Trustees of the California State University and the California Faculty Association (CFA) provides for the periodic evaluation of temporary faculty unit employees, probationary faculty unit employees, and tenured faculty unit employees.

This document outlines the procedures to be followed in carrying out the periodic evaluation of Temporary Faculty Unit Employees only.

Required evaluation

All lecturers with appointments for two or more semesters (regardless of a break in service) must be evaluated. A lecturer holding appointments in two or more departments must receive an evaluation in each department where an appointment is held.

Full and part-time lecturers holding three-year appointments are not required to be evaluated annually. However, the Collective Bargaining Agreement provides that all lecturers holding three-year appointments must be evaluated at least once during the term of their three-year appointment and may be evaluated more frequently upon the request of either the employee or the department chair.

All lecturers (full and part-time) eligible for an initial three-year appointment or a renewal of a subsequent three-year appointment must be evaluated in the academic year preceding the issuance of a three-year appointment. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire qualifying period for the three-year appointment.

Optional evaluation

Lecturers who are appointed for only one semester (both full-time and part-time) shall be evaluated at the discretion of the department chair or dean OR upon the request of the lecturer. However, if they are appointed to a one-semester fall contract and they are subsequently appointed for the spring semester, they must also receive a periodic evaluation.

Evaluation of Full-Time Lecturers with Less Than a Three Year Appointment

Full-time lecturers with appointments for two or more semesters (regardless of a break in service) must be evaluated annually in accordance with Article 15.23 of the CSU-CFA

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Collective Bargaining Agreement. Both a peer review committee elected by the department and consisting of tenured faculty members and the dean must provide written evaluations. The chair may submit a separate recommendation to the dean if not serving as a member of the peer review committee.

Evaluation of Part-Time Lecturers with Less Than a Three Year Appointment

Periodic evaluations of part-time lecturers are to be completed by the department review committee, with opportunity provided for peer input in accordance with Article 15.2 of the CSU-CFA Collective Bargaining Agreement. The input must be written, signed, and included in the evaluation materials. Copies of the written input must be provided to the evaluators and the lecturer. The dean may provide an evaluation or may simply acknowledge having reviewed the department evaluation.

Evaluation of all lecturers (full and part-time) eligible for an initial three-year appointment or a renewal of a subsequent three-year appointment

All lecturers (full and part-time) eligible for an initial three-year appointment or a renewal of a subsequent three-year appointment must be evaluated in the academic year preceding the issuance of a three-year appointment. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit, and evaluations by appropriate administrators. The evaluation shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory. Satisfactory ratings may include narrative comments including constructive suggestions for development. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire qualifying period for the three-year appointment.

Right to Rebut/Respond to Evaluation

Pursuant to Article 15.5 of the Collective Bargaining Agreement, at all levels of review, before recommendations are forwarded to a subsequent review level, faculty unit employees shall be given a copy of the recommendation and the written reasons therefore. The faculty unit employee may submit a rebuttal statement or response in writing within ten (10) days following receipt of the recommendation. Responses or rebuttals are to be 1) placed in the evaluation file, 2) accompany the file to the next level(s) of review, and 3) sent to all previous levels of review.

All materials considered by the department shall be made available to the dean. At the conclusion of the review, the following materials are placed in the Personnel Action File (PAF): Completed evaluation and rebuttals (if any), curriculum vitae, reflective narrative, list of professional accomplishments and contributions, written peer evaluations. Any other supplemental documentation is returned to the lecturer.

Evaluation Criteria

Lecturer evaluations must be appropriate to the lecturer's position description and actual work assignment.

Materials to be considered

The Collective Bargaining Agreement stipulates that student evaluations of teaching must be considered in the periodic evaluation of lecturers. The use of student evaluations shall be in accordance with Article 15.15 and university policy.

Lecturers may be required by department evaluators to submit a current curriculum vita; copies of instructional materials such as course syllabi, representative assignments, and sample exams for all the courses evaluated; and/or a description of activities engaged in to remain current in their field (not to exceed one page). Lecturers may be asked by department evaluators to submit the materials from prior academic years if they have not already been reviewed due to a less than annual evaluation schedule pursuant to Article 15.26 or otherwise due to evaluation timelines.

Prior to the beginning of the review process, the faculty unit employee subject to review shall be responsible for the identification of materials s/he wishes to be considered and for the submission of such materials as may be accessible to him/her. Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation not provided by the employee.

Full-time lecturers must submit materials that illustrate their performance related to their duties identified in their position description and/or actual work assignment (i.e., teaching, professional development, and/or service).

Part-time lecturers may submit additional materials, including but not limited to materials that illustrate their performance related to their duties identified in their position description and/or actual work assignment (i.e., teaching, professional development, and/or service) such as a brief list of professional accomplishments or contributions over the past year, a reflective narrative, and/or a peer evaluation of teaching. If a lecturer submits additional documentation, it must be considered in the lecturer's periodic evaluation. Lecturers may submit materials from the previous semester if not yet reviewed due to evaluation timelines.

Please note: When evaluators request that a lecturer provide materials for consideration and the requested material(s) are not provided, this may have an adverse impact on the lecturer's evaluation.

Classroom visits

Classroom visits may be a useful tool in the evaluation process and may be utilized at the discretion of the department evaluators/evaluation committee. Upon notification of evaluation to be conducted, lecturers may also request a classroom visit as a part of their evaluation. When classroom visits are determined to be necessary to aid in the evaluation process, the individual lecturer being evaluated shall be provided a notice of at least five (5) days that a classroom visit is to take place. There shall be consultation between the lecturer being evaluated and the individual who visits his/her class(es).

Appendix E.

A Review of Social Media and Less-Formal Literature about NTTF

"Adjunctification as Housewifization" Gender, Race, and Precarity in Academic Labor:

A View from the Trenches

Kara Dellacioppa, Ph.D., Director Faculty Development Center CSUDH

January 9, 2018

As a component of the President's Taskforce report on the state of non-tenure track faculty (NTTF), this appendix will provide a brief overview of the perspectives of contingent faculty as they are expressed various social media sites, documentaries on contingent academic labor, and interviews with current and former NTTF academics. It draws from individual blogs, facebook pages, online forums, and online documentaries. This appendix will lay out the common themes, concerns, and issues expressed by contingent faculty. Additionally, skype and email interviews were conducted with seven activists including, three former contingent academics who left academia to start consulting businesses. Two contingent academic labor organizers (one on our campus and one currently working in the CUNY system) and two NTTF faculty who recently became active on their campuses who I met through their social media sites. All interviewees save one were women. In fact, most of the visible social media activists around contingent or precarious academic workers were women. This issues of gender inequality, in particular, reared itself repeatedly throughout this research. In social media sites dedicated to addressing the issues of contingent and precarious academic labor, the high visibility of women is palpable both in recent documentaries on the issue where women in NTTF positions across the country suffer from exploitation. Many live paycheck to paycheck, afraid to get sick because often times part-time faculty receive no health care benefits or retirement. In the worst of circumstances, NTTF women (often single mothers) contend with bouts of homelessness, at times resorting to other "precarious" employment such as driving for Uber part time or even engaging in prostitution to make ends meet. (Brave New Films 2015; Gee 2017).

While the issues of homeless and prostitution sound alarms about the state of part time academic labor, many other forms of discrimination and exploitation experienced by precarious faculty also take a devastating toll on their emotional and physical wellbeing. Ali Colleen Neff was a Visiting Assistant Professor at two R1 universities for four years. She subsequently left academia entirely to pursue a consulting business that helps people (especially women) leave academia and find alternative careers. I will quote Neff at length about her experiences as a NTTF from her blog post "On Precarity."

> "Precarity is the phenomenon of being on the edge: one lost contract, one departmental bully, one nasty student evaluation and there is no job, no health insurance for the next school year,

which starts in six weeks. Where will you put your kid in school? When will you begin to pay off your student loans and rebuild your credit? Can you switch careers on such short notice, in a different town, with no savings? Jump on a contract--any contract, anywhere, for any pay–until you can sort it out on nights and weekends. Do you retrain to do HR or Admin or tax preparation and forfeit the research you have done, or do you follow the conventional wisdom that if you are tough enough to hang in there, and brilliant enough to shine through, you'll be the one who gets the job and gets to be the professor?

Precarity is a holding zone that entails more overwork, more debt, and the expiration of passionate graduate research for the day-to-day tasks we take on in order to show our department that we are worthy of a good recommendation, even as they treat us as day laborers. Precarity is hope that sustains past the promise of hope and into the immediacy of survival. Precarity is humiliating. Precarity quickly becomes a stigma when we are not-good-enough for too many semesters in a row. Precarity appears as a wound, sometimes temporary, sometimes disabling, that intellectual predators and sexual harassers and snobs and racists can see a mile away."

In my conversations with contingent faculty, it was often remarked that many in the contingent academic labor force feel that they are more vulnerable to racial and sexual harassment because they believe that their Department Chairs, Deans, and Human Resources personnel would not take any complaints of theirs seriously because of the fact that at the end of the day, they are expendable workers and easily replaceable.   It was also said in interviews that NTTF feel pressured to do extra work and go the extra mile in their departments doing work they are not paid for such as student advising, curriculum development etc. in the hopes that at the very least, a strong letter of recommendation from the Department Chair could lead to the increasingly elusive tenure track position.   There were also reports of senior faculty stealing the research of contingent faculty for the mere fact that they could get away with it.

Academic Precariat, Adjunctification and Housewifization

The term "precariat" was popularized by British economic Guy Standing (2011). The term is a combination of 'precarious' and Karl Marx's "proletariat." The proletariat referred to the working class who don't own the means of production but are partially remunerated for the value they produce through wages and benefits. As a member of the proletariat in the 20th century, the worker is included in the system but exploited. In contrast, the precariat has a much more informal relationship to the labor market. The concept of organizing around "precarious labor" gained a lot of ground during the 2011 Occupy movement and recently spread through the ranks of the NTTF who, at least in the labor activist circles, prefer to refer to themselves as "precarious academics."

Since the 1970s, advances in automation and the mass entry of women into new sectors of the workforce, including academia, led to a gradual "casualization" of the workforce, where workers are

increasingly expendable and devalued. In the Third World countries in the same period, women began to be recruited into industries formerly dominated by men such as the automobile industry on the US-Mexican border with the idea that they can be paid less, since they are "housewives" and their income is only supplementary to their household income. Mexican women were also recruited with the idea that they were more docile and less likely to unionize than their male counterparts. (Fernandez-Kelly 1984). Housewifization (Mies 1986; Federici 2012) became a common term among feminist political economists to describe the process by which when women enter into a new profession, it automatically devalues the position itself leading to a lower wage and less status. This process also reflects itself in American Academia not just in Third World manufacturing. In the largest study of its kind, 80 in depth interviews and several focus groups were conducted with women academics at UC Irvine in order to understand the climate for women faculty on campus. The conclusion was that harassment, bias (implicit and explicit), along with the devaluation of "women's work" has created a hostile work environment for academic women. One theme that emerged was that when women began to take on leadership roles in the university, those leadership role become "devalued." This was in references to the positions of department Chairs and even Deans. Those positions, it was revealed in the interviews, came to be seen as more "service oriented" positions where women occupying those positions were expected to perform different tasks than their male counterparts (Monroe, Ozyurt, Wrigley, and Alexander 2008).   Indeed, the hierarchy of values embedded in modern academia that privilege publications and grants over teaching and service disadvantages women and people of color who often put in the position of doing the majority of the teaching (the majority of adjuncts are women) and for advising an increasingly racially diverse student body. This is situation is further problematized by the division between who are deemed the "real professors" versus the untenured. These divisions create a climate of tension and hostility.   The issues of gender inequality and contingent academic labor are deeply and historically intertwined. This is a problematic that demands that we rethink these divisions and how they historically emerged in academia.

> Tenure was created in this country in a moment when white men taught other white men, while the hidden forces of female labor were, more often than not, kept in the privacy of the domestic sphere. The fact that the erosion of tenure began at the exact moment when women and people of color began to enter the academy in large numbers is not happenstance; it fits the pattern that always enables the feminization of labor. Furthermore, the continued push to preserve tenure, and the very inability to question its efficacy, is not about academic freedom at all. At research universities like mine, it is about maintaining a divided class and feminized structure within the marketplace of the university. If we continue to divide the work of academics between a less valued system of teaching and an increasingly cutthroat publication system, the seams of our patriarchal beginnings will show themselves and the split down the middle will erode our ability to maintain a collegial community of teachers and scholars (Alker 2017).

In the last decade or so, precarious academics have started organizing to better their predicament. Their social media sites highlight organizing campaigns across the country using a variety of strategies. They include: unionizing the NTTF faculty and a movement for re thinking and re-structuring tenure. For example, in 2016, the AAUP launched a campaign called "One Faculty" to highlight the deleterious effects of these divisions in academia. Recognizing that the problem of NTTF faculty is inextricably tied to the racialized gendered division of labor in universities is critical to creating lasting solutions to these problems.

> Women have a long-running history as adjuncts. Before women were allowed to be full professors, colleges often allowed them to teach at the adjunct level and wives of professors often picked up extra work as adjunct instructors. As Eileen E. Schell, the author of the 1998 sociological work Gypsy Academics and Mother-Teachers: Gender, Contingent Labor, and Writing Instruction, said that the reputation for adjunct teaching as a women's profession was so strong that adjuncts were dubbed "the housewives of higher education." (Steiger 2014).

The problem of NTTF likewise is equality tied to a neoliberalized global economy where all goods, services, and human needs are reduced to the rationality of the market, including and especially education. Political theorist Wendy Brown posits how the rationality of the market has increasingly cast all human endeavors in "entrepreneurial terms" (Brown 2011). Hiring increasing numbers of adjuncts was an irresistible solution to the post 1960s economic crises that destabilized state budgets over the last several decades. This also has to be seen in the light of the onslaught of political attacks against the labor movement in general and public education workers in particular.

The Broader Context

 In 1975, the Trilateral Commission published a key document that analyzed the post 60s problem of the "ungovernability" of the Trilaterist countries (Japan, United States, and Western Europe). The authors argued that public education played a major role in facilitating that "ungovernability".   Basically, the post 1960s environment according to the authors of the report was a result of a "crisis of democracy." The mass entry of women and people of color into higher education had raised expectations of these new democratic subjects, demands for increased participation in democratic process and an increase in government services.   As Holly Sklar explains,

> During the 1960s and 1970s ruling elites in the United States-and throughout the West-were challenged with militant protest from a wide cross-section of the public: workers, Native Americans, ;Blacks, women, poor people, students, Chicanos, Asian Americans, gays, environmentalists. The antiwar movement shook the bipartisan foreign policy consensus which was grounded in the Cold War and U.S. supremacy. Pressure mounted for a more equitable and democratic political, economic, and social system.
>
> Protest was nonviolent and violent, organized and spontaneous, short-lived and enduring. Hundreds of thousands of people marched on Washington, a wave of riots hit major cities and universities were shut down. The ruling class response was often brutal. Protesters were beaten

and jailed, leaders were murdered. Students, white and Black, were shot down at Kent State and Jackson State. Police brutality was widespread, especially in minority communities. The FBI escalated its counterintelligence program (COINTELPRO) against Black, Native American, and Puerto Rican liberation struggles; the New Left; the antiwar movement; and the Women's movement. The CIA carried out a covert action campaign within the U.S. and abroad against U.S. citizens assumed to be involved in antiwar activity known as Operation M HCHAOS (MH standing for matters related to internal U.S. security and CHAOS signifying its goal of infiltrating and destroying anti-war groups) (Sklar 1981).

The goal became to re assert elite rule in Western countries through a deliberate strategy of re-focusing away from "politics" towards economics, (i.e. inflation, stagflation). Also key was orienting societal institutions towards market rationality. The idea was to de-politicize the American population (though this was a global strategy that included a reassessment of empire management of Third World countries, ie President Jimmy Carters, "Human Rights strategy.")   Higher education was regarded by the trilateralists THE central player in creating the problem of "democratic overload" in American society. "Lowering expectations" was the order of the day. By 1980, the American ruling class began to wage total war against unionized workers. The inaugural battle was on Aug 4 1981 when President Reagan fired 11,000 air traffic controllers. Through the 1980s, organized labor suffered a series of crushing defeats at the hands of corporations and the state. Industries, starting with textiles began to "globalize" their production. All this culminated with the signing and then implementation of the North American Free Trade Agreement (NAFTA) undercutting workers' rights and state autonomy for the US, Mexico and Canada. In higher education, the biggest factor in its reorganization came in the form of consistent budget cuts, which put a downward pressure of faculty salaries and pushed forward intermittent hiring freezes across US universities. As the tenure line faculty shrank, workload increased and a new corporatized model of education began to emerge, faculty hiring remained stagnant while a new managerial class of administrators increased their presence on campuses and developed a new "customer service" oriented discourse that has since then dominated higher education. Budget cuts meant the beginning of the feminization and casualization of academic labor. It also meant the beginning of the student debt crisis, as the state began to abandon its commitment to higher education, student loans began to skyrocket. The nature of the university began to transform. It went from "being a refuge for the dispossessed, to an engine of dispossession." This was from a reflection on the 1965 novel "Stoner" that examines university life around World War I (Bessner 2014).

Precarious academics see themselves as at the center of the struggle for the soul of higher education. Their presence on social media highlights the fallout of the decades long de-funding of public higher education. However, it also demonstrates their resilience and creativity.

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KEEP CALM AND FIGHT PRECARITY

Appendix F.

Qualitative Remarks of CSUDH NTTIF from Survey

This appendix includes remarks of the NTTIF respondents to our survey and included the ratings questions where the remarks qualify ratings responses.

Based on your experience and opinion, please rank order at least five of the following terms to best express the state of being a NTTIF.

Top ranked terms (from ranked highly most frequently to least)

lecturer
adjunct
second class citizen
part-timer
vulnerable
uncertain
contingent
precarious

Bottom ranked terms (from ranked least to most)

citizen (no one ranked this at all)
stable
valued
job
career
respected

What other terms are top of mind in describing your experiences as a non tenure track faculty member?

Alien		
Consumate (sic) Professional		
Awareness of no available resources	Not included in shared governance	I was a temporary worker
I cannot have an opinion or express a concern either by email or at faculty meetings as I believe that there wold (sic) be reprisals and loss of being offered courses.		
Disposable	Lowerclass (sic)	
Carry the bulk of the coursework without much recognition or acknowledgement	Lack career security	Opinions are less valuable at times and excluded from conversations
Outsider	Last stop	Dead end
meeting needs for students		
You get what you give	Interesting opportunities	Professional networking
Isolated	loaded	no time to prep
Unstable	rushed	disorganized
Contingent	temporary	powerless
Cheap labor	Futureless worker	Insignificant
Disappointed		
Disposable	Immaterial	Daily wage earner
worker bee	dead end	
Necessary for the program	Underpaid	Overworked
Unappreciated		
Undervalued	Teaching is not as important as publishing	Real world experiences are not valued

Please provide your insights into how CSUDH may continue to support and better support you.

Keeping me informed

Not presently, but in the past, I've worked under Chairs who have not demonstrated good communication or sensitivity to the needs of part-timers.

Offering more classes in different topics is helpful. Increase of pay is good too.

We are not valued in these positions. I have better experience and crednetials (sic) than many of the tenure lined faculty. I have chosen to teach in addition to my regular work, but the attitude about part time lecturers - no matter how long they have been with the University, is daunting and insulting.

Increase pay, value the teaching, mentoring, and advising contributions of part-time faculty, HIRE US FULL TIME

I do not work at other universities.

I would feel supported with ongoing Information Sessions about the changes happening on campus to include People Soft, Blackboard, Employment Opportunities , Trainings offered on weekends for Part-timers, videos about how to navigate on campus , community networking or social events -- ways to become full time on the campus

Pay on time! The method of paying Adjunct Professors is unlike I have ever experienced in my career!

I am very dissatisfied that I am not hired OR my lecturer pay requires me to work at multiple campuses. If lecturer pays were to satisfy a living wage, lecturers would not need to run from one campus to another campus, instead lecturers could participate in more productive projects, departmental or campus wide. I get paid $5000 per course for 4 months, teaching 6 classes at multiple campus(some less than $5000), my income is about 29k for one semester. If I will be given the same amount of crazy schedule in fall, my annual salary will be 57967.20. This is the salary for working hours of about (6class*3units)+Office hours=24 hours a week ON CAMPUS. Let alone the amount of job that has to be done at home. I think this is an abuse by any standard. We are fighting for $15 minimum wage, yet we treat the holder of highest education degree like a slave.

