

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR



BAKERSFIELD

March 16, 2018

CHANNEL ISLANDS

To The California State University Community:

CHICO

On January 20, 2018, I received the *Report of the Task Force on Tenure Density in the California State University*. I have reviewed and accept the report, which is appended to this letter along with the cover letter from California State University, Monterey Bay President Eduardo Ochoa, who chaired the task force. On behalf of the CSU, I thank President Ochoa along with the 12 task force members – comprised of faculty and administrators – for their thoughtful and comprehensive effort.

DOMINGUEZ HILLS

EAST BAY

FRESNO

In the charge (page 16) I asked the task force to: (1) review data, (2) develop best practices to be shared with campuses, and (3) identify principles to guide campuses going forward. The report provides a helpful overview of tenure-density trends in the system, draws attention to the complex and campus-specific considerations required to develop a tenure density plan, and provides a sobering analysis of the large financial requirements to make progress toward improved tenure density.

FULLERTON

HUMBOLDT

LONG BEACH

This *Report* recognizes that inadequate tenure density may adversely affect educational quality, and yet establishing adequate tenure density will vary by campus – and by extension, academic units within a campus – depending on a number of factors. Indeed, the *Report* clearly recognizes that each campus will have its own considerations in planning and hiring; one size does not fit all. I am now asking campus leadership, senates and faculty to engage in a discussion of this report and its recommendations. I also ask that campuses implement, as appropriate, specific recommendations to strengthen the institution, while acknowledging that implementing recommendations will require innovation and must take into account the realities of available resources.

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

The report contains five administrative recommendations (page 15) for my consideration as Chancellor. The first four system recommendations have been referred to Vice Chancellor for Human Resources Melissa Bard and Executive Vice Chancellor for Academic and Student Affairs Loren Blanchard for further consideration, including establishing a standard definition for tenure density, developing a new metric for the number of students (FTES) to tenure-track faculty (FTEF) ratio, establishing a process for reporting systemwide and campus metrics, and disseminating data on an annual basis.

POMONA

SACRAMENTO

The final system recommendation – to lobby the legislature and governor for more state funding, in collaboration with CFA, ASCSU, faculty, and students – is well under way for this budget cycle as it is every year, under the leadership of Vice Chancellor for University Relations and Advancement Garrett Ashley and Executive Vice Chancellor for Business and Finance Steve Relyea.

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

Although the California Faculty Association members of the task force are not signatories to the final document, it is my understanding that they share our interest in tenure density. I thank them for their contribution to the discussions.

SAN JOSÉ

SAN LUIS OBISPO

Sincerely,

SAN MARCOS

SONOMA

Timothy P. White  
Chancellor

STANISLAUS



January 20, 2018

Chancellor Timothy White  
California State University

Dear Chancellor White:

Attached is the final report of the Task Force on Tenure Density in the California State University. This report responds to your charge of August 5, 2016. While the work took longer than expected, we are pleased to submit this final report.

Your original charge asked us to look at the “principles, policies, and practice that will help campuses address this issue.” As a part of our work we looked at previous work including ACR 73 and work done by the Academic Senate of the CSU. We also looked at current data on recruitment, hiring, retention, and separations. An important area of consideration for the group was increasing the diversity of our faculty. The task force also discussed various ways to calculate tenure density. Our work in this area was constrained by the availability of data from across the system. We did note however, that regardless of the formula for calculation, tenure density has been in decline. Finally, we reviewed both the impact of prior budget allocations and the cost of improving tenure density going forward.

The recommendations include best practices for both the system and the campuses. One important aspect of our discussions was the recognition that tenure density may vary due to a variety of influencing factors, and that the optimal tenure density may also vary by campus depending on a number of variables. Although we did not recommend specific targets, we did recommend that campuses consider targets as a part of their analysis and planning. We believe that these recommendations will be helpful in planning and help as we plan for the future.

In the end, most of the group came to consensus around the final report as you see it. The representatives from the California Faculty Association had earlier indicated an unwillingness to endorse the report and did not attend the last meeting. For this reason, I cannot report unanimous endorsement of the report.

With this report, the work of the task force is concluded. I would like to take this opportunity to express my thanks to all of the members of the task force for their thoughtful contributions and careful consideration of a complex topic. I would also like to thank you for the opportunity to lead this effort. Please let me know if I can help in any way as we move forward.

Sincerely,

A handwritten signature in blue ink, appearing to read "Eduardo M. Ochoa".

