

**Executive Committee Minutes**  
September 5, 2019  
3:00 – 4:40, Academic Affairs Conference room

**Abstract**

Agenda amended and approved. Minutes of 8/22/19 – Approved. Chair Report. Provost Report – given by K. Moranski. Vice Chair Report. Vice President for Student Affairs Report. Lecturer Conversion Presentation. From EPC: Discontinuance – Minor in Physical Sciences – approved as business for the Senate. Faculty Eligible for Emeritus Status – approved for the Senate's consent calendar. Discussion: Recent removal of FERP faculty from department RTP committees. APARC Report. EPC Report. FSAC Report. CFA Report. Senate Agenda approved. Last thoughts on any discussion.

**Present:** Laura Watt, Melinda Milligan, Hope Ortiz, Wendy Ostroff, Sean Place, Jenn Lillig, Paula Lane, Missy Garvin, Carlos Torres, Wm Gregory Sawyer, Erma Jean Sims

**Absent:** Hilary Smith, Lisa Vollendorf, Judy Sakaki, Joyce Lopes

**Guests:** Karen Moranski, Jerlena Griffin-Desta, Melissa Kadar

**Approval of Agenda – Added to Agenda** – Faculty Eligible for Emeritus Status, Discussion: Removal of FERP faculty from department RTP committees – **Approved**.

**Approval of Minutes of 8/22/19 – Approved.**

**Chair Report – L. Watt**

Introductions were made for the benefit of the new representative from the Associated Students, Melissa Kadar. L. Watt reported on her meetings with the President and Provost this week as well as her conversation with Joyce Lopes regarding the Stevenson remodel process. She requested that communication about the remodel process be improved. To that end, a small group is being formed that will be focused on communication about the remodel, move, surge space and other issues related to the project. Many people in Stevenson need to plan ahead. She noted the GI 2025 conference in Sacramento was upcoming and J. Lillig would attend as the faculty member on the team. L. Watt noted that the President was in her third year and was up for a performance review. Most faculty governance members would be solicited for feedback. L. Watt expressed some concern about recent calls for quasi administrative roles for faculty since they were not always brought to her attention and she was getting questions about them. She requested that a list be prepared of all the faculty serving in such roles, along with any term information, and sent to her and S&F. She also wanted to see a process developed for these positions that would determine which were appropriate for open calls and which would require specific expertise and received agreement for this from the President and Provost.

**No report from or questions for the President.**

### **Provost Report – given by K. Moranski**

K. Moranski reported on the \$157,000 Teagle grant the campus received. This grant provides money for the re-design of current majors to enhance student achievement. Majors could create new pathways, change concentrations, study student success, create diversity and inclusive excellence initiatives, etc. 15 majors at SSU can be funded over the next two years. Academic Programs will develop a call for proposals. There will be a report due and a statewide meeting to hear about the success of re-designs. A faculty lead is required for this grant. The hope is to identify the faculty lead in the fall to be ready to go in the Spring. It was clarified that the grant was focused on undergraduate majors, but K. Moranski said she would check to see if graduate programs could use the grant as well.