Let part time teachers participate in decision making

Respect and opportunities. Only in the last few years has the climate changed for lecturers. We have been 2nd class citizens on this campus. The research opportunities are institutionally kept from us. Participation in Faculty Development resources are non-options when you must teach or work elsewhere for your livelihood. How can lecturers who string together work, attend any "training" at 10 am? or How can we vie for the research opportunities that are given to the TT Faculty? I will say that support has increased in the last year, yet much is still needed. Please explore targeted resources for lecturers in terms of career advancement... research opportunities, grant funding, etc. Perhaps access to research projects with TTF, as it is a struggle to go for limited grant funds.

It would be helpful to network with colleagues who teach the same courses. I'd like to interact with them and collaborate with them. I would enjoy an end-of-year luncheon or gathering where I could see the department as a whole. It would be nice to meet other professors and hear about what they do and their interests. I would also be interested in seeing alignment through out departments via an

online tool. I'd like to see in which courses students are given certain standards/objectives so that I would know if they are familiar with areas like: statistics, qualitative research, APA format, writing expectations, etc. (sic). I would love to learn how other professors assess students and innovate practice.

We need to push much harder for lecturer power. As the "new faculty majority" we ought to be much more involved in developing and overseeing curriculum, participating in course allocation, etc. The bottom line problem however is simply our profound precarity. We need to establish a basic level of financial security in the form of stronger guarantees for teaching or comparable service. Being guaranteed the right to be considered if a course we've taught satisfactorily in the past is being offered is far to slim a right, and borders on being right-less.

It would be helpful to have outlined a clear path toward tenure track and have a commitment that such positions would come from within the present PT faculty (if appropriate). It has been observed more often than not, that new positions have not gone to the present people doing the work.

Please explain why you would like to have full time work at CSUDH.

To make a difference in the lives of students and the governance of the campus

I enjoy working at CSUDH and would feel more stable working full time here

More ability to plan for the future.

To do a better job.

CSUDH is in its growth phase. It will be great to contribute.

This use (sic) to be my primary university to teach because of the diverse student body, however, more and more instructors who look like me are leaving CSUDH for other institutions. I still believe there is a full-time teaching opportunity for many of us here at CSUDH based on our commitment and investment in the community and the students we teach.

As I only have a masters I understand I would not be eligible in my field for a tenure track position, yet having a full time would provide me a sense of job security and a stable future. Not worrying each semester if my livelihood would be in jeopardy because of an inability to obtain positions for the needed salary rate.

I would like to work full time at CSUDH because I see the diverse population of students and hear through my role as advisor and faculty what would help them feel better served, reduce their stress and how they would like to feel connected to CSUDH as a community and not just a commuters coming to class. I see and hear suggestions from students for many opporunties to c(sic).

I keep being told I have a positive impact on my students!

I am very interested in participating in departmental projects, work more on research, and serve as committee members. I do understand that lecturers can participate, but it is impossible with the amount of work lecturers have to get done, to participate in any other activity other than teaching. I have already explained in the previously asked questions; I am very dissatisfied that I am not hired OR my lecturer pay requires me to work at multiple campuses. If lecturer pays were to satisfy a living wage, lecturers would not need to run from one campus to another campus, instead lecturers could participate in more productive projects, departmental or campus wide. I get paid $5000 per course for 4 months, teaching 6 classes at multiple campus (some less than $5000), my income is about 29k for one semester. If I will be given the same amount of crazy schedule in fall, my annual salary will be $57967.20. This is the salary for working hours of about (6class*3units)+Office hours=24 hours a week ON CAMPUS. Let alone the amount of job that has to be done at home. I think this is an abuse by any standard. We are fighting for $15 minimum wage, yet we treat the holder of highest education degree like a slave.

More diversity

Stability, focus of career goals, and progress to achieve those goals. If I am distracted with my other job (which pays more than CSUDH) then I have less energy to devote to DH students. I'd rather focus my talent, skills to nurture my growth here, so I can better serve my DH students.

That seems a bit of a silly question. I need the money. I'd like to work at one place and not many. I'd like my income to be guaranteed so that I can focus on teaching and research work. I'd like full involvement in governance, and the actual respect of peers who now are separated off from me in such a fashion that they get instinctively to consider themselves superior or more serious.

The work that I do in the department is demonstrably on par with, and in several instances exceeds, that of other tenured associate and full professors. Routinely, I am called upon to do more and typically have a heavier workload than my tenured counterparts. I then have to leave to attend to similar workloads and duties at the other universities at which I am employed. It is wildly inequitable to see such acknowledgment as tenure not being commensurately offered. More importantly, having tenure and a secure place in which to work would inspire and support commitment to the mission of this university and the college in which I work. It is, quite simply, not truly possible to be fully engaged with the workings of the department, college, or university -- let alone the students -- when being so dramatically split between universities in order pull together an annual salary that is at least 1/3 less than my tenured counterparts.

i have been a part time lecturer since 2009

Please feel free to explain the terms of your contract and your feelings about this if you wish to.

Please feel free to explain the terms of your contract and your feelings about this if you wish to.

I just rec'd a 3-year appointment, which is great because I don't have to do the eval every year. It definitely makes me feel more respected and less unstable in the department.

Tenure track

It's difficult to think in terms of loyalty when none is given by the employer.

I have no guarantee of employment even after many years of successful teaching.

The appointment should be an entitlement appoint, but instead is a semester to semester appointment.

Recurring three year contract: I am blessed to be a union member.

A one year contract offers little security while the course load is essential to the success of the program

I teach 12 units and have assigned time to do other activities such as committees and research. It is not permanent and contributes to the insecurity

I am a year to year employee without any knowledge as to why-- need employee orientation on how this works

I would prefer to have a 3 year contract so that I can plan better for teaching and other activities.

I am up for review and am a little concerned about the process.

I am very unhappy that my contract has to be extended from one semester to another semester. There is never a guaranty for my employment.

For many years, working as a temp PT lecturer semester to semester was humiliating. The pay was far below industry average; and the personal feeling of the unknown was a challenge each year. Now with a 3 year contract, I do have some relief.

1 year - I'd prefer a 3 year contract, especially now that English courses are changing a bit because of AB 705

I am now completing my 6th year as in the HUM department, which should entitle me to a 3 year contract in the Fall. This will not happen if HUM is phased out by then, and even if it doesn't I'll lose that contract when/if I shift to another department. There should be some cross-departmental guarantee for 3 year contracts, and 3 year contracts should come well, well before the 7 year mark!

I am happy with the terms of my contract.

It is a 3 year contract but there are no guarantees on workload or any other certainties

The 3-year contract, despite how it sounds, is not terribly comforting. It does not guarantee work, but rather, preferential offering as needed. Case in point, two three-unit classes of mine were cancelled last semester and one this semester. That is a total of 9 units lost in this academic year, despite the three-year contract. At my current $1902.80 WTU rate, that loss of work equates to a loss of more than $17,000 in this year's income.

I have never yet received a one-year contract. I have worked at DH for six years as of January 2018. I am not happy about this but I don't know how to fix it. I am up for a three-year contract at the end of this semester, and I currently have zero confidence that I will get it.

I teach 12 units per semester, with 3 additional units for advising

Probational (sic) for first 3 years.

I feel that my job is not stable.

Even though I have many years as a lecturer at CSUDH and I am expert in the field, not to mention that I am also alumni, the current Chair and Dean disappointment me because they do not seem to care about the student's learning or care about the university's name and reputation.

Please provide an explanation for your view of your current role(s) at CSUDH.

I enjoy the relationship I have with the institution and the different environments that I work in and have influence over.

I am non-tenure track faculty because I have not been given the opportunity to become tenure track

I also would like to add that I see myself as a "part-time" faculty member fully invested voluntarily in participating in service in the university. Maybe you can add this option in the survey.

Not enough of a challenge

In the past, I really wanted to be a tenured member of the faculty. Now that I'm older, I realize that the time for that has likely passed. It always troubled me how even though I'm an effective teacher and a highly-qualified expert in my field, that wasn't enough to be considered for tenure/tenure-track. I believe that my particular area should allow tenured professors without a Ph.D.

I am blessed to be working and able to teach courses at CSUDH

I carry a large percentage of the courses that students are responsible for taking while offering academic and personal advising, serving on committees and coaching adjunct faculty members.

Currently in order to make a full-time employee, I have taken on a part-time permanent staff position and lecturer position for the remaining 20 hours.

I do all the activities that a tenure track faculty performs and have applied for TT status on three occasions . I was rejected in each case in favor of a younger candidate with a more current PhD. I continue to perform as if I were TT but am periodically reminded I am not. I am not allowed to teach in my field so long as a TT wants the courses and am not allowed to remain current in my field because I cannot cosisently (sic) teach in it.

I am hired as Faculty but perform duties as staff and faculty

I would prefer to teach full-time and maintain my consulting business.

At this time there really is not openings for full time work for those that only have a Master Degree.

Dissatisfied that I have to work multiple CSU campuses to be able to support my family.

I enjoy teaching courses that I know will allow the students to be effective in the field.

As a PT lecturer, finishing my EdD at age 60, I wish I had a FT tenure track teaching assignment, instead of teaching 10 classes at four different colleges

In a perfect world, someone like me would have had a tenured position at a place such as CSUDH. The fact that I have been teaching here for 17+ years indicates that there is a need for the work I (and others like me) do. None of us likes the impermanence but we continue since there is no alternative and there is a hope that at some point in time there might be the opportunity for a tenure track position.

Part-time employment at CSUDH is not a preference, but rather what is presently necessary as there has not been a tenure track position.

I believe my age and my disabilities make it unlikely that I will ever be considered for full-time work. I am currently in a conflict with a new Chair who disapproves of my teaching methods and who tried to short my entitlement for this spring (they took away almost all classes I had agreed to with the previous Chair and assigned me brand-new preps, which have buried me for most of the last month). I

was also denied winter intersession classes that I had taught every year under the previous Chair. Up until the new Chair, I felt confident in my career at CSUDH. Now I feel like I do not matter and that I have no voice.

I view my current role as a chance to prove myself as valuable when my department opens up a tenure track position in my field.

To teach is to love your job. For many years, I have given all it takes to my students and the university. But I feel very insecure about my position because management sees and have complaints about illegal retention an hiring practice by Deans and Chairs but it appears that management rather protect their illegal actions than to responsibly take care and insure no more victims. I love what I do. I love CSUDH and I love the student body. I am not in for the money but for the satisfaction I get when a student light bulbs come on on (sic) complex subject matters.

How long have you been teaching at CSUDH? Please explain.

Answer	%	Count
This is my first semester	0.00%	0
This is the second semester of my first year	2.44%	1
One-three years	14.63%	6
Three-five years	9.76%	4
Over five years	68.29%	28
Other	2.44%	1
I prefer not to answer	2.44%	1
Total	100%	41

I teach only one semester each year because as an MPP this is all I am able to teach without jeopardizing my other employment

I have been teaching at CSUDH for 7 years

Ten years and no recognition like fellow tt

Winters, Spring, Summers, and Fall

I am unclear on what I need to explain in this box. I have just responded to how many years I have taught at CSUDH

I usually am offered one course each semester - most of the time. But there is no guarantee.

I teach what I am offered.

I have taught every semester since I arrived in Fall 2007.

I have been teaching in the same program since 2000 and have gone from adjunct to full-time lecturer. Mention of tenure track has never occurred even though PTE results have always been exceptional

I have been teaching at CSUDH for over 7 years and most semesters I have been teaching 12 or more units.

I am offered Part Time opportunities to teach

I explained

non full time openings are available

I teach 3 classes each semester but would like to conduct scholarly activities. I do enjoy the flexibility of 3 courses.

I've taught in TED and now am working for GED.

I began teaching PT at CSUDH in 2004; I am now on a 1 year PT teaching contract

I teach the course I am offered

I teach as many courses as are offered me, provided they don't conflict with classes at other institutions where I also teach.

I have been a part-time lecturer at CSUDH for more than 17 years. Of these, I have taught a full load of 15 units/semester for more than 10 years.

I have been teaching for six years, and the last four years have been either full-time or close to it. I currently have entitlement to 15 units in both fall and spring semester.

I work Fall and Spring each year

I teach full load - both semesters

I teach Spring and Summer because this is all I am offered.

Please feel free to provide any insights into the progression of your teaching responsibilities that are relevant and meaningful to you.

It's usually a mix of both, and the quantity between lower and upper division courses change every semester.

I have taught a number of courses at DH which have allowed me to understand the type of education that our students are receiving throughout our program

I constantly seek ways to be innovative in my approach to teaching.

I have taught a wide variety of courses over 20 years as there has always been classes that TT faculty perfers (sic) not to teach. I have been able to teach new courses and variations of existing courses. In the past 5 years, my subjects have been less diverse as the college has geared up for accrediation (sic) with new faculty

My role is a combination of advising, recruiting and teaching . I get many opportunities with this dual role to hear the concerns of students and make suggestions for how to better service their experience

I'm doing Good

Difficult to stay in contact with Department Chair

i have more support from the department Chair

I am now teaching a higher level composition course at another college; I wish that I would be offered the same at CSUDH

I have taught nearly all the lower division courses in my department. I have also taught several upper division GE courses.

I routinely am called upon to teach upper division, capstone core classes.

Until the new Chair, I felt supported in my work. I have tried multiple teaching innovations in the classroom, and although some students initially complain, most find them rewarding and useful at the end of the semester. I am always searching for better ways to increase learning.

My responsibilities grew when my supervisor retired and the position was not replaced. I am now the supervisor of my program.

I moved from part-time teaching to full-time teaching.

Recently, I have had the opportunity to be a member of a couple of committed, but it was clear to me that maybe because I was a lecturer and not tenure, the Chair made me feel that my participation was not important and that a full time lecturer should be the Chair of the committee even though I have more credentials more years working for CSUDH.

Do you currently receive compensation (such as overload pay, stipends, reassigned time from teaching) for any of the work you do for CSUDH other than "Teaching"? (e.g., you may receive course reassignment to work on a course redesign project, serve as Department Chair, Senate, CFA chapter leadership, etc.)
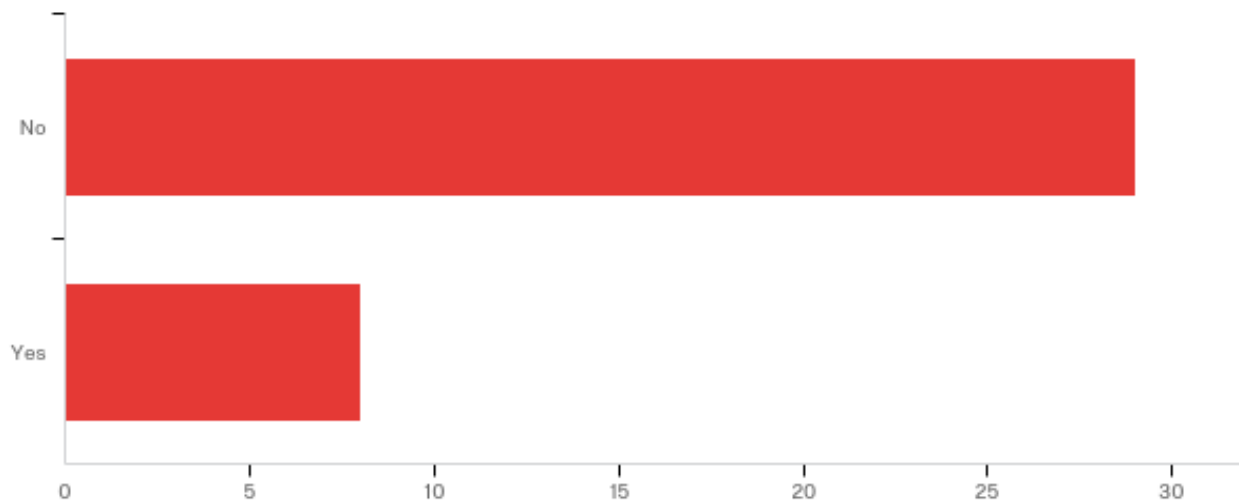
Please feel free to provide any explanations for your compensation.

I recieve (sic) assigned time for chairing an academic senate committee

Salary does not compensate for the time and efforts spent teaching 15 units along with the other responsibilities expected.

I don't know what "Overload" classes are so I did not answer the last question

I make enough money, and don't wish to alter what I do.

I do not know how the system works for compensation --word of mouth -- what about a Info Session

I do great work

Very low for the almount (sic) of time involved

if there is any compensation there will be more participation form the lecturers point of vies. i served for 2 years as a lecturer senators but it was a drain of money because it was consider totally volunteer and i had to pay a sitter for my kids

I am a "supervisor" of an important area in my department and am relied upon to regularly manage many administrative duties, but have not been compensated in any way for this work.

I was awarded the Course Redesign with Technology grant for 2017-18 by the Chancellor's Office, and I had a 3-unit course release in fall 2017 so I could work on the redesign.

A lot depends on the circumstance

Please provide your insights into areas where the department, college, and/or university could provide better support for your work.

I believe there needs to be a bit more communication among departments in my college. With the exception of personal collaborations I have with others in my college, I am in the dark about what goes on in different programs in my college.

providing us release time so as to get involved in committee work or service to the university

Sometimes lecturers are not strongly encouraged in the areas of conference presentations, publishing, and decision making.

My department sees the part-time faculty as tools to accomplish there (sic) goals. We are not involved in meetings, or considered when decisions are made. Little communication is passed down as to what responsiblities (sic) or new regulations there might be.

Provide more support for research and international activities. Recognize the value of my work

Videos and Mentors would be helpful to learn how to navigate and be successful

Check the previous page

Moe contact an interest in knowing who I am.

more lecturer representation in every step in the university will lead to a more equal opportunities and respect

Having TED staff familiar with my needs. I asked them for access to printer, mailbox, etc. and was told that I was parttime (sic) and didn't have access to those.

copy center is dysfunctional, classroom A/V support is close to nonexistent

Truthfully more support is given to all faculty, including lecturers now than it ever was in the past. But, it is too late for me--I have completely given up all belief that hard work will be rewarded, so I do not take advantage of any support offered. I am much closer to retirement now than trying to obtain a tenure track position.

If a facility or a certain kind of support is provided to a tenured faculty member ostensibly because it is essential for proper instructional performance, then why should it not be provided to part-time faculty? Does the college not want them to teach effectively? So the needs of faculty must be determined objectively without regard to their status (tenured/non-tenured) and then these facilities (laptop, office, supplies etc.) should be provided to ALL faculty.

Office space: I am one of 6 instructors assigned to this space. However, often teaching nearly 12 units of upper division, capstone classes having a private space to work with students and speak privately is essential. With this type of full schedule-- along with working at multiple universities -- scheduling time with 5 other faculty members to have use of the office is beyond inconvenient, it prevents being able to aptly work with students. Training: there has been no mentoring/training or other support offered to PT instructors in the department. Moreover we (and I specifically) are often called upon

last minute to fill class teaching assignments. I, just this week (1/16/18), have been called upon to teach a class next week that has never been taught on this campus. There is no information on which to rely to build this class and will require Herculean effort to create before meeting students next week.

I do not feel comfortable answering this question.

We are not provided with sufficient teaching or office materials in my department. I pay for many of these things out of my own poccket (sic) and I use my own computer and printer at work.

I asked for a laptop 4-5 times but no luck. I have a desktop in my office and I had to buy my own laptop to do university work at home!

Most classrooms are outdated. The Chair wants meeting only after scheduling an appointment. To survive, I have more than one job. It is not possible to anticipate with certainty if an appointment can be firm. Other Chairs, have an opened door policy.

We are expected to teach at night but after 5 there is no classroom technical support. Classrooms are dirty, technology often does not work, many classrooms are not well suited to teaching methods, markers are no where (sic) to be found, erasers and so dirty using them makes white boards black

Please provide your insights into areas where the department, college, and/or university could provide better support for the work of NTTIF in general.

Again, just Chairs (past and future...not current) being aware of the instability that NTTIF's regularly endure, and taking proactive measures to show respect and consideration for that.

I think all three areas need to find a way tointegrate (sic) these faculty into the daily operations of the university and the running of programs and departments. These activities need to obviously come with a fair reinmuneration.(sic) NTTIF are the lifeblood of many programs including my own but are practically invisible in formal governance of the university

same as before

Some kind of information page where you can figure out the campus and where to go for what. I had no orientation and really had to figure out everything from parking permits to printing services to contracts entirely on my own. There could be a lot more assistance with orienting new people to campus.

Make them feel as though their contributions are valued. Perhaps a day for NTTF to show off their accomplishments

Not sure -- the more support the better --Communication -- Why is this important and how will these insights help you be successful at CSHDH

not sure

is there any?

