

PANEL OF PROVOSTS

Harry Hellenbrand – CSU Northridge

- Faculty are pulled in two directions:
 - 1) their discipline
 - 2) the campus
- Campuses should implement contracts that clarify expectations.
- Administrators can mediate the inherent conflict.
- There are three levels of texts for new faculty to navigate:
 - 1) RTP documents
 - 2) culture in the department (which can be at odds with departmental expectations)
 - 3) mythology about the RTP process
- Departments should survey and align their documented requirements and dispel myths.
- Faculty members need mentoring, and mentoring can be done successfully if the culture is set up that way.
- There are several important ideas to convey to new faculty hires:
 - 1) Specialization is good, but be a generalist too.
 - 2) Enjoy discussing ideas with an unvarnished audience.
 - 3) Be collegial – we have to live with you for many years.
 - 4) Be a crank and a fixer.
 - 5) Have a sense of irony.
 - 6) Be skeptically engaged.
 - 7) Exercise prudence and judgment in RTP file content.

Jeronima Echeverria, CSU Fresno

- Expectations for new faculty hired need to be clear, and junior faculty are more satisfied with a clear probationary plan.
- Each faculty member at CSU Fresno is reviewed every year.
- Senior faculty members are instructed to be very clear on expectations, and to help junior faculty tailor their file plans to their passions. Senior faculty should also avoid sending contradictory messages to new hires.
- Instruct junior faculty to be strong and not to let anyone step on them.
- Junior faculty should be told that balance is a myth, and they should have a strong desire for accomplishment. They should think about their passion and their contribution to their field. Everyone goes through a career differently and has to cope with life changes. They should give themselves permission to focus on different aspects of life at different times.

Lou Fernandez, CSU San Bernardino

Departments need to know what they can and cannot do. He finds that problems stem from mismatches – hiring or recruiting people who are not going to fit in. The department has to ask if it can provide the resources for this person to continue to be a superstar? Will they end up bailing or stay and be end up unhappy? Be honest about the expectations. The CSU RTP process gives lots of feedback (reports, grades) – meet with mentors, have them available. There should be workshops/sessions (monthly luncheons perhaps) at which you can advise junior faculty. This serves as a decentralization of everything and then things work better.

The floor was opened to questions.

Q There is an assumption that there will be qualified candidates to recruit, but this is not at all assured. University jobs may be becoming less appealing.

Hellenbrand: It is the university's job to educate recruits about what the university is really like. People (candidates) have to find intrinsic value in what they are doing.

Q “Superstar teachers” are underappreciated compared to researchers – where is the scholarly value in teaching?

Echeverria: Yes, this is a problem throughout the system. At CSU Fresno there are three criteria, in order of importance: 1) teaching effectiveness, 2) scholarly work, 3) community service.

Fernandez: At CSU San Bernardino, superior teaching is key. Discipline involvement in scholarly activity is also important.

Q We maintain three separate tracks of teaching, scholarship, and service. The issue is how to integrate these. The Boyer method has helped junior faculty.

Hellenbrand: We develop a method of aligning the two axes. We have to get out of the habit of trying to replicate something that we're not.