Eduardo M. Ochoa, Chair  
Task Force on Tenure Density

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REPORT OF THE TASK FORCE  
ON TENURE DENSITY IN THE  
CALIFORNIA STATE UNIVERSITY

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JANUARY 19, 2018  
CSU OFFICE OF THE CHANCELLOR

## Members of the Task Force on Tenure Density

Dr. Eduardo M. Ochoa, Chair, President, CSU Monterey Bay

Dr. Sylvia Alva, Provost, Cal Poly Pomona

Dr. Lynnette Zelezny, Provost, CSU Fresno

Dr. Clare Weber, Deputy Provost and Vice Provost for Academic Programs, CSU San Bernardino

Dr. Simone Aloisio, Senator, CSU Channel Islands

Dr. Jerry Schutte, Senator, CSU Northridge

Dr. Diana Guerin, Academic Senate CSU - Designee, CSU Fullerton

Dr. Jennifer Eagan, CFA President, CSU East Bay

Dr. Jonathan Karpf, CFA Associate Vice President, San José State

Dr. Kevin Wehr, CFA Associate Vice President, CSU Sacramento

Dr. Christine Mallon, Assistant Vice Chancellor, Office of the Chancellor

Dr. Margaret Merryfield, Assistant Vice Chancellor, Office of the Chancellor

Mr. John Swarbrick, Associate Vice Chancellor, Office of the Chancellor

Over the last 20 years the number of undergraduates enrolled in universities has increased, while the percent of tenure/tenure-track faculty teaching them has declined. A national report notes a steady shift in the academic work force and a decline in tenure density.<sup>1</sup> These declines have an impact across the university. Tenured and tenure-track faculty play important roles in shared governance, the creation and ongoing development of curriculum and programs, professional development, administrative functions, service to the university in areas such as search committees and planning groups, and engagement in the life of the campus. During the last 10 years, the tenure density in the California State University (CSU) has also declined. Although the trend began earlier than 2007, since that year, 21 of 23 campuses saw declines in the proportion of their faculty on the tenure-track. Four campuses saw declines of more than 10 percent over that time. Taken as a whole, tenure density in the CSU system declined by more than five percent. Today, only 10 campuses have tenure density of more than 60 percent.

In response to these declines and at the request of the Academic Senate of the California State University (ASCSU), on August 5, 2016, Chancellor Timothy P. White established a task force to examine tenure density in the CSU. The charge asked that the group review data surrounding tenure density in order to understand the issue and to make recommendations on best practices and principles to guide campuses in their efforts to improve tenure density (Attachment 1). As reflected in a report to presidents, increasing the ranks of our tenure-track faculty “represents a major opportunity to recruit talented, diverse faculty who are committed to serving the CSU’s diverse population and to using their knowledge and skills to continue to improve graduation rates and reduce achievement gaps.”<sup>2</sup> Task force membership was drawn from faculty and administration both from campuses and the Chancellor’s Office (Attachment 1). The task force benefited from the various perspectives represented in the discussions.

The Chancellor requested that the task force recommend “principles, policies and practice that will help campuses address this decline,” with the expectation that the CSU will “recruit and retain the best and most diverse faculty on behalf of the system.” The task force has followed this guidance, and the report ends with suggested best practices, principles for addressing the issue, and recommendations for the system and the campuses.

One aspect of tenure density that was not included in the charge, but nevertheless was the subject of discussion, was setting a target for tenure density. In 2001, California State Assembly Concurrent Resolution 73 (ACR 73) Strom-Martin set a target of 75 percent to be achieved over eight years between 2002 and 2010 (see below). Most members saw the work of the task force as an opportunity to consider what ideal tenure density might be and what factors might influence the establishment of that ideal. These factors included department size, number of majors, whether there was a graduate program, and the number of lower-division service courses among others. While most agreed with the above considerations, some members believed that improvement in tenure density required the setting of targets and tracking of progress.

In carrying out its work, the task force reviewed CSU System data, Chancellor’s Office reports, resolutions and reports from the ASCSU, legislative resolutions on the subject and reports prepared by previous CSU work groups. Specific data on diversity were also provided to the group. Data on student enrollment and changes in faculty hiring were requested and provided. Data reviewed by the task force are included in or attached to this report. In addition, the group engaged in a discussion of the roles and responsibilities of tenured and probationary faculty. The task force held its first meeting September 19, 2016, and its work was accomplished in the course of in-person meetings and virtual meetings over the next several months.

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<sup>1</sup> Hurlburt, Steven and Michael McGarrah, “The Shifting Academic Workforce: Where are the Contingent Faculty?”, TIAA Institute and Delta Cost Project, 2016.

<sup>2</sup> Merryfield, Margaret, Michael Caldwell, “Faculty Recruitment in the CSU,” April, 2016.

