

Essay II: Superior Faculty and Staff Resources

Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.

In its vision statement, CSU, Chico recognizes “a well-respected and dedicated faculty” and “a superior staff” as important contributors to its being “a special place of people and ideas.” Most importantly, faculty and staff enable student success by creating learning and working environments that transmit knowledge, skills, habits that form the basis for life-long learning, civic engagement, and enlightened service in society. Accordingly, Chico invests in the currency and continuing professional development of its faculty and staff as a vital means of strengthening the capacity and quality of its programs and services.

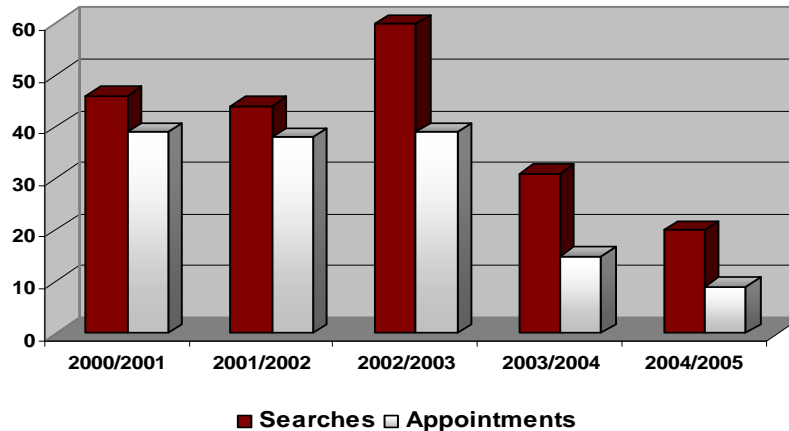
Recruit a Diverse and Highly Qualified Faculty and Staff

From fall 2000 to fall 2005, CSU, Chico initiated 242 searches for tenured-track faculty and made 164 tenure-track [appointments](#). As shown in *Figure 2.1* below, the number of searches and appointments fell dramatically in 2003 and 2004 as CSU, Chico experienced significant budget reductions and a decline in its overall financial resources. As budget conditions improved and Chico started rebuilding its [faculty and staff](#), searches and appointments have increased.

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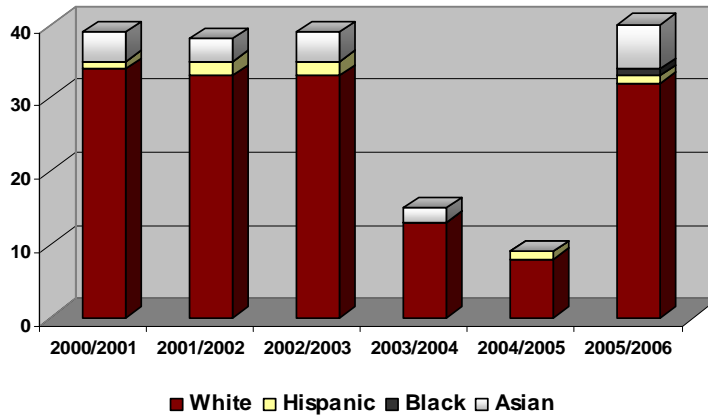
Figure 2.1
Tenure-Track Faculty Recruitments



The rate of success – that is the ratio of faculty appointments made to searches initiated – varied from a low of 45 percent in 2004 to a high of 85 percent in 2000. The year 2005 saw the success rate return to a much higher rate of 77 percent. We have found that the success rate is a function of the degree of competition for faculty in particular disciplines, the relative attractiveness of the Chico campus, salaries and working conditions, and the local cost of living, especially of housing. The ethnic composition of the new tenure-track faculty is reflected in *Figure 2.2*.

