

RACE TO THE BOTTOM

The Price Students Pay

Executive Summary

Over the last decade, the administration of the California State University has failed to adequately fund its core mission of teaching, as the previous three papers in this “Race to the Bottom” series demonstrated.

In “Salary, Staffing Priorities and the CSU’s 1%,” we showed the priority the CSU has given to the administrative function rather than the actual teaching that is the central purpose of the system and most important to students. While the number of managers grew, investment in permanent faculty positions that would promote student success declined. At the same time, while faculty salaries lost ground economically over the last decade, administrative salaries increased significantly.

In fact, as we showed in our first paper, “CSU’s 10-year Failure to Fund its Core Mission,” that failure is shocking in both its magnitude and its consistency over time. It is extraordinary by almost any measure: when compared to other universities around the country, and to every education segment in California, the CSU stands out for its unparalleled failure to improve faculty salaries or even to protect them from the ravages of inflation over the last decade.

And as evidenced in our third paper, “Losing Ground and Losing Faith,” this failure to provide adequate salaries is having devastating effects on the everyday lives of faculty.

The truth is disheartening. Faculty members and their families are not the only ones who suffer from the system’s failure to fund its core mission. When faculty are not hired in sufficient numbers or provided adequate salaries, students also pay a price. Unfortunately, as this paper will detail, that price is high.

Why Faculty Matter

An extensive body of research on student success helps us better understand how the “race to the bottom” trends described in previous papers affect CSU students.

As 50 years worth of studies make clear, what faculty offer students goes far beyond their expertise or the information they may share in class. More than anything, it is the *interaction* between faculty and students that, for most students, really makes a difference in their college success and often in their future lives.⁴

Indeed, in much of its public discussion about quality education and student success, the CSU administration acknowledges the pivotal role that faculty play in whether students succeed. On its website, in system newsletters, and in reports to the CSU Board of Trustees, discussions of “High-Impact Practices” highlight how central faculty are in numerous practices, including writing-intensive courses, learning communities, research projects, and first-year seminars, which are key to improved learning, retention, and graduation.

Those who remember an inspiring professor’s influence on their college career or even their later life know from personal experience how valuable quality interaction with faculty can be, but the research on faculty and student success provides a rich and extensive list of ways in which faculty-student interaction matters.⁵

As Adrianna Kezar and Dan Maxey detail in a recent overview of hundreds of research studies on the topic, more interaction with faculty is associated with many important positive student outcomes, including “increased persistence and completion rates, better grades and standardized test scores, and the development of leadership, critical thinking, sense of worth, career and graduate school aspiration, and self-confidence.”⁶ Interacting with faculty also increases student motivation; it improves communication skills; it promotes student engagement and inspires a love of learning.⁷ As the authors emphasize, the list of ways faculty interaction helps students covers not only “academic” areas but also broader cognitive and affective ones. More interaction with faculty improves concrete measures of student success such as graduation rates, but it also positively affects less quantifiable areas such as the breadth and depth of a student’s learning.⁸

In sum, the vast body of research on faculty and student success leads to a simple, but very important conclusion: “In general, for most students most of the time, the more interaction with faculty the better.”⁹

Interaction with faculty is especially important for students of color and first-generation college students: “Indeed, no other factor plays as strong a role for students of color—making this a particularly important finding for our increasingly diverse institutions.”¹⁰

Given the CSU’s demographics, the implications of this finding for CSU students are huge:

- CSU campuses are ethnically very diverse.
 - Of the top 20 most diverse colleges in the western region of the United States, 10 are CSU campuses.¹¹
 - 40% of CSU students came from households where English is not the first language.¹²
 - In 2013 only 29% of CSU students identified themselves as white.¹³
- Overall, more than one-third of CSU students are the first in their family to attend college.¹⁴ On many campuses, that percentage is much higher. At East Bay and Humboldt, for instance, 40% of graduates are first-generation students; at Fullerton and San Marcos, it is roughly 50%.¹⁵
- Many CSU students come from low-income households. (Nearly half are Pell Grant recipients.)¹⁶

Both the research on student success and the demographics of CSU students strongly suggest that CSU students would benefit greatly from the most extensive and intensive interaction with faculty it is possible to provide.

High levels of faculty-student interaction, however, don't just happen automatically. Administrative policies and practices profoundly affect the frequency and quality of faculty-student interactions.¹⁷

Unfortunately for CSU students, the trends discussed in our previous papers **decrease** the possibilities for faculty to interact with students in the amounts and the ways that matter most. It is a bitter irony that the CSU administration has touted a desire to meet the needs of an increasingly diverse student body at the same time that it has been engaged in 10-year policy march leading in the opposite direction.

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The Price Students Pay for the CSU's Staffing Priorities

Failure to Hire Enough Faculty

On the most basic level, what makes meaningful student-faculty interaction possible is fairly straightforward—there must be faculty for students to interact with. If there aren't enough faculty "to go around," there is simply less time available for each student.

That simple equation describes exactly what has happened in the CSU over the last decade. The CSU administration has not increased faculty positions to meet growth in student enrollment. Between 2004 and 2014, students increased by 24%; but the numbers of CSU faculty increased by only 14%.¹⁸

This trend alone means that students today have fewer chances for extensive interaction with faculty than their peers did a decade ago.

Failure to Hire Enough Permanent, Full-time Faculty

Changes in overall faculty numbers over the last decade tell only part of the story about the effects of hiring patterns on CSU students. Another aspect of the CSU's hiring practices over the last decade may be less obvious, but its effect on student-faculty interaction is no less real.