## I. Background

The CSU strategic plan, *Access to Excellence*, issued in 2008, recognized the importance of faculty as a “strategic asset” to the university. At the same time, the report acknowledged that the “pattern across American higher education and within the CSU in the last decade has been to shift reliance for instruction onto non-tenure-track faculty.”<sup>3</sup> These trends in tenure density have attracted attention from the ASCSU, and we include here a list of related ASCSU resolutions and reports since 2000. The statewide academic senate has consistently drawn attention to the importance of the recruitment, hiring and retention of faculty (Attachment 2).

The role of tenure track faculty in student success has received national scholarly attention as well. Jaeger and Eagan found that a higher proportion of contingent faculty has a negative impact on student persistence.<sup>4</sup> In a study using Higher Education Research Institute (HERI) data gathered from a wide range of institutions, Umbach found “that all faculty members’ commitment to teaching, regardless of appointment type, drops as the proportion of part-time faculty increases.”<sup>5</sup> A broad range of factors such as financial aid status and preparation levels can influence graduation rates. In their study Ehrenberg and Zhang indicated that “our estimates suggest that other factors held constant, increases in either the percentage of faculty that are part-time or the percentage of full-time faculty that are not on tenure tracks, each is associated with a reduction in graduation rates.”<sup>6</sup> Based on the above research findings, the task force suggests that improved tenure density will have a positive impact on teaching, persistence and graduation.

In 2001 the California Legislature passed ACR 73, calling for a plan to increase tenure density to 75 percent.<sup>7</sup> ACR 73 was a non-binding resolution, but in response the CSU, the ASCSU, and the California Faculty Association (CFA) in July of 2002, issued *A Plan to Increase the Percentage of Tenured and Tenure-Track Faculty in the California State University*.<sup>8</sup> In fall 2002 the CSU Board of Trustees’ budget included a request for \$35.6 million to begin incremental implementation of that plan in the 2003-04 academic year. The request was not funded, and the same request of \$35.6 million was included in the 2004-05 trustees’ budget request. The amount requested increased over the years, and in 2009-10 the request was \$42 million. In the seven years that the request was included in the trustees’ budget, it was never funded. After seven unsuccessful requests, funding was no longer included in CSU Trustees’ budget request beginning with the 2010-11 budget cycle.<sup>9</sup>

Although the resulting plan was never fully realized, the 2002 report highlights the importance of a strong foundation of tenured and tenure-track faculty to the success of the institution. Recognition of the need for tenured faculty in the CSU has once again become evident in the legislative arena. AB 1464, introduced on February 17, 2017, by Assembly Member Shirley Weber, called on the CSU to increase the percentage of tenured and tenure-track faculty and to improve faculty diversity, but the bill was not enacted.

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<sup>3</sup> <http://www.calstate.edu/accesstoexcellence/challenges.shtml>

<sup>4</sup> Jaeger, Audrey J., and M. Kevin Eagan, “Examining Retention and Contingent Faculty Use in a State System of Higher Education,” *Education Policy*, 2011, 528.

<sup>5</sup> Paul D. Umbach, “The effects of part-time faculty appointments on instructional techniques and commitment to teaching,” present at the Annual Conference of the Association for the Study of Higher Education, 2008, 15. In this study commitment to teaching is measured by time preparing for class and time spent advising students

<sup>6</sup> Ehrenberg, Ronald G. and Liang Zhang, “Do Tenured and Tenure-Track Faculty Matter?”, *NBER*, 2004, 6-7.

<sup>7</sup> [ftp://www.leginfo.ca.gov/pub/01-02/bill/asm/ab\\_0051-0100/acr\\_73\\_bill\\_20010924\\_chaptered.html](ftp://www.leginfo.ca.gov/pub/01-02/bill/asm/ab_0051-0100/acr_73_bill_20010924_chaptered.html)

<sup>8</sup> [http://www.calstate.edu/AcadSen/Records/Reports/ACR73\\_07222002.pdf](http://www.calstate.edu/AcadSen/Records/Reports/ACR73_07222002.pdf)

<sup>9</sup> <http://www.calstate.edu/budget/fybudget/support-budgets/documents/2003-04-Support-Budget.pdf>

## A. Definitions

**Faculty Early Retirement Program (FERP):** This program, which is part of the collective bargaining agreement, allows eligible tenured faculty to retire and begin receiving a pension while continuing to work for the CSU on a half-time basis. It is available to tenured faculty, librarians and counselors.

**Lecturer:** Faculty employees hired on a temporary basis.

**Probationary Faculty:** Faculty hired into a tenure-track position who have not yet received tenure.

**Student-Faculty Ratio (SFR):** SFR is calculated by dividing the systemwide full-time equivalent students (FTES) by the systemwide full-time equivalent faculty (FTEF). Because faculty have duties other than teaching, the calculated SFR is lower than the average class size.