### **No report from the Statewide Senator**

### **Vice Chair Report – M. Milligan**

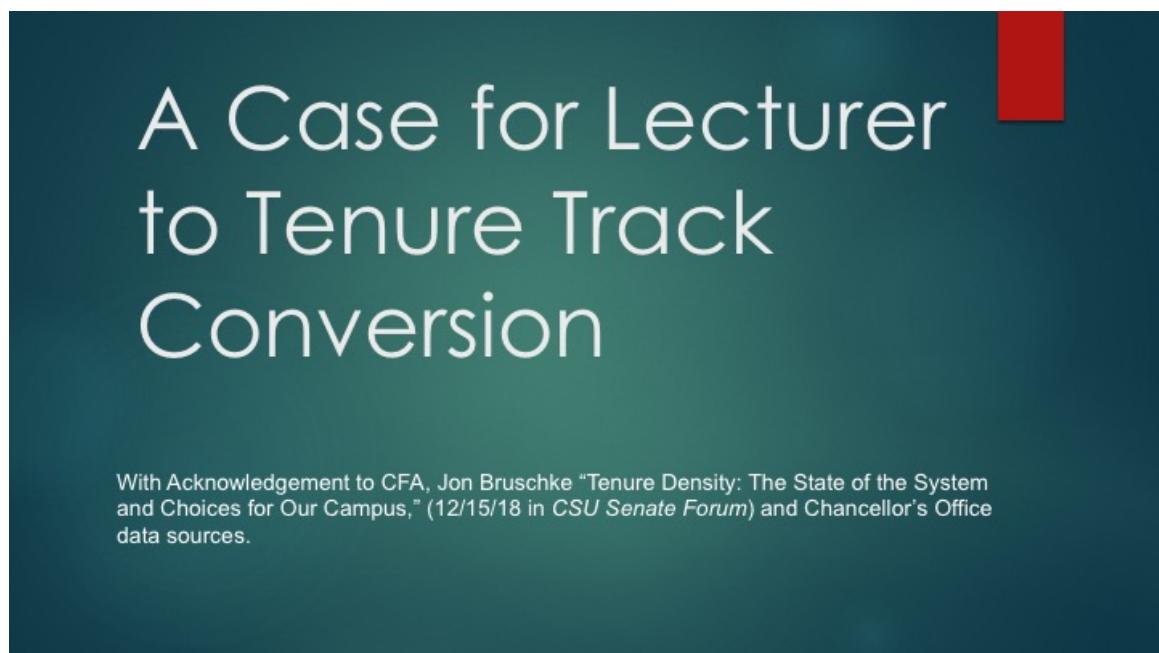
M. Milligan reviewed the calls for service that have not received any nominees yet: Lecturer Senator, S&F, Enterprises Board. The PSAC call is due September 23<sup>rd</sup>.

### **Vice President for Student Affairs Report – Wm. G. Sawyer**

Wm. G. Sawyer reported on the March for Consent that will be held on Saturday 10 - 2 and was spearheaded by a current student.

### **No report from Associated Students**

### **Lecturer Conversion Presentation – C. Torres**



A Case for Lecturer to Tenure Track Conversion

With Acknowledgement to CFA, Jon Bruschke "Tenure Density: The State of the System and Choices for Our Campus," (12/15/18 in *CSU Senate Forum*) and Chancellor's Office data sources.

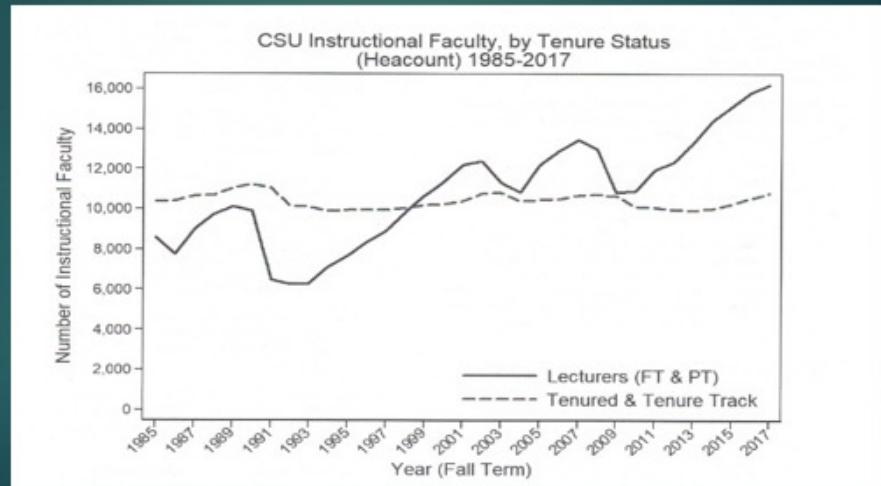
## Purpose & Approach

- ▶ My purpose here today is to make a case for Increasing Tenure Track Density at SSU by converting lecturers to tenure track positions. I will argue:
  - ▶ This is necessary to bring tenure track density to what it was planned to be
  - ▶ Recent funding by the state legislature has incentivized an increase in tenure track density.
  - ▶ It is cost effective to convert a lecturer rather than hire an outside hire.
  - ▶ It is a good utilization of current workforce needs and community knowledge needed to support student demographics
  - ▶ It will increase diversity in tenure track faculty ranks
  - ▶ It will decrease economic inequality at SSU
  - ▶ It will increase the overall quality of instruction at SSU