The *types* of appointments faculty hold also make a big difference in students' opportunities for extensive interaction. In the CSU, instructional faculty are generally appointed either on so-called "temporary" or "contingent" (usually part-time) appointments or on "permanent" (tenure-track or tenured) appointments.

Contingent faculty (or "adjuncts" as they are often called) are nearly always paid less than permanent faculty, are usually appointed on a part-time basis, and are nearly always paid only to teach classes. Permanent faculty are paid to do many other activities that are critical for students. They are the faculty, for instance, tasked with the program development, oversight, and assessment necessary for the implementation of high-impact practices especially valuable for students. Advising students outside of class is part of their paid duties as well. Almost by definition as "permanent, full-time" faculty, they are more likely to be employed over the course of a student's college career and are more able to spend time on activities with students outside of class.

To a stunning degree, the CSU administration has failed to hire enough permanent, full-time faculty over the

last decade.

- System-wide, the numbers of “permanent” (tenure-track and tenured) faculty actually fell by 3% over the last decade. While their numbers **dropped** by 338 from 2004 to 2014, the number of students **grew** by 75,518.
- Not a single CSU campus has had an increase in tenure-line faculty consistent with student population growth over the last decade.¹⁹

In presiding over decreasing numbers of full-time, permanent faculty, CSU administrators have exacerbated the difficult educational realities for first generation and under-represented students. Even though faculty on temporary contracts often have the same qualifications as tenure-line faculty and provide high-quality instruction, the nature of their appointments limits their participation in a number of activities outside the classroom that are key to program excellence and student success.

Over-reliance on so-called “temporary,” part-time appointments

Instead of investing in permanent faculty, CSU administrators have adopted a fast-food model of faculty staffing for the university’s core mission.

- Growth in the faculty ranks in the CSU over the last decade has occurred only because the numbers of faculty hired on temporary, usually part-time, appointments exploded, increasing by a staggering 46%.²⁰
- Today the *majority* of faculty members in the CSU—58%, in fact—work on so-called “temporary” contracts.

The combination of these trends in the CSU—fewer permanent faculty, more temporary, part-time faculty, and more students—has created a “perfect storm” for faculty and students.

As Kazar and Maxey have emphasized, increased use of “temporary,” part-time appointments for faculty makes student-faculty interaction much harder to foster, for “the very nature of part-time employment suggests that these faculty will have fewer opportunities to engage with students in the meaningful and substantive ways that are integral to ensuring the positive outcomes associated with faculty-student interaction.”²¹

Faculty who are “contingent” rather than “permanent,” who have less than full-time appointments, and who thus have to work at more than one institution to make ends meet, often cannot be on campus outside of class time for interaction with students. While their credentials, skills, passion, and commitment to students are exemplary, the very nature of their

appointment does not provide working conditions conducive to the kinds of interactions so crucial for student success.

While many CSU part-time, “temporary” faculty do struggle to work with students in a variety of ways outside of class, they are not paid to do so. When they squeeze their schedules to make the time necessary for meaningful interactions outside of class—working with students on joint research projects, mentoring students in class-related internships, or sponsoring student clubs—that work is nearly always uncompensated, “free” labor. Due to over-reliance on temporary part-time appointments, the workload of permanent faculty has skyrocketed simply because there are fewer of them to do the tasks, including out-of-class engagement with students, that only they are paid to do.

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The degraded working conditions for all faculty that result from the CSU administration’s staffing practices over the last decade mean degraded learning conditions for students and less opportunities for faculty-student interaction.

How Faculty Economic Struggles Hurt Faculty-Student Interaction

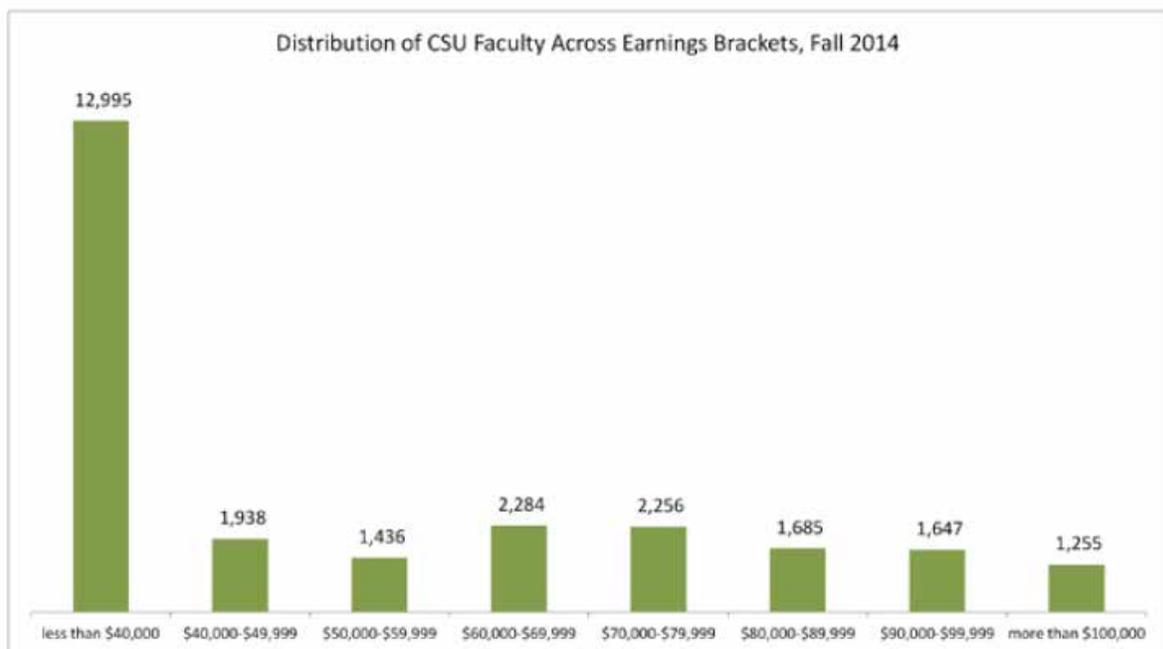
Our first three papers provided extensive data and faculty commentary on the economic struggles facing CSU faculty.