Making sure that all opportunities for tenure track are also available to lecturers. For example, grant writing, professional development, writing for publication, travel. In addition to the support of obtaining a tenure track position!

Create more full-time positions for lecturers who have been teaching here for more than 5 years. Preferably, offer tenure-track positions tp lecturers who have had more than 3 contracts in succession and provide the same level of facility to NTTIF as is done to tenured positions.

As NTTF are often employed to instruct large courses of 50-100 students, student assistants for grading and management would be appropriate.

I do not feel comfortable answering this question.

I would like more information about future planning, future tenure track positions, and program development.

Training and mentoring should be available at all times.

Please feel free to provide an explanation for your interest in, and ability to participate in, faculty development opportunities.

I try to participate in activities sponsored by the Faculty Development Center when I can.

I would love to continue enhancing my abilities through training as long as they are scheduled to not impact my classes.

They provide an opportunity to engage in activities that connect me with the university and to be part of the establishment

Love teaching and want to keep improving skills to get better

very important to communicate with other fellows and to find new ways to perform better

Very interested; would like to participate-but difficult with the scheduling. I am attempting to try for this semester.

In the past I was very interested and did participate as a trainee and a trainer. But, I no longer have that interest.

I do not like 'professional development' in a top-down environment. While there is always something new to learn, the determination of the need to do so must come from the faculty rather than from someone like a Dean or a Vice president who has probably not been in the classroom for upwards of a decade. I am more willing to agree to my department Chair since in general they teach in much the same environment as I do.

Though I am interested in participating, two significant impediments exist. Firstly, at present, CSUDH typically offers such workshops doing the "lunch" hour of 11:30-1:00, but I and many of my PT colleagues teach courses during this time, making it impossible to engage. Secondly, scheduling is often a significant impediment as I attempt to balance responsibilities and schedules at multiple universities.

I have been studying pedagogy for several years and would like more opportunities to help other faculty understand how to reach students who are having problems.

I would like to participate in any kind of training, short or long.

What topics do you think are valuable for faculty development workshops for non tenure track instructional faculty?

Best practices

How to design a active (sic) learning class

Teaching skills development, research sckill (sic) development, grant writing skill development

learning about our rights within the system and how the university functions (protocol).

Benefits, employee services, employee programs

Understanding how the university works, teaching methodology, approaches to the classroom

I would like to learn more about what the campus has to offer students and faculty to improve classes.

How to teach, how to grade, how to deal with difficult students, how to relate to others in the department, college and university, how to manage RTP process

Where do we find communication and information - training online for how to be successful

New directions in teaching and new opportunities to pursue

womens (sic) right affirmative action workers right

Previously discussed - going for grant and research opportunities

multimodal (sic) approaches to teaching; the 21st Century Learner: How Do They Learn? Academic Writing: Communicating Expectations to Students

We don't need informed. We need organized and we need radical change in the overall business/hiring structure of the university. Lecturers are preyed upon.

Benefits workshop

Workshops that explain their realistic position at the university, including the possibility of being bumped from classes, gaining a tenure track position, rights according to the contract, who is see if there are problems, how classes are assigned in a department, what resources are available to them, etc.

The same that are needed for tenured faculty. Why would they be any different?

How to make sure you get classes each term How to interact with the department Chair in a productive way What to expect from the administration in terms of support and guidance

Research activities, teaching effectiveness, on-line teaching tools support on call.

Effective teaching techniques, managing disfunctional (sic) and lazy students more effectively, new technologies for teaching, new teaching methods and strategies.

How adequate do you think communication is from _____on issues relevant to your success?

Question	Excellent	Good	Adequate	Inadequate	Non existent	Total
Department/program	25.93%	18.52%	18.52%	18.52%	18.52%	27
Chair	22.22%	25.93%	11.11%	25.93%	14.81%	27
College	3.70%	22.22%	14.81%	29.63%	29.63%	27
Dean	7.41%	18.52%	22.22%	25.93%	25.93%	27
Faculty Affairs & Human Resources	3.70%	18.52%	14.81%	22.22%	40.74%	27
University Provost	3.70%	14.81%	22.22%	14.81%	44.44%	27

How adequate do you think communication is from _____on issues relevant to your work?

Question	Excellent	Good	Adequate	Inadequate	Non existent	Total
Department/program	29.03%	16.13%	29.03%	19.35%	6.45%	31
Chair	30.00%	26.67%	16.67%	23.33%	3.33%	30
College	3.33%	23.33%	33.33%	23.33%	16.67%	30
Dean	6.67%	20.00%	36.67%	20.00%	16.67%	30
Faculty Affairs & Human Resources	3.57%	21.43%	25.00%	28.57%	21.43%	28
University Provost	7.14%	14.29%	28.57%	10.71%	39.29%	28

Please feel free to provide an explanation.

I feel there is a lack of communication to part-time faculty. The chain starts with university to college (through Dean), which is then communicated to Chairs, who might communicate with full-time faculty, but often forget part-time.

There is no communication that is relevent (sic) to my success or my job outside the department. I have been here a long time and know everyone. I know how to get what I need for the most part but if I were a new comer (sic), I would be lost

The structure of the college is such that non-tenured faculty are made to feel not as an integral part of the fabric of the university. Whether it is an event or a teaching decision, consideration is made only for tenured faculty and all this reflects in the way these communications are handled.

As a lecturer, I am assigned the classes and I do not hear from anyone after that.

What are a few of the most positive aspects of your work at CSUDH?

Students Faculty Administrators

I work with people who care about this institution and who care about the students they teach

The students - causing learning is the best reward.

I am blessed and proud to be a member of CFA!

Interactions with students, teaching, observing the growth in students, collaboration with colleagues

I do feel valued by my Department Chair and College. Our Dean has always followed through on what he said he was going to do so far in my one year at CSUDH.

The impact I have on students and seeing them succeed

interaction with young people, respect for my passions at work, friendship and a sense of worth

Helping students who say thank you and you helped me

Seeing Students learn and graduate

Opportunities to take on new challenges and make a difference in the lives of the folks I touch!

dealing with low socio economical (sic) situation like where i am coming from

I have an excellent and very supportive Chair. My students bring me fulfillment. Seeing their growth academically, professionally and personally is what keeps me here.

I am looking forward to working with GED. From the interactions I've had recently with the Chair, I feel extremely supported and valued. This survey didn't allow for me to differentiate between my newest experiences (since Dec 2017) and the past (2016 and 2017 school years).

The students. That and a few friendships with profs in CFA.

Academic freedom Teaching autonomy/freedom

Some of my colleagues--they are very hard working and caring people. But, they do not understand the plight of lecturers.

Academic freedom, earnest, respectful and hard working students, supportive faculty union.

The students and my previous Chair. Also, my chance to participate in faculty development through the FDC, and course redesign through the chancellor's office.

The students, the subject, and the outreach to the community

Students and other faculty.

Knowing that my work with students has an impact on their prosperity in life.

What could CSUDH do to significantly improve your ability to help students succeed at CSUDH? Please list several.

Give faculty more resources to be able to dedicate more time and more quality time to their students. Give students more resources to be involved in professional organizations Give students more research resources at the college and departmental levels

Value me as a highly qualified faculty member even though I have chosen to work as a part time lecturer.

Reduce class load and increase pay; get rid of classrooms with out of date computers/technology

Better information about the structure of CSUDH and where to go for what.

I wish more training and opportunities for learning were provided. as part-time employee if I worked full time at one job it would allow me the time to focus on students.

Provide more experiences that are important but not classes e.g and international experience for all business students.

Information and Communication Sessions or Video on the CSUDH Home Page Create a community vs commuter community thru events and social media

Find ways to get the students more interested in being involved on campus and in campus activities.

I would love to support student scholarship but to do so need funding. I believe a research mentorship in the study process would be great...perhaps being able to partner with a TT faculty who is already conducting research.. that would help me learn how it works. I'd bring on 2-3 students in addition - for us to "learn" the ropes - me from a experienced faculty, and then I can pass knowledge, skills along to the students.

I'd love to have articulation with students the first week of school, where we hear from them. We could ask them their goals, what they anticipate, where they feel/believe they will need support. Since Education is a humane field, it would be nice to create more of a caring culture in the department. The students whom I have taught at Dom Hills are interested in connections with people, so to approach them by having a "Meet and Greet" and by giving them a forum by which to meet the faculty would be a gesture that I believe would pay off in the classroom. By building relationships, we would have a more supportive approach to our work.

more tutoring

Pay me more! Give me a dependable job so I can focus my energies here. Involve me in curricular development, course scheduling, etc. Speak to me in the damn hallway.

Reduced teaching load. Making students accountable for their poor work. There is a culture of getting students through their programs without doing quality work. Not all students, but most simply want to show up and receive a degree.

Involve the faculty union more deeply in identifying what faculty need. That is one place where faculty express freely and without fear.

Provide students with either a required course, or a campus unit, that can help them learn how to study. Our students lack study skills, and their future employers expect us to teach them the "soft skills" like time management, organization, teamwork, and collaboration - and we are not doing that.

Provide resources to increase opportunities for our students: scholarships, tutoring, mentoring

give me consistent teaching assignments. I teach different classes each semester, and that is not the best practice. I wish I could teach the same class for at least 3 consecutive semesters before I am assigned a new class.

CSUDH should make it a point that the Chair and Dean fulfill their responsibilities of being more supportive instead of being dismissive to the lecturers and CSUDH should hold these individuals to higher standards than what they exhibit.

Improve classrooms, eliminate students who either do not have the intellectual capacity or the desire to perform and who ruin the learning experience for others, reduce class sizes

What could CSUDH do to significantly improve your professional growth at CSUDH? Please list several items/ideas.

Distribute list of professional development opportunities

While the FDC holds plenty of preffessional (sic) growth activities, I rarely get the time to attend given all of the other things I need to attend to in the course of a semester.

I find my own resources.

Allow us to participate in committees as part of teaching load, that way we have a stake in shared governance and it allows us to become aware of administrative procedures; provide funding to participate in research projects and attend professional conferences.

Offer more options for promotion.

I feel I haven't been here long enough to say, really. I do really appreciate the Faculty Development Center and would love to see continued support there.

Additional training programs through out there year. Provide opportunities to connect with other faculty and a place to exchange ideas and learn about ways students have succeeded at school.

Service outside the university. training in cutting edge technology and education. Credit and time for research, recognition for my life long experience and my doctoral education in assigning courses

Communication and cross campus sharing   Reduce the wait time -- how to get in the fast lane to make events, communication and service happen on campus

Allow more creativity in new courses and encourage different forms of teaching

offer more stability and responsibilities with remuneration to it

Network with others. My time is valuable, so I'd prefer to have contact with colleagues that have similar courses so that I can ask them for ideas and collaborate with them. I'd prefer some kind of online collaboration.   Academic Conferences: Make opportunities available to attend conferences. Grants: I am interested in learning how to write grants and how to use them to support my work.

Recognize my artistic practice as authentic work valid toward tenured consideration.

I think it is too late for me.

Treat NTTIF with the same respect it reserves for tenured faculty. Understand that it is primarily the lecturers that serve the essential mission of the university.

Create a visible and attainable path to tenure for presently NTTF

Provide a path to job security and make sure that administration is dedicated to helping long-term NTT faculty stay at CSUDH instead of trying to find ways to drive us away so that they can cut costs.

Invite/encourage NTTF to attend the workshops you have described in this survey

More funds to attend professional seminars.

CSUDH should make training, tutoring, and opportunities to walk on other, such as full time faculty, Chair, Dean, etc., available to lecturers.

What could CSUDH do to significantly improve your well being at CSUDH? Please list several.

Stop overburdening faculty with the amount of tasks that require 2 full time workers to complete.

Being acknowledged as a contributing member of the community, not as an adjunct; increase in pay.

Have healthy food options on campus. Why only fast food and junk food?

Increase the ability to do research, increase pay to make a stronger stander of living, and provide part-time lecturers a full-time position.

Provide a path for promotion based on performance. I am not a commodity

communication and ongoing training face to face or videos

No problem with well being...not sure what that means exactly!

more contact with other lecturers offer opportunities to participate in governance

I believe DH is increasingly focusing on health and wellbeing and that is appreciated. THE SHC and individual faculty have some great opportunities - but again, the scheduling of these is a challenge.

Friendly responses from my department, in email/writing and in person. (I'm reflecting on the TED dept. from the past two years. Also, to communicate early on about courses that they'd like me to teach. I'd like to negotiate my schedule for teaching, too.

Change the culture to one of respect and equality.

Give me a full time position rather given that I have been here for 17 years and provide a simpler way to increase my salary

I am not comfortable answering this question as it has to do with current departmental politics.

Provide me with proper technology, office materials, and a contract before the 7th week of the semester.

A supportive and respectful environment is needed. Having individuals manage faculty where faculty perception is that these individuals care about nepotism, and cronyism is very uncomfortable. My perception is that both the Chair and Dean are hiring their relatives, friends, or other cronies with the blessing of the university. It is easy to see that blacks, whites, Hispanics, Native Americans, are not being hired.

Get rid of PTEs or figure out a different system. PTEs are sent to students right at the end of the semester at the same time poorly performing students are begging for extra credits and special treatment and if you don't cooperate these students skewer you on the PTEs.

What contributes most to the quality of your work life at CSUDH? Please give several examples.

The people

My interaction with other faculty at the university and with administrators at the university.

The students.

Students

The CFA.

Students; assisting in the preparation of capable professionals; hearing of success stories told by students who have graduated and gone on to do wonderful work in the field

I am given autonomy, but also feel supported, by the college and department to develop the courses I teach and create relationships with the agencies that host our interns.

Students and there response (sic) to me as a teacher.

My relationship with my collegues (sic), my students and the work that I do in the developing world

helping and serving student , reducing student stress and building student confidence

Every day is a new experience

students pay

Support, from the Chair and the office staff. I commute, so when they show understanding that I cannot be on campus for activities like meetings, signing documents, or picking up my check or keys, etc. it is helpful. In the past, when I tried to get materials copied or get information from the TED office, I did not have responses in a reasonable amount of time. TED could train their staff to show respect for any person that walks in their offices. They do not act friendly and did not help me to find a way to make copies or access the copy room when I came in and asked for assistance.

Its diversity and spirit

summer/winter breaks benefits

Students. Class sizes should be much smaller by the way. My classes are filled with 60 people, and these are writing classes. ... Being involved in CFA has until recently offered me greater satisfaction than I experienced previously.

Teaching Autonomy Teaching Load Department Support College Support University Resources

positive qualities: colleagues negative qualities: two tier system (lecturer/tenure track) and no way to move from lecturer to TT

The opportunity to involve in academic pursuits

Despite the obvious challenges, my commitment to making a profound difference to our students supersedes the stress and concerns previously discussed. I, therefore, do my utmost to maintain a very high standard for myself and my students.

The students, our department administrative staff, and several of my TT colleagues who see NTT needs as part of their responsibility due to their relative privilege.

The students and my passion for higher education

long summer and wither vacations

I have a few friends at CSUDH The student body is vulnerable and I feel they need someone like me to help them succeed/ I love CSUDH and I feel I need to protect the integrity of the university.

Student success and appreciation.

What detracts most from the quality of your work life at CSUDH? Please give several expamples (sic).

Politics

The low pay, the constant lack of resources, the constant feeling that if you request resources you are made to feel like you are receiving them at the expense of someone or something else that is being sacrificed.

The politics in the department and the lack of respect for the part time non-tenured faculty.

Administration

Jealousy, envy, indifference amongst the tenured faculty.

The inequality in teaching and advising responsibilities between tenured faculty and those who are not tenured

LA is getting really expensive and the salaries we earn at CSUDH can be challenging to survive on.

Watching the disparities between part-time/Full-time lecturers and full-time tenure-track/tenured professors, and the politics of getting processes changed on campus.

The way that the bureaucracy treats its employees. I obtained a grant and was not allowed to be the principle researcher because I was not TT. I asked for release of funds three months ago and was told there was no process to access funds. I am using my own resources. I was asked to teach the capstone course which I did for a summer and a semester and then was informed the department is hiring someone else, presumably TT.

lack of communication

Time and energy

lack of advancement treatment from TT

Lack of mentorship. (Chair is excellent-but overworked).

I think I've covered this in other answers that I've given. Basically, staff that are not helpful or considerate.

non-tenure, non-FT

Temporary

Class size. Grading load. Disrespect from/invisibility to "real" faculty. Liquidation of my department.

Administrative support (sometimes).

Uncertainty and impermanence

* lack of security * higher workload than tenured faculty * need to work at multiple universities * great pay disparity between NTTF and TT faculty -- even including multiple university work

My current Chair, who seems to be uninterested in doing anything to support the faculty and who is extremely difficult to get hold of about concerns (does not respond to emails, is not available for office hours or office meetings).

Not having the pay scale and stability of a tenure track position

I have very nice pleasant memories at this school, but lately the behavior of the Dean and Chair are strange. I feel that they only care about their power and position and can care less about the student body, the university, or anyone.

Dealing with administrative nonsense and redtape. Nothing is simple and processes are foolish and dysfunctional.

Is there anything else you would like to share about your experiences as a Non Tenure Track member of the faculty at CSUDH?

Great campus

While I felt valued by my department Chair, that is where it stopped. I was invisible to the rest of the university and its operations.

It has got to get better!!

This survey is most welcome. Thanks.

I love teaching so am most satisfied with having the opportunity to do that

I am grateful for the appointment that I have at CSUDH (year round full time lecturer), but I realize it's also unique. This is mostly because I handle the internships in COM, which are required and year round and there must be overlap between semesters. Also, there is a hefty load of administration, advising, networking and relationship building to successfully lead and develop these courses. I am also aware of how challenging it can be for other non tenure track faculty, who often divide work between several campuses, don't get their contracts until the last minute, are assigned classes that they did not choose, etc. So even though I am happy with my position (except perhaps the salary), I know there is MUCH work to be done and am happy to be a member of CFA.

It would be nice to implement a title of Senior Lecturer to provide a path to promotion

You can make whatever you want out of the experiences

finally there is something to be done after years of exploitation

I'm extremely happy with my new assignment. I have experienced warmth, responsiveness from the Chair and staff. I also have everything that I need before the Semester begins.

FTTT people think they "get it." But you don't. If you got it you would be advocating for much more robust alterations. Even CFA wants us to be glowing happy about the quasi-rights we will receive primarily on our 7th year of teaching.

My responses sound so negative, but there have been many bright moments along the way. Unfortunately, the negative things have been much more severe then the good things.

It has been most disheartening to have followed the advice of multiple Chairs and other administrators in doing advanced educational work and earning a Ph.D., accepting every offer of work, working above and beyond the requirements of my classes, and making myself an integral part of the faculty, only to see that is not likely to make a difference in moving onward as those before me have.   It is then truly demoralizing to observe some tenured faculty doing far less work, being available only two days each week, and setting policy, knowing that the likelihood of advancement into a tenure-track position is exceptionally improbable.

Student evals need to be removed as a measure of teaching effectiveness. When we are trying to use innovative pedagogies, many students are uncomfortable, but they learn more. NTT faculty cannot safely do our jobs if we have student evals hanging over our heads.

Having said so many negative things, CSUDH remains in my mind and heart my school. I care to see that it does not get rape by a few, who have only their interest at heart. It is hurtful to see that top management is neglecting this institution.

I hate to see the money the university wastes which could be better spent improving student learning.

What are your overall reactions to the statements about future faculty models presented above?

I appreciate the work you are doing. Your advocacy for our rights as NTTIF is a blessing. Thanks.

Will likely provide more opportunities for part time faculty.

I am highly interested in many of the statements but do not believe the reality of the situation and the existing struture (sic) would likely result in changes due to existing politics

There are so many! I'm only in my first year at CSU and my prior experience was at UC for many years. I am surprised at how segregated tenure track faculty are from non tenure track. We don't even list Lecturers on the website. How are students supposed to find their faculty members, especially considering how many courses are taught by non tenured faculty. There are valuable contributions to be made by everyone and there could be way more integration and opportunities to participate in decisions and direction.

They are creative and valuable and I do not believe any of them will be implemented. The Deans and the Administration have other priorities

Shorten the Survey

We have a lot of work to do to inprove (sic)

To long (sic) to read in the mode presented

very skeptical point of view since many TT will fight every single step

The survey's language was provocative. I believe that the implementation will be the difficult piece to navigate. So, leadership is key. And a democratic process.

some very good ideas, but they call for cultural changes in the university

The essential problem in higher education today is that administrative positions don't contribute to the central mission of the university but take up most of the funds and power. None of the models presented any ideas in redefining the role of administrators in higher education and so in my view, sidestep the essential issue. For this reason I don't think any of the models will solve the problem of faculty morale.