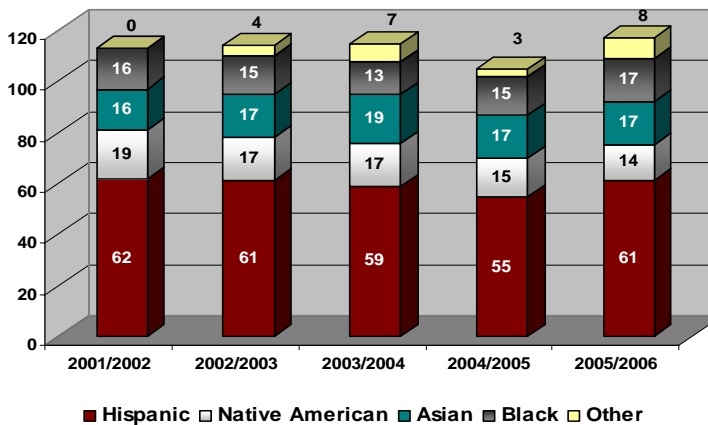
Recognizing that further progress needed to be made, the Educational Policy and Programs Committee (EPPC) and the Faculty and Student Policies Committee (FASP), the two standing committees of the Academic Senate, during the fall 2003 semester, formed an Ad Hoc committee to examine the barriers to successful minority recruitment and retention among students, faculty, and staff and identify strategies to break down those barriers and improve diversity on campus. The committee presented its [findings](#) and recommendations for faculty and staff recruitment and retention strategies to the campus in fall 2004. Its overall recommendation for success: “... the Work Group strongly urges the campus to develop indicators that may be used to measure improvement of diversity among faculty and staff, and that may be used to measure improvement in the campus climate regarding inclusion and diversity” is being further addressed in Chico’s Educational Effectiveness Review project on the [Diversity Scorecard](#).

Figure 2.2
Minority Tenure-Track New Faculty Appointments



Efforts are equally being mounted to a recruit high-quality, diverse [staff](#). In the same period of fall 2000 to fall 2005, 529 searches were conducted for staff positions and 530 appointments were made. *Figure 2.3* shows the current ethnic composition of the staff and is largely a reflection of the local labor market.

Figure 2.3
Minority Staff Composition



Retain and Support High-Quality Faculty and Staff Resources

Recruitment is only the first step in weaving a tapestry of superior employee resources. Once on campus, faculty and staff resources must be developed, retained, promoted, and where appropriate, tenured or made permanent.

Retention of Faculty and Staff Resources

Faculty retention, tenure, and promotion decisions are governed by the Collective Bargaining Agreement ([CBA](#)) and CSU, Chico Faculty Personnel Policies and Procedures ([FPPP](#)). Temporary faculty are evaluated periodically for teaching effectiveness and their engagement in professional activity, their performance on assigned duties, and their professional ethics and conduct ([FPPP 17.0](#)). Probationary faculty undergo both periodic evaluations and performance reviews ([FPPP 17.3](#)). Although the performance review is, by form and function, judgmental, it is also an important developmental tool for improving faculty teaching effectiveness ([FPPP Definitions](#)). While a performance review contains both developmental and evaluative components, the periodic evaluation is intended to be more developmental in nature ([FPPP 17.3](#)). For the purpose of maintaining and improving the effectiveness of tenured faculty members, tenure faculty undergo periodic

evaluations at intervals no greater than five years ([FPPP 32.0](#)). Such periodic evaluations also stress developmental issues and focus on plans for improving a faculty member's effectiveness ([FPPP Definitions](#)). All faculty are assessed via Student Evaluations of Teaching at least once each year ([FPPP 16](#) and [17](#)). The feedback from these assessments "help faculty improve their teaching and assist in their general professional development."

In a similar fashion, staff employees undergo [performance evaluations](#). The performance evaluation is a formal, structured communication between an employee and her or his supervisor. Typical [evaluations](#) include a review of seven categories of performance: work habits, quality of work, communication skills, flexibility in job, productivity, job interest and initiative, and overall performance. Where appropriate, temporary employees may be awarded permanent status following satisfactory performance reviews, typically for a three-year period. Supervisors receive periodic [training](#) in developing performance evaluations and giving feedback to employees.

Faculty and Staff Development Efforts

CSU, Chico is committed to providing development, renewal, and training opportunities that lead to professional growth and success for all employees. Chico has developed a [Training Programs](#) model that allows it to customize the training programs for each employee. The model defines certain core training as either (1) training *required* for every employee (such as basic occupational safety, sexual harassment training), (2) training *required* for some employees (e.g., specialized safety training for lab assistants, IT training customized depending on duties), or (3) *general* training available to any employee (such as stress control techniques and people skills). Important components of our internal training include [Environmental Health, Supervisory Certificate Programs](#); extensive [Information Technology Training](#) at many levels, including [Microsoft eLearning Library](#); [Work/Life Program](#); [Fitness Program](#); and [Wellness Programs](#). The University Staff Development Web site also features [a collection](#) of audio, book, and video development resources available for faculty and staff to check out.