While the CSU administration seems determined to make it appear that all is well with CSU faculty salaries, here are the facts “on the ground” that affect faculty and students:

- Low salaries: Even if all faculty were working on full-time contracts, half of all CSU faculty would still have had a base salary of \$55,000 per year or less in 2014.
- Base salary versus actual gross earnings: Since so many CSU faculty are only hired on a part-time basis, the earnings of CSU faculty are far less than “base salary” numbers often quoted for CSU faculty.

On average, CSU faculty *actually earn* \$45,000 per year in pay before taxes and other deductions; more than 50 percent of CSU faculty make less than \$38,000 in gross earnings per year.

The chart from our first paper reprinted below shows the distribution of faculty by earnings brackets according to CSU payroll data:



- Loss of purchasing power for CSU faculty salaries: **The average CSU faculty salary on every CSU campus actually has lost purchasing power over the last decade.** This loss in purchasing power ranges from \$7,114 at San Diego State to more than \$13,796 at Chico State.

Even the most senior faculty have slipped significantly over the last decade with the average full

professor salary declining in real terms at every campus in the CSU. This loss in purchasing power for full professors ranged from \$9,672 at San Francisco State to \$19,276 at Sacramento.

As we saw in “Losing Ground and Losing Faith,” these facts profoundly affect faculty and their ability to provide for themselves and their families. Overwhelmingly (80%), faculty reported that low salaries and lack of raises have had significant, negative effects on their lives. In their other responses and in their written comments, they detailed the many negative effects of the harsh financial facts of their lives.

Students cannot help but be affected by the agonizing choices and adjustments faculty are forced to make because of their low salaries and the resulting financial worries and struggles.²²

Most obviously, faculty who are stressed and worried (as so many respondents reported) are, at best, distracted. Those who are suffering from depression, also reported with disturbing frequency, and other health problems because of financial strain will clearly struggle to give their best to students. Faculty who are dealing with an inability to pay bills, unmanageable credit card and student loan debt, unaffordable second mortgages, foreclosures, and bankruptcies, needless to say, have divided attention.

Even outside help for faculty comes with a price for students. The significant numbers of faculty (13% overall and 1 in 5 temporary faculty) who reported struggling through with the help of low-income government assistance, are obviously spending significant time dealing with those bureaucracies that could be devoted to students instead.

While the faculty survey that was the subject of our third paper did not include explicit questions about how faculty financial struggles affect students, an overwhelming number of faculty emphasized that fact in their personal comments.

Echoing the comments of numerous faculty, one respondent summed up her/his story of inadequate salary, financial worries and struggle to cope by simply stating, “Does this situation affect our students? Absolutely.”

The ways in which this happens are many.

For instance, the inability of faculty to afford housing reasonably close to campus has a direct effect on students. As many of the 60% of respondents who reported this fact commented, the resulting long commutes affect their families and their students:

“I live with my in-laws over an hour commute each way, each day to get to campus...If I was closer to campus, I think it would greatly benefit the students. I have missed several events that I would have liked to participated in but really could not because of the long commutes I need to make to pick up children at day care among other personal obligations.”

“My husband and I are both faculty at [CSU campus], but cannot afford to purchase a home near campus... This affects not only us but our students (I can only meet with students on days when I have classes because of the commute involved—if I lived closer, I would have more flexible availability to make appointments).”

“I wish I could be on campus more for my students and participate more in my campus community, but we can’t afford rent in my campus area at the same time we are saving for a house and to have a baby.”

Lack of funds to pay for childcare also affects students, as a number of faculty pointed out:

“During my first 2 years at [CSU campus] (2005-2007), my husband and I bought a home and started a family, stretching ourselves but able to make ends meet. Over the past 8 years, my salary has not kept up with inflation and we find ourselves falling farther behind each year. Our savings have dwindled and we can no longer afford full-time child care, so my research and extracurricular involvement on campus

have suffered.”

Other faculty members echoed this sentiment and emphasized many ways in which inability to pay for sufficient childcare “impacts on [their] availability to students and the educational mission of the university.”

Extra Work and Faculty Time for Students

Taking on extra work is another way many faculty (72% of respondents in our survey) deal with their financial situations. One fact was clear from faculty comments on the survey discussed in “Losing Ground and Losing Faith”: faculty are not taking on extra work to pay for luxuries or “extras.” Instead, they describe attempts to remedy very precarious economic conditions: they work extra jobs, they say, “to sustain my family,” “to stay afloat,” and “to bring in a living wage.”²³

As we saw in “Losing Ground and Losing Faith,” faculty pay a price for this extra work: exhaustion as well as lack of personal and family time were the most often mentioned effects. But faculty also wrote with candor and sadness about how outside work limits the “extra” time and energy they would like to devote to students:

“The cost of living (i.e., housing, education, and medical) continues to rise against my static [CSU campus] salary, so I take on extra work wherever I can find it (on and off campus) and am thereby exhausted and stressed. I would much prefer to focus on my students and campus environment. Instead, I have largely withdrawn from college activities...”

