

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2881-09/FA (Rev)  
January 22-23, 2009

**Support for Improved Faculty Development Opportunities for Lecturers**

- RESOLVED: That the Academic Senate of the California State University (CSU) re-affirm its support for those commitments in AS-2733-06/FA “Providing Lecturers with Timely Academic Support;” and be it further
- RESOLVED: That the Academic Senate of the CSU commend those efforts of the Chancellor’s *Office of Research Initiatives and Partnerships* which encourage and support faculty development in the areas of research; and be it further
- RESOLVED: That the Academic Senate of the CSU reaffirm the commitment of the CSU to provide faculty development to support excellence in both pedagogy and scholarship for *all* faculty, as outlined in Access to Excellence; and be it further
- RESOLVED: That the Academic Senate of the CSU reaffirm its commitment to ensuring that lecturers, who are the majority of the CSU faculty, are given due consideration for faculty development funds which include, but are not limited to: resources for travel to academic conferences and/or research and support to help lecturers locate and secure external funding for scholarly and creative activities; and be it further
- RESOLVED: That the Academic Senate of the CSU encourage the Office of the Chancellor, through its legislative activities, to lobby for an increase in the yearly allocation of funds awarded under the Research, Scholarship, and Creative Activities Program (RSCAP), which currently provides funds for less than 1% of CSU lecturers; and be it further
- RESOLVED: That the Academic Senate of the CSU encourage the Institute for Teaching and Learning (ITL) to include lecturers, whenever feasible, in the call for Requests for Proposals (RFPs) or any other activity meant to address faculty development; and be it further
- RESOLVED: That the Academic Senate of the CSU send copies of this resolution to the CSU Board of Trustees, the Chancellor, Campus Presidents and provosts, campus faculty development centers, the Director of ITL, Assistant Vice Chancellor for Research Initiatives and Partnerships, and the California State Legislature.

*RATIONALE: Lecturers are a vital component of the CSU faculty, currently comprising approximately 60% of the total faculty. They make a substantial contribution to the high quality of teaching and compare favorably to tenure and tenure-track faculty in terms of their commitment to students and to scholarly and creative activities. (Findings and Recommendations of the Advisory Committee for the CSU and Comparable Faculty Workload Studies, January 2003). Yet, evidence supports the conclusion that lecturers are seldom afforded the comparable resources needed to develop themselves as “teacher-scholars” in the CSU. Out of 531 RSCAP awards, only six were awarded to lecturers (RSCA Final Report, 2008). While there are compelling reasons to focus the limited RSCA awards on probationary faculty, or target tenured/tenure-track faculty when RFP’s are offered in the CSU, it remains that lecturers, as the majority of the CSU faculty, are minimally supported in their efforts to develop as teacher-scholars.*

*Maintaining the quality of student learning is a major challenge for higher education; an enhanced commitment to lecturer faculty development in the CSU is a necessary step toward addressing this challenge.*

**Approved – March 19-20, 2009**

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2733-06/FA  
March 9-10, 2006

**Providing Lecturers with Timely Academic Support**

- RESOLVED: That the Academic Senate of the California State University (CSU) re-affirm its commitment to ensuring that students are provided high quality education and that *all* lecturers, as well as other faculty, are afforded the necessary facilities and resources to enable that high quality education; and be it further
- RESOLVED: That the Academic Senate CSU recognize that to offer high quality education, all lecturers should be provided, whenever possible, timely notice of the course(s) they will teach to allow sufficient time to design the course(s); to review and select appropriate course materials; and to prepare course syllabi and course outlines for the first day of class; and be it further
- RESOLVED: That the Academic Senate CSU urge CSU to ensure that every lecturer is provided with a suitable office and office furniture to meet with students and to prepare for class; access to an appropriate computer as well as to a printer, Internet access, including access to the campus e-mail and electronic library resources; a telephone; a campus mail box; access to rooms/buildings where s/he will teach and hold office hours; and sufficient staff support to duplicate/distribute course syllabi and other course materials; and be it further
- RESOLVED: That the Academic Senate CSU urge the campuses to provide all lecturers with the necessary technical training and support as well as other resources to provide accessible information and needed technologies to students in a timely manner.

*RATIONALE: Given current scheduling time-lines on the campuses, academic units generally know months before the beginning of a semester/quarter what courses will be scheduled, the number of sections for each course that will be offered, and who will staff these classes--and to make timely hiring decisions of lecturers, thus giving instructors adequate time to prepare. With early "real time" online registration, they also know the number of students enrolling in a particular course or course section.*

*These facts are particularly important in the context of recent lawsuits and legal settlement agreements concerning the rights of disabled students to timely access to course materials and requiring that textbooks and course materials be available to all students on the first day of classes: all faculty need enough time to review course materials and prepare their courses--to select materials well-suited to the needs of all of the students and make them available in a timely manner.*

*However, the California State University, 2005 Facts says that 47.5% of the faculty in the CSU are part-time; many are hired at the last minute. While CSU is fortunate to have a work force willing and able to accommodate the teaching*

*needs of the CSU, these faculty (and some of their students) suffer from their lack of time to select materials and prepare classes. They are often asked to do ancillary work (e.g., confer with students) in inadequate spaces--when multiple faculty share the same office and are present at the same time, they have difficulty talking with their students.*

*These faculty must be provided with the necessary resources to be effective and professional instructors. A functioning office space with a computer, e-mail, phone, and access to the Internet is essential so faculty can meet with their students in an appropriate setting: faculty are required to hold office hours and interact with students, and need a professional setting in which to do so. Timely hiring of and appropriate support for temporary as well as permanent faculty contribute to the quality of education in the CSU.*

**APPROVED UNANIMOUSLY – May 4-5, 2006**