**Tenured Faculty:** Faculty who have received tenure in the CSU.

**Tenure-track Faculty:** Probationary and tenured faculty.

**Tenure Density:** “Tenure density” was calculated as tenure-track faculty (FTEF) divided by total instructional FTEF (tenure-track plus lecturer FTEF). The data source for this report was an annual compendium “snapshot” file extracted from the payroll information system as of October 31 each year.

## B. Role of Probationary and Tenured Faculty

Advancement of learning and development of new knowledge are critical contributions of higher education. Well-educated students and alumni promote the public good and contribute to local, regional and statewide economies. Tenure-track faculty, therefore, are expected to engage in three complementary professional activities throughout their careers:

- (1) *teaching* to advance student learning;
- (2) *research, scholarly and creative activities* to (i) engage students in research to enhance their learning, and (ii) to further the development of peer and disciplinary knowledge;
- (3) *service/professional activities* to support the advancement of both the proximal and distal learning community.

*Teaching.* The role of faculty in delivering instruction to students in classrooms, laboratories, and/or studios is well recognized. However, a substantial amount of leadership in curricular innovation and maintenance is provided almost exclusively by probationary and tenured faculty due to their disciplinary expertise. For example, tenure-track faculty are instrumental in such endeavors as developing new courses and degree programs, assessing student learning outcomes in existing degree programs, and mentoring students completing independent research and/or advanced degrees (with undergraduate research, master’s thesis projects and doctoral dissertations). Further, tenure-track faculty have redesigned courses to include high-impact practices and have implemented innovative technologies to support student success and CSU progress-to-degree efforts. The responsibility of assessment and continuous improvement of teaching courses generally falls on tenure-track faculty. Tenure-track faculty provide advisement to students, particularly in their students’ disciplinary studies, career options and the graduate study preparation/application/selection process.

*Research, Scholarly, and Creative Activities (RSCA).* Tenure-track faculty create, integrate, and/or disseminate knowledge in the disciplines and advance the learning of their peers. Faculty RSCA are often

integrated into their teaching activities, often involve mentoring students in their labs and studios, and may attract external grant support from industry, foundations and government. Through their professional presentations, publications, art performances and/or exhibitions, faculty also enhance the visibility and reputation of the CSU. In service to the creation, integration and/or dissemination of new knowledge, tenure-track faculty engage in activities such as serving as peer reviewers of manuscripts submitted for publication in disciplinary journals, serving on editorial boards or as the editor of disciplinary journals and serving in grant-review processes. Such activities, in addition to contributing to the scientific and scholarly enterprise and to the prestige of the CSU, maintain the faculty members' currency in the field, contribute to student success and contribute to CSU curricular innovation.

*Service/Professional Activities.* Tenure-track faculty contribute to shared governance by participating in activities such as serving on departmental, campus-wide and systemwide committees and task forces. Faculty may also engage in community, industry and/or professional organizations and boards. These activities are often associated with the faculty member's disciplinary expertise and involve students. Often these activities result in publications, presentations or other tangible outcomes that enhance the reputation of the university. As noted by the ASCSU, "tenure-track faculty have played critical roles in recent curricular redesign initiatives to reduce time to degree, develop transfer pathways and improve textbook affordability" (AS-3240-15/FGA). Due to their disciplinary expertise, tenured faculty have primary responsibility for two vital campus service functions: (1) as peer reviewers in the retention, tenure, and promotion processes as well as in periodic evaluations of faculty; and (2) as participants on faculty search committees.

### **C. Role of Lecturers**

The lecturers among the CSU faculty serve a variety of essential functions in the university and their number has increased steadily. Lecturer faculty are typically contracted to provide direct instruction and associated office hours. Their responsibilities, unless specified by contract, do not include the additional responsibilities of supporting curricular maintenance and innovation, engaging in scholarship and providing service to the institution, the community, the CSU system or the discipline. However, some lecturers have assigned responsibilities in these areas, based on their own expertise and program needs. Many lecturers, both part-time and full-time, have terminal degrees from the same universities as tenure track faculty in their departments. Many also teach upper-division and graduate classes; some are directors of graduate or undergraduate programs; and many engage in the advising of students.

The increase in lecturers has come as the percentage of tenure track positions has declined. It should be noted that some lecturer faculty go above and beyond their contractual obligations, regardless of whether this is supported or not by their assignment. The task force does not believe this is a fair or sustainable model, but does acknowledge it. Additionally, some campuses have formalized roles for lecturers in shared governance.