Many of the previous statements are attractive opportunities that, with committed action, could likely be implemented. They would make for a more equitable and exciting higher education atmosphere.

Most of them look a lot better than what we have right now as a precariat.

Some are feasible others not, but overall, I thought we had most of the element in place already, though I would not know where to find such information. It is not shared with me.

Do you have any additional thoughts to share that are not captured by your responses to prior survey questions or are not included in the survey?

The CFA is what makes my existence as a faculty member possible.

No

I'm only in my first year and am still learning my way around CSUDH. I'm sure by this time next year, I would have much more input!

no

What will we hear about your findings?

there is also a social movement that needs to be addressed so the TT would start cosidering (sic) lecturers as equal.

Yes. This survey took me a lot of time -- over an hour to complete. Perhaps, the introduction could have suggested that this would be long and I would have appreciated more time to have taken it.

Not at this time.

I would like to hear from one or both of the survey administrators so we could talk about some of the issues I'm seeing in my current department and our current situation.

The pay gap between full time lecturers and tenure track professors is outrageous particularly when you consider many tenure track professors are poor teachers and have absolutely no real world experience.

Appendix G

Insights from Department Chairs & Senators

Department Chair Insights by College

We met with Chairs Councils in five colleges (called 'Cabinet' in COE) to introduce the work of the task force and ask for the insights of attendees, including Chairs, Program Coordinators, and Academic Resource Managers. The college faculty representatives to the task force attended these meetings and followed up with the Chairs. Responses received are collated below.

Challenges

CAH
Not enough faculty to do committee work
Creating schedules that accommodate lecturers' schedules (teaching at other institutions)
Maintaining consistency within courses
Enforcing department policies
Lack of commitment to the department and the university

Large number of lecturer-taught composition sections, taking into account varying levels of entitlements, diverse schedules, and teaching preferences.
Maintaining some sense of control and oversight of curriculum and instruction, given the large, diverse cohort of lecturers.
Incorporating lecturers more organically into the intellectual, collegial, social and cultural life of the department.
The sometimes and apparent division/conflict between "service" courses and major program courses.

Insufficient funds

Late class assignments.
> Here I refer to the practice of not entering NTTIF in the schedule until after enrollment begins. The justification given is that this practice helps to minimize confusion caused by late reassignment of teaching responsibilities caused when sections taught by TTF are canceled causing them to be reassigned to a course originally assigned to a NTTIF. In my view, this benefit is outweighed by negative impacts. First, it is impossible for programs to meet bookstore deadlines (which are associated with federal disability access laws if I'm not mistaken). More importantly, it means that offers of work made to NTTIF remain tentative much, much longer than they have to and this, understandably, is a source of concern and even anxiety for many.

Space/facilities.
> I know that space is at a premium, but we might do more with the space available to us if the university invested in refreshing/upgrading office equipment. This issue – finding working spaces for NTTIF – becomes more serious each year as we hire both more TTF and NTTIF faculty

to meet increasing student demand. This year, all of our NTTIF are doubled or tripled up, and still we managed only by repurposing an old storage closet the week before classes started.

Most NTTIF offices have only one desk. The desks are typically one of two types: the huge, clunky wooden desks installed in LCH/SBS forty years ago, or the model year 1995 cheap and beaten computer desk. Most of these rooms could accommodate more than one work station if the university were to purchase office furniture appropriate to our available spaces. The rooms are one size for the most part; it shouldn't be difficult.

Don't even get me started about the Chairs.

Technology.
   a. The desktop computers in NTTIF offices should be upgraded more regularly and maintained better. As long as I've been at CSUDH, the practice has been to use older, outdated machines to outfit NTTIF offices. Granted, the situation is not as bad as when I started at CSUDH in 2007 with a PC with 256MG memory that was running an operating system that required a minimum of 512MG to boot up, but the machines are old and slow and because they don't receive regular maintenance, they get slower with each passing semester.
   b. I understand that we may not be able to supply each NTTIF with a desktop, a laptop, and an IPAD as we do TTF, but maybe we could provide NTTIF on three-year contracts with IPADs, or even NTTIF who have taught at DH for two or three years consecutively?

Contract procedure and contracts
Each college or the university should publish hiring guidelines/practices for transparency. As it stands, no one knows anything. The form itself gives the appearance that Chairs make hiring decisions (and by extension salary decisions). The form should make it clear that the hiring and salary decisions are made by Deans and that Chairs make hiring recommendations but not salary recommendations. All NTTIF should be given a copy of the operational salary classification table for NTTIF so that they can see for themselves that they have been classified properly and so that they can assess their salary placement within that class.

We need a NTTIF faculty handbook
I know that Clare Weber worked very diligently to get an updated Faculty handbook published on the university website. Still, I think that the university – or each college – should prepare a handbook for NTTIF. Though some orientation materials will be specific to each program, we might include a great deal of useful information in such a handbook. Emergency contact numbers, the mental health Red Book, info about the campus food pantry, women's resource center, multicultural center, support resources (like Reza, or the Toro Learning Center), etc.

CBAPP

None provided.

COE (includes ARM and Deans)

It is hard to get enough faculty to fill the committee positions because lecturers don't serve on committees (3)
Hard to complete enrollment rosters ahead of time.
Lecturers don't publish much so the culture of research is diminished.
It's hard to train new lecturers.
Lecturers are not as knowledgeable about the 4 high stakes assessments or the procedures for applications of phase II or phase III or credential requirements.
School Leadership Program is a positive example of managing well—onboarding.

Getting them to come to meetings on campus.
Confusion over entitlements.
Concerns about stability, consistency among course sections.
Difficulty in ensuring that all faculty get important information that is shared at faculty meetings.
Possible feelings among NTTIF that they do not have the same status as TTIF.

Large turn-in for sign-in/new hires.
Time spent on term contracts for PT lecturers.
Part-time lecturers—many tend not to use university email so reaching out to them is challenging at times.

CHHSN

 Having them feel vested in campus-wide activities
 Giving them an avenue toward possible tenure-track
 Including them in department, college committees
 Encouraging NTTTF to pursue research

 They may have limited time on campus
 They are teaching back-to-back classes all over campus
 It can be difficult as a Chair to schedule a lecturer to teach one class in the middle of the day
 Many lecturers want to do service & teach, but are not required to, paid to or rewarded for such activities
 Lecturers move all over campus to teach

 Accountability
 Communication
 Office Hours

Entitlement makes it hard to deal with accountability

Having to make last minute changes based on volume which we cannot usually predict.
Having to keep track of status such as entitlement. With more than 40 PT lecturers that's a lot of math!
Retirements
Lack of engagement, attendance at faculty meetings or workshops
Not always clear which policies apply

Last minute need for faculty to teach classes
Limited assistance with the ongoing functioning of the department outside the classroom. The Chair must do almost everything.
Lack of continuity in faculty due to turnover.
Once part-time faculty are "trained," they leave because we do not have full-time positions to offer them. The Chair ends up "training" faculty for other universities in the area (especially other CSUs)
Low pay (big problem) and difficulty teaching conditions, so must find other ways to reward part-time faculty. We need to offer more perks to part-time faculty.

Fewer faculty to perform essential service work in department, college, and university.
Inconsistency in program quality across the curriculum. We train NTTF in first year, but they often leave shortly after for position elsewhere just as their curriculum and teaching skills are honed.
Difficulty finding qualified faculty to teach some specialized courses in the discipline.
No assigned time to mentor and evaluate NTTF.
High turnover of NTTF who leave program for full-time positions elsewhere. Have to hire replacements last minute when NTTF take positions elsewhere.
Not enough office space for NTTF for office hours.

CNBS

Turnover. Political scientists are marketable and find other jobs.

Conflict in the even they apply for a full time position and do not get it.

Requests for funding that I cannot find for them.

Maintaining standards. Many do not possess Ph.D.s

Regularly evaluating our NTTIF – we don't have enough senior faculty to cover the NTTIF and our new TTF.
Making sure NTTIF know they are welcome to Department meetings, but they are not required to attend.
Making sure new NTTIF have all the information they need: academic calendar (especially final exam dates); required syllabus contents; how to use Blackboard (although most already know how to use it);

Asking NTTIF to collect PLO and GE assessment data.

Teaching load outside the campus
Teaching schedule
Cancel classes
Not showing up in the departmental meeting

Assigning qualified people to the available classes, as opposed to those with 3-year contract entitlement
Providing appropriate instructional support to help instructors improve their practice
With so many instructors, I usually only know there's a problem with instruction if someone walks in my door
Keeping quality instructors, since new people need 6 years to earn 3-year contracts

Understanding, and then implementing, assignment entitlement (and not just the 3-year entitlement, but the whole order of assignation).
Lecturer evaluation. It is hard to find the time to do this with as many lecturers as we have.
Inability to convert lecturers to full-time (non-research) positions.
Maintaining a spirit of community for our students when so many of our instructors are only on campus to teach their classes and hold office hours.

Scheduling courses taught by high numbers of NTTIF
Properly allocating entitlements
NTTIF requesting extra workload (salary) to meet their financial needs
Reviewing NTTIF
NTTIF that call in sick numerous times and/or have personal issues that prevent them from teaching

Balancing lecturers and full timers throughout the schedule. Most lecturers take our evening classes and most full time take day classes.
Many lecturers lack experience and training on pedagogy (by that I mean, how to teach).
Some lecturers and full timers or two depart from the original syllabus for their classes.
Some take multiple sick days. Some students have complained about the absence of their professors.

"Wishlist" & Practices that should be left in place or scaled up

CAH
Provide assigned time for lecturers to do committee work and extracurricular activities with students such as advising student clubs and organizations.

More offices for lecturers so they don't have to triple- and quadruple up.

Digital modules available through the portal that address university policies and procedures.

More resources to be able to offer training and faculty development opportunities to lecturers.

Some allowance for lecturer workload to possibly include units towards service, i.e., committee or special project assignments, student advising, etc.

More supported/funded forums for showcasing lecturer accomplishments and expertise.

The funding for conference travel and/or teaching initiatives should be scaled up.

Being allowed to award regular, merit based raises.

Funds for a one time teaching orientation workshop at the time of hiring. This should cover basic departmental duties and rights, including a detailed account of the classroom evaluation process.

I know that the Faculty Development Center has been reaching out more intentionally to NTTIF. But what about periodic – beginning and end of semester – NTTIF faculty mixers with some snacks and, yes, beer and wine (like the little parties Ellen Junn held once each term)?

Beyond faculty mixers, I recommend that we put aside funds to offer small stipends to NTTIF who apply to Faculty Development Center events geared to improving instruction. These should be intentionally-designed semester-long series (on student reading, student writing, SLO assessment, online instruction, HIPs, etc.). Such an initiative would benefit our students by improving instruction and it would contribute to the professional development of participating NTTIF. Such training will serve them well at CSUDH but it would also enhance their marketability. I think that we have a responsibility to provide such opportunities to our NTTIF. Otherwise, we are condemning them to NTTIF status as a life sentence.

Ease conversion of PT NTTIF to FT lecturer status. For example, we have in our department a PT NTTIF in her tenth year at CSUDH. She has an outstanding record as a teacher. If we cannot convert her to TT status, it would be nice to have the ability to convert her to FT lecturer at least on her own merits rather than through what would be a farcical search. Likewise, and I know that this would be much more difficult to square with employment opportunity laws, it would be nice to have the ability to convert PT NTTIF with such records and/or FT faculty to TT status.

Though research is not a contractual obligation for NTTIF, the university should provide NTTIF consistently employed at CSUDH opportunities to win grant support for their research. Again, even though it may not be a contractual obligation, if we fail to support NTTIF in this way they die as researchers and become uncompetitive on the TT job market. So again, we condemn them to life without the possibility of TT parole. We do them a terrible injustice currently, and we should explore all possible remedies to rectify the situation. Presently, NTTIF may apply for RSCA, but preference is given – for obvious reasons – to TTF. What about a dedicated RSCA for NTTIF?

Faculty awards? I don't remember off the top of my head, but do NTTIF receive 5-year, 10-year, etc. recognition? If not, they should.

CBAPP

None provided.

COE (includes ARM and Deans)

Policy to guide Chairs and onboarding.

Standardizing onboarding process. Currently only standardized items are on sign in memo and degree verification & accurate background.

Extra summer or January finding for onboarding of lecturers.

Ensure they have a voice in the operations of the unit...take into account.

I wish I could have more NTTIF similar to the ones that we currently have. The majority of our NTTIF in Special Ed continue to come back semester after semester and are very dedicated to our students and program needs.

A university event where persons interested in being a NNTIF could come and learn about our programs. We could also have breakouts with individual programs.

CHHSN

More positions in my department NTTIF and TTIF

Somehow reward lecturers for service & research

Bring more classrooms online

Allow Chairs to hire "experts" in the field that do NOT have masters degrees

Reward lecturers for "spending time" with students

Techniques for dealing with the above

Additional clerical support to contact and keep in touch and get books and other things that are needed

Funding to get everyone together at least once a year

Able to offer more "perks"--financial and otherwise.
Provide Chairs with a budget that can be used ot help support the academic endeavors of part-time faculty who are long-term
Have formalized way of recognizing the accomplishments of part-time faculty, e.g. teaching, scholarship, service, etc.

More part-time faculty office space--need is desperate.
Chairs have more release time in department where part-timers comprise the vast majority of faculty.

More TT positions so that there is not as much need for using NTTF.

Assigned time for TT and NTTF mentoring and review.

Increased wages for NTTF and stipends for service work.

University-wide faculty orientation for new NTTF that is geared for NTTF not TTF.

CNBS

Funding for research and supplies, though I think we have this on a competitive basis.
Give me leeway to find new lecturers. Entitlements limit us sometimes.
Tenure-track lines to replace retirees. We've lost 9 tenured folks in 10 years and replaced them with part-timers.

We would like to hire two more Tenure Track faculty members. This would reduce our need for NTTIF to perhaps one or two per semester, depending on TTF grants, sabbaticals, ferping, etc.

We would like to hire one of our NTTIF as a "full time lecturer" with a course release to help with advising. We would like to hire this person without having to do an official search. This person has been teaching 4-5 courses a semester for us for over six years.

Increase the fulltime teaching faculty numbers
Increase the salary
Training NTTF in teaching pedagogies
Training NTTF in classroom instruction and management

Greater leeway in deciding who is qualified to teach a course
More funding for faculty development
The ability to accelerate part-time faculty onto 3-year contracts sooner
The ability to require certain classes be taught with appropriate pedagogy

Bring on some part-time lecturers with full loads as full-time lecturers, which would give them a service commitment.
Better coordination with the administration on entitlement dates. NBS is starting to do this, and I trust that it will continue.
Help with evaluations – more time to do it and better instructions, because the CBA is quite strict on how this should be done, if I remember correctly.
Part-time faculty offices in the same building as the department. It must be hard to feel part of the department when you are in a trailer somewhere.

More release time for being Chair. 3WTU release per semester is insufficient for the required workload, as many of the tasks are not scaled to the size of the department. 3WTU release per semester is unheard of in other CSUs.
That NBS create entitlement spreadsheets for all NTTIF.

Recommend: Hire more tenure-track faculty to avoid so many NTTIF being strung along for years under current system (NTTIF are taken advantage of – poor pay, uncertain workload, minimal workload rights, many NTTIF lack benefits)
Training on pedagogy for lectures for the FDC. This is linked to management because some part-timers do not even know the difference between a lecture and seminar.

Some sort of compensated mechanism for lecturers doing research with students.   At least for the ones that want to do this. This is linked to management because it is an issue of equity for work. We already have a few part-timers with active labs and students that take part in SRD.

Recommended Best Practices for NTTIF at CSUDH

CAH
Holding meetings, orientations and workshops for lecturers to explain university and department policies and procedures.

Better pay for NTTIF should always be the highest priority. NTTIF with a terminal degree – a Ph.D. in History – start at CSUDH at less than $5000 per 3-unit class. As a NTTIF at UCLA twelve years ago, I earned $7500 for a ten-week class.

The low salaries paid at CSUDH and the CSU generally make it difficult to attract and keep qualified and talented instructors. UCI, USC, UCLA, Loyola Marymount, etc. – all offer much better compensation. Two issues are involved: salary at appointment and opportunities for pay increases. Faculty who teach at CSUDH for more than one year must begin to receive regular raises. These should not be just cost of living raises; they should be regular step increases recognizing the important contributions long-serving NTTIF make to the realization of the institution's mission. This is absolutely necessary to end the current practice of low-balling NTTIF when they are first hired, which is done primarily to avoid creating inversion/compression issues among NTTIF. We cannot solve the latter problem until we address the former.

CBAPP

None provided.

COE (includes ARM and Deans)

We need some way to recognize excellence and progress.

CHHSN

Support service & research with stipends and/or relieve time

Allow Chairs to hire "certified experts" who do not necessarily have a master's degree

P/T qualify for certain grants, training opportunities, etc. These need to be expanded.

Representation at Academic Senate
In our department, we generally evaluate NTT faculty in first semester of teaching with an in-class peer evaluation. Some challenges that arise with this practice include the increased workload for TT faculty and in particular the department Chair. We generally hire 3-4 new part-time faculty each semester because of the growth of our program and high turnover rates among part-time faculty. We have a high turnover rate in part-time faculty because they leave the program for full-time positions elsewhere. For those who do remain, we would like to do a full evaluation of course materials for all courses they teach once a year. However, with 15 part-time faculty this creates a significant workload that is not always accomplished. With the high turnover rate, it is also not always a productive use of time.

Wish we had the ability and funds to bring them on officially in part time position without the artificial barriers.

CNBS

Transparency and openness in hiring NTTF. Chairs seem to unilaterally add NTTF to the department/university and is then sometimes burdened indefinitely with NTTF who are not necessarily good for students or programs.

Pre-semester orientations?
Title IX Group training.

We need to treat our NTTIF as colleagues. That means including them in department discussions and some decisions (given their peripheral position, they cannot be part of all department decisions); interact with them outside of hiring; invite them to be part of department events; consult with them before making up the teaching schedule.

Pay them an equitable salary – they are professionals doing a critical job.

Meet regularly with part-time faculty as a group, and as individuals
Conduct regular evaluations
Advertise and support part-time faculty participation in faculty development
Many of my part-time faculty are good, hard-working instructors, and it would be great if we could reward them by accelerating their contract status.

Making NTTIF feel fully a part of the department. We invite them to our faculty meetings (and not just send the invitation, we let them know they are welcome), though without having a service component to their contracts, most do not take us up on the opportunity.
Having a two-way conversation when setting the schedule, not just assigning classes.
Encouraging service (mentoring students, etc) without it sounding like a mandate.
Professional development for NTTIF, though, again, we run into the no-service issue. It is hard, especially for freeway fliers, to find the time to take advantage of this.

NTTIF are here to stay, and they are not a "necessary evil," which is occasionally the impression that is given. The push to increase tenure density must not lead to NTTIF feeling that they are somehow less valuable.

I really would like the university to consider seriously the idea of having full-time teaching faculty, especially in the natural and physical sciences, where there will never be enough lab space to support research for all the full-time faculty we need.

More release time for being Chair. See above.

Statements that best describe the role of NTTIF in the program/dept/college[126]

CAH

They are integral to our effective functioning (4).

Explanation for WMS. There are no tenure track or tenured instructors housed in WMS. The program is taught by lecturers most of whom are housed in other departments. The program coordinator is tenured but does not teach any classes.

They are necessary because we simply do not have enough TTIF (2)

> Explanation: to teach the large number of composition sections the Department offers for GE and GWAR.

They are necessary because they bring specialized expertise (1)

> Explanation: They are integral for both reasons (not enough TTF and expertise).

CBAPP

None provided.

COE (includes ARM and Deans)

They are integral to our effective functioning.

They are necessary because they bring specialized expertise from the school districts.

CHHSN

They are integral to our effective functioning. (4)

They are necessary because we simply do not have enough TTIF (2)

They are necessary because they bring specialized expertise.

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126 Numbers in () indicate number of mentions. Not all respondents responded to all questions.

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CNBS

They are integral to our effective functioning. 8

They are necessary because we simply do not have enough TTIF. 6

> Explanation: It gives us a competitive edge to be urban. There are many qualified people ready to give back.

They are necessary because they bring specialized expertise from ____. (3)

> Explanation: ____education (and do not have Ph.D.s)

> Explanation: ____from research hospitals around here.

Other. They will become even more essential as our senior faculty in specialized areas retire. They will always be essential because we will never have enough research space to go to 100% tenure-line faculty.

