

Faculty Utilization Task Force Report

September 5, 2002

INTRODUCTION

In the Fall Quarter of 2001, the Provost, in consultation with the Chair of the Academic Senate, convened the Faculty Utilization Task Force to address the following issues of concern to the University:

1. What in our current academic environment do we need to consider or change to accommodate to marginal cost funding?
2. What are the faculty utilization patterns in the regular lower division offerings, upper division offerings and graduate offerings?
3. What modifications would improve scholarship and teaching in the regular undergraduate, graduate and General Education curriculum?
4. What patterns of utilization would encourage innovation and improve scholarship and teaching as the University replenishes its faculty ranks?

The Task Force membership was:

Herman Lujan, Provost and Vice President for Academic Affairs;
Allen Mori, Dean, Charter College of Education;
Carl Selkin, Dean, College of Arts and Letters;
Naomi Caiden, Chair and Professor, Department of Political Science;
John Cleman, Professor of English; and
William Taylor, Chair, Academic Senate.

The Task Force first established core values relative to the charge. These core values, an overview of our current situation, a recommendation, possible sources of funds to achieve the recommendation, and some strategies are presented below as the Task Force report.

CORE VALUES

1. Access

CSULA is distinguished by its geographical location. It serves a large and highly diverse constituency. Its primary mission is to provide higher education for that constituency, taking account of its special needs and potential. CSULA carries a special responsibility not only to enhance the individual upward mobility of residents and to offer them professional skills and knowledge, but also to interact positively with other educational institutions. This responsibility includes offering a comprehensive range of degree programs that provide access to a wide range of careers.

The University should represent an open door to potential students, both traditional and non-traditional. It should foster awareness that admission to CSULA is an attainable option, within reach, to all who qualify for its entrance standards. CSULA offers students—often the first in their families to pursue higher education—opportunities not

only for economic advancement, but for cultural and social enrichment as well. To that end, the education to which our students have access should be marked not only by the content of courses and programs, by the knowledge delivered and the skills acquired, but also by the quality of the academic/intellectual experience of the university as a whole.

2. Education for the Larger World

CSULA should be an open window on the world. It should promote knowledge and understanding of the larger world through programs that explore different international perspectives and illuminate the interaction between the local community and global responsibilities. In the University, students should encounter unfamiliar environments and other cultures and ways of thought. Accordingly, the diversity of the student body should be seen as a valuable asset for CSULA - linking Los Angeles to the world; stimulating the development of culture, art, science, and governance; and contributing to a vibrant future.

In participating in the larger world of knowledge, students should draw their education from resources at the forefront of their disciplines. CSULA should provide a first class education, where students have access to up-to-date and cutting-edge information, technology and research; gain critical exposure to new ideas and fresh perspectives; enhance their opportunities; and become competitive in their chosen fields.

3. Learning Environment

Students should feel that the University cares about them. There should be a feeling that a university education is more than taking a collection of classes. CSULA should be a place where education is the prime value, where students feel they are active participants, and where they are encouraged to develop as individuals and responsible members of society.

The learning environment may involve different modes of learning, various options to traditional degrees, inter-university arrangements, inter-departmental cooperation and life long learning. Most important, there should be interaction among faculty and students supported by active advising. There should be room in the University for different programs to be carried out differently.

The campus should be a pleasant place in which to work and study. It should be clean, with up-to-date facilities. It should be accessible. It should not be over-crowded.

4. Shared Governance

A university is a community of teacher/scholars, administrators, staff and students who commit to the highest standards of teaching, learning, scholarship and service. A collegial environment draws upon all members of that community in decision making.

Faculty should play a lead role in strong and vibrant governance. In curriculum and faculty ARTP matters, the expertise of the faculty is preeminent. The faculty accepts the responsibility of governance and commits to active leadership and participation. The faculty should be involved significantly in planning, resource allocation, and policy formation.

