

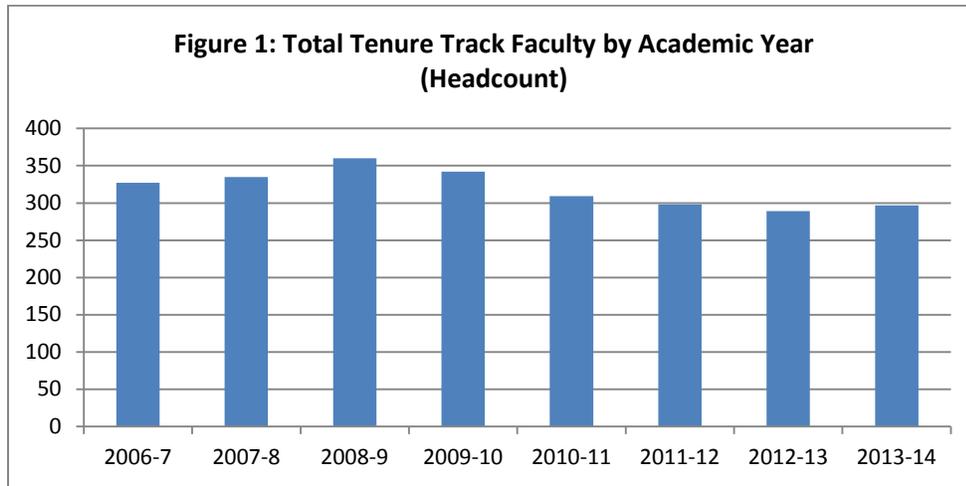
## Faculty Staffing, Support, Services and Development (CFR 3.1-3.3)