Other. Under current system, the bulk of General Education and SMT courses would not exist without NTTIF.

Other. Sometimes they teach classes full time faculty do not teach.

Insights from Senators

Challenges

Accessibility—Many of our lecturers are evening and online faculty thus making it hard to access.

Time spent training and onboarding.
No support after 5 p.m.
Not enough office space.
Time spent recruiting faculty.
The environment does not help TT interact with NTTF enough.

Providing them with support--office space, technology, skills.
Making them feel welcome and integrated into the department.
Knowing when they will have access to login, contract, keys.
Working with TT faculty opposed to integrating lecturers.
Making sure they feel comfortable letting me know their challenges.

Timely acquisition of keys, work space for new hires.
Involving in assessment of student learning outcomes; most history graduate students receive no training.
Late assignment of sections makes is impossible for part-time faculty to order books by deadlines. Also delays access to Blackboard course sites.

Implying that NTTIF are a challenge, and not an unfortunate reality of institutional politics, is a bit offensive. I think a new word choice would be helpful.[127]

Understanding 'order of preference' and entitlement.
Evaluation (actually doing it).
Office space.
Training for new NTTIF (or those with new courses), esp. for those teaching labs.

"Wishlist" & Practices that should be left in place or scaled up

Compensation for "extra" work done to motivate participation.
An orientation for new NTTF to help with adjusting to campus and finding important resource offices.

Stipends to attend department and curriculum meetings.
Support in CBAPP from 5-7 p.m. M-Th.

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[127] Senators recommended a change in language from 'managing faculty/departments' to some other language. E.g., supporting; accommodating? This led to a lively dialog. Senator Monty provided suggestions for alternative wording/language for the questionnaire.

Orientations for lecturers (technical, rosters, Blackboard).
Provide stipends to lecturers for service.
The ability to provide stability for lecturers when appropriate.
Leadership development for lecturers.
Professional development for lecturers.

Higher salaries at appointment, especially for those holding terminal degrees.
Facilitate service pay increases.
Stipends/compensation for service contributions.

I recommend LESS management of NTTIF. Regular observations of one- and three- year vested faculty are burdensome and impose unfair mandate on faculty whose contingent status already invites anxiety over job security.

(more) office space.
Help with evaluation.
Training resources (mostly "time")
Compensation pool for service tasks.

Recommended Best Practices for NTTIF at CSUDH

Compensation equivalent to TTF if they are full time.
Bring Adrianna Kezar from USC to share her research, regarding the need to create new, more practical models for RTP guidelines that make sense for our current reality.

Continual evaluation with documentation and class visits.

CSULB after 5 faculty support.

I support 3 lecturers in my small dept. I try to provide a personal orientation to each of them, showing them where the resources are on campus, and I make myself available, and sit it on at least one of their class sessions.

Better pay.
More research and conference support.
More representation.
Increased tenure density.

To show mutual respect and to create a friendly, supportive workplace.
To engage NTTIF in the department meetings and other related events (e.g., training, workshops, etc.)

I think we have done a great job but perhaps we need to create pathways for NTTIF to become tenured.

Moving NTTF files from colleges to Faculty Affairs and Development for equitable and transparent evaluation processes.

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Encourage frequent interaction between NTTIF themselves as well as NTTIF and TTF.
Recognize research/scholarly activity of NTTIF. (In physics, we often "invite" them to college colloquia).

Other ideas

More resources for lecturers at FDC. Know lecturers who have been at DH for nearly 10 years and they don't know about FDC resources, space, etc.

We need system-wide and campus-wide support for lecturers for professional development, and stipends for service.
Possible lecturer conversions.

We are the majority.

To organize events and provide a venue for all faculty (tenure or non-tenure) to network and get to better know each other.

Assessing potential cost savings by creating NTTIF positions with a course reassignment for service.

Events to 'celebrate' the scholarship of NTTIF, perhaps within academic "affinity areas." For ex.: a symposium within the STEM fields, a "festival" in the arts,…

APPENDIX C
Summary of Findings

Departmental Culture	Destructive Culture	Neutral or Invisible Culture	Inclusive Culture	Learning Culture
Willingness to perform—respect, collegiality, employment equity, and flexibility	Perceived disrespect (shut out of and intimidated if they show up at meetings, events, or governance); hostile faculty and staff; not listed in departmental faculty listings; role is not considered a professional one; salary and benefits grossly inequitable; do not follow any existing institutional practices that might be positive for NTTs (from union contract or faculty handbook).	No perceived respect and inclusion (not invited to meetings, events, or governance); no relationship with tenure-track faculty and staff—just ignored; not listed in departmental faculty listings; role is seen as temporary teacher; salary and benefits inequitable; chair may not be familiar with campus policies or union contract.	Perceived respect and inclusion (invited to meetings, events, or governance); positive and equal relationship with tenure-track faculty and staff; importance acknowledged; listed in departmental faculty listings; role is considered a profession/career; attempts to make salary and benefits closer to equitable; chair aware of campus policies or union contract.	Perceived respect and inclusion (invited to meetings, events, or governance); positive and equal relationship with tenure-track faculty and staff; importance acknowledged; listed in departmental faculty listings; role is considered a profession/career; attempts to make salary and benefits closer to equitable; chair aware of and is enhancing campus policies or union contract.
Relationship to learning	*Unwilling to advise; unwilling to conduct office hours unless paid; unwilling to build connections and networks to support teaching and advising; unable to talk to colleagues about teaching—so negatively impacts efficacy.*	*Unwilling to advise; unwilling to conduct office hours unless paid; unwilling to build connections and networks to support teaching and advising; unable to talk to colleagues about teaching—so negatively impacts efficacy.*	*Willing to advise; willing to conduct some unpaid office hours; willing to build connections and networks to support teaching and advising; able to talk to colleagues about teaching—so positively impacts efficacy.*	*Willing to advise; willing to conduct some unpaid office hours; willing to build connections and networks to support teaching and advising; able to talk to colleagues about teaching—so positively impacts efficacy.*
Capacity to perform—hiring practices and capabilities, professional development, knowledge	Hiring practices are illegal and unprincipled; constantly hiring as environment is so bad; no professional development; no knowledge to support advising role.	Hiring practices are sometimes intentional and other times not; lots of turnover—ongoing hiring mode; usually no professional development opportunities; no knowledge to support advising role.	Intentional hiring practices; less turnover and minimal hiring; professional development often limited to on-campus opportunities; no knowledge to support advising role.	Intentional hiring practices; less turnover and minimal hiring; professional development not limited to on-campus opportunities; knowledge to support advising.
Relationship to learning	*May hire people without best expertise; lack needed professional development; lack information and knowledge to be successful.*	*May hire people without best expertise; lack needed professional development; lack information and knowledge to be successful.*	*Hire people with best expertise; have teaching-oriented professional development and sometimes key info about advising to support students.*	*Hire people with best expertise; have both teaching expertise developed and connection to professional association—so can keep up with advances in knowledge and key info about advising to support students.*

APPENDIX C *(continued)*

Summary of Findings

Departmental Culture	Destructive Culture	Neutral or Invisible Culture	Inclusive Culture	Learning Culture
Opportunity to perform—equipment, materials, policies, leader behavior, academic freedom and autonomy, etc.	Lack basic office, supplies, and equipment; no orientation; no mentoring; chair and staff do not respond to requests; no materials available (e.g., sample syllabi); no input into curriculum; cannot choose textbooks; schedule courses within days or weeks routinely; schedule courses without thought of faculty and other obligations; attempt to schedule as few classes as possible so not able to get benefits; provide no evaluation; excluded from any leadership.	Have basic office, supplies, and equipment; no orientation; no mentoring; chair and staff sometimes respond to requests; some materials available (e.g., sample syllabi); sometimes have input into curriculum; sometimes can choose textbooks; schedule courses within weeks or months routinely; schedule courses without thought of faculty and other obligations; provide no evaluation or evaluation is not taken seriously; leadership not encouraged.	Have basic office, supplies, and equipment; no orientation and mentoring; chair and staff respond to requests; some materials available (e.g., sample syllabi); sometimes have input into curriculum; sometimes can choose textbooks; schedule courses a semester or more in advance; consolidate part-time to full-time so can teach at as few places as possible and collaboratively schedule; provide no evaluation or evaluation is not taken seriously; leadership not encouraged.	Custom design office to pair with faculty who teach same courses; proactively acquire supplies and equipment; orientation and mentoring provided (faculty members who teach same courses are paired with NTTs); chair and staff respond to requests; all materials available (e.g., sample syllabi); always input into curriculum; always choose textbooks; schedule courses a semester or more in advance; consolidate part-time to full-time so can teach at as few places as possible and collaboratively schedule; provided evaluation and feedback; asked to play a leadership role on campus committees and in curriculum.

APPENDIX C *(continued)*
Summary of Findings

Departmental Culture	Destructive Culture	Neutral or Invisible Culture	Inclusive Culture	Learning Culture
Relationship to learning	*Lack basic office, supplies, and equipment to perform; misinformation to set up courses and advise; lack of orientation leads to wasted time away from teaching to do logistics; lack of mentoring often leads to poorly run courses that do not cover learning goals and are not aligned with curriculum; last-minute scheduling leads to no or poor preparation; no input on curriculum and textbooks and lack of sample syllabi lead to classes that do not draw on NTTF expertise or strengths and lack of alignment with learning goals; lack of sample materials leads to poorly prepared courses or ones that may not meet departmental goals; without collaborative scheduling, NTTF are commuting with little time between courses—and are consequently late, have to cancel class, and are poorly prepared; lack of peer feedback leads to ongoing poor student evaluations; lack of leadership means NTTF expertise, particularly related to the field and practice, is excluded from curriculum.*	*Office space, materials, and equipment allow for basic teaching functions; lack of orientation leads to wasted time away from teaching to do logistics; lack of mentoring often leads to poorly run courses that do not cover learning goals and are not aligned with curriculum; last-minute scheduling leads to no or poor preparation; minimal input on curriculum and textbooks leads to classes that do not draw on NTTF expertise or strengths; lack of sample syllabi results in lack of alignment with learning goals; without collaborative scheduling, NTTF are commuting with little time between courses—and are consequently late, have to cancel class, and are poorly prepared; lack of peer feedback leads to ongoing poor student evaluations; lack of leadership means NTTF expertise, particularly related to the field and practice, is excluded from curriculum.*	*Office space, materials, and equipment allow for basic teaching functions; scheduling allows for course preparation and quality; when offered, input into curriculum, textbooks, and sample syllabi leads to drawing on NTTF expertise and strengths and alignment with learning goals; collaborative scheduling leads to no tight commutes and faculty are well prepared and have time to advise students after course; lack of peer feedback leads to ongoing poor student evaluations; lack of leadership means NTTF expertise, particularly related to the field and practice, is excluded from curriculum.*	*Office space allows for discussions of teaching to enhance courses and advising in regards to each other's students; orientation and mentoring enhance their first few courses and allow them to align with learning goals and curriculum; scheduling allows for course preparation and quality; input into curriculum, textbooks, and sample syllabi leads to drawing on NTTF expertise and strengths and alignment with learning goals; collaborative scheduling leads to no tight commutes and faculty are well prepared and have time to advise students after course; consolidation of teaching to one campus means NTTF are less exhausted and have more time for preparation and students; peer evaluation leads to more immediate and strong courses and positive student evaluations.*

Source: Kezar, Adrianna (2013). "Departmental Cultures and Non-Tenure-Track Faculty: Willingness, Capacity and Opportunity to Perform at Four-Year Institutions." *The Journal of Higher Education* 84 (2), 153-183, pp 181-183.

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NAVIGATING THE NEW NORMAL

EVIDENCE-BASED CHANGES IN FACULTY AND
ORGANIZATIONAL DEVELOPMENT

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Faculty socialization and satisfaction are critical to retaining quality teacher/scholars and key to a well-functioning teaching-intensive, research-driven university (Ponjuan, Conley, & Trower, 2011). This chapter reports on a year-long research project aimed at investigating faculty work life and satisfaction at a large, urban, comprehensive state university. Our goal was to use empirical evidence to understand and support faculty work under the "new normal" conditions characterized by reduced state funding and increased faculty workload. We discuss the results in terms of a revitalized direction for faculty and explore directions for organizational development within the context of the new normal.

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Comprehensive, state-supported universities have a long history of providing higher education to support the professional employment needs of state and local communities (Finnegan, 1991). As such, faculty perceive the institutional cultures at comprehensive universities as weaker and less

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satisfying, largely because of teaching loads that compete with faculty research. The current financial crisis and dwindling public support for higher education have created even more stress on faculty at public, comprehensive universities. Lustig (2002) asserted that reduced state budgets during the 1990s created heavier workloads for faculty at comprehensive universities, and the trend has not changed. The largest public, comprehensive university system in the United States is the California State University (CSU) with twenty-three campuses with approximately 40,000 faculty and 450,000 students. Lustig reported that within the CSU, there has been a steady increase in faculty workload since the 1990s. Student-faculty ratios have increased, student advising demands have increased, committee and governance work has increased, and expectations for publications and grant generation have increased. He found that economic downturns triggered faculty workload increases, but faculty workload did not drop with economic recovery.

The current economic downturn in California resulted in a CSU faculty furlough in 2009–2010 with faculty reducing their work and pay by approximately 10 percent. Furloughs were only one of several statewide and systemwide budget reductions. Today CSU campuses are searching for "the new normal," recognizing the reality of significantly reduced state support, fewer tenure-track hires, and increasing demands for an educated workforce. Nevertheless, the need for faculty development for new teaching and learning pedagogies and technologies is growing at an alarmingly fast pace. The stresses on the state comprehensive system and its faculty are tremendous. Resources that once provided token support for faculty research and creative and scholarly activities are gone. Course and student loads are at an all-time high, and fewer tenure-track positions place demands on the remaining tenured and tenure-track faculty to engage in increased faculty governance activities. What impact do these shifts in work have on faculty satisfaction, faculty work life, and faculty retention? What are the best ways to support faculty work under these new normal conditions?

Empirical evidence from a faculty work life survey at our institution, California State University, Long Beach (CSULB), administered to all faculty members, and the results from follow-up focus groups provided the data for navigating changes specific to faculty and organizational development. The data from that faculty work life survey and follow-up focus groups provided a road map for rethinking faculty development needs at our institution specific to challenges associated with navigating the new normal. The following sections provide a summary of the methods and results of the survey and focus groups. The final section describes how the survey led to refinement and revision of faculty organizational development activities.

Method

The Survey

The researchers reviewed several faculty satisfaction surveys and selected the Cornell Work Life Survey (Cornell University, 2006). Cornell granted permission for CSULB to adapt its survey to meet the needs of our campus. The provost and the associate vice president of faculty affairs appointed a ten-member ad hoc faculty work life committee to recommend changes to the Cornell survey to meet the needs and nomenclature of CSULB faculty work. The director of faculty development coordinated the project. The committee included representatives from each college, the library, and counseling and psychological services (all are included in the faculty collective bargaining unit). In addition, committee members represented part-time, tenure-track, and tenured faculty, as well as representative gendered, ethnic/cultural groups on campus. The committee met for two two-hour working lunches to adapt the Cornell survey. The resulting CSULB Work Life Survey consisted of fifty closed-ended items and two open-ended items adapted from the Cornell survey. The closed-ended items asked faculty to characterize workload, satisfaction with work, climate/work environment, stressors, and personal/family responsibilities. The two open-ended questions asked faculty to characterize the most and least satisfying aspects of their work at CSULB. The CSULB Faculty Work Life Survey received institutional review board (IRB) approval in spring 2011.

The survey provided descriptive data specific to the five categories and was not predictive of faculty work life. Rather, its intended use was for assessing faculty perceptions of their work life with the intention of using the data to inform decision making about efficient and effective faculty development and organizational development activities within difficult budgetary times. Scarce resources necessitate careful planning. Past planning surrounding faculty and organizational development was anecdotal rather than empirical in nature. The university had not previously undertaken any means of indexing faculty perceptions of workload, satisfaction, climate/work environment, stressors, and personal/family responsibilities.

The CSULB Faculty Work Life Survey was administered by campus site-licensed, electronic survey software. An e-mail was sent from the provost to all two thousand faculty inviting participation and providing the survey link, IRB information, ensuring anonymity, and indicating that all faculty who completed the survey would receive a coupon for a free coffee at an on-campus vendor (the coupon was donated by the vendor).

Two weeks following the initial e-mail, a reminder was sent, and a survey closing date was announced. The ad hoc faculty work life committee reviewed the results and recommended follow-up focus groups of new tenure-track faculty and newly tenured and promoted faculty. Chi-square analyses were used to determine if demographic, college-based, or appointment-type differences were reported. The campus community received results of the survey through presentations to the academic senate, deans, associate deans, and department chairs. Results were also posted on a university website.

Focus Groups

The ad hoc committee concluded that follow-up focus groups (tenure-track faculty and newly tenured or promoted) would add more detailed and insightful qualitative data to the survey results. A question protocol was developed for addressing issues specific to results that required further exploration from the survey. All tenure-track and recently tenured or promoted faculty members were invited to a luncheon with the provost and to participate in one of three focus groups (based on appointment or tenure date). Extensive notes were taken, but no audio or video recording was done. Participants were encouraged to provide candid feedback to questions and were assured that no reporting of responses would identify them. A report of the summarized focus group results was submitted to the Office of Academic Affairs and delivered to college deans. In summer 2012 a focused discussion with all seventeen campus deans was conducted in order to explore college-based activities associated with survey results.

Results

The Survey

Five hundred twenty-nine faculty completed the survey, exceeding the number required for a confidence interval of 9 percent. Respondents represented, proportionately, faculty appointment levels, ranks, and colleges. Faculty academic ranks were represented within the sample as follows: part-time faculty ($n = 142$, 27 percent), full-time, nontenure/tenure track ($n = 48$, 9 percent), assistant professor (n = 100, 19 percent), associate professor ($n = 82$, 16 percent), and full professor ($n = 143$, 28 percent). The remainder opted not to respond to this item.

Faculty responding by college was proportionate to the number of faculty in each college: College of the Arts ($n = 63$, 13 percent), College of Business ($n = 25$, 5 percent), College of Education ($n = 49$, 10 percent), College of Engineering ($n = 20$, 4 percent), College of Health and Human Services ($n = 105$, 22 percent), College of Liberal Arts ($n = 167$, 35 percent), College of Natural Science and Math ($n = 35$, 7 percent), Counseling and Psychological Services ($n = 4$, 1 percent), and Librarians ($n = 14$, 3 percent).

The survey also included open-ended questions regarding gender identity and ethnic/cultural identity in an effort to capture the robust diversity of our campus. Two hundred ninety respondents characterized themselves as female, 192 respondents characterized themselves as male, and 47 respondents did not respond to this item. Two hundred seventy-four respondents characterized themselves as Caucasian or white, 192 respondents characterized themselves as nonwhite, and 51 different ethnic/cultural identities were reported. Seventy-four respondents did not report an ethnic/cultural identity. Respondents ranged in age from thirty to seventy-five, and the average age was forty-eight. More than 80 percent of the sample ($n = 431$) reported that their initial appointment at CSULB was either as a non-tenure-track faculty ($n = 228$) or assistant professor ($n = 203$). Other demographic items indicated the following: 75 percent of faculty respondents reported having a partner or spouse, 26 percent reported that they are in a "commuting" relationship with their spouse or partner some or all of the time, 54 percent reported that they are parents or legal guardians, and 18 percent reported that they are responsible for managing care for someone who is ill or disabled.

Respondents were asked several items about how they apportion their work time. Overall, across four general areas of faculty work, respondents reported that they spent the following percentages of their time engaged in instruction and instructionally related activities (56.8 percent, SD = 26.7); research, scholarly, and creative activities (17 percent, SD = 14.4); service activities, (13 percent, SD = 10.1); and assigned administrative duties (10.5 percent, SD = 20.2). The large standard deviations likely represent the diversity of the types of work done by various groups defined by the collective bargaining unit as faculty (e.g., department chairs, counselors, librarians, coaches).

Faculty responses to survey items regarding research productivity were highly consistent and similar regardless of college, academic rank, and appointment types. All items asked respondents to report on research work accomplished within the previous academic year. Respondents

reported that their average number of articles published in peer-reviewed journals was 2 (SD = 1); average number of reviews, articles in edited volumes, encyclopedia entries, and reference articles was 2 (SD = 1.3); average number of textbooks, research reports, and manuals was 1.3 (SD = .64); average number of conference and other invited presentations was 2.6 (SD = 1.4); average number of performances or art exhibitions was 1.4 (SD = 1.2); and average number of grant proposals was 1.7 (SD = 1).