5. Core Faculty

Since higher education involves more than the distribution of knowledge to a group of consumers, there is necessarily a sense of shared academic/intellectual enterprise involving students with faculty, faculty with each other, and both with the community at large. The faculty, therefore, must be composed in significant proportion of tenured/tenure-track members who are committed not only to teaching, research, and curriculum development, but also to building and maintaining the sense of university community. The full human dimension of community also demands concrete interaction between students and faculty in physical space (the campus, the classrooms, Los Angeles basin) and real time.

While the first priorities of the CSU are teaching and undergraduate education, a faculty that is actively involved in the intellectual/creative/practical life of their professions is crucial to effective teaching and quality undergraduate and graduate programs. Faculty members' involvement in their professions has direct benefits in the classroom, keeping courses current and alive. It is also a significant factor in the academic reputation of the institution, a stimulus to the recruitment of both students and faculty, and the foundation of student satisfaction in the quality of their education.

CURRENT SITUATION

1. In the year 2000-2001 61.6% of the instructional Full Time Equivalent Faculty (FTEF) at CSULA were tenured/tenure track (T/TT). This percentage has been decreasing. This is illustrated in the following data for the 1991-92 and 2000-01 College Years:

	1991-92	2000-01	Percent Change
T/TT FTEF	557.7	481.2	-13.7%
Percent FTEF by T/TT	73.1%	61.6%	-15.7%
Temp FTEF	205.5	300.6	+46.3%
FTES	15,330.5	15,290.9	-0.3%

(For longitudinal data see Appendix 1 on FTEF/FTES Trends.)

For the CSU, as a whole, from the 1994-1995 College Year to the 1999-2000 College Year students and faculty increased by the following percentages:

Number of T/TT faculty increased by 0.64%

Number of Temporary faculty increased by 50.94%

FTES increased by 12.10%.

2. The distribution of full and temporary faculty among the courses varies by type of course. T/TT faculty teach the following percentages of courses:

Lower Division GE	36%
Lower Division non-GE	44%
Upper Division GE	50%
Upper Division	66%
Upper Division Post-baccalaureate	58%
Graduate/Post-baccalaureate	81%
3. On our campus, full-time faculty funds have diminished relative to administration and staff. For the period Fiscal Year 1999 to Fiscal Year 2001 the changes are as follows:

Administrators	\$11,325,562 to \$13,556,134	+20%
Full-time Faculty	\$40,967,686 to \$42,582,386	+ 4%
Part-time Faculty	\$ 8,188,733 to \$10,998,714	+34%
Staff	\$33,973,302 to \$40,024,894	+18%.
4. Marginal Cost funding is a factor. It has a negative effect because it doesn't fully fund enrollment growth. For example, new enrollment generates \$44,000 in salary for a new faculty member as compared to the average \$56,000 in salary expended for new faculty at CSULA in 2001-02. (See Appendix 2 on Marginal Cost of Instruction Calculation Methodology.)
5. The percentage of T/TT faculty 55 years or older was 34.7% as of March 9, 2001.
6. The number of faculty in the Faculty Early Retirement Program (FERP) in 2001-02 was **72 (28.9 FTEF)**.
7. The factors involved in increasing the percentage of T/TT faculty will include (a) replacing those who retire and those who FERP and (b) adding faculty for enrollment growth while in the marginal cost funding environment.

RECOMMENDATION

A predominantly full-time T/TT faculty is critical to the implementation of the core values set out at the beginning of this report. It is only through the collective effort of this core of highly valued teacher/scholars that the University can fulfill its primary function of serving the needs of students in the greater Los Angeles area. As CSULA grows and develops there will need to be a proportionally larger core of tenure/tenure track faculty.

The Task Force recommends that the campus seek to increase the percentage of T/TT faculty in the next five years so that T/TT faculty is 70% of our instructional FTEF. The choice of 70% is an achievable and reasonable goal in the short term. The Task Force is aware of the recent action by the CFA, CSU and Statewide Academic Senate that calls for an increase to 75% with State funding. We support that initiative but propose that CSULA not wait for the State in the short term. Without State support we recommend that the campus move to 70% in the next five years.