“My first love is teaching and working with students to complete their educational goals, but because of the salary I receive from CSU I must work at multiple jobs which distracts from my ability to devote my full attention to student success.”

In essence, as many survey respondents noted, low salaries mean that many faculty are forced to choose between their students and the economic well-being of their families.²⁴ They understand and deplore the fact that the time and energy they spend on trying to make ends meet is time and energy they do not have for students.²⁵

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The Effects of Low Salaries on Faculty Recruitment and Retention—and Students

Low salaries also affect recruitment and retention of faculty. Students obviously benefit when the CSU is able to hire the best faculty possible, but they also need good faculty to *stay* in the CSU.

Although it might be argued that some students may still experience strong classroom instruction even with high faculty turnover, it is absolutely clear that when faculty come and go students experience fewer of the long-term, mentoring relationships the research shows are so important. Faculty who remain on a campus only for a short period of time are simply not there to work with students, for instance, on long-term research projects, to provide continuity of advising and substantive letters of recommendation, or to shepherd students through career choices before graduation and career challenges afterwards.

Salary and hiring practices in the CSU simply do not foster the stable faculty workforce students need. Given the low salaries and the many faculty comments about needing to find another job, it is not surprising that attrition among faculty on temporary appointments (who are 58% of CSU faculty) is extremely high—a loss of 20% each and every year. What that means for students is this: by the time a student graduates, it is likely that a high percentage of professors they had are no longer working in the CSU.²⁶

This churning of the faculty workforce that results from low salaries, over-reliance on part-time appointments, and other adverse conditions works against student/faculty interaction and student success. As the research we reviewed at the beginning of the paper shows, this instability is especially hard on students of color and first generation students.

Faculty leaving the CSU in high numbers hurts students, but so does faculty *wanting* to leave. While attrition among permanent faculty is only 5% per year, a shockingly high number of faculty respondents (full- and part-time) in our survey reported that they are considering leaving the CSU. They are considering a move, they reported, not because they don't want to work with our students, but simply because they cannot afford to stay:

“I have invested thousands of unpaid hours into preparing classes so I can give students the best I can give them and feel completely unsupported by the institution. Last summer I started applying for low-level administrative positions because they paid better....”

“As much as I love my department and CSU more largely... that hard choice does make me think about “publishing out” to another institution that could be closer to me now or that is in a more affordable place to live.”

“I like to think that I make the most of the liberal arts education by fostering real understanding in students. Teaching at an institution of higher education is my ideal occupation, but there is no future in it for me in this framework.”

“I work every night until bedtime, and every weekend non-stop at the expense of spending time with my family. I will not calculate out what my ACTUAL hourly wage is because it is far to depressing to take. Life is too short for this. I'm seriously considering walking away from my position.”

“I LOVE WORKING HERE!!!!!! It is more than I have dreamed of! I would like to stay until I retire! But if we don't get salary increases at least yearly that help balance salary with the market in the area- I will not be able to.”

As these and numerous other comments indicate, students are at risk of losing extremely passionate, dedicated faculty members who *want* to provide every student with a chance for success. But, as more than one respondent expressed, “the job is killing [faculty]”; and many simply cannot make it work financially.

How Low Faculty Morale Hurts Students

As we saw in “Losing Ground and Losing Faith,” low morale among CSU faculty and the pervasive dissatisfaction with salaries is at a level that would surely concern any responsible employer.²⁷

If the numbers left any doubt, the written comments provided by faculty included staggering expressions of demoralization, despair, frustration, and anger.

Much of that emotion clearly stems from the frustration over continuing to give students the most time and energy possible—and the best education possible—even while their salaries stagnate and their financial status

deteriorates:

“If I were to spend [only] the amount of time for which I am paid, I would not be able to write online review quizzes, add new materials, comment on each written homework assignment for every student, or add individualized corrections and suggestions for each student on every essay.”

“As a full-time lecturer, I am paid to teach 15 units per quarter and hold 4 hours of office hours per week. In addition to this, I voluntarily hold an additional 3 hours of office hours per week, spend upwards of 7 hours per week answering student emails, serve on department committees, and steal from my “family time” so that I can write proposals to get funding for classroom manipulatives and software. For this additional work, I receive no compensation nor release time (assigned units). I give because I want my students to succeed and for my department to move forward.”

“I make 26k a year and work at least 50 hours week because I teach writing, and students don’t become better writers unless they write a lot. I read every word so I can help each one improve.”

“I have never, ever worked so many hours in a week and been paid so little. It’s demoralizing. Of course, I love teaching and feel honored and privileged to be in a position to do so. This is why I continue to work for less than minimum wage.”

In the words of many faculty, the situation is “unsustainable.” As one remarked, echoing many others, “I wholeheartedly and strongly believe in the mission of the CSU, but struggle with the lack of fair compensation for my work and commitment.”

What faculty struggle with is not just the lack of money and time but also a pay system that seems designed, they indicate, to “undermine...motivation and interest.” They struggle with the quite rational temptation to stop doing “overtime,” as many describe it. They have to work hard psychologically to resist the attitude that “If the work isn’t done it doesn’t get done” when a smart move might be to change their “default answer to requests to take on extra work from ‘sure, I can help with that’...to ‘no.’”