## Historical Baselines for Lecturer to TT Ratios

- ▶ In the original California Master Plan for Higher Education created in 1960, CSUs were to be conversions of existing colleges into "teaching" colleges with a tenure density of 75%, with 25% "temporary" faculty.
- ▶ Starting with proposition 13 in 1978 our higher institutions have been defunded
- ▶ From 1991 to 2002, tenure track density dropped from 80% to 60%. However, CFA has pointed out that "there is no causal relationship between the CSUs net operating budget and expenditures on faculty salaries."
- ▶ **A California State Concurrent Resolution ACR 73 expressed the legislative intent to achieve a 75% to 25% tenured and tenure-track faculty to part time lecturer ratio—however, the number of tenure line positions has remained relatively stagnant for 30 years.**
- ▶ **AB 1464, introduced in Spring 2017, was also intended to increase tenure-track density to 75% by 2026, this time with timely goal of doing so by 2026.**

## Historical Comparisons and Baseline Statistics of Faculty by Headcount in CSU



## Historical Comparisons and Baseline Statistics on Lecturers in CSU

- ▶ Lecturers relative to all CSU faculty by headcount was 37% in November, 1991; Now 61.7% at present (12/2018)
- ▶ 61% of CSU Lecturers teach 6 or more units; 17% are teaching 15 units or full time

TOTAL EMPLOYEES BY OCCUPATION GROUP <sup>1</sup>			TOTAL FACULTY BY TIMEBASE		
Faculty	27,134	51.4%	Full-Time	13,307	49.0%
Professional and Technical	14,886	28.2%	Part-Time	13,827	51.0%
Management	1,730	3.3%	<b>Total</b>	<b>27,134</b>	<b>100%</b>
Office and Administrative Support	4,843	8.8%	TOTAL FULL-TIME FACULTY BY ACADEMIC RANK		
Service	2,850	5.0%	Professor	4,832	36.3%
Construction, Maintenance and Transportation	1,765	3.3%	Associate Professor	2,202	16.5%
<b>Total</b>	<b>52,808</b>	<b>100%</b>	Assistant Professor	3,400	25.6%
			Lecturer	2,873	21.6%
			<b>Total</b>	<b>13,307</b>	<b>100%</b>

For data definitions and additional statistics, please see the CSU Employee Profile at [calstate.edu/hr/employee-profile/](http://calstate.edu/hr/employee-profile/).

<sup>1</sup>Employee reporting has been aligned with the 2010 Standard Occupational Classifications published by the National Bureau of Labor Standards.

Note: Data includes all employees with the exception of student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions, and summer sessions.

## Faculty Hires by Headcount in CSU, 2015-17

	May 2015	May 2017	Positions 2015-2017	Added: 2015-2017
Temporary FTE Positions	7,439	8,170	731	9.8%
Tenure Track FTE Positions	9,624	10,226	602	6.3%
Total FTE Positions	17,063	18,395	1,332	7.8%
% Tenure Line	56%	56%	45%	

Source: CSU PIMS database

## Recent Funding for More Full Time Faculty - CSU

- ▶ This increase in the state budget for (Summer, 2018) CSU set aside \$25 million of ongoing funds to **increase the hiring of tenure-track faculty**. However, unlike the 2015-2016 budget language, this proposal would include language to ensure the legislature is able to measure the growth in tenure track faculty (in Summer 2019, \$35 million approved)
- ▶ The language sets a baseline, that is, the number of new tenure-line hires the CSU is expected to make regardless of additional funds, and requires the funding be used to increase the number of faculty hired above the baseline – meaning the CSU could not use the funding to pay for existing positions.
- ▶ **The budget language recommends that CSU seriously consider their existing qualified lecturer pool as candidates for these new tenure-track faculty positions.** Though not required, serious consideration of these internal candidates, who are both experienced and qualified, is the most sensible and cost-effective way for the system to improve faculty tenure density.
- ▶ The language also **requires a report** to the legislature on how the funds were spent and the impact of the funds on increasing the number of tenure track faculty. *Our progress will be noted....*

## Cost Savings Associated with Converting Lecturer Positions to Assistant Professor Positions

- ▶ This table => provides the average monthly and yearly salaries for full-time Lecturers and Assistant Professors in the CSU. In addition to salary there are compensation-related benefits costs for the employer (e.g., CalPERS Retirement and health insurance). This rollup cost is estimated at 57% and climbing of salary. **The estimated cost of an outside hire would include the full cost of salary and benefits, while the reclassification of a lecturer position to an assistant professor would negate much of the increase in cost.**
- ▶ Using these calculations, CFA estimates the cost associated with reclassifying a full-time lecturer position to an assistant professor position would cost the CSU approximately \$30,000 in new ongoing money, VERSUS paying the full salary + benefits of an outside hire. \$136k (new outside hire) vs. \$30k (converted lecturer)
- ▶ For 1/35 of the new statewide incentive funds available (of 23 CSUs), we could potentially convert 33 lecturers to tenure track this year (or hire 7 outside hires.)