## **II. Data**

The task force reviewed and discussed information on the composition and demographics of CSU faculty over time. The initial review included historical data going back to 1990, data on the role of enrollment in tenure density, and recent trends in tenure density (Tables 1 and 2). In addition, the group reviewed data on the diversity of tenured and probationary faculty. Finally, the task force discussed potential costs associated with increasing tenure density.<sup>10</sup>

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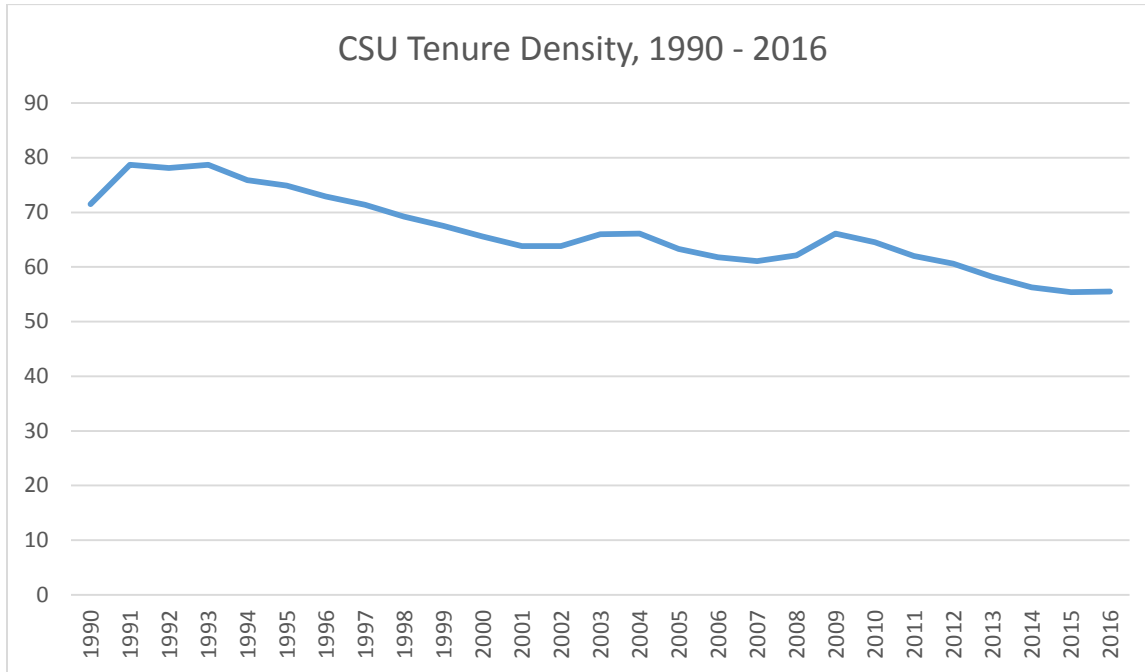
<sup>10</sup>The Tenure Density Task Force recognizes that there are a variety of ways to calculate tenure density. At the broadest level there is the difference between the density calculated using headcount versus full-time equivalent faculty (FTEF). Data on both are included in the attachments and both show declining tenure density, for the



## A. Historical Data

In these first two tables, graphs show the decline in tenure density in the CSU over the period from 1990 to 2016.