While low salaries make faculty struggle to see themselves as valued professionals, a pay system that, in the eyes of one, “pays the legal minimum” invites faculty to work the “legal minimum”; and as this respondent explained it, that would mean “No more volunteering, thesis committees, star parties, [or] field trips.”

As these and many more comments of frustration make clear, the CSU administration creates a dangerous situation when faculty begin to feel that their pay and working conditions are grossly unfair and insultingly unprofessional. For at the heart of that professionalism is a student-centered service focus that is critical to foster the meaningful and extensive interactions with students necessary for their success.

It is an unhealthy situation for faculty and students when faculty feel their working conditions are pushing them, as one phrased it, to “de-invest in my teaching and put in zero effort outside of the classroom—that is, be a teacher that matches my paycheck.”

Conclusion

What is happening to faculty because of low pay and short-sighted hiring practices has direct effects for students, for the CSU, and for the state.

Faculty understand this fact and often mentioned it in their survey comments. It is evidenced in recent stories in the media, during CSU Board of Trustees meetings and overheard in hallway conversations among peers. Faculty know that what is happening to them and their families is only part of the tragedy that grows out of

recent CSU trends surrounding faculty salaries and staffing.

As more than one faculty put it, “the system is broken.” It is unsustainable for the faculty themselves and for the quality and quantity of their interaction with students. Moreover, they know the financial struggles they experience and the personal sacrifices they make to teach in the CSU do nothing to build a strong future for the CSU. As one faculty member observed, “Keeping our salaries low may be a politically expedient quick fix,

but it will backfire in the future....” Another was even more explicit: “The failure of the CSU leadership, to provide fair, equitable, and competitive faculty salaries is a primary threat to the future of the university system.”

In fact, CSU campuses grant more than half of all undergraduate degrees earned by California’s Latino, African American, and Native American students.

These sentiments are no exaggeration given how crucial extensive and meaningful interaction with faculty can be for CSU students. Without it, low-income students face the harsh probability of significantly lower graduation rates than students from wealthy backgrounds.²⁸ Without it, students of color and first generation students miss the boost that interaction provides them in developing the breadth and depth of their learning, their communication and critical thinking skills, their motivation and aspirations, and their self-confidence.

Creating a CSU with salary and working conditions that make possible and actively nurture faculty interaction with students also matters not just for individual students, but also for the future of California. In many ways, the CSU is a key institution helping to build a bright future for the growing non-white majority in California. In fact, CSU campuses grant more than half of all undergraduate degrees earned by California’s Latino, African American, and Native American students.²⁹

If California is going to have an educated citizenry for its economy and its democracy, the CSU must be providing optimal learning conditions for its increasingly diverse student body.³⁰ Given the importance of college degrees for social mobility, especially for low-income people and people of color, the CSU must make sure that faculty have the time and energy to do all they can and all they want to do for students.³¹

Doing so will require that the administration reverse the CSU’s 10-year “race to the bottom.” It’s time to shift system priorities to better align with the CSU’s core mission and the role faculty play in carrying it out successfully.

That realignment of priorities with mission is critical if the CSU is to fulfill its role and help build a strong future for California.

ENDNOTES

¹ This paper can be viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom-salary_staffing_and_the_csus_1_1.pdf.

² Reports have recently appeared that seem to contradict the findings on administrative growth we reported in “Salary, Staffing, and the CSU’s 1%.” A report from the Grizzly Bear Project (its conclusions were repeated in a U-T San Diego report) asserted that the number of administrators in the CSU decreased by 33% between 1993 and 2013. This apparent contradiction to the growth we described in our second paper is due to an error in interpreting the data in the Grizzly Bear Project report.

The Grizzly Bear Project compares two snapshots of “executive/administrative/managerial” employees in the CSU (1993 and 2013) from the National Center for Education Statistics (NCES). However, the definition of an “executive/administrative/managerial” (EAM) employee changed over this time period, and many “executive/administrative/managerial” employees were moved to another classification.

A more accurate representation of the change in administrative positions in the CSU can be obtained by comparing the number of employees in the CSU’s Management Personnel Program (MPP) payroll system over the two-decade period from 1994 and 2014. As the chart below shows, MPPs, in fact, increased by 71% during the last two decades:

	1994	2014	% Change
MPPs in the CSU	2,162	3,726	72%

This number is consistent with what we reported in our second paper about the growth in the number of CSU administrators over the last decade.

The reports referred to above can be viewed at <http://www.grizzlybearproject.com/as-uc-tuition-increases-so-does-university-administration/> and <http://www.utsandiego.com/news/2015/apr/26/ucs-administrative-bloat-is-undeniable/>.

³ This paper can be viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom--csus_10-year_failure_to_fund_its_core_mission.pdf.

⁴ For more on the “high-impact practices,” see the CSU administration’s website at <http://www.calstate.edu/itl/resources/practices/>. The importance of these high-impact practices is repeated in CSU newsletters and in reports to the CSU Board of Trustees. See, for example, <http://www.calstate.edu/itl/newsletter/09-spring.shtml> and <http://www.calstate.edu/bot/agendas/jan15/EdPol.pdf>.

⁵ A recent study commissioned by the Gates Foundation, titled “U.S. Postsecondary Faculty in 2015 Diversity In People, Goals And Methods, But Focused On Students,” reviews the literature on the role of faculty and confirms the consistent and long-standing general finding that “faculty-student interaction drives outcomes” (p. 12). In addition to interactions between faculty and students inside the classroom, those interactions beyond instruction “anchor students to the school and motivate them to succeed” (p. 12).