An extremely important development opportunity occurs through our [Fee Waiver Benefit Program](#). The Faculty & Staff Fee Waiver Program provides tuition reduction and, sometimes, time to attend classes for faculty and staff under two categories: (a) career development – classes required for credit toward the attainment of an identified academic goal or taken for the attainment or enhancement of skills for the purpose of career advancement within the CSU system; and (b) job-related – classes taken for the purpose of improving the level of skills needed to perform existing employment (current job). The Fee Waiver Program is a substantial training benefit used by over a hundred employees each year.

Faculty development efforts are extensive and far ranging. They range from new faculty orientation to the granting of sabbaticals; from the Center for Excellence in Learning and Teaching ([CELT](#)) to the opening of a [Grant Writing Café](#); from [Technology and Learning Program](#) to [Technology in Learning and Teaching](#); from faculty development grants to [Research Foundation Summer Scholars](#); and from Assigned Weighted Teaching Units to reimbursed grants and contracts. Each of these efforts is designed to enable faculty to become more effective and more productive in their instructional, scholarly, creative, and service activities.

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The faculty leaves program ([FPPP 23.0](#)) includes both leaves of absence with pay and leaves of absence without pay. Leaves of absence with pay include sabbatical leaves and "difference in pay" leaves. Leaves of absence without pay include personal leaves with pay and professional leaves without pay. The merits of proposed leaves are evaluated on the relevance of proposed activities to university-related professional development and the value of the proposed activity as a research or creative project, i.e., the improvement and updating of capabilities to enhance the applicant's value to the University and its students during future employment. *Figure 2.4 shows* the number and types of leaves awarded for the past five years.

The "assigned weighted teaching units" process, funded internally or externally, is an alternative mechanism whereby faculty are awarded time for developmental scholarly and creative activities. "Assigned time" is used here to signify non-teaching assignments for such endeavors as research, scholarship, creative activities, and instructional development. *Figure 2.5 presents* data on the number of faculty who were awarded AWTUs for purposes of conducting scholarly and/or creative activities.

The value of the unreimbursed AWTUs using an average faculty salary at CSU, Chico of \$80,000 would be equivalent to an average of \$1,217,200 per year. The work products stemming from the granting of leaves and the awarding of assigned time are reviewed yearly at departmental and college levels.

Figure 2.4
Number of Faculty Leaves Awarded

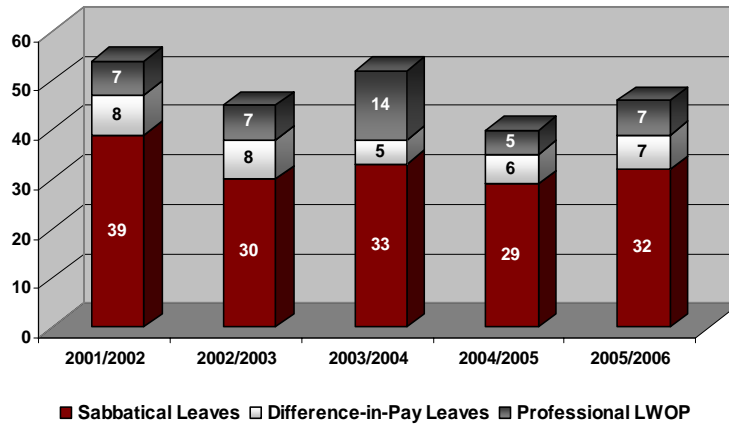
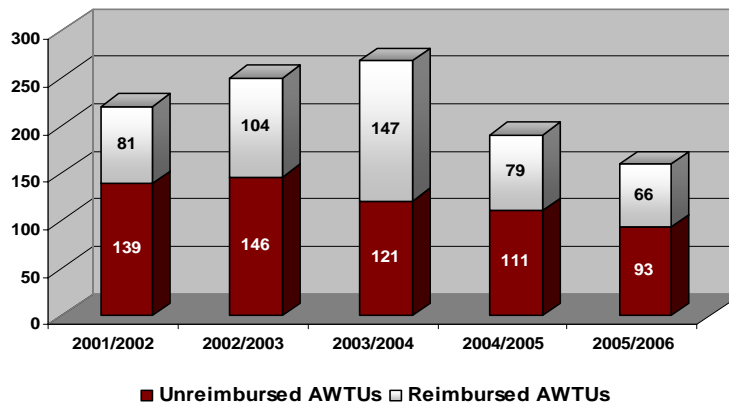