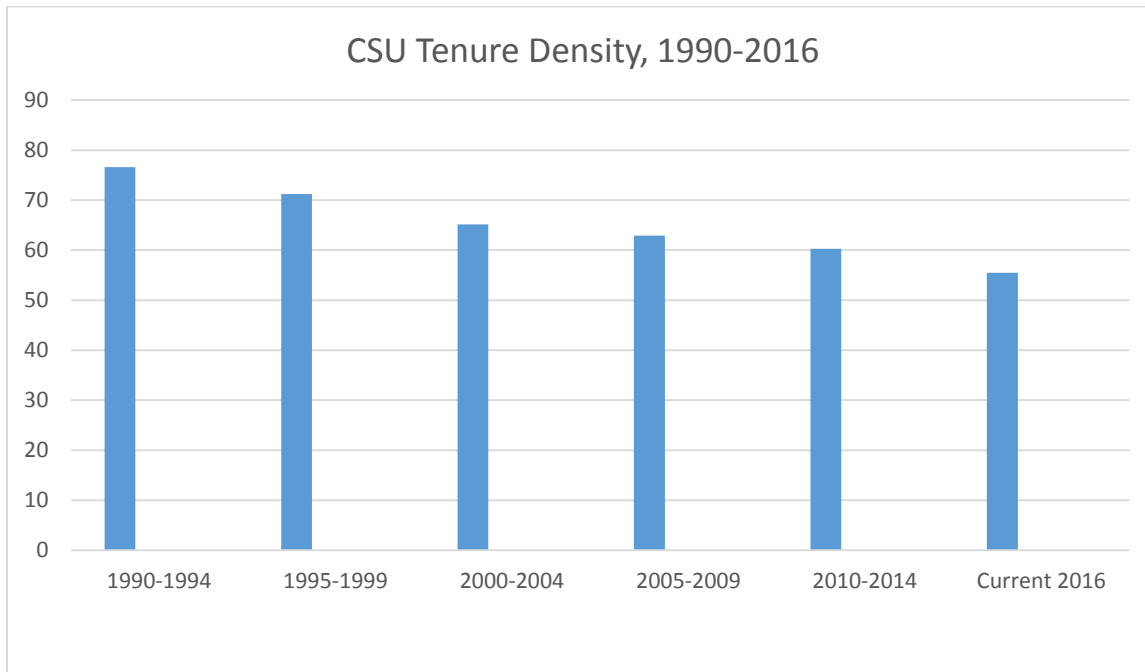
**Table 1**



Source: CSU System Human Resources

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purpose of this report we are using FTEF. More refined calculations of tenure density could include accounting for graduate teaching and assigned time. A still more nuanced look might calculate internal assigned time (chairs) differently than externally funded assigned time (grant funded). Although all of these have merit, we are ultimately constrained by the data available at the system level that will allow for consistent measurement across time and 23 campuses. It is the view of the task force that while each of these methods highlight different aspects of the problem, the trend lines resulting from each approach reflect declining tenure density over time.

**Table 2**

Source: CSU System Human Resources

### B. Faculty and SFR

The decline in the percent (and number) of faculty on the tenure-track may be assumed to have had an impact on the experience of students. Student-faculty ratio has edged up only slightly in the last 10 years from 21.0:1 to 22.1:1 (Table 3), and has trended downward since 2012. However, over the same period, the ratio of students to tenure-track faculty has gone from 34.1:1 in 2007 to 39.4:1 ten years later. This means that students are having less access to and interaction with long-term tenured faculty, who are responsible for the curriculum and programs enrolling students.

**Table 3: Student Faculty Ratio**

Fall Term	Full-Time Equivalents (FTE)				Ratios		
	Students	Lecturers	Tenure-Track	All Faculty (Lect + TT)	Student to Ten-Track Faculty	Student to All Faculty	Tenure Density (TT/All Fac)
2007	356,547.3	6,513.3	10,459.9	16,973.2	34.1	21.0	61.6%
2008	362,086.2	6,305.5	10,497.7	16,803.2	34.5	21.5	62.5%
2009	357,601.4	5,286.0	10,425.5	15,711.5	34.3	22.8	66.4%
2010	343,319.4	5,376.1	9,874.3	15,250.4	34.8	22.5	64.7%
2011	361,675.9	5,957.1	9,813.0	15,770.1	36.9	22.9	62.2%
2012	369,163.7	6,227.0	9,702.7	15,929.7	38.0	23.2	60.9%
2013	379,387.1	6,821.7	9,669.0	16,490.7	39.2	23.0	58.6%
2014	391,531.8	7,459.4	9,796.9	17,256.3	40.0	22.7	56.8%
2015	404,746.3	7,909.9	10,042.9	17,952.8	40.3	22.5	55.9%
2016	409,382.1	8,156.6	10,394.3	18,550.9	39.4	22.1	56.0%

Source: CSU System Human Resources

### **C. Faculty Headcount and Tenure Density**

As a starting point for discussion, Academic Human Resources, Office of the Chancellor provided tracking data showing headcounts and full-time equivalent faculty (FTEF) over nine years (from fall 2008 to fall 2016). For this report, tenure-track faculty were defined as tenured and probationary instructional faculty, and lecturers were defined as instructional faculty in temporary positions. Department chairs are included. Participants in the FERP program were included as tenured faculty at their appointment time-base in the fall term for a given year. The report did not include librarians, counselor faculty unit employees, or coaching faculty unit employees.

Full-time equivalent faculty (FTEF) were derived by summing the appointment time bases. For example, three faculty with individual time bases of 1.0, 0.5, and 0.5 would generate 2.0 FTEF.

There is considerable variation in tenure density among the 23 universities in the CSU (Attachment 3). For example, tenure density on each campus ranged from 39.8% to 65.3% in 2016. The declining trend in tenure density is depicted in Table 1 titled “CSU Tenure Density, 1990-2016.” The years included show the impact of the recession as well as a period of recovery and growth. For example, in the last decade the high point for tenure density was fall 2009, but the increase from 62 percent to 66 percent in a single year (fall 2008 to fall 2009) was driven by a loss of over 1,000 FTEF in lecturers. This was in turn driven by reductions in class offerings during the budget crisis. From fall 2009 to fall 2010, tenure-track FTEF fell by 500, driven by a spike in retirements and the lowest number of new faculty hires since the CSU began tracking that information. Since 2013, tenure-track headcounts and FTEF have increased every year, but tenure density continued to decline until the fall 2016; it averaged 56 percent in the CSU.