The full report is available on the Gates Foundation website at <http://postsecondary.gatesfoundation.org/2015/02/10/u-s-postsecondary-faculty-2015/>.

For a sampling of the many other articles about the key role played by faculty, see Ullah, Hafeez and Wilson, Mardell A. “Students’ Academic Success and Its Association to Student Involvement with Learning and Relationships with Faculty and Peers,” *College Student Journal*, Vol. 41, No. 4, December 2007; Komarraju, Meera, Musulkin, Sergey, and Bhattacharya, Gargi, “Role of Student-Faculty Interactions in Developing College Students’ Academic Self-Concept, Motivation, and Achievement,” *Journal of College Student Development*,

Volume 51, Number 3, May/June 2010, 332-342; and Stevenson, Joseph M., Buchanan, Debra A., and Sharpe, Abby, "Commentary: The Pivotal Role of the Faculty in Propelling Student Persistence and Progress toward Degree Completion," *Journal of College Student Retention: Research, Theory and Practice*, Volume 8, Number 2, 2006-2007, 141-148.

⁶ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, p. 30. Viewed at <http://www.nea.org/assets/docs/HE/e-Kezar.pdf>.

⁷ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, p. 32.

⁸ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, p. 31.

⁹ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, p. 31.

¹⁰ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, pp. 31-32.

¹¹ "Campus Ethnic Diversity: Regional Universities (West)," *U.S. News and World Report*. Viewed at <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/regional-universities-west/campus-ethnic-diversity>.

¹² "2010-2011 Student Academic Outreach Program's Annual Report," California State University, p. 1. Viewed at http://www.calstate.edu/SAS/documents/2010-11_OutreachReport.pdf.

¹³ "CSU Enrollment by Campus and Ethnic Group, Fall 2013," California State University Statistical Reports. Viewed at http://www.calstate.edu/as/stat_reports/2013-2014/feth02.htm.

¹⁴ "2010-2011 Student Academic Outreach Program's Annual Report," California State University, p. 1. Viewed at http://www.calstate.edu/SAS/documents/2010-11_OutreachReport.pdf.

¹⁵ Elizabeth Chapin, "First Generation Grads Pave the Way," June 5, 2012, California State University Public Affairs.

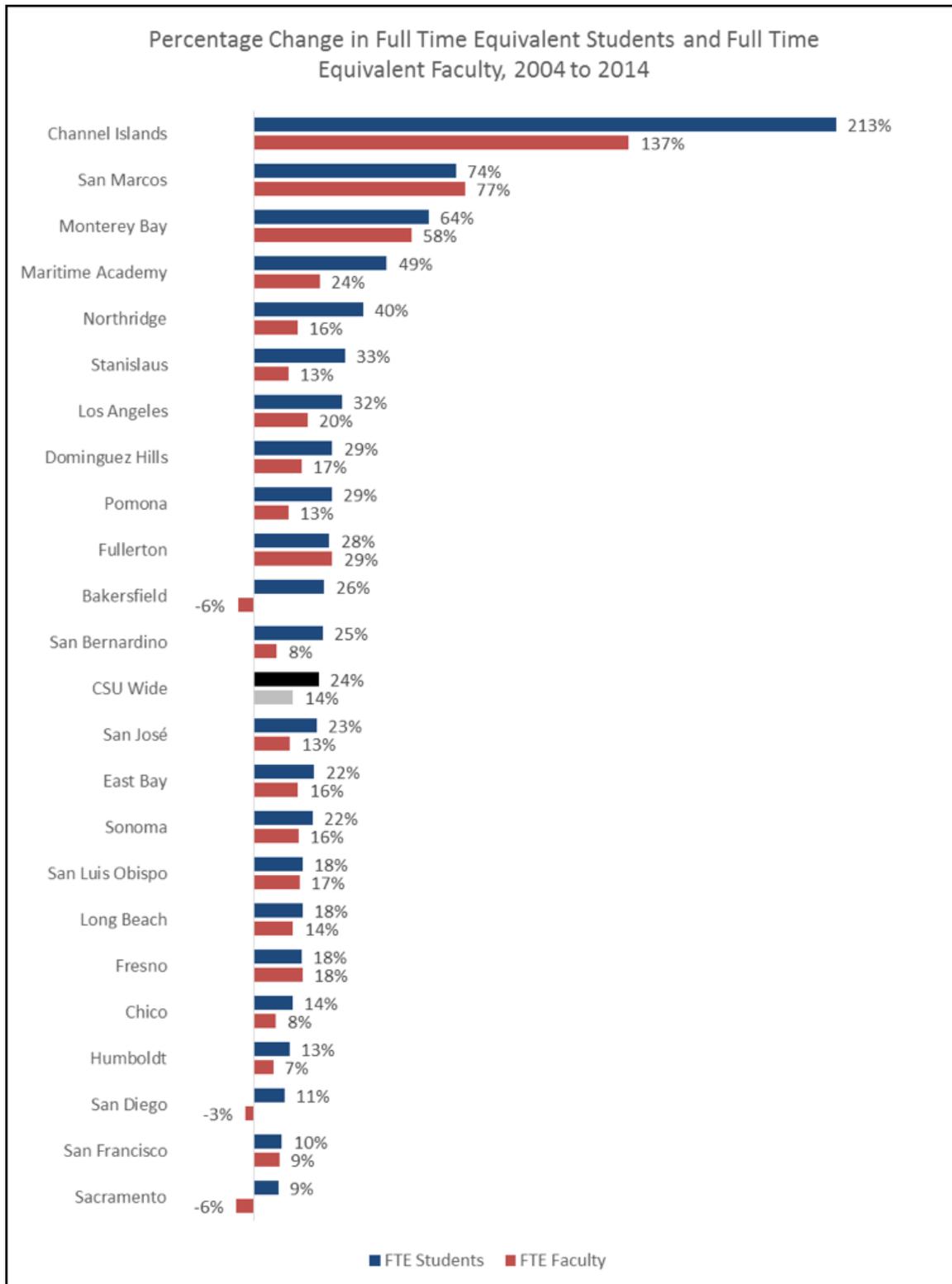
As this article points out, first-generation students face a number of challenges: "The National Postsecondary Student Aid Study reports that 89% of low-income first-generation students leave college within six years without a degree—four times the dropout rate of higher-income second-generation students. These students are more likely to work while in school, have more financial obligations, and are less likely to be academically prepared for college." Viewed at <http://www.calstate.edu/pa/News/2012/Story/firstgen.shtml>.