Figure 2.5
Number of Faculty Receiving Assigned Weighted Teaching Units for Scholarly Activities

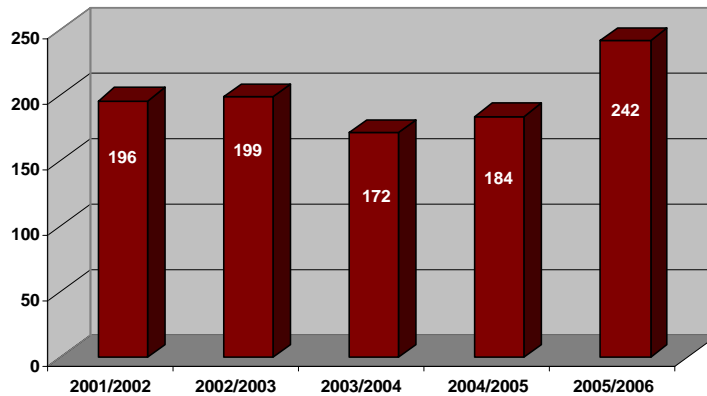


Other development activities are more focused in their efforts. The Center for Excellence in Learning and Teaching (CELT), established in the fall of 1994, is committed to promoting the ability of Chico faculty to teach well, to finding ways to improve the learning process, and to providing support, training, and mentoring. CELT sponsors an annual [conference and workshops](#); conducts [new faculty orientation](#); leads an active rewards/awards program for [outstanding faculty](#); and directs several [grant programs for instructional development](#), which include high-quality learning environment grants, instructional grants, and impact grants (see *Figure 2.6*).

In a similar fashion, the Technology and Learning Program ([TLP](#)) addresses faculty technology training needs through collaboration with instructors on integration of technology and pedagogy. Demonstration and training sessions are offered to groups and individuals. TLP has been largely responsible for the rapid deployment of tools in our [Smart Classrooms](#) and the development of our Learning Management Systems ([WebCT Vista](#)). Together with the Instructional Media Center ([IMC](#)), TLP sponsors the Technology In Learning and Teaching ([TILT](#)) consortium, which represents is an informal research and interest group consisting of faculty, staff, and others with interests or experience in technology as it relates to learning and teaching. The building of this community of practice has enhanced our adoption of classroom and presentation technologies.

Figure 2.6

Number of Faculty Participating in CELT Conference



[International Programs](#) offers a number of opportunities for professional development and diversity experiences through international work/experiences, including [Council on International Education Exchanges \(CIEE\)](#), CSU International Programs (IP), [Fulbright](#), International Research and Exchanges Board (IREX), Kansai Gaidai University [Visiting Professor Program](#), [Rotary](#), and University Studies Abroad Consortium ([USAC](#)). Each semester International Programs offers a conversational Spanish class for CSU, Chico faculty and staff. The class, which usually meets three times a week, is taught by a native speaker. In addition, language software in Spanish is available to help participants expand and improve their Spanish while allowing those with busy schedules the opportunity to practice on their own. Faculty interested in developing skills in other languages can participate in our [Self-Instruction Language Program](#).

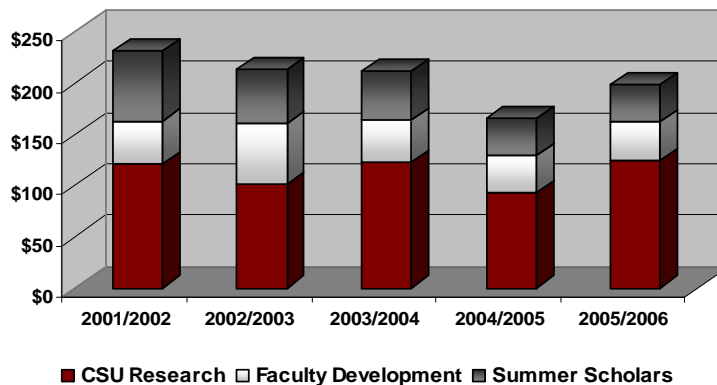
Through its work with faculty researchers, the Office of Research and Sponsored Programs ([RESP](#)) supports scholarship and creative activity across the University. RESP serves the campus community, especially faculty, with a high level of support and assistance in securing and managing externally funded research. The support for research, scholarship, and creative activities is channeled through four programs, [CSU Research Scholarship and Creative Activity grants](#), [faculty development grants](#), [Research Foundation Summer Scholars](#) and the [Research Foundation Summer Scholars Explorer Award](#), to which faculty can apply. Grants are available for assigned time, operating expenses, travel funds, student assistance, and summer stipends. Faculty participation in funded research informs instruction, allows students to benefit from enriched learning environments, and contributes directly to the professional development of faculty. The Office of Research and Sponsored Programs is also involved in the administration of [university centers](#) that promote scholarship, instructional innovation, and creative activity.