### **D. Faculty Age and Separations**

Several additional reports were provided and discussed to examine potential changes in the tenured faculty workforce. These included a report on faculty age distribution (Attachment 4) and a report on faculty separations (Attachment 5), which details the number of retirees participating in the Faculty Early Retirement Program (FERP).

Longitudinal data on age distribution, going back to 1988, show that the average age of full-time faculty age has hovered between 50 and 51 since at least the mid-1990s. Although the average age has been trending downward for the last few years, almost 23 percent of full-time faculty in fall 2016 were age 60 or older. Thus, nearly one-quarter of the faculty are at or very near retirement age.

As shown in Attachment 5, longitudinal data on employment separations show fluctuation over time, often driven by external factors. Over the past two decades, two out of three tenure-track faculty separations were due to retirements. Budget downturns, collective bargaining agreements and prior “Golden Handshake” programs, for example, may be associated with decreases or spikes in retirements. The number of “other separations” tends to increase during periods when large numbers of probationary faculty have been hired; probationary faculty are more likely to resign than those with tenure. In 2015-16, tenure-track faculty separations were approximately evenly due to retirements and “other.” It is important to note that over the last twenty years an average of 600 faculty have retired or resigned annually. Thus a substantial number of faculty must be replaced each year due to ongoing attrition.

The task force discussed an additional relevant data source, the annual *CSU Faculty Recruitment and Retention Survey*. The most recent report can be found at <http://www.calstate.edu/hr/faculty-resources/research-analysis/faculty-recruitment-reports.shtml>. The survey collects information on

numbers of searches initiated and completed, numbers of applicants by discipline, salary trends, new hire demographics, support packages provided to new hires and other information. A separate component of the survey collects information on tenure denials, non-retention decisions, resignations, and the reasons given for those resignations. After several years of very low rates of hiring, the campuses have greatly increased the number of recruitments, resulting in more than 2,400 new tenure-track hires over the past three years.

### Faculty Diversity

Increasing tenure density could provide the opportunity to expand faculty diversity, which, along with increasing tenure density was also a goal of the *Access to Excellence* strategic plan. Recently, the *CSU Task Force Report on the Advancement of Ethnic Studies* (2016) drew on existing research to emphasize the importance of diversity in the classroom. The study stated: “There has been a growing base of evidence demonstrating the value of exposure to demographic and cultural diversity in the classroom on intellectual achievement and ability to interact positively in a multiethnic world.”

Faculty diversity provides students with varying intellectual perspectives, approaches to teaching and world views that may differ from their own, or may reflect what is often underrepresented in academia. Diversifying the tenured and tenure-track faculty in the CSU can provide traditionally underrepresented students and first-generation students influential role models that haven proven to be critical to student success.

The following two tables provide data on the diversity of tenure-track faculty on the CSU. Table 5 shows the number of full-time tenured and probationary faculty, by race and ethnicity in fall 2016.

The percentage of faculty who are ethnically diverse or female is greatest among the most recently hired faculty at the assistant professor rank. Thus, assuming that these newly-recruited faculty are retained, we can expect that the tenured faculty will be increasingly diverse over time.

**Table 4: Race, Ethnicity and Gender of CSU Faculty in Fall 2016, by Rank**

Race/Ethnicity	Professor		Associate Professor		Assistant Professor	
	Female	Male	Female	Male	Female	Male
American Indian	13	20	6	6	13	11
Asian	326	524	270	246	342	265
African American	73	86	55	59	76	50
Hispanic	203	267	100	118	164	123
Native Hawaiian/Pacific Islander	1	6	0	1	2	2
Two or more races	15	21	5	6	18	17
White	1,410	2,084	715	713	821	750
Unknown	47	103	59	71	139	125

Source: Fall 2016 “snapshot” file from the Campus Information Retrieval System (CIRS), derived from CSU payroll data.

Table 5 provides a breakdown of new hires by race and ethnicity from 2009 through 2016.

