Reflections on the Faculty

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Professor of Mathematics, CSUN
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Who Is the CSUN Instructional Staff?

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Tenured</strong></td>
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</tr>
<tr>
<td>Professor</td>
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<td>351</td>
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<tr>
<td>Associate Professor</td>
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<td>181</td>
<td>209</td>
<td>227</td>
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<td><strong>Subtotal</strong></td>
<td>519</td>
<td>532</td>
<td>549</td>
<td>567</td>
<td>572</td>
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<td><strong>Tenure Track</strong></td>
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<tr>
<td>Assistant Professor</td>
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<td>213</td>
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<td>196</td>
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<tr>
<td><strong>Lecturer</strong></td>
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<td>Lecturer</td>
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<td>1,198</td>
<td>1,124</td>
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<td><strong>Grand Total</strong></td>
<td>1,912</td>
<td>1,909</td>
<td>1,941</td>
<td>1,961</td>
<td>1,859</td>
<td>1,824</td>
</tr>
</tbody>
</table>

Source: Institutional Research
### SOME OF US ARE GETTING OLDER…

#### Tenured Faculty by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<tbody>
<tr>
<td>Under 40</td>
<td>135</td>
<td>136</td>
<td>142</td>
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<td>40-49</td>
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<td>168</td>
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<td>50-59</td>
<td>256</td>
<td>253</td>
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<td>60+</td>
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<td>188</td>
<td>197</td>
<td>196</td>
<td>197</td>
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<td>Total</td>
<td>738</td>
<td>745</td>
<td>756</td>
<td>763</td>
<td>737</td>
<td>705</td>
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Source: Institutional Research
CFA Has Been Unable to Bargain with CSU Management
The Result of the Impasse Has Lead to a Lack of Incentives for Faculty

- Lack of incentives is demoralizing.

- Merit receives little reward.

- Shared governance is not taken seriously by either the faculty or management.

The strict *hierarchical* structure of the university bureaucracy does not encourage innovation or efficiency.
Some Remedies

- Guarantee of a lower teaching load for active and productive faculty
- Hire a postdoctoral fellows
- Increase funding for college awards
- Continue to fund travel
- Give higher financial rewards for exceptional work
  [university and college awards should not be such a nominal sum (perhaps as high as a student scholarship?)]
Too many faculty have ceased to take an interest in College and Departmental Level Affairs

- Attendance at department and college meetings should be expected

- Service on committees should must be carried by a wider group

*Participation is one way to overcome apathy.*
Faculty Require Time to

- Conduct research
- Write grants
- Work on committees
- Develop curriculum
- Advise and mentor

Colleges and Chairs control SFR.
Some faculty prefer to instruct large groups.

Are practices reviewed in the context of student learning and passage rates?
The Importance of Research

The word *university* is derived from the Latin *universitas magistrorum et scholarium*, which roughly means "community of teachers and scholars."

A university and research are inseparable.

Research in highly beneficiary to students.

We must not become a Community College.

If we devalue our degree by becoming degree factories, we may lose out to for-profit universities.
Some Promising Policy Changes…
Research and Sponsored Projects

Faculty who generate indirect cost (F&A) per year totaling will receive

- $9,000 to $17,999 3 units of release time per year
- $18,000 to $35,999 6 units of release time per year
- $36,000 to $53,999 9 units of release time per year
- $54,000 to $71,999 12 units of release time per year
- $72,000 to $89,999 15 units of release time per year
- $90,000 to $107,999 18 units of release time per year
- $108,000 to $125,999 21 units of release time per year
- $126,000 to $143,999 24 units of release time per year
On the Proliferation Degrees…
Expected Value

What is the expected enrollment and financial value of doctoral and other advanced degree programs?

How much did they cost to design and run?

Has it been worth the effort?

Which direction is the most efficient budget-wise?
Is This the Direction that We Really Want to Take?

- Proliferation of degrees -- particularly doctorates --- is not a cash cow...

- What is the expected return from making any # of degrees possible?

- How much do we get out of mix and match? It does not cost much to modularize. There can be a good return for different combinations of materials?

- Why introduce shorter degree programs?

- Tenure/Tenure Track faculty should be expected to teach lower division undergrads. We must not simply raise SFR and hand over the teaching to part-time instructors, so that we have more release time to develop low enrollment programs.
Online Instruction

Rewards?

The University likes it but most departments do not give the work much respect. In fact, some faculty really look down on those who teach online.

The creation of online materials gets little or no PPR credit in most departments.
DOES ANYONE ELSE SENSE THE FRUSTRATION?

There is a general sense of malaise within the ranks of the faculty.