	Monthly	Yearly	Benefits Cost (57%)	Including Cost of Benefits
Average Lecturer Salary <sup>1</sup>	\$5,640	\$67,680	\$38,578	\$106,258
Average Salary Assistant Professor (and cost to hire)	\$7,218	\$86,616	\$49,371	\$135,987
Estimated Cost to Convert One Full-Time Lecturer to Assistant Professor	\$1,578	\$18,936	+\$10,793	\$29,729
<small>1-Average full-time salary for Lecturer, B, C, D (Source CSU PIMS data 11/16) with added GSI and benefits cost updated. 2&gt;Note: this does not include start-up costs per hire of \$8000 per conversion</small>				

## Recent Funding for More Full Time Faculty – CSU, cont.

- ▶ CFA has estimated that 30% of lecturers are qualified candidates for tenure-track faculty positions.
- ▶ As a result, for each new converted lecturer position
  - ▶ net hiring costs will be dramatically lower (than recruiting from outside of the system)
  - ▶ Can enable more hires
  - ▶ Will increase tenure track density (swapping a lecturer for asst. professor)
  - ▶ Slightly lessen lecturers workload, enabling them to pursue research, learning to pedagogy, converting classes, etc.
  - ▶ and retention rates are likely to be higher.

## Cost Savings Associated with Converting Lecturer Positions to Assistant Professor Positions—educational experience, and SSU “ownership” factor

- ▶ Lecturers who live in the area are used to the cost of living and exorbitant rent in the area. (\$1800 for a basic studio apt.) => 280 sq. foot studio (17 ft. x 17 ft)



- Lecturers' geographic expertise is under-utilized: knowledge of community engagement, internship availability, and the unrewarded costs of providing knowledge and advisement of local economic realities and workforces needs consistent with the SSU's strategic plan
- Many SSU lecturers have spent years invested improving their classroom learning environments!

## Conversion Increases Faculty Diversity

- ▶ As of the fall of 2017, roughly 47% of the tenure-track faculty were female compared to roughly 53% of lecturers.
- ▶ Under-represented minority faculty compose about 12% of tenure-track faculty but about 26% of lecturers.
- ▶ “Institutions of higher education now employ far more non-tenured track faculty than tenured...in this environment it's also easy for discrimination [and subconscious bias and ageism] to thrive” (<http://davidbaconrealitycheck.blogspot.com/2015/02/leleua-loupes-journey-as-freeway-flyer.html>).



## Decreasing socio-economic inequality --the issue for our time

- ▶ Our lecturers now make up 61.7% of the faculty and bear the largest portion of the teaching load. Yet they receive little research support and are not eligible for most grants (the ratio of part-time to full time lecturers is 5:1).
- ▶ Lecturers average CSU-wide \$41,700 a year, net \$2600 a month.
- ▶ 75% of all new Ph.D.s enter work into the private sector, and many who enter academics are eventually leave SSU for higher paying jobs for the promise of a sustainable living
  - ▶ Example, OLLI program exodus of 2011

## Academic “Catch 22” – The Structural Inequities of the Underclass Status of Lecturers

- ▶ While undertaking and publishing research is imperative for advancement, because of increasing workload requisites and an inflated employer’s market in higher education, **lecturers spend most of their time on grading and course work and filling out applications for still more “gig” work instead of writing up research (52 individual cover letters in 2012 for me).**
- ▶ The “New” Corporate Sustainable ethic in the U.S. is transforming to be more focused upon the **success of ALL stakeholders** (rather than just shareholders), meaning the welfare of **everyone** invested in the progress of the institution should be considered-- including employees and in our case the successful trajectory of “temporary” faculty.

# Case Studies of Lecturers and Research Kayleen Asbo, Ph.D.

Kayleen Asbo, Ph.D Mythological Studies (Ph.D. 2014)

Three Masters Degree: M.A. Depth Psychology (Expressive Arts Therapy); M.M. Music; M.A. in Mythological Studies

- ▶ Kayleen worked in the Psychology Department at SSU from 2009-2012, received the highest possible evaluations from students and was nominated for the Excellence in Teaching Award in 2012, and let go because of budget cuts that same week.
- ▶ She worked within SSU OLLI program for 10 years but was so frustrated by the lack of financial compensation that she began her own company to offer adult education both locally and abroad- a move which has garnered her between 2 and 8 times the amount of money that OLLI faculty make for teaching the same type of course. This is a potential model for SSU graduates thinking of applying their cultural assets from SSU toward entrepreneurial pursuits.
- ▶ Kayleen is the Cultural Historian for the Santa Rosa Symphony, filming educational preconcert videos and writing some of their content for marketing. In Spring, 2018, she was added to the Liberal Studies lecturer pool in the goal to "teach, transform, and nurture young minds once again," a lifelong pursuit.