**Table 5: Detailed Race and Ethnicity of New Tenure-track Hires, 2009/10 through 2016/17**

Year	Amer. Indian/ Alaska Native	Asian	African American	Hispanic	Native Amer./ Pacific Islander	White	Two or More Races	Other/ Unknown	Total
2016	8 (0.9%)	184 (21.5%)	56 (6.6%)	91 (10.7%)	7 (0.8%)	422 (49.4%)	13 (1.5%)	73 (8.5%)	854
2015	6 (0.7%)	174 (20.5%)	36 (4.2%)	94 (11.1%)	1 (0.1%)	478 (56.3%)	16 (1.9%)	44 (5.2%)	849
2014	9 (1.2%)	137 (18.5%)	34 (4.6%)	63 (8.5%)	3 (0.4%)	419 (56.5%)	11 (1.5%)	66 (8.9%)	742
2013	6 (1.3%)	104 (22.1%)	23 (4.9%)	40 (8.5%)	0	272 (57.9%)	9 (1.9%)	16 (3.4%)	470
2012	5 (1.3%)	72 (18.8%)	15 (3.9%)	26 (6.8%)	1 (0.3%)	234 (61.3%)	3 (0.8%)	26 (6.8%)	382
2011	6 (1.3%)	96 (21.2%)	17 (3.8%)	44 (9.7%)	3 (0.7%)	248 (54.7%)	12 (2.6%)	27 (6%)	453
2010	3 (2.8%)	23 (21.3%)	6 (5.6%)	7 (6.5%)	0	54 (50%)	0	15 (13.9%)	108
2009	2 (0.6%)	86 (24.0%)	12 (3.4%)	32 (8.9%)	0	191 (53.2%)	4 (1.1%)	32 (8.9%)	359
<b>Total</b>	45 (1.1%)	876 (20.8%)	199 (4.7%)	397 (9.4%)	15 (0.4%)	2,318 (55.0%)	68 (1.6%)	299 (7.1%)	4,217 (100%)

Source: Annual CSU Faculty Recruitment and Retention Survey.

## E. Finance

The experience surrounding ACR 73 highlights the importance funding plays in the improvement of tenure density. As noted earlier, in response to an Assembly resolution, faculty and administration worked together in 2002 to develop a plan that would increase tenure density to 75 percent. Over the next seven years the report's recommendations were never funded, and tenure density has declined in the years since its release. A clear understanding of the cost implications is critical to long-term improvement in tenure density.

### 1. Budget Process Impact on Tenure Density

When looking at campus hiring practices, it is useful to focus on the CSU budget cycle. Although campus budgets are based on anticipated revenue for the following fiscal year, the reality of the state budget process is that there are routine adjustments made to the CSU state support budget in the final Budget Act, resulting in changes to the CSU state appropriation and/or budget priorities very late in the funding cycle. When this cycle results in reductions to CSU appropriations, such as happened during the last recession, the only practical way that campuses can effectively reduce their academic affairs operating costs for the new fiscal year is by not renewing temporary faculty appointments. This simple fiscal reality explains why 2009 was a high point for tenure density. A brief analysis of the data for that year shows that tenure-track numbers remained essentially the same as the prior year, while a significant increase in tenure density resulted from over 2,100 fewer lecturers being appointed in 2009 (1,035 FTE). In this case, campuses had to align academic affairs budgets with substantially reduced operational revenues.

The obverse situation occurs when the CSU receives a last-minute augmentation in its state appropriation

in the budget process. This creates a similar dilemma for campus budget planners, who in that case would have additional funds available for the following academic year, but do not have the time to complete the tenure-track hiring process. By the end of the fiscal year, the campus will have completed its tenure-track hiring for the following academic year, with no time or ability to add additional tenure-line hires. Therefore, the only practical way to convert additional budget dollars into additional course sections for the fall semester/quarter is to add more temporary faculty. If the additional monies are “one-time” augmentations to the CSU budget, this is effectively the only practical way to spend such non-reoccurring revenues.

Even when the CSU receives an augmentation to its base budget, there are still several very practical problems in immediately converting those additional resources into tenure-track hires. For example, campuses are currently operating close to capacity in relation to the number of tenure-track searches that can be conducted each year. The net result of all this sustained effort is that the average number of new tenure-track hires barely offsets the number of tenured faculty who leave the system in any given year. In addition, tenure-track searches take time and add one-time costs to the department. Each tenure-line hire cost is substantially greater than adding an additional FTEF lecturer. This is true for at least three reasons: (1) Lecturers are available in pre-determined part-time lecturer pools, from which a department chair can readily hire instructors. This is a stop gap in meeting the needs of additional last-minute student demand for classes; (2) One FTEF lecturer teaches five 3-unit course sections, as opposed to three 3-unit sections for a tenure-track hire (hence, more classroom instruction for the same FTEF); and (3) Lecturers tend to teach higher-enrollment service courses, including scaled online sections. This significantly higher SFR for classes taught by lecturers greatly increases the number of students that a major can accommodate. However, heavy reliance on lecturers likely does