Overall, 71 percent (M = 5.29, SD = 1.7) of faculty expressed that they were satisfied with their work life at CSULB. Lecturers reported higher levels of work satisfaction than tenured and tenure-track faculty (M = 5.80) on seven-point Likert-type items. Full-time lecturers reported the highest level of satisfaction with work (M = 5.97). Other ranks were as follows: assistant professor (M = 5.0), associate professor (M = 4.9), and full professor (M = 5.02). College of Liberal Arts faculty reported less overall satisfaction than members of other colleges or units (M = 4.93). All other college means were slightly above 5. Overall, faculty reported a high level of satisfaction with life outside work (M = 5.1).

The survey also provided faculty with the opportunity to respond to several items that indexed their satisfaction or dissatisfaction with specific types of work activities. They reported most satisfaction with the opportunities to make a difference in students' lives (M = 6.06) and the intellectual stimulation of their work (M = 5.61). Faculty reported the least satisfaction with their opportunities to collaborate with colleagues outside their department (M = 4.29). Faculty reported that they place their highest value on teaching and their availability to their students (M = 4.71). They also reported that they place less value on service outside the university (M = 3.34), and mentoring junior faculty (M = 3.43). They reported that they were dissatisfied with university understanding of and support for their department (M = 2.88).

Several items asked faculty about their satisfaction with campus support for teaching, research, and service. They reported greater satisfaction with support for teaching and service-related activities than for support for research-related activities. The results were as follows: 56 percent of faculty reported satisfaction with support for teaching activities (M = 4.6, SD 1.6); 17 percent reported satisfaction with support for research, creative, and scholarly activities (M = 3.5, SD = 1.8); and 71 percent reported satisfaction with support for service activities (M = 5.2, SD = 1.7). The responses on all items indexing satisfaction with campus support were highly consistent across demographic groups, colleges, and appointment types.

Another category of items asked faculty to respond to items and questions concerning perceptions of their department or unit-level work climate and work environment. Overall, faculty reported feeling respected by their students (M = 4.28, SD = .8), immediate peers (M = 3.95, SD = 1.3), senior faculty (M = 3.81, SD = 1.65), and staff (M = 4.26, SD = .8). The results of the survey and follow-up focus groups indicated that faculty members are connected mainly at the department or unit level, and this is where the primary conditions of their work life are formed. Faculty perceived their department climate as supportive of opportunities for women faculty (M = 4.2, SD = 1.1) and that their department provided a supportive climate and opportunities for underrepresented minority faculty (M = 4.2, SD = 1.2).

Faculty reported feeling much less connected to the college and university units than to their department. They reported that their department was not adequately supported and valued by the university (M = 2.8, SD = 1.7). They also reported satisfaction with reappointment, tenure, and promotion requirements and processes (M = 4.5, SD = 1.5). But they also reported feeling stressed or overwhelmed that all aspects of their work representing "high priorities" by their department, unit, college, and university.

Two open-ended items asked faculty about the most and least satisfying aspects of their work life. Overwhelmingly they reported that "making a difference in the lives of students" and "teaching our students" was their most fulfilling work. Similarly, they responded in a highly consistent fashion to the question about work challenges, reporting that "department politics" and "difficult colleagues" were the most challenging and frustrating aspects of their work life.

Faculty Focus Groups

Results from the faculty work life survey yielded numerous expected findings and several unexpected findings. We were interested in enriching the survey findings with qualitative data to help illuminate why so few faculty members reported being mentored, why faculty perceived "everything" to be a priority, and the impact these issues have on faculty who are advancing toward tenure and promotion.

Findings specific to dissatisfaction with support for research, scholarly, and creative activities were not surprising given budget cuts, but the provost was interested in how faculty were managing or not managing meeting reappointment and tenure demands in the face of diminished internal funding and support.

The associate vice president for faculty affairs arranged four focus group lunches for the following cohorts: faculty in their first year of tenure-track appointment, faculty in their second and third year on the tenure track, faculty who had received tenure and promotion to associate professor in 2012, and faculty who had just received promotion to full professor (effective fall 2012). A question protocol was developed to engage faculty in reflective discussion about their perceived experiences at the university, mentoring, successes, and challenges. The protocol was facilitated by the provost, associate vice president for faculty affairs, faculty development director, and academic senate chair. The focus groups took place during spring and early fall 2012. Sixty faculty members participated in the four focus groups. Informal transcripts provided qualitative data to add information and explanation related to survey findings.

The focus groups confirmed that dissatisfaction with support for research, scholarly, and creative activities largely came from diminished internal funding opportunities that once provided faculty with reassigned time from teaching duties to work on research, scholarly, and creative projects. Overwhelmingly, tenure-track and newly tenured faculty indicated that they were frustrated with diminished resources for research support. Most believed that when they were recruited for their tenure-track position, they were led to believe that there was ample support for faculty research and for scholarly and creative activities. However, they found that once they arrived on campus, obtaining research support was difficult, the processes for obtaining research support were complicated, and budget reductions had resulted in substantially fewer research support opportunities. These responses added important qualitative data to the survey results.

Tenure-track and newly tenured faculty indicated that one of the university's most useful support events for research, scholarly, and creative activities is the twice-yearly Scholarly Writing Institute (Ambos, Wiley, & Allen, 2009). They attributed manuscript completion, grant development activities, and conference paper completion to these university-sponsored events. They appealed to the provost to continue to fund the event despite difficult budget times. Several faculty members across all groups indicated that the teaching load was so demanding that they depended on the twice-yearly writing institutes to meet department and college publication requirements for tenure and promotion.

In addition, all focus group participants indicated frustration with the absence of a sense of community within their department, college, and the university in general. Isolation is not an uncommon experience for new

faculty (Rice, Sorcinelli, & Austin, 2000). They expressed frustration with the lack of opportunities to develop relationships with department colleagues or colleagues within their hiring cohort (tenure-track faculty hired in the same year). Department and college colleagues were often described as "too busy" with their own overwhelming work life to have time to engage in social interaction with newcomers. As a result, tenure-track faculty believed that mentoring was not a department, college, or university priority. They also expressed difficulty in understanding how to prioritize work activities (teaching, research, service).

Tenure-track faculty noted that the degree to which they experienced isolation and the absence of a sense of community was largely a function of their relationship with their department chair. New faculty who felt the least isolated reported that their department chair was largely responsible for assisting them with developing interpersonal relationships with department, college, and university colleagues. They attributed a good deal of their socialization into the department as coming directly from the chair. New faculty who were more socialized into their departments and colleges reported that their chairs either served directly as a mentor or assigned a department faculty member to do so. Conversely, new faculty who reported feeling the most isolated reported that they had little or no communication or personal relationship with their department chair, did not feel socialized into their department or college, and had not established interpersonal relationships with department colleagues. Nevertheless, all new tenure-track faculty and newly tenured faculty reported experiencing some sense of isolation and lack of sense of community.

Tenure-track faculty also found few campus opportunities for social interaction and networking. Many were frustrated with the lack of sense of community in their department and college. In fact, several indicated that they rarely even saw many of their department colleagues, characterizing their colleagues as either Monday/Wednesday or Tuesday/Thursday faculty whose on-campus time is exclusively during their assigned teaching hours. The sense of isolation and lack of community was particularly frustrating for faculty who had only recently completed doctoral programs—almost the entire cohort. They said they were not prepared for a campus community that lacked the type of collaborative work environment they had experienced in their doctoral program of study.

All focus groups indicated that confusion about service requirements and information about opportunities was a major source of frustration. Messages regarding service requirements from senior colleagues, department chairs, deans, and university administrators were perceived as inconsistent. Most faculty felt that they were required to engage in service

in every category listed among the university-defined areas for service (department, college, university, local community, and disciplinary/ professional). Faculty of color felt additional obligations to serve their local communities and cultural/ethnic student groups. Some new faculty said that their department chair encouraged them to focus on teaching and research during the first few years of appointment, but that department and college reappointment and tenure committees had been critical of their lack of service during these years. Balancing service expectations with teaching and research expectations is an area for continued campus dialogue.

Deans' Focused Discussion

All campus deans participated in a focused discussion facilitated by the director of faculty development and the provost. Deans were asked to report on how they engage, support, or foster faculty mentoring in their respective colleges. Only two of the seven deans reported any formalized activities intended to foster faculty mentoring in their colleges; several remarked that mentoring was "just not on my radar." Overall the deans were surprised that faculty reported a lack of value and commitment to mentoring activities.

Discussion

Navigating the new normal requires assessing faculty work life and using those assessment data to inform faculty and organizational development. Baron (2006) explained that the effectiveness of faculty development is dependent on its ability to participate in organizational development. Our data indicate that faculty development has much value to add to organizational development while navigating the new normal. As a follow-up on Baron's recommendation, faculty development must provide faculty support for organizational development. Socialization of new faculty is critical to faculty satisfaction and success (Ponjuan et al., 2011). Faculty development events should be viewed as an opportunity for community building, socialization, and organizational learning, as well as individual improvement and learning opportunities.

In fact, our own reflections, debriefings, and discussion lead to the conclusion that managing issues related to our survey and focus group findings requires moving from a faculty development model that historically had focused on instructional and personal types of faculty development to one that also embraced organizational development activities. Bergquist and Phillips (1975) identified the organizational development

approach as seeking to improve the institutional environment for learning and decision making for faculty and administration. This discussion is situated around how four themes have been used to establish organizational development activities.

Data from our faculty work life survey, faculty focus groups, and deans' focused discussion culminated in our identifying four faculty work life themes that would be used to shape faculty and organizational development activities in the coming three to five years. The survey data were reviewed by the ad hoc faculty work life survey committee, who discussed the survey results and concluded that the following themes were important interpretations of the results and should be the focus of planning for faculty and organizational development activities:

1. Faculty work life occurs dominantly at the department level.

2. New faculty too often experience isolation and lack socialization into the workplace.

3. Mentoring is not a priority at any level of the institution.

4. As a comprehensive state university with diminished resources, we struggle to be comprehensive, and faculty are overwhelmed with feeling "everything is a priority."

The ad hoc faculty work life survey committee recommended that a communication plan regarding the survey results should be developed by the associate vice president of faculty affairs and director of faculty development (in consultation with the provost) to engage the campus in dialogue about the results, themes, and plans to use the survey to make improvements in faculty work life and faculty development. Several members of the committee indicated that since the university had never before undertaken a faculty satisfaction or work life survey, a series of face-to-face presentations and discussions would be a good way to build community and create a narrative about faculty work life that is not derived from anecdotes alone. The provost, associate vice president for faculty affairs, and director of faculty development thus developed three goal-directed activities (1) using the survey results to build community, (2) redefining old and adding new faculty development activities, and (3) building a culture for mentoring relationships.

Using the Survey Results to Build Community

A presentation reporting the survey selection and revision process and summarizing results of the survey was developed for faculty and academic

administrators. Presentations were made from a wide variety of campus stakeholder groups, including academic affairs senior staff, the college deans' council, the associate deans' council, the academic senate executive committee, the academic senate, college faculty meetings, and retreats. Presentations offered the opportunity for questions, discussion, interpretation, and recommendations for future goals and actions. An informational website was also developed to provide survey methods, summarize results, and aggregate data for all items on the survey.

Discussions during the survey results presentations were thought provoking, spirited, and revealing. Most faculty and academic community members were surprised at the similarities among responses from faculty. In contrast to our data, conventional and anecdotal wisdom on campus maintained that faculty in the seven colleges vary greatly in terms of how they work and experience the university. Several discussions centered on how often we reflect on our differences and fail to recognize our similarities. Discussions also identified the challenges and difficulties of building and maintaining community within the context of reduced funding, reduced tenure-track hiring, increased retirements of tenured faculty, increased teaching loads, and obligations to students.

Notably, most members of the academic community were surprised at the high level of service activities reported. Each focus group spent a good deal of time discussing the confusion over expectations regarding faculty service activities, mixed messages from colleagues concerning the importance of service activities, and the difficulty that new(er) faculty have saying no and the degree to which they feel overwhelmed with service obligations. The data reporting and conversations have promoted much campuswide discussion.

Redefining Old and Adding New Faculty Development Activities

Discussions among campus stakeholders revealed the need to address faculty development programming associated with the four themes. As a result, the traditional new faculty orientation was revised and content was moved to an online new faculty course, replaced with time spent directly with new faculty, deans, and department chairs interacting with one another. A series of new faculty happy hours was added to provide new faculty community building with informal wine and snacks with department chairs, the provost, and faculty development director. In addition, the faculty center and provost's office now offer faculty milestone luncheons to congratulate and seek feedback from faculty at the

conclusion of their first year, on obtaining tenure and promotion to associate professor, and on obtaining promotion to full professor. During these luncheons, faculty are congratulated on their accomplishment and asked to reflect on their experiences past and future. These events are provided as a means of fostering socialization and networking opportunities. The faculty development director is also planning activities targeted to midcareer and late-career faculty to encourage leadership, mentoring, and socialization. These activities are not costly and provide needed opportunities for community building, dialogue, feedback, and collegial networking.

Building a Culture for Developing Mentoring Relationships

Few efforts to create a culture conducive to mentoring relationships existed on our campus in the past. Faculty focus groups revealed a reluctance to seek mentoring because senior faculty appeared "too busy with their own work" to have time to mentor tenure-track faculty. In addition, mentoring by deans, chairs, and senior faculty was most likely viewed as something that was "done to" or "programmed for" faculty rather than a cultural element that gives rise to the development of interpersonal and work relationships that support organizational socialization and learning. We are working on developing a culture that is focused on the latter.

The Office of Faculty Affairs and the Faculty Center for Professional Development sponsored a panel discussion/workshop for department chairs on promoting a culture for mentoring of new probationary faculty. This was the first of its kind and was well attended. Attendees indicated that it was the best campus chairs' workshop they had ever attended. The event began with reflections on a mentoring culture from an associate dean, department chair, and director of faculty development. A substantial discussion and question-and-answer session provided department chairs the opportunity to reflect and raise questions, concerns, problems, and potential solutions. These events are ongoing, with the explicit goal of creating a culture of responsibility and value for mentoring relationships.

Implications for Faculty Development Practice

Comprehensive state universities face numerous challenges: reduced budgets, diminished resources, increased student population demands, reductions in full-time faculty appointments, and more. Increased work demands limit time for collaboration, community building, and other opportunities

for collegial interaction. Surviving this new normal for comprehensive universities requires reflection and purposeful, goal-directed change to a new environment for higher education. Proactive approaches must include empirical evidence to inform deliberate, strategic change. Understanding faculty support under the conditions that can give rise to change and potential areas of dissatisfaction are critical to a healthy organization.

The process of studying faculty work life and sharing the results with stakeholders in our academic community illuminated our need to be more proactive in creating and nurturing a sense of community. The consequences of a lack of interaction and community have resulted in little value being placed on mentoring. The lack of community results in new faculty members feeling isolated and lacking in opportunities for organizational socialization. This lack leads to new faculty members lacking in organizational knowledge and finding and using campus resources that can contribute to their success (e.g., teaching and research resources). Over time, all of these issues can contribute to faculty retention and job satisfaction problems.

The vast majority of new faculty members we hire are entry-level faculty and recent PhD or postdoc completers. The transition to an urban, commuter-style comprehensive university presents a number of challenges. Many new faculty members are the only department faculty member with teaching and research duties in their area of specialization. Departmental "one-and-only-ness" can further exacerbate feelings of isolation. The experience is often in sharp contrast to their PhD or postdoc experiences of working in groups or teams with a good deal of social and resource support. We must maintain mindfulness and direct action to foster community at our institution. We are still attempting to create cultural change to support more community-mindedness, particularly with respect to fostering opportunities for mentoring.

The department "one-and-only" phenomenon is particularly challenging for faculty of color. Faculty of color feel more pressed on for service activities associated with student cultural and ethnic groups and are also often called on by campus groups to "represent" a particular cultural or ethnic identity. New faculty members were candid about this during the focus groups. They also felt discomfort in serving as the representative voice for a particular culture or ethnicity and were concerned that service activities would take valuable time away from their research activities. Faculty ethnic diversity and service activities are all part of the landscape of the new normal for our university.

Faculty development activities play a critical role in providing opportunities that engage faculty in community building, socialization,

organizational learning, and individual development. In particular, we found that blended (part face-to-face, part online) faculty learning communities (FLC) have provided our campus with community building and individual development without overwhelming faculty with meeting-intensive obligations. Faculty feel less burdened (and more participative) because participation in the blended FLC is more flexible than a traditional FLC. Our blended FLCs include three face-to-face luncheons (orientation, midpoint, and concluding), weekly common readings, online learning activities, and discussions. Typically we begin FLCs around the third week of instruction and conclude three weeks prior to the end of the semester. Therefore, the FLC spans ten weeks of a sixteen-week semester.

Faculty feedback indicated that faculty wanted FLCs that were made up of "near peers" or others who were teaching in similar content areas. Since all performance reviews of teaching are based at the department and college level, we believed that college-based FLCs were appropriate. We asked interested college faculty to determine a theme for their college-based blended FLC. The faculty development director designed the FLC framework and works with a few experienced faculty members in the college to identify discipline-specific readings and other material associated with the theme. All FLC content is housed and accessed through the campus learning management system. The FLC is made up of a series of modules, and each module includes readings, discussion boards, online learning activities, videos, and links to websites. All FLCs have a common set of modules, including campus student demographics, culturally responsive pedagogy, and assessment. The remaining modules in the FLC are theme specific (e.g., active and engaged learning, integrative learning, blended learning, and flipping) based on what the college has chosen. We anticipate that themes will change or evolve. Faculty participants are required to submit a course modification or redesign and assessment plan the semester following the FLC. Colleges are developing websites to house course redesigns and assessment data.

Thus far, faculty satisfaction with the college-based (blended) FLC model is extremely high. We have been overwhelmed by the level of communication activity in the FLC online discussions. Faculty report that they enjoy time spent in the online discussions because it is more flexible than a face-to-face workshop and affords them greater opportunities to reflect and respond. The faculty development director facilitates the FLC along with one or two faculty members from the college. We strive to select a diverse group of FLC participants each semester (rank, appointment level, and department). Mentoring relationships outside of

departments are evolving as a result of the FLCs. In fact, faculty members in the College of Natural Science and Math have developed their own teaching and learning group of FLC graduates. They maintain contact with one another, often meet for teaching and learning brown bag sessions, take turns cofacilitating their college FLC, and provide peer classroom observations. This is particularly exciting because it marks the first time that any faculty member in the college can remember any effort by faculty to engage in community building or engage in regular dialogue about teaching and learning.

We view our research and faculty development activities as first steps in building a healthy, productive, and community-minded work environment for a twenty-first-century, teaching-intensive, research-driven university. We will continue to monitor the impact on our current programs and services. We recognize that there is a link among issues associated with a lack of mentoring and satisfaction with support for research, scholarly, and creative activities. We are hopeful that our new normal will be one that allows us to define ourselves as a productive and interconnected twenty-first-century comprehensive university.

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home (/home)

Welcome to the CSULB Lecturer Faculty Virtual Support Center!

The Faculty Center for Professional Development here at CSULB provides a wealth of general information and support for lecturers on our campus. The Lecturer Faculty Virtual Support Center is one resource that will serve as a support system that can be accessed 24/7. Your home department will handle hiring and specific processes that are necessary for your work. Be sure to contact your Department Chair or Program Coordinator for those resources.

Getting Started

- Click Here if you are new to CSULB this semester! This page will help you get set up @ the Beach (parking, ID cards, email and web access & much more).
- Are you an existing lecturer faculty member? Try this link to explore new content & tools!

How to use this Wiki

We have developed resources for lecturers at all stages: brand new faculty to seasoned members of the department. our goal is to provide you with resources, tips, strategies and tools to help you work efficiently and effectively in your classrooms.

Here is an overview of what the Lecturer Faculty Virtual Support Center has to offer:

- New Faculty: Welcome & Getting Started
- Campus and Classroom Safety
- Course Development
- Classroom Management
- Teaching Support
- Professional Development
- Student Supports & Services

Need Help?

- Click here to access The Faculty Center for Professional Development.

This page is sponsored by the FCPD as part of the Faculty Development Fellows Spring/Summer 2015 cohort project.

1. New Faculty (/1.+New+Faculty)

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New Faculty

Welcome to CSULB! We are excited you are joining our faculty team. This wiki is designed to help you get started and serve as a resource for your faculty, teaching and campus support needs! See below for your Semester Start Up Guide!

GO BEACH!

Semester Start-up Guide

This quick start guide will link you directly to the basics you need to start teaching here at The Beach.