¹⁶ "Systemwide Information: The CSU's Value to Students," California State University. Viewed at <http://www.calstate.edu/value/systemwide/>.

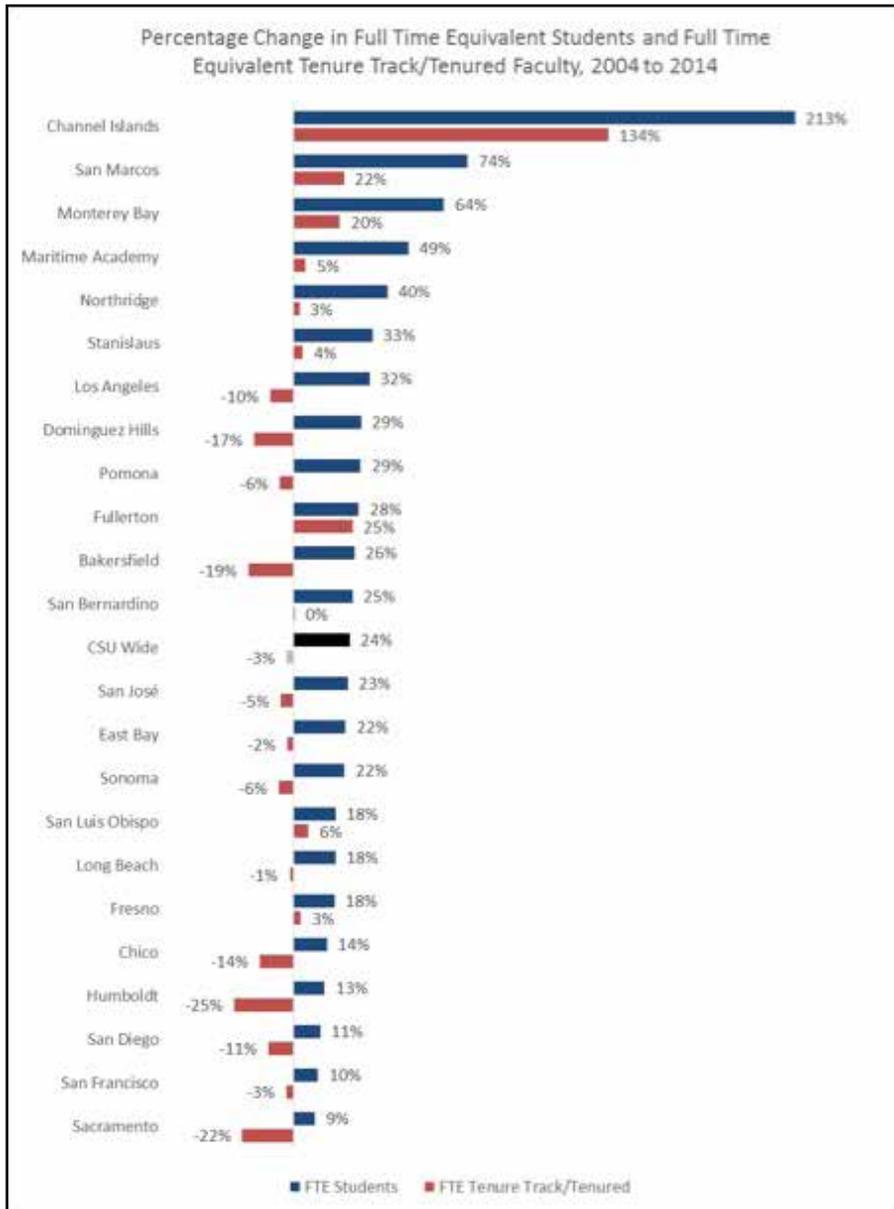
¹⁷ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, p. 33.

¹⁸ As the chart below shows, this failure to hire faculty consistent with student growth occurred on nearly all campuses. In fact, 21 of 23 campuses failed to increase their faculty at a rate equal to increases in student enrollment on that campus. The two campuses (Fullerton and San Marcos) that increased their overall faculty workforce consistent with student growth did so only because they increased the number of temporary

faculty—Fullerton by 33% and San Marcos by 225%. (The chart is based on data from the CSU Chancellor's Office. Facts on faculty positions are based on CSU payroll data.)



¹⁹ As the chart below shows, over the last decade not a single CSU campus added increased its permanent faculty consistent with the growth in students on that campus.



²⁰ This number is based on “full-time equivalents”—that is, by aggregating all part-time faculty into the equivalent of full-time. The CSU usually reports faculty numbers in this way. Doing so understates the actual increase in individual faculty members on part-time contracts.