Once the 70% is attained, the estimated cost to maintain the 70% will be approximately \$2.6M per year beyond the cost to maintain the 61.6% of 2000-01. This cost was estimated using the following assumptions:

The campus will maintain the 2001-2002 SFR;
There will be 3% enrollment growth per year over the next five years;
The use of Assigned and Reassigned Time will remain at the present ratio; and
Salary increases will be budgeted by the State.
Note also, inflation was not built in to this estimate.

POSSIBLE SOURCES OF RESOURCES

- Fund raising from external sources;
- Increased grants and contracts;
- SFR increase;
- Curriculum modifications;
- Extended Education fee increase;
- Reductions in other budget areas;
- Student fee increase; and/or
- More realistic State funding for enrollment growth.

POSSIBLE STRATEGIES

In order to generate the resources needed to achieve 70% of instructional FTEF the campus should consider “mixed strategies” involving elements such as class size, online instruction, off-campus offerings, modifications to increase the number of larger classrooms, hybridized technology and traditional instruction, permitting unique programs that fit the University character and mission to grow as programs of distinction. The 70% goal is a University average and should not be applied to each department/division/school.

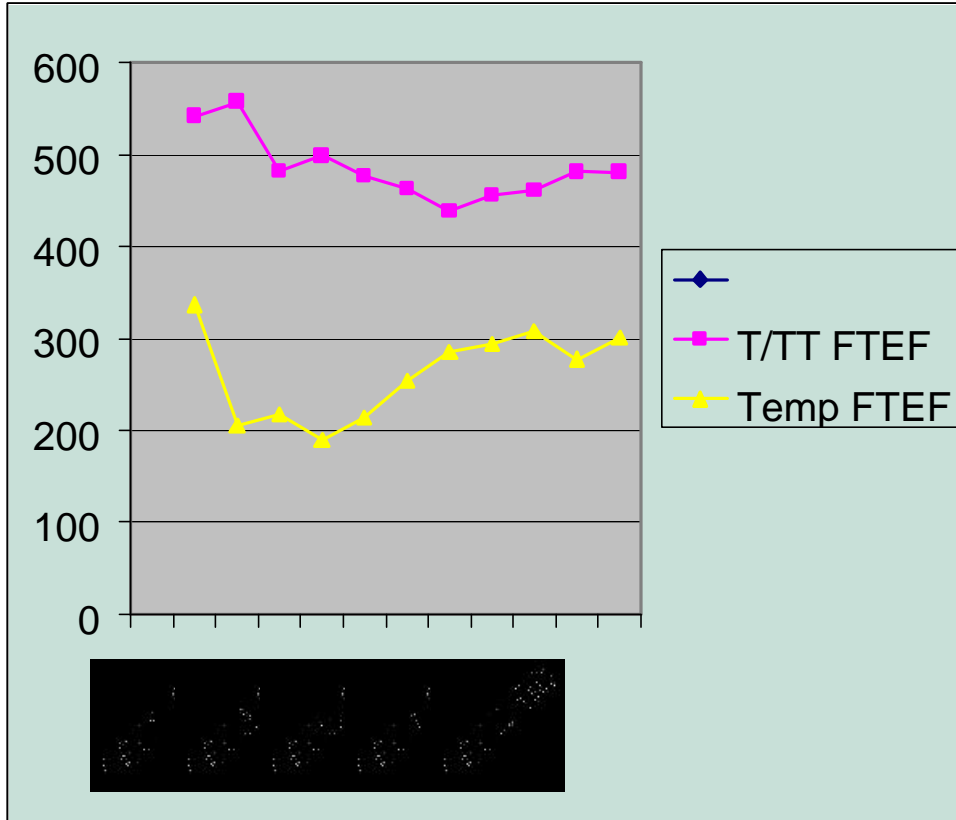
The Provost, Deans and Chairs will need flexibility to achieve the recommended goal.

