

Faculty #2 Meeting Notes

October 9, 2014: 2 pm

Number of Attendees: 10

Question 1: What would you say is really wonderful about being a faculty member at CSUSB?

- Willing to grow and willing to try new things; young enough to be open to experimentation.
- Not against hiring couples.
- Can allow for the odd and wonderful things that can happen; room for "odd" programs.
- Like our students, particularly undergraduates; so excited to be here, they're nice, very appreciative of what the faculty does; have to do a lot to get here.
- Faculty given freedom to create the content of their classes.
- Great flexibility; can chart a course that is unique to you within the university system.
- Mission that is best accomplished: service to the region, and that region has a real need to have students come from and go back to the region. Students tend to stay.
- Diversity amongst the students is fabulous.
- Camaraderie amongst departments; become friends, like a family; work on projects together.
- Hear from the students: that the faculty get along well and support each other.
- Work with first-generation college students.
- A user-friendly campus: because this is what we are, this keeps students here.
- Many students end up teaching here.
- Having time to spend with the students to help them along their path.
- You can build the courses you want; invention and creativity allowed.
- Lot of academic freedom in teaching and research.

Question 2: What would you like to say about teaching at CSUSB, but can't, because it isn't accurate?

- Support of research and research activities within the CSU context; we are not a research institution but rather a teaching-research institution; take our research and our high-impact research up a notch. Don't feel that current mechanisms are as vibrant, supportive or as good as they can be. Service and teaching are incredibly important. By working smarter and being mindful, we can be significantly better at managing the research of this campus.
 - We need to decide: whether we are going to remain almost totally teaching or focus more on research. T/TT have trouble getting support; much harder to be a lecturer and do research because virtually no support for them.
 - RTP requires research: so, if it is required, be more supportive.
 - Disconnect from the top to what the colleges and faculty are actually doing.

- It doesn't take a lot to help faculty members with research. Research that gets published/conferences attended raises the visibility and awareness of the faculty and then the institution.
- Research enhances teaching and therefore helps our students.
- Faculty Research Award: not announced at the luncheon, not announced at commencement—all clearly in violation of the FAM.
- Attitudinal issue across the campus; needs to shift.
- Follow-through of administrators.
- At the last book launch, embarrassing turnout.
- Institution poor at recognizing what we really have and acknowledging it.
- This faculty workforce is creative, inventive, ready to engage their students: but crushed by the 9 courses, the 8 committees, the grading, and lack of assistance.
- We talk but we don't follow through.
- Evolution: working to overcome the Master Plan restrictions, "handcuffs."
- We've come of age now. We were perceived as a teaching institution and that still is a core value, but now we can have more emphasis on research. Need to support people who do research. Most of the time must be done on top of one's teaching load. We're at a stage to pay more attention to research.
- At this point, we want everything: 3 classes/quarter; take lower pay than comparable institutions; do service; publish in refereed journals. Need resources: teaching load adjustments; graduate assistant. Result may be substandard in one or more areas because we can't do everything.
- When hired, told that administration committed to keeping young faculty here. Issues with promises made and not kept to hired faculty. Issues with how young faculty are being supported; faculty made promises that were not really kept. Things that happen to faculty when they come here that are not often well addressed.
- Not sufficient counselors per headcount, as per accreditation standards. Tired of losing colleagues—not paying them enough, telling them to get a competitive job offer elsewhere. Faculty end up working 14-hour days or 1-day weekends.
- Salary information public.
- If you come in low, you stay low for your career.
- Then there are salary inequities: new faculty vs. long-term faculty
- Student:faculty ratio is too high in Biology; wish to teach small classes. So, issue with attracting students to this major because of the ratio. So, decrease student intake or decrease faculty lines, or both. For safety reasons, can't increase class sizes.
- We need to offer the classes that students need to graduate, in a timely manner. Students may leave the major or the university because they get frustrated by not getting their required classes. Take "fluff" classes while they wait. Students can't graduate in a timely manner.
- COE is really a graduate college. But it still feels like an undergraduate university. A graduate seminar really can't be 30 people; can't use standards of undergrad class sizes and apply to grad courses.
- Ineffective behemoth: processes problematic--

- Accounting
- Requisitioning a job
- Applying for a reimbursement
- The difficulty in getting things done
- So draining
- Paperwork and forms
- Parking issues
- None of the controls prevent people from spending money
- Wish we could say that this is a very diverse university; diversity amongst students, but not reflected among the faculty who serve them. Faculty of color here are overtaxed. Service to students of color—it's the same body of faculty to be addressed to do that. We are getting more diverse faculty on campus, especially in the field students are going into. We only talk about diversity at the student level. Who is being deliberative about hiring on campus?

Question 3: What do you think is the one most important strategic plan that should be made in this university in the next 5 years?

- Deciding whether we are going to include and support research and allow graduate programs and support them.
- We need faculty.
- We need to treat faculty well.
- Try to find ways to respect and support the faculty.
- Getting a faculty lounge - find ways to bring people together and foster community.
- Get out of the mentality of this being Walmart.
- Reduce faculty:student ratios; affects morale; prevents research.
- Need to recognize research.