- CSULB Policies and Procedures
- Your BeachID
    - This is your portal to all CSULB systems (MyCSULB, BeachBoard, etc.)
    - Please visit https://beachid.csulb.edu   and click on the "Activate Account" link.
    - Your BeachID account can be activated 48 hours after course and instructor data are entered into the campus Student Administration system OR 24 hours after employment data are entered into the campus Human Resources system
- Academic Calendar
- **CSULB Library**
    - The CSULB Library   offers a 24/7 Live Chat service in addition to on-ground/online research resources.
- **Setting up BeachBoard**
    - BeachBoard is the University's e-learning environment. Instructors who choose to use BeachBoard often use it to post their course syllabi, lecture materials, assignments, discussions, and even grades.It can also be used in Hybrid Courses, a combination of a traditional class and online class, BeachBoard can provide online quizzes, a virtual chat room and discussion boards.
    - BeachBoard Quick Start Guides
    - BeachBoard ShowMe Video
- **CSULB Office of Academic Technology**
    - Instructional Technology
    - 562-985-4959
    - Technology Help Desk is located in the Academic Services building, Room 120 (AS-120)
    - Email: helpdesk@csulb.edu
- **CSULB Faculty ID Card Services**
    - (562) 985-7388
    - located inside the university bookstore
- Campus Supports   List of quick links to a variety of campus services
- BeachNet+ Wireless Network
- **Maps, Parking and Traffic**

    Click HERE   for the most up-to-date campus maps, parking and traffic information for the CSULB campus. There are links for campus and Long Beach community transit services. Here is a link to a printable campus map.
    General Parking Services   provides information about parking options, fees and parking permits.
- **Where to eat on campus**
    - There are food options throughout the campus. Check out this link from Dining Services
    - Locations and hours of operation
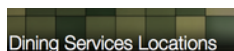
For more detailed information about your office space, office hours, keys, etc. please contact your Department Chair.

2. Course Development (/2.+Course+Development)

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Course Development

Teaching Jumpstart!

Start HEREto plan your teaching and courses at CSULB. The *Teaching Jumpstart* provides all the information you will need to know regarding the syllabus template, course policies, teaching policies, and efficient & effective teaching.

Please check with your specific departments about a Standard Course Outline for your classes. **

Accessible Instructional Resources

CSULB is home to the Accessible Instructional Materials Center (AIM). The AIM Staff assist faculty with making all types of course material accessible to all students. Visit the AIM CENTER   for assistance with your instructional material. Additionally, you can find a quick access list of CSULB Resources for Creating Accessible Classroom Materials HERE   - including a downloadable accessible syllabus template.

High Impact Practices

Particular educational activities are unusually effective at deepening college student investment in learning and persistence. These educational activities are commonly referred to as **High Impact Practices** (in Higher Education), or **HIPs**. **Check out this link** for more information on how to incorporate them into your classroom!

Course Design

BeachBoard Course Design Consultation
We are available to assist instructors in the planning, designing, and development of BeachBoard courses. We also assist with utilizing educational technology throughout the educational process. We partner with instructors to provide instructional design oversight, learning theory/styles application, and appropriate pedagogical principles in the instructional technology course development process. For additional instructional technology tips, please consult the BeachBoard Services Instructor Support organization once you are logged into BeachBoard.
To schedule a consultation or for more information, please contact:

Instructional Technology Support Services   - Request Assistance Form   .

CSULB Course Design Tools

Discussion Boards in BeachBoard
The Discussions tool allows users to converse with one another through posts on topics set up by the instructor.

📄 **Discussions Quick Start.pdf**
Details Download 226 KB

Ideas for Enhancing Interactivity with Discussion Board

- Encourage students to introduce and share a little about themselves at the beginning of the term.
- Use Discussions to provide peer feedback. Students can attach a paper (Word document), presentation (PowerPoint document), or link to a personal homepage via Discussions, and the rest of the class can comment on it within a certain time period.
- Set up a forum for general and/or technical questions. Create a forum for social discussions and name it Cyber Café or Water Cooler.
- Post frequently asked questions (FAQs) that you've received from previous students at the start of your course to prevent a lot of repeat messages from your new students wishing to know the same information. This will save you time and assuage anxious students, preparing everyone to focus on course content.
- Rotate members of small groups to provide students with interaction with many different people. You may want to group students based on their level of participation so that groups contain a mix of avid participators as well as more hesitant students.
- Articulate expectations for participation – what qualifies as active participation? Provide students with examples or a rubric. Set clear guidelines and ground rules so that students understand proper "netiquette."
- Ask open-ended questions to encourage discussion, participate regularly in the forum, and be a positive role model.
- Start discussions and offer structure, yet allow room for students to talk to each other rather than read an instructor-dominated "lecture."
- Consider making regular participation in discussions count toward the final grade.

Using Dropbox and Turnitin in BeachBoard

This guide describes how to set up Dropbox folders where students can submit their assignments. Once assignments are submitted, the instructor can download assignments as zip files, sort assignments by users, check submission times, grade assignments, leave feedback, and return submissions with comments, all from within the Dropbox tool. Turnitin is embedded within this tool.

📄 **Dropbox Quick Start.pdf**
Details Download 204 KB

Turnitin Step-by-Step instructions and video tutorial

Turnitin.com provides videos, user manuals, and other training materials for instructors planning to use the system in their courses. The training resources page can be accessed by visiting turnitin's website   .

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Additional Course Design Tools

MERLOT II
MERLOT (Multimedia Educational Resource for Learning and Online Teaching)   . This is a digital national content project (a program sponsored by the CSU that partners with educational institutions and industry) which fosters the evolution of standards and tools and easy access to resources for professionals. Membership is FREE, just follow this link

MERLOT resources are arranged by communities   . You can choose an Academic Discipline, Academic Support, or Partner Communities to get started! Here is an example using the MERLOT Psychology Portal:

Each community has resources you can use to:

- find useful teaching resources   ,
- connect with others   who are involved in the discipline,
- browse through a wealth of teaching materials   ,
- find links to professional organizations
- and explore showcase materials   with high quality learning outcome opportunities

Creating a Gradebook in Excel
One useful tool for faculty is setting up a grade book in Excel. Here is a downloadable template and short video tutorial to help you

excelgradebooktemplate.xls
Details Download 25 KB   (**CITATION needed here**)

Helpful Articles & Links

Here is a collection of articles that can help you prepare for your courses and develop meaningful content.

Well-structured content - how to effectively use technology in your courses.
Boettecher, J. (2003). Designing for learning: The pursuit of well-structured content.

WellStructuredContent.pdf
Details Download 227 KB

Syllabus Tips: Crucial for course (re)design

- Writing an effective syllabus
- Syllabus Checklist
- Syllabus Content & Polishing the Look of your Syllabus
- How to Write Student Learning Outcomes in your Syllabus
- Writing SLOs for your syllabi- including how to use Bloom's Taxonomy

3. Classroom Management (/3.+Classroom+Management)

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Classroom Management

Teaching and Learning Links

- The <u>Essential Guide to Teaching</u> from Kansas University is an excellent resource filled with both basic and advanced advice on running your class: course preparation, writing a syllabus, lecturing, assessment, etc! The entire KU Center for <u>Teaching Excellence site</u> is packed with useful and applicable information, and is well worth checking out.

Classroom Issues and Potential Solutions

- The <u>Solve a Teaching Problem</u> site at Carnegie Mellon walks you through a step by step process of identifying a problem in the classroom (students don't come to class, students complain about rigor of class, students don't come prepared, etc) and then offers suggestions. It isn't an exhaustive list by any means- but it is a nice resource when you have a specific issue to address.
- Berkeley's Center for Teaching and Learning gives practical tips on teaching—including student complaints about lectures, and how to approach a large lecture course:
  <u>http://teaching.berkeley.edu/lecturing</u>

Teaching Strategies Articles

Making group activities work.

| 📄 **MakingGroupActivitiesWork.pdf**
<u>Details</u> <u>Download</u> 40 KB |

Interactive Teaching Strategies: 101 Tips!

| 📄 **101_Tips Teaching Strategies.pdf**
<u>Details</u> <u>Download</u> 161 KB |

Active Learning Guidelines

| 📄 **ActiveLearningGuidelines.pdf**
<u>Details</u> <u>Download</u> 143 KB |

In-Class Assessment Techniques

This comprehensive assessment resource page from the Center for Teaching Excellence at Duquesne University has very useful information on <u>grading, using rubrics, and writing essay questions</u> .

More resources from:

- <u>The National Teaching & Learning Forum</u>
- <u>The Schreyer Institute for Teaching Excellence at Penn State</u>
- <u>Assessment Tips from Carnegie Mellon</u>
- CSULBs <u>Assessment Quickies Podcasts</u>
- <u>Classroom Assessment Techniques: A Faculty Handbook</u>

Measuring Knowledge and Skills

Content knowledge, problem solving skills, critical thinking, technique ability can all be assessed- in fact, these types of assessments are included on most of our exams, laboratory reports, quizzes, papers, and other assignments. When you are thinking about your course, take some time to think what how you specifically want to improve about the course, and how that can be measured and analyzed. You can measure more than grades-- though overall final grade distribution (number of As-Fs), number of Ws, exam/quiz scores, performance on a particular problem/type of problem on an exam or assessment, class participation, performance on a large synthesis assignment like a paper or project, certainly are good items to consider.

Measuring Affect

You can study attitude as well as performance. Don't forget to reflect on your own affect—how do you feel about teaching now that you've made this change. Since we aren't as familiar about creating surveys about how students feel about learning, turn to these or other expert references as you tailor surveys to fit your learning goal needs.

The Affective Learning Scale by Jim McCroskey

The background, scale items, and scoring instructions are all found here.

Mid and End of Semester Surveys

- <u>http://cft.vanderbilt.edu/teaching-guides/reflecting/student-feedback/</u>
- <u>http://www.schreyerinstitute.psu.edu/Tools/MidsemesterFeedback</u>
- <u>http://clt.odu.edu/tools/mid-semester_evaluation</u>
- <u>Tips on writing Likert scale questions</u>

4. Training Support (/4.+Training+Support)

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Training @ the Beach!

Accessibility Training
"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability."
The Accessible Technology Initiative's:

- **Vision**: To create a culture of access for an inclusive learning and working environment.
- **Mission**: To help CSU campuses in carrying out EO926 by developing guidelines, implementation strategies, tools and resources.
- **Principle**: To apply universal design, an approach to the design of products and services to be usable by the greatest number of people including individuals with disabilities.
- **Strategy**: To stimulate collaboration to effect changes that will ultimately benefit all.

Accessibility 101

Part 1: Duration: 10 minutes
A basic introduction of Accessibility in Microsoft Word and PowerPoint.

Accessibility 101

Part 2: Duration: 11 minutes

A basic introduction continuation of Accessibility in Microsoft Word and PowerPoint with basic examples.

Accessible Instructional Materials Here are resources to get help get you started in developing accessible materials for your students.

Scholarly Resources & Training

CSU Faculty Research Information
- Research, scholarship & creative activity Information and resources

CSULB Library Tutorial
- Online library resource tutorial

CSULB's Office of Research &
Sponsored Programs
- Campus-based information about funding, support, and research compliance

===CSULB's Scholarly Centers and Institutes===

- Campus scholarly centers and institutes

CSULB Statistical Software Downloads
- SAS, SPSS, Minitab and other campus-licensed software

Microsoft Office Training

Microsoft 2010

Training Modules for Microsoft 2010

Microsoft 2010 Training Manual. Downloadable PDF for your files.

Outlook_2010_UserManual.pdf
Details Download 4 MB

Microsoft Outlook & OWA

Microsoft Outlook WebApp (OWA)

OWAQuickReferenceGuide.pdf
Details Download 342 KB

Getting started with Outlook 2010
Click Here   for an online tutorial that includes:
Choose from a library of short videos. Topics include Beach ID, Auto Signatures, Calendar Appointments, Out of Office greetings and more.

- **Outlook Basics for Windows**

Outlook for WindowsTraining Manual. Downloadable PDF for your files.

Outlook_2010_UserManual-2.pdf
Details Download 4 MB

Quick Reference Guide for Windows

Outlook 2010 QR Guide.pdf
Details Download 305 KB

- **Outlook 2011 Basics for Mac**

Click Here   for an online tutorial that includes:
Identify user interface elements that you can use to accomplish basic tasks in Outlook 2011 for Mac.
Outlook for Mac Training Manual. Downloadable PDF for your files.

Outlook_2011_UserManual.pdf
Details Download 1 MB

Quick Reference Guide

Outlook 2011QR Guide-2.pdf
Details Download 335 KB

5. Professional Development (/5.+Professional+Development)

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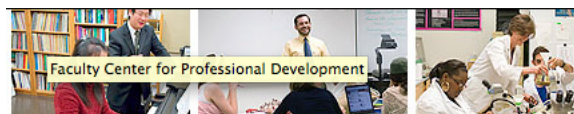
The Faculty Center for Professional Development

Your on-campus resource for professional needs is the Faculty Center for Professional Development (FCPD). The primary mission is to support and promote faculty in their roles as teachers, researchers, scholars, and as members of CSULB. Our office works to enhance faculty success at any career stage through workshops, consultations and resources.

Our services, resources, and events are available to all university instructors, including full- and part-time faculty and graduate teaching assistants. We seek to promote 1) excellence in teaching and learning, 2) successful research and creative endeavors, 3) professional fulfillment, and 4) partnerships with other academic institutions and the regional, national and international community.

Services

- Provides Workshops & Events designed to organize and support events and workshops on teaching, technology, evaluation and research.
- Provides individual consultations with lecturers that are confidential and informative;
- Assists lecturers in developing course materials and professional portfolios.

Current Workshops & Events Calendar

Lecturers are encouraged to come to our scheduled workshops on a variety of subjects, ranging from new technologies to building skills in classroom instruction. All events through the FCPD are free to participants.

Our Location

The Faculty Center for Professional Development (FCPD) is located in the CSULB Library , Room 507.

Contact Us!

We encourage all faculty members to consider the Faculty Center as a haven and safe place at the university, where discussions are held in confidence. We welcome drop-ins, appointments, phone calls, and emails.

Dr. Terre Allen, Director
terre.allen@csulb.edu

A professor in the Department of Communication Studies, Terre oversees all FCPD activities under the direction of the Associate Vice President for Faculty Affairs.

Penelope Houston, Administrative Coordinator
penelope.houston@csulb.edu
(562) 985-5287

Lecturer Evaluations

The Lecturer Evaluation Process link includes an instructional memo, required forms and resources to help you build a comprehensive evaluation file. Deadlines for evaluation are determined by the college. Please consult your department chair for more information.

Documenting and Improving Your Teaching

All CSULB faculty are required to provide evidence of teaching effectiveness. Follow this LINK to find out more information and resources to assist you in developing and documenting your teaching.

Demonstrating teaching effectiveness should include, but is not limited to, the following:

- Teaching material that complies with university policies and department-specified requirements such as the *standard course outline (SCO).*
- Class assignments and activities that align with intended student learning outcomes and reflect high impact practices for the course level and content.
- Assessment of student learning linked to required course learning outcomes, signature assignments, and/or culminating experiences.

> **spot_instrument_final.pdf**
> Details Download 806 KB

- Student evaluations/perceptions of teaching through the SPOT Form.
- Narrative explanations of the development of course designs/redesigns, assignments, & assessments.

6. Technology Tools (/6.+Technology+Tools)

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Technology Tools @ The Beach

This page contains information
about the various technology tools you can use and how to seek support and training for your technology needs.

Beach Technology Quick References is a link to quick tips and resources from the FCPD Office. Great starting point for new faculty!

Academic Technology Services
The Academic Technology Services   office provides support for software, BeachBoard, computer labs, instructional technology support, classroom support services and a technology help desk.

Instructional Technology Support   provides instructional support to enhance teaching and learning at CSULB.You can receive one-to-one help via the Tech Squad   .

Tools to Enhance your Classroom Experience
Here are some preferred tools to enhance your classroom experience. *Please note that any technology you plan that requires students to purchase or download should be listed in the syllabus.*
Respondus
Respondus is a application that lets instructors create and manage exams and surveys that can be printed to paper or published directly to BeachBoard. Instructors create exams and assessments offline using an interface and then publish the exams or surveys directly to a BeachBoard course. In addition, over 2,000 publisher test banks   are available to instructors who use Respondus. **Note: It is not compatible with Apple operating systems.**

Collaborate
is a real-time virtual classroom environment designed for both distance education and online collaboration.
Orientation sessions and quick reference guides on how to use Collaborate are available on the Collaborate web site   .

iClicker
Clickers are wireless handheld devices that allow students to respond to classroom polls, quizzes, and sign-in for attendance, regardless of class size and common student dynamics

BeachWiki
A wiki is an easy-to-use, collaborative platform that allows users to create, modify, and link Web pages without knowledge of complex Web authoring technologies

iPads & Tablets
The iPad combines robust computational functionality with a screen large enough to serve as a legitimate replacement for printed textbooks and other course materials, with the added benefits of interactivity (Educause, 2011). There is a wide variety of apps   that can be used in the classroom. **Here are some additional apps you might want to take advantage of if you are using an iPad or tablet:**

Download the apps from the App Store located on your iPad.

- BeachBoard's Assignment Grader
- Apple's Keynote
- Doceri   (Interactive whiteboard)
- Goodreader   (reads PDFs and Word files. Syncs with Dropbox.com)
- iAnnotate   (Annotate/grade and send PDF files)
- AirSketch   (wireless whiteboard)
- 22795|photoshop%20touch||S|e|9448704080|Photoshop Touch   (draw, design, and manipulate images)
- iMovie   (create and edit movies)
- Draw Something   (classroom icebreaker)
- Onlive Desktop   (use Word and PPT on your ipad)
- Pulse News Reader   (aggregate, categorize, and share news sites)
- Explain Everything   (simple screencasting   )
- Dropbox   (online file storage)
- Penultimate   (sketching online)
- Slideshark   (show PPT)
- Flipboard   (aggregates selected news and social media feeds)
- Panopto   (record simple videos)

Digital Storytelling @ CSULB
Simply, a digital story uses multimedia (including images, video, music, narration, text, etc.) to convey a short narrative. A digital story can be personal, persuasive, instructional, reflective, and/or descriptive, depending on its purpose. Digital stories can be created as a group or by an individual. In a university course, digital storytelling can provide a way to combine both critical thinking *and* creativity, engage students, and teach digital literacy.
This wiki also has resources for CSULB instructors looking to add Digital Storytelling projects into their courses.

Podcasting @ the Beach
CSULB: iTunes U   pioneering faculty members from many disciplines have created podcast episodes that offer students supplemental classroom materials. There are also podcasts that are intended to benefit faculty members.

Create a podcast with a PC using Audacity

Grab Screen images for your podcast (Mac Users)

Technology Tools around the Web

Software & Websites

- Panopto   (site licensed, required software installation) - lecture capture software.
- Mobile Technologies for Education   - provides some popular smart phone apps for teaching and education
- Qualtrics   (site licensed, required CSULB ID to log in) - a survey tool to help collecting and analyzing data.
- Narrable   - A storytelling platform for teaching.
- Go Animate   - To make an animated video for teaching.
- Piktochart   - make user friendly and modern info grams.
- Explain Everything   - An interactive whiteboard and screencasting tool.
- Wolfram Alpha   - A collection of computable knowledge (here are some Wolfram Alpha examples   ).
- Movenote   - Movie making application.
- Photovisi   - A collage maker to assemble photos for a project or presentation.
- Voki   - Using talking aviators to present material.
- Tiki-toki   - create amazing timelines of processes or events.
- Dipity   - Make interactive timelines.
- Prezi   - Supercharged ppt presentations.
- Bubbl   - Mindmap /concept map/brainstorming maker.
- MakeBeliefs   - Allow students to create comics to discuss a topic/ethical issue.
- Digo   - Knowledge management/annotation tools for your library.
- Word press   - Create your own website.

7. Student Supports & Service Centers (/7.+Student+Supports+%26+Service+Centers)

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Student Support and Service Centers on Campus

There are many supports you can utilize to help students here on our campus. We have organizations that assist students in crisis, disabled student services, writing and academic supports, tutoring and many more.

Counseling and Psychological Services (CAPS)

The Counseling and Psychological Services (CAPS)　helps students meet the personal challenges associated with identifying and accomplishing academic, career, and life goals. Our services include short-term counseling for individuals, group counseling, career development counseling, referral services, psychoeducational workshops, and crisis intervention.

The RED Folder gives you a quick and easy reference for crisis and support resources.