Office of Academic Affairs

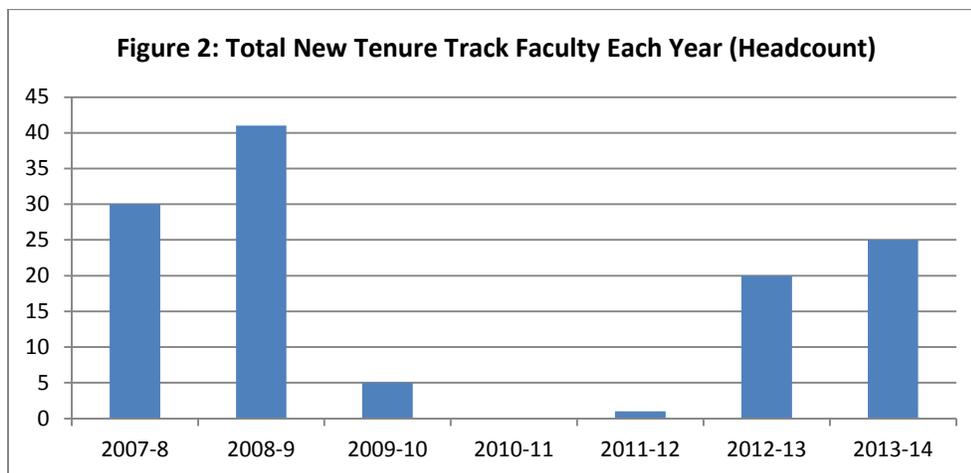
July 2014

### Faculty Staffing

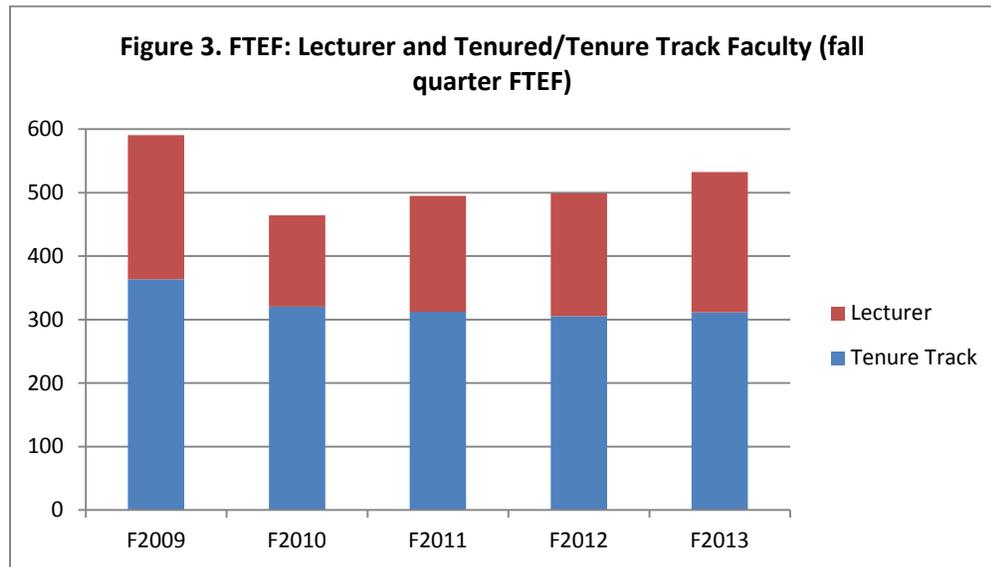
Since 2006-7, the numbers of tenured and tenure-track faculty have remained fairly stable, with a low of 289 in 2012-13 and a high of 360 in 2008-9 (Figure 1).



The low numbers in 2012-13 were a result of three academic years of essentially no tenure-track hiring (2009-2012, as seen in Figure 2), due to State of California and CSU budget reductions. In addition, there was uncertainty about the health of state pensions and whether or not the Faculty Early Retirement Program (FERP) which allows faculty to teach up to half time in retirement, would continue. This, in addition to the age demographics of our faculty resulted in an unusually high number of tenured faculty retirements in 2009-10. The number of tenure track searches and thus the number of new tenure track hires began to increase again in the last few years, with a gradual rebuilding of tenure track numbers.



In 2010, due to the budget reductions mentioned above, CSUEB underwent staff layoffs and severely reduced the numbers of lecturers as well (Figure 3). In the period since 2010, the numbers of lecturers have begun to increase, nearly reaching the numbers pre-layoff (227 lecturer FTEF in Fall 2009 vs. 221 lecturer FTEF in Fall 2013). Note that total faculty FTEF mirrors the pattern seen in student enrollment with a dramatic decrease in 2010 followed by a number of years of growth (see Essay 5).



### Faculty Support, Services and Development

In the past four years, the University has sponsored a number of internal grant opportunities through which faculty may receive release time or extra compensation. These have included Faculty Support (research) [Grants](#); grants to work on collaborative reforms in education (known as the [PEIL](#), Programmatic Excellence & Innovation in Learning); release time or compensation to work on two committees that developed and instituted a process for evaluating both academic and non-academic programs and services (Planning for Distinction, [Instructional Programs Task Group](#) and [Support Services Task Group](#)); and release time or compensation to participate in faculty assessment projects ([Educational Effectiveness Council](#) and Critical Thinking Assessment Project). Over 100 faculty have participated in these efforts. Additionally, over 40 faculty each year are part of faculty learning communities in our [Office of Faculty Development](#) for which they receive release time or compensation. These learning communities range in topic from teaching diverse student populations, to introducing sustainability into the curriculum, to writing journal articles for publication, and other faculty-chosen interests.

Over the past seven years, the California State University contract with the California Faculty Association has also gotten more liberal and flexible in regards to maternity and paternity leave. Over 25 faculty members (male and female) have taken leave, which now can

be flexibly extended to cover an entire quarter or even longer, depending on the use of sick leave, the 30 days of provided leave, or other mechanisms. CSU East Bay has also been flexible in allowing faculty to request research leave, leaves of absence without pay, [sabbaticals](#), and difference in pay leaves (see also [Professional Leave Committee Policy and Procedures](#)). As needed, faculty have also been granted partial leaves of absence. Each year, even through the recession, CSU East Bay has granted the required number of sabbaticals called for in the Collective Bargaining Agreement.

Most recently, as [new faculty](#) have been hired, they have been granted two courses off for their first two years on the tenure track. This time is intended to help them get their research agenda started. Additionally, ten special [First Year Faculty Experience](#) sessions are offered during the year to acquaint new faculty with assessment of student learning, online teaching and learning, serving students with disabilities, academic policies regarding fairness and grading, opportunities for research and scholarship available through the [Office of Research and Sponsored Programs](#), and other important topics.