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Figure 2.7

Office of Research and Sponsored Programs Grants

(in thousands of dollars)



California State University Development Efforts

As part of much larger systems – the State of California and the California State University (CSU) system – CSU, Chico benefits from substantial state and systemwide efforts to develop our faculty and staff. The Academic Human Resources department of the Office of the Chancellor, in addition to its responsibilities for policies and programs related to faculty employment and providing systemwide advice and information on faculty HR issues, participates in providing [Academic Personnel Development](#) programs. The Institute for Teaching and Learning (ITL), including the [Faculty Development Council](#), provides assistance and resources in support of the highest standards of university teaching excellence and provides support for faculty members to grow professionally. ITL sponsors the [Teacher-Scholar Summer Institutes](#) and publishes [Exchanges: the On-Line Journal of Teaching and Learning](#) in the CSU. Similarly, [Systemwide Professional Development](#) provides CSU employees options for job-related learning beyond campus offerings. [The Source](#) provides all employees with a wealth of opportunities to advance their professional capabilities.

Promote the Teacher-Scholar Model

In his seminal work titled, *Scholarship Reconsidered: Priorities of the Professoriate*, Ernest L. Boyer raised the question: “What is the balance to be struck between teaching and research?” His goal was to “break out of the tired old teaching versus research debate and define in more creative ways, what it means to be a scholar.” The California State University, in its [Cornerstones Report](#), articulated as its fourth principle: “The California State University will reinvest in its faculty to maintain its primary mission as a teaching-centered comprehensive university. Faculty scholarship, research, and creative activity are essential components to that mission.” They are an essential element of a rich learning environment for our students. At CSU, Chico, Provost and Vice President for Academic Affairs [Scott G. McNall](#) promoted the notion that teaching and scholarship can be practiced simultaneously and at very high levels at an institution dedicated primarily to teaching. He defined the teacher-scholar as one “who helps students succeed by maintaining an agenda of intellectual creativity, sharing ideas with colleagues, and communicating these ideas beyond the borders of the campus.” He translated this vision into reality by promoting the use of the Wingspread Journal’s [Seven Principles for Good Practice in Undergraduate Education](#) (including the Faculty Inventory for the Seven Principles) and Boyer’s classification of scholarship in the evaluation of the teacher-scholar. Both of these frameworks are now routinely used in new faculty orientation, faculty development decisions, and in [performance](#) and periodic reviews.

Scholarly, Professional, and Creative Achievement of Our Faculty and Staff

Results registered in reports on the retention, tenure, and promotion processes, in reports on faculty leaves, in reports on the use of assigned times, in reports on academic program reviews, and in reports on grants and contracts activities suggest that CSU, Chico’s faculty and staff are vigorous in their scholarly and creative activities. Such results are routinely publicized in campus publications such as [Excellence](#) at CSU, Chico, [Inside Chico](#), and [Chico Statements](#).

Summary

A review of the materials submitted by the CPR Evidence Teams suggests that CSU, Chico offers many opportunities for staff and faculty professional development and that its employees take advantage of these opportunities. At the same time, the teams report the existence of some confusion, duplication, and insufficiency of focus in those opportunities. Coordination of opportunities and services was suggested. In particular, the faculty development team suggested “a cross-campus collation of faculty accomplishments, scholarly activities, creative activities, grant funding, etc, each year would make such accomplishments more visible not only to the campus but to external stakeholders.”

The recruitment of a diverse and highly qualified faculty and staff will remain a challenge for CSU, Chico in the near future. Efforts are now underway to implement the recommendations of the Faculty and Staff Minority Recruitment and Retention Committee. First, recent faculty and staff retirements coupled with growth opportunities in selected areas enable the University to more intentionally pursue diversity as a “community to form.” Second, the recommendation to “examine Bensimon’s model (2004), the Diversity Scorecard as a viable model for assessing diversity and promoting change on campus” is being implemented as one of the projects in CSU, Chico’s Educational Effectiveness Review.