## Progress...

- ▶ Some CSU institutions like C.S.U.F. (one of my alma maters) have begun to actively promote conversion where it is possible and have seen gains in tenure track density. **California State Polytechnic University, Pomona added increasing tenure-density to their Master Plan. The State University of New York, Oneonta just instituted a multi-prong advancement track for lecturer conversion.**
- ▶ The administration at SSU has brought up wage minimums in staff and faculty to the 15<sup>th</sup> Percentile, now making it possible to make a living from work at SSU, and Provost Vollendorf has pledged to make financial inequality a top priority at SSU. The administration at SSU:
  - ▶ has brought all faculty salaries up (permanent and lecturer faculty) and are setting new minima for salaries so we can avoid compression in the future
  - ▶ are introducing a staff equity plan and implemented phase one of two this summer, with the second phase rolling out in 2020.
  - ▶ are committed to (at a minimum) maintaining tenure density at SSU. (Though our enrollments have been dipping...) "It is very important to me that we promise to do what we can actually do while we also dream together about where we want to go when we have more resources" (provost Vollendorf).
  - ▶ are investing our one time dollars in refurbishing our teaching and learning spaces and in establishing and delivering on classroom standards for technology, cleanliness and appropriate furniture for our classrooms.

## In closing

### Increase lecturer conversion and tenure track density need to be increased because we need:

- ▶ To be more inclusive of overall faculty participation in research, particularly in the showcasing of current research at SSU (we do provide grant funding, but inclusion in the SSU research week is minimal for lecturers.)
- ▶ To increase participation in Faculty Center projects overall and in the online learning community. SSU's footprint in the online learning community for the CSUs is minimal--**lecturers have been teaching GE courses, lets us transform these to online formats with time to do so with conversion.**
- ▶ **To look beyond narrow projections of future SSU faculty success and Include faculty search criteria that includes a lecturer's "invisible" assets:** community engagement experience, service, pedagogical work (a multi-year certificate + ongoing for me), prior work experience in diverse fields outside of academia—all these enhance the teaching of real world skills and augment department advising capabilities. (The vast majority of our students at SSU are not going to be academics and need to consult with instructors who have non-academic experience as well.)
  - ▶ -- I must also do a better job at disseminating opportunities here at SSU! --

### Some Recommendations to increase lecturer conversion rates –**Because...**

- ▶ For the Long Term we need to maintain a SUSTAINABLE WORKFORCE of exceptional employees!
  - ▶ **GE Reform has increased the burden on lecturers workload. Providing a sustainable living for all of our faculty and staff must become a priority .** The work load for full-time English lecturers just increased from 120 students to 150 students for the same pay. Next semester, I have six units of GE courses for 200 students total, and I "hope" to add three courses to obtain full time pay. It becomes harder to make time for student engagement and enrichment, one-on-one contact, advisement, feedback, etc. when the student to instructor ratios are so high – let alone continue research.
  - ▶ **Create more certain pathways for lecturer conversion, like amending search language to create roadmaps toward possible advancement,** so that lecturers are ENCOURAGED to take up continuing research, and embrace learning pedagogy opportunities to enrich student learning environments and engagement. And bring down the minimum units from 7.5 to 6.0 for voting representation.
  - ▶ **Let's make workload sustainable!** Full-time lecturers are not overly concerned by pay scales, they are concerned with having a SUSTAINABLE workload that encourages student engagement, pedagogical innovation, more time for research and advancement, a little time for publication, and a bit time on weekends to savor the circular feedback that all this injects back into the enrichment of SSU! – *I am working on this on Sunday*
  - ▶ **FINALLY Let's Incentivize finishing terminal degrees for lecturers and nourish success and personal growth rather than reiterate structural socioeconomic inequalities and outmoded models of competition embedded in higher education.**

A number of members expressed how powerful the presentation came across. The Chair suggested that the presentation include the "roadblocks" to having lecturer conversion happen and welcomed the presentation at the Senate. It was also suggested that the presentation include the processes that other campuses use to do lecturer conversion. A member suggested that a more specific argument be made about the value of lecturers rather than how conversion would help tenure density.

It was noted that in the sciences, lecturers not having research published is a hindrance to tenure track positions. There are some programs that help lecturers overcome that hurdle. It was noted that it would be helpful to differentiate what the components are for lecturers and for tenure-track faculty to understand how to bridge the gap. Another roadblock is the requirement for a national search. It was questioned where the requirement came from. A member suggested that in some search situations, the committee may want to take someone from a national search because a lecturer is already here. The member also noted that she's heard that search committees were not allowed to talk about conversion. There were more suggestions about how search committee could approach thinking about lecturers for positions. A member suggested helping the 30% who hold terminal degrees to become converted to tenure track positions. A member noted that the pay of lecturers was important as well. Not everyone wants a tenure track position. C. Torres noted that in polling of lecturers they found that workload is more important to lecturers than money. The CFA rep said CFA is reviewing how successful lecturer conversions have happened nationally.

#### **From EPC: Discontinuance – Minor in Physical Sciences – J. Lillig**

J. Lillig said no students have been in the program for eighteen years and this process is just asking to take it out of the catalog. She sent out an email to the campus about the discontinuance and had received no comments at all. **The item was approved for the Senate agenda as a business item.**

#### **Faculty Eligible for Emeritus Status**

The list of faculty eligible for emeritus status was presented to the Ex Com. It was **approved for the Senate consent calendar**. A member questioned how the department was determined for lecturer emeriti who have taught in multiple departments. The Senate Analyst said she would find out.

#### **Discussion: Recent removal of FERP faculty from department RTP committees – J. Lillig**

J. Lillig noted that FERP faculty have been serving in RTP committees for many years and this year they are not being allowed to serve. She understood that in the CFA contract, Faculty Affairs can deny faculty to serve on RTP committees. She noted the SSU policy was being used as the reason for the change. She said this increases the workload for faculty in the departments. She thought the interpretation was a disservice to FERP faculty, who are often donors to the university. The Chair shared the concern and noted this was another policy change that was not brought to governance for consultation. The FSAC Chair, P. Lane, noted that they will be taking on the RTP policy in a big way this year. She said that this particular issue seems to be a Faculty Affairs interpretation of our policy. She did not think the issue could go to the Senate for a quick fix. A member wanted to know why the Faculty Affairs interpretation has changed over time. P. Lane said she has a meeting with AVP Roberts next week and will bring this issue up. J. Lillig suggested that a resolution could be written about the workload issue and the potentially detrimental effect on donor funding for departments. The Chair suggested that the resolution

could specifically ask to suspend this policy until FSAC has time to work on the RTP policy. There was a suggestion that the resolution make specific recommendations. There was some discussion about when RTP committees are approved or not by Faculty Affairs.

### **APARC Report – S. Place**

S. Place reported that APARC will discuss the classroom conditions survey and make recommendations on priorities. They will also look at the new scheduling modules.

### **EPC Report – J. Lillig**

J. Lillig said the first GE overview workshop went well. They will also discuss with S&F the curriculum committees and their relationship to faculty governance. The first reading of the new internship policy will come to the next EPC meeting. EPC will discuss creating a sub-group to look at how community engagement could overlay (pun) GE. The Chair noted that she and the Vice Chair visited GE to talk about creating committees to help with the GE implementation and it became clear that faculty were confused about the GE involvement flyer and the rubric workshops. It needs to be made clear that is not a workshop for developing rubrics for courses, but for assessment of GE.

### **FSAC Report – P. Lane**

P. Lane reported that FSAC will work on the Emeritus policy revision and RTP revision.

### **CFA Report – E. J. Sims**

E. J. Sims reported on the CFA bargaining survey, CFA's general meeting, and solidarity socials in Lobos.

## **Senate Agenda**

### **AGENDA**

Report of the Chair of the Faculty – L. A. Watt  
Approval of Agenda  
Approval of Minutes – emailed

**Consent Items:** Faculty Eligible for Emeritus status

### **Business**

1. From EPC: Discontinuance – Minor Physical Sciences – First Reading – J. Lillig

**Approved.**

**Last thoughts on any discussion:**

C. Torres asked if the Ex Com wanted him to continue to develop his presentation for the Senate. The Chair said yes and asked to talk to C. Torres more about it.

**Adjourned.**

*Minutes prepared by L. Holmstrom-Keyes*