²¹ Adrianna Kezar and Dan Maxey, “Faculty Matter: So Why Doesn’t Everyone Think So?” *Thought and Action*, Fall 2014, p. 34.

²² Our survey is not the first set of findings to demonstrate the financial struggles of CSU faculty and their effects on students. See, for instance, these studies from the UCLA Civil Rights Project’s series, *The CSU Crisis and California’s Future*: Gary Orfield, “Faculty under Siege: Demoralization and Educational Decline in CSU”; and Helen H. Hyun, Rafael M. Diaz & Sahar Khoury, “The Worst of Times: Faculty Productivity and Job Satisfaction During the CSU Budget Crisis.” Both studies can be viewed at <http://civilrightsproject.ucla.edu/research/college-access/diversity/the-csu-crisis-and-californias-future-authors-and-abstracts/crp-csu-crisis-ca-future-2011.pdf>.

²³ These generalizations ring true in many of the detailed descriptions of their financial situations respondents provided:

“I purchased a home upon moving to my community 2 years ago. In 2 years time, my family has accrued 30,000 in debt, due to medical issues, using credit cards to cover household expenses like a working heater, etc. Now we must sell our home this spring, probably at a loss given realtor fees, and start renting. I am working 20-30 hours extra (with grant work and moonlighting) to make enough money to pay down some of our debt.”

“Because of the constantly rising cost of living and our stagnant salaries, I feel more like a wage laborer, always searching for extra money to pay bills (including a large 2nd mtge. that I had to take out because my pay was lagging so much)... Several 2nd mtges, along w/ extra work, have been necessary in order to stay afloat.”

²⁴ Low faculty salaries affect teaching and students less directly as well. Many faculty in the survey, for instance, mention with great frustration that their professional development is not funded by the university and that their personal salaries are inadequate to fill that void. Respondents repeatedly speak about their inability to finance membership in professional organizations, travel to professional conferences, purchase books and journals, as well as other necessities for staying current in one’s field and being able to offer students cutting edge courses and programs. A number of faculty specifically mentioned either foregoing meaningful professional development or funding it personally through extra work or increased debt. Especially surprising is the number of faculty who reported adding to their financial hardship by covering what is usually considered an institutional obligation. As one faculty member summed up her/his experience, “I had to refinance my home loan recently to pay off credit card debt incurred by attending conferences the past five years. It is so sad that a lead researcher in her field (one well-known to her community of scholars) has maxed out her credit cards to pay to attend conferences. It is embarrassing and demoralizing.”

²⁵ In *The CSU’s Crisis and California’s Future*, Gary Orfield emphasizes the importance of faculty—and faculty time:

Universities are institutions whose function is to bring good students and good faculty together in ways that produce learning and prepare people for success in their adult lives, in their jobs and as members of communities and professions. You cannot have a good university without good faculty, and you cannot have optimal education unless the faculty has the curriculum, skills, and time [emphasis added] to impart not only knowledge of important details of subjects, but also true understanding, lifelong skills, and a desire to continue to learn, p. 20. Viewed at <http://civilrightsproject.ucla.edu/research/college-access/diversity/the-csu-crisis-and-californias-future-authors-and-abstracts/crp-csu-crisis-ca-future-2011.pdf>.

²⁶ As students emphasized in a recent news article, they are often aware of the price paid when so many of their professors are appointed on temporary, part-time contracts: “A lot of professors I had my first year are no longer there,” said Denise Fernandez, a Sacramento State junior majoring in ethnic studies. “I no longer have access to them. That’s a problem.” Diana Lambert and Phillip Reese, “CSU Using More Part-time Faculty Than Full-time Professors,” *Sacramento Bee*, January 31, 2015. Viewed at <http://www.sacbee.com/news/local/education/article8875895.html#storylink=cpy>.

²⁷ As we reported in “Losing Ground and Losing Faith,” the level of CSU faculty dissatisfaction is extremely high:

- 78% of respondents reported being dissatisfied with their salary.
- 82% of respondents reported feeling unfairly compensated.
- 79% would not recommend their job to students or to colleagues at other institutions.

²⁸ For detailed information on how family income affects graduation rates, see the graphic titled “100 Students Start College. Who Graduates?” produced by the National Center for Education Statistics and reprinted in an article by Jim Tankersley, “The College Trap that Keeps People Poor,” *The Washington Post*, December 15, 2014. Viewed at <http://www.washingtonpost.com/sf/business/2014/12/15/the-college-trap-that-keeps-people-poor/>.)

²⁹ “2010-2011 Student Academic Outreach Programs: Annual Report,” California State University, p. 1. Viewed at http://www.calstate.edu/SAS/documents/2010-11_OutreachReport.pdf.

³⁰ As Gary Orfield emphasizes in his study of CSU faculty working conditions, “It is very important for the public to recognize that students and our common future are threatened by the serious problems faculty members are reporting” (“Faculty Under Siege,” p. 22). Viewed at <http://civilrightsproject.ucla.edu/research/college-access/diversity/the-csu-crisis-and-californias-future-authors-and-abstracts>.

³¹ For discussion and data on this issues, see the study published by the Pew Charitable Trust, “Pursuing the American Dream: Social Mobility Across the Generations,” July 2012. Viewed at http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2012/PursuingAmericanDreampdf.pdf. For data on California’s future needs for an educated workforce, see “California’s Future: Higher Education,” Public Policy Institute of California, February 2015. Viewed at http://www.ppic.org/content/pubs/report/R_215HJR.pdf.

About the authors

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