Appendix 1
 FTEF/FTES Trends

	T/TT	FTEF	Percent	
Year	T/TT	Temporary	T/TT	FTES
1990-91	542.3	336.9	61.7	16,348.4
1991-92	557.7	205.1	73.1	15,330.5
1992-93	481.8	217.0	68.9	14,505.0
1993-94	499.1	189.8	72.4	13,527.0
1994-95	477.3	213.6	69.1	13,914.3
1995-96	463.1	253.9	64.6	13,926.5
1996-97	438.4	285.8	60.5	14,052.0
1997-98	455.9	293.6	60.8	14,463.8
1998-99	461.2	307.6	60.0	14,863.4
1999-00	481.3	277.3	63.4	15,052.0
2001-00	481.2	300.6	61.6	15,290.9

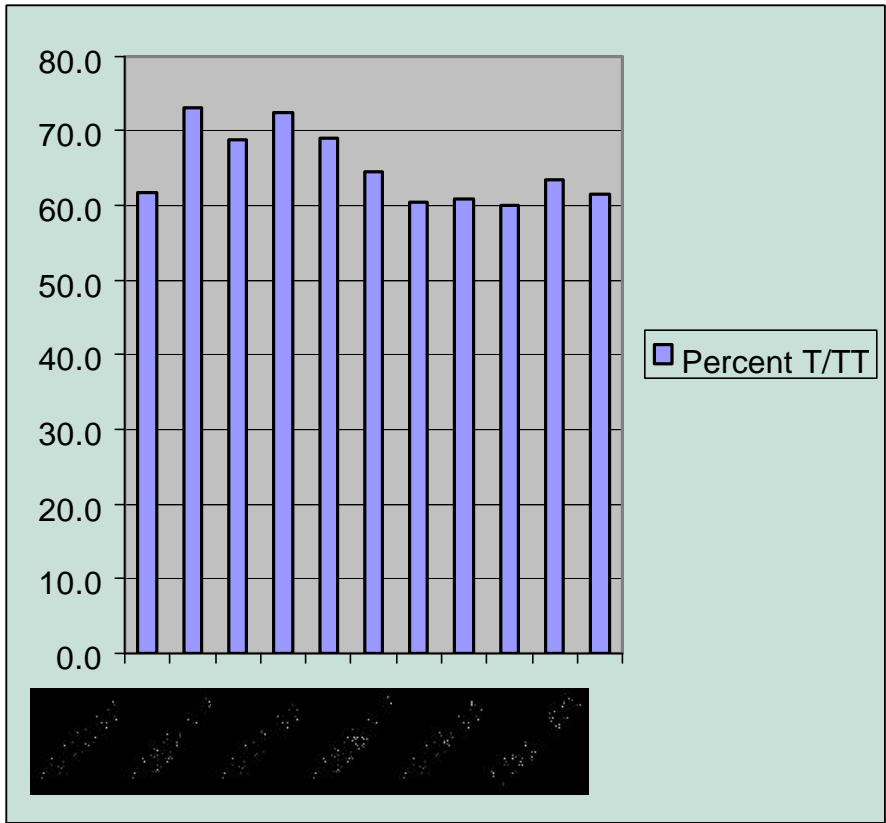
Appendix 1

FTEF/FTES Trends



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Appendix 2

Marginal Cost of Instruction Calculation Methodology

2000-01 Components		Average Cost Per Student	Discount	Marginal Cost Per Student
Faculty Salary (Step III) (Per Student FTE @ 18.9:1)	\$44,940	\$2,378		\$2,378
Faculty Benefits (Per Student FTE @ 18.9:1)	\$12,358	\$654		\$654
Teaching Assistants Annual Salary (48.37% of faculty)	\$27,715	\$259		\$259
Instructional Equipment Total FTE Student Per Student Cost	\$7,794,000 291,980	\$129		\$129
Instructional Support Total FTE Students Per Student Cost	\$307,592,000 291,980	\$1,053	10%	\$948
Academic Support Total FTE Students Per Student Cost	\$427,648,000 291,980	\$1,465	15%	\$1,245
Student Services Total FTE Students Per Student Cost	\$314,537,000 291,980	\$1,077	20%	\$862
Institutional Support Total FTE Students Per Student Cost	\$468,808,000 291,980	\$1,606	35%	\$1,044
Total Marginal Cost Less Fee Revenue General Fund Support		\$8,621		\$7,519 -\$1,159 \$6,360