Red-Folder-Long-Beach.pdf
Details Download 415 KB

C.A.R.E.S. Program

The Campus Assessment, Response and Evaluation for Students Team (CARES) identifies, discusses, investigates, evaluates and monitors student behavior which poses a concern, potential threat or actual threat to self or others. Contact CARES when a student's observed or reported behavior causes you concern. Trust your instincts, and ask for help if you have concerns about a student. Don't wait until the situation deteriorates, seek advice early. If you have a concern about a student you can make s referral to the CARES program HERE

Student Emergency Intervention Services

CSULB Student Emergency Intervention Program　is a comprehensive initiative that identifies and immediately serves some of CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis.

Contact - Office of the Dean of Students

Carol Menard Fulthorp

Email: Carol.Menard@csulb.edu

Programs offered

Student Emergency Grant

Students who have been involved in an unforeseen emergency, crisis, or catastrophic event may apply for the Student Emergency Grant.

The Meals Assistance Program (Feed A Need)
The Meals Assistance Program provides students that are food insecure and/or experiencing a student emergency to have several healthy and well-balanced meals in one of the three University Dining Commons (Parkside, Hillside, or Beachside). To ensure confidentiality, the meals are placed on the students ID card

Short-Term Housing Assistance Program
The Short-Term housing assistance program provides displaced students with a single room in Parkside Commons to ensure the student's safety and well-being until he/she can acquire permanent and secure housing.
Qualifications

- Sleeping in their car or any place that's not a residence
- Sleeping on a friend's couch
- Having to move out of their current residence and have no other place to live

Crisis Assistance

URGENT CALLS

If you have an urgent situation, call CAPS at **(562) 985-4001** or come to the center located in Brotman Hall, Room 226.

FOR HELP AFTER HOURS: Crisis counselors are available for phone consultation by calling the CAPS main phone line at (562) 985-4001.

Important Numbers

Name of Office / Agency	Hours of Operation	Phone Number
Counseling and Psychological Services	Monday through Friday, 8:00 AM to 5:00 PM	(562) 985-4001
CSULB University Police	24 Hours/7 Days Call 911	(562) 985-4101
CSULB Student Health Center	Monday through Thursday, 8:00 AM to 5:30 PM Friday, 8:00 AM to 11:30 AM	(562) 985-4771
Los Angeles Suicide Prevention Center/ 24 Hour Crisis Hotline	24 Hours/7 Days	(310) 391-1253 or (877) 727-4747
Los Angeles County Domestic Violence Hotline		(800) 978-3600
Long Beach Police (non-emergency)		(562) 435-6711
Emergency		911
Sexual Assault Crisis Agency	24 Hours/7 Days	(877) 943-5778

Student Health Services

The CSULB Student Health Services   office offers a variety of health care services for students: Immunizations, TB Testing, Pharmacy, sports medicine and many more. Appointments can be made online, via phone and through walk-in services. They also provide health education and programming for topics such as Alcohol, Tobacco and other drugs, and Sexual Assault Prevention Awareness & Support   .

Disabled Student Services (DSS)

The office of Disabled Student Services is a student support program within the Division of Student Services   . They provide services to over 1,500 students each semester. Over 8,000 students with disabilities have graduated from California State University, Long Beach with support from our program.

Here is a PDF brochure for your reference:

CSULB_DSS_brochure.pdf
Details Download 656 KB

Location: Brotman Hall, Room 270
Phone: (562) 985-5401
Fax: (562) 985-7183
E-mail: dss@csulb.edu

Semester Hours:
Monday through Thursday: 8 AM - 7 PM
Friday: 8 AM - 5 PM
Winter & Spring Break Hours:
Monday through Friday: 8 AM - 5 PM

Programs

- Accessible Instructional Materials Center
- Autism Services
- Deaf and Hard of Hearing Support Services
- Disabled Student Services Support Services
- Stephen Benson Learning Disability Program
- Workability IV Program

Veterans Services

The Veterans Services Office   helps veterans and their dependents access the educational benefits they earned by serving in the armed forces of the United States. To do so, the office works to certify their eligibility for the G.I. Bill   and the CalVet Fee Waiver   . They offer scholarship support, assistance for veterans and dependents, along with veterans student and alumni associations.

VetNet Ally Program

The VET NET Ally Program   is an education and awareness program that develops a network of faculty, staff, and administrators committed to creating a welcoming and supportive campus environment for military service members and veterans that study at CSULB.

The Learning Assistance Center

The Learning Assistance Center
Has a number of programs geared toward helping students learn and master material in your courses. Whether they are preparing for an exam, hoping to add more "time on task" in your courses through Supplemental Instruction, or seeking one-on-one or drop-in tutoring assistance - there are resources for students.

Fall 2015 Hours of Operation*Where is the LAC?Contact the LAC

Monday — Thursday, 9 am - 7 pm Beginning week 3	Horn Center, Room 104	(562) 985-5350
Friday, 9 am - 12 pm	Map	Email

The workload calendar includes tasks that are regularly scheduled for all departments that chairs must perform or ensure that someone (staff, associate chair, or advisor) performs. The calendar is followed by a list of tasks that are performed at different times in different departments, are ongoing, are not shared by all chairs, or are performed before/after/weekend hours.

Calendar of recurring tasks performed or supervised by chairs in all departments

August

Larger Role:	Tasks:
Administration and Coordination	• Hiring paperwork and contracts for lecturers, TAs, and GAs: prepare, collect signatures, and forward • Office hours: get office hours from faculty, post office hours outside offices, update information on department webpage and other documents • Schedule faculty meetings for the year • Syllabi: get syllabi from all faculty, forward to library • Allocations and workload: prepare, review, and forward • Assigned time forms: prepare, review, sign, and forward • Keys: determine who needs access, complete forms, sign, and forward • University and/or college convocation events • Staff meetings and annual planning • Budget: in consultation with faculty, plan budget for the year • Hire work study students • Staff performance review: prepare evaluations, collect signatures, and forward
Curriculum	• Curriculum workshops: university and/or college level workshops • Curriculum proposals: ensure curriculum changes are approved by curriculum committee and faculty in time for Fall curriculum deadline
Scheduling and Staffing	• Fall schedule management: last minute staffing, check enrollments, cancel or add classes as necessary • Winter schedule: design schedule and enter it into the portal, must finish by end of August • Spring schedule Phase II begins: make adjustments based on college feedback and enrollment projections, secure rooms, check for schedule conflicts, must finish by early September
Faculty Personnel: Hiring, Mentoring, and Evaluating	• Tenure track searches: in consultation with hiring committee, prepare Advertising and Recruitment plans, prepare Screening and Selection criteria, sign, and forward • Mentoring: new faculty luncheon, meetings with new tenure-track faculty, review syllabi for new tenure track and lecturer faculty
Student Affairs	• Welcome address to undergraduate and graduate association • Advising surge as the semester begins • Meetings or office hours with students

September

Larger Role:	Tasks:
Administration and Coordination	• Scholarships: review scholarship profiles and available funds, advertise scholarships
Curriculum	• Curriculum proposals: ensure curriculum changes are approved by curriculum committee and faculty in time for Fall deadline
Scheduling and Staffing	• Spring schedule phase II ends: make adjustments based on college feedback and enrollment projections, secure rooms, check for schedule conflicts, must finish by end of September
Faculty Personnel: Hiring, Mentoring, and Evaluating	• RTP: announce open period, attend workshops, communicate with faculty about deadlines and procedures • Tenure track hiring: attend hiring workshops
Student Affairs	• Meetings or office hours with students

October

Larger Role:	Tasks:
Administration and Coordination	• Awards: nominate and prepare recommendations for University level commencement awards • Late add paperwork • Textbook orders for Spring
Curriculum	• Curriculum: ensure curriculum changes are finished and forwarded to the college before November deadline
Scheduling and Staffing	• Spring schedule: finish all changes before schedule goes live in early October • Summer schedule: consult with faculty, build summer schedule, enter schedule into portal
Faculty Personnel: Hiring, Mentoring, and Evaluating	• RTP: arrange in-class observations for tenure track faculty, review files and write chair's evaluations, must finish by end of October • Lecturer evaluations: in-class observations for new lecturers, assign in-class observations for all lecturers up for review, notify lecturers about Spring evaluations
Student Affairs	• Meetings or office hours with students

November

Larger Role:	Tasks:
Administration and Coordination	• Sabbatical applications: review, consult, sign and forward
Curriculum	
Scheduling and Staffing	• Fall schedule auditorium requests: review past auditorium assignments, consult with faculty, evaluate curriculum needs, complete request paperwork and forward
Faculty Personnel: Hiring, Mentoring, and Evaluating	• RTP: finalize department evaluations, collect signatures, and forward • Lecturer range elevations: review materials from eligible instructors, prepare chair's recommendation, forward
Student Affairs	• Surge in meetings when registration begins

December

Larger Role:	Tasks:
Administration and Coordination	- Hiring paperwork and contracts for new lecturers - End of semester events, student mixers, holiday parties
Curriculum	
Scheduling and Staffing	- Winter schedule management: check enrollments, cancel classes as necessary - Spring schedule management: staff remaining classes, check enrollments, cancel or add classes as necessary - Fall schedule phase I begins: consult with faculty, design schedule, and input schedule in the portal, must finish by early January - Assign GA positions for Spring semester
Faculty Personnel: Hiring, Mentoring and Evaluating	RTP: finish and forward department files, announce open period for mini-reviews
Student Affairs	- End of semester surge in meeting with students regarding grades, complaints, and late withdrawals - Check for late and incomplete grades

January

Larger Role:	Tasks:
Administration and Coordination	- Allocations and workload: prepare, review, and forward - Assigned time forms: prepare, review, sign, and forward - Review and approve faculty RSCA applications - Awards: nominate and prepare applications for College and Department commencement awards - Hiring paperwork and contracts for new lecturers - Keys: determine who needs access, complete forms, sign, and forward
Curriculum & Curriculum-related	Campus-wide curriculum fair
Scheduling and Staffing	- Spring schedule maintenance: staff remaining classes, check enrollments, cancel or add classes as necessary - Fall schedule phase I: consult with faculty, design schedule, and input schedule in the portal, must finish by the end of February
Faculty Personnel: Hiring, Mentoring, and Evaluating	- Review syllabi for new lecturers - Lecturer evaluations: request evaluation materials from instructors, prepare GPA and SPOT summaries
Student Affairs	SOAR for transfer students: prepare presentation and materials for SOAR, attend SOAR and meet with majors

February

Larger Role:	Tasks:
Administration and Coordination	Admissions: application, portfolios, and auditions
Curriculum	
Scheduling and Staffing	Fall schedule phase II: revise schedule based on feedback from the college and enrollment projections, staff classes, finish everything by the end of February
Faculty Personnel: Hiring, Mentoring, and Evaluating	- RTP: in-class observations for RTP - Mini review files due - TT mentoring: mentor new faculty preparing evaluation materials - Lecturer evaluations: in coordination with the evaluation committee, write the evaluations, review, collect signatures, and give to the instructor
Student Affairs	Meetings or office hours with student

March

Larger Role:	Tasks:
Administration and Coordination	- Admissions: application, portfolios, and auditions - Elections and nominations: organize nominations and elections for department committees; assist colleges, the Academic Senate, and other campus bodies seeking nominations - Chair election as needed - Textbook orders for Fall - Scholarships: review applications, inform recipients, organize scholarship awards events - Budget: approve final budget expenditures by spend-out deadline
Curriculum	Review and correct catalog copy for Fall of following year
Scheduling and Staffing	Fall schedule management: finish all changes before schedule goes live in mid-March
Faculty Personnel: Hiring, Mentoring, and Evaluating	- Tenure track hiring: possible Skype/phone or on-campus interviews - Lecturer evaluations: finish any outstanding evaluations, obtain instructor signature and any rebuttal, and forward to the College - RTP: work with RTP committee and/or write separate chair's evaluations for all files
Student Affairs	Meetings or office hours with students

April

Larger Role:	Tasks:
Administration and Coordination	- Commencement program review - Final budget expenditures before spend-out date
Curriculum	
Scheduling and Staffing	- Spring schedule auditorium requests: review past auditorium assignments, consult with faculty, evaluate curriculum needs, complete request paperwork and forward - Fall Schedule management: make adjustments for RSCA, sabbatical, and leaves, continue staffing

	• Summer schedule management: advertise summer offerings, monitor enrollments, cancel classes as needed
Faculty Personnel: Hiring, Mentoring and Evaluating	
Student Affairs	• Surge in meetings when registration begins

May

Larger Role:	Tasks:
Administration and Coordination	• Spring assigned time reports: distribute form to faculty to complete, collect, review, sign, and forward. • Final budget expenditures before spend-out date • Clearance forms for TAs, GAs and lecturers not returning in the fall
Curriculum	
Scheduling and Staffing	• Spring schedule Phase I: consult with faculty, design schedule, and input schedule in the portal, must finish by early June • Fall schedule management: staff remaining classes, check enrollments, cancel or add classes as necessary • Summer schedule management: advertise summer offerings, monitor enrollments, cancel classes as needed
Faculty Personnel: Hiring, Mentoring, and Evaluating	• Tenure track hiring: in consultation with faculty and/or the hiring committee, prepare hiring request and position description
Student Affairs	• End of semester surge in meeting with students regarding grades, complaints, and late withdrawals • Check for late and incomplete grades • End of semester events: student organizations, department, college, university, and Alumni Association Events • Attend commencement and graduation receptions

June

Larger Role:	Tasks:
Administration and Coordination	• Catch up on deferred tasks • Strategic planning: review previous academic year and self-study or accreditation reports, consult with faculty, plan coming year's priorities
Curriculum	
Scheduling and Staffing	• Spring schedule phase I: consult with faculty, design schedule, and input schedule in the portal, must finish by mid-June • Fall schedule management: staff remaining classes, check enrollments, cancel or add classes as necessary
Faculty Personnel: Hiring, Mentoring, and Evaluating	
Student Affairs	• SOAR: prepare presentation and materials for SOAR, attend SOAR and meet with majors

July

Larger Role:	Tasks:
Administration and Coordination	• Continue to catch up on deferred tasks • Summer programs: supervise and support summer camps and other summer programs • Update email distributions lists for students and faculty • Update department website and promotional materials • Strategic planning: review previous academic year, consult with faculty, plan coming year's priorities
Curriculum	
Scheduling and Staffing	• Fall schedule management: continue staffing, check enrollments, cancel or add classes as necessary • Make fall GA assignments
Faculty Personnel: Hiring, Mentoring, and Evaluating	• Hiring lecturers and TAs for Fall: Review application materials, conduct interviews with applicants, consult with relevant committees, process hiring paperwork • Mentoring: Review SPOT evaluations, consult as necessary
Student Affairs	• SOAR: prepare presentation and materials for SOAR, attend SOAR and meet with majors • Advising: update department advising and promotion materials

Things that are done at different times in different departments

- Phone/Skype and campus interviews for tenure track candidates: November through April
- Graduate admissions: application deadlines range from Dec. 1 to June 1
- Graduate student advancement to candidacy forms
- Program review: preparing reports and implementing recommendations
- Accreditation: preparing reports and implementing accreditation recommendations
- Requests for funding: in consultation with faculty, prepare request for lottery funds, Instructionally Related Activities funds, alumni grants, Student Excellence Funds, college funds, and outside grants
- Undergraduate advising
- Graduate advising
- Maintaining labs and equipment
- Diagnostic and placement exams
- Admission portfolios and auditions
- Fundraising: meeting donors, attending events, writing proposals
- Review applications for lecturer pool and meet with prospective lecturers
- Prepare and distribute department newsletters and other promotional materials
- Respond to request for interns, volunteers, speakers, and advice from local businesses and organizations
- Attend student organization meetings
- Review and sign all budget expenditures
- Travel and reimbursement paperwork: review, sign, and forward
- Fairs and open houses: Graduate Fair, Study Abroad Fair, RSCA fair
- Meeting with textbook representatives

- Hold regular faculty meetings, prepare agendas and minutes
- Attend chairs' meetings
- Regular meetings with deans and other administrators
- Convey information from college and university to faculty members
- Meetings with individual faculty
- Meetings and emails with individual students regarding routine matters
- Formal grade appeals
- Mediate faculty grievances or complaints
- Mediate issues with staff grievances or conflicts
- Mediate issues with student grievances or complaints
- Providing expertise on campus issues, such as campus climate
- Requests for appearances and support for college and university functions
- Representing the department at conferences (regional, national, international)
- Emergencies
- Events: lectures, fundraisers, awards, banquets
- Job interview dinners and transporting candidates
- Catch up on paperwork and tasks

Tasks performed by some but not all chairs

Ongoing tasks

Before hours, after hours, and weekends

- [Glossary of terms and funding sources](#)
- [Grants and Contracts](#)
- Spending regulations
- Types of accounts
  - GF
  - Foundation
  - CERF

Office of Equity and Diversity

Larisa Hamada, Director 5-8256

Core Functions

- Provide leadership and direction to achieve a positive, continuing, and vigorous campus nondiscrimination and equal opportunity program that goes well beyond the fulfillment of basic regulatory and procedural requirements to one with emphasis on providing positive attention to serving the needs of the campus.
- Promote full consideration of all members of all protected classes in recruitment, selection, advancement, promotion, retention.
- Define, publish, and disseminate CSULB nondiscrimination policies and procedures.
- Sponsor or participate in educational / informational seminars and workshops for the campus community.
- Interact with campus and community members, organizations, and groups that are interested in related issues.
- Facilitate, monitor, evaluate, and ensure compliance of the University with federal, state, and local regulations pertaining to equal educational and employment opportunity.
- Compile and provide statistical reports and other analytical data on applicant pools, hiring, promotion, retention, and termination, for internal evaluation and enforcement agencies.
- Coordinate and present training programs on equity, diversity, and federally-mandated affirmative action policies.
- Ensure architectural and program access for all members of the University community with disabilities.
- Investigate complaints of alleged discrimination.
- Encourage the use of alternate formats for all electronic and digital information to ensure equally effective access.
- The Office of Equity & Diversity respects the confidentiality of information and protects and maintains its security.

Additional Related Links:

Title IX information

California Child Abuse and Neglect Reporting Act (CANRA)

CSU's Sexual Violence Prevention and Education Statement

CSULB Faculty & Staff Diversity Plan

Women & Minorities (Executive Order 11246)

Covered Veterans & Individuals with Disabilities

Gender Neutral Restrooms

Americans with Disabilities Act   **ADA**

Supervisor's Guide for Addressing Disability

- **Tenure Track Faculty-**
  - Accommodation
    - Equity and Diversity
  - Evaluation (RTP Policies)
  - Faculty Handbook
  - Hiring
  - Leaves
    - Family Leave
    - Medical Leave
    - Personal Leave
    - Professional Leave
  - Research, Scholarship and Creative Activities
    - Grants and Contracts
    - Fellowships
    - RSCA - Assigned Time
    - RSCA - Summer Stipends
    - Sabbaticals
  - Retiring and Leaving the University
  - Sabbaticals
    - Application
    - Eligibility
  - Travel Guidlines/Funds
  - Vacation/Holidays/Personal Days/Sick Days
- **Lecturer faculty**
  - Contracts
  - Evaluation
    - CBA Policies
  - Hiring
    - Calendar
  - Lecturer Handbook (CFA)
  - Sabbaticals
  - Salary
  - Key Issue
  - Lecturer Voting Rights
  - CSULB Faculty Employment

- Lecturers
  - CBA
  - Order of work (Article 12.29)
- Tenure-Track Faculty
  - Requesting faculty lines
  - Hiring process
- Staff

Dear Department Chair:

Welcome to the CSULB Department Chair Resources Site!

Department Chair responsibilities require a breadth of knowledge about university offices, resources, services, support, policies, procedures, and more. *Department Chair Resources* **is designed for you, as an efficient way to navigate the resources, services, policies, procedures, and offices of CSULB. The toolbar to the left provides links to topics that are typical for your work. Click on a topic to find information and links designed to make navigating and locating university web-based information less time-consuming.**

New department chairs can find "quick links" to many of the things encountered in the first few weeks as *new* **a department chair. New and experienced chairs can find short cuts to a wide variety of topics (listed in alphabetical order) pertinent to your work. There is some intentional duplication of information; not all of us think alike when searching for something.**

This site is updated and maintained by the Office of Faculty Affairs. If you find broken links, outdated information, or information that is not included contact: *fahr@csulb.edu*

NCLC Training Agenda (August 2017).docx
Details Download 104 KB

New Department Chair Orientation (no ba...
Details Download 19 MB

Program Review Presentation - Seiji - Re...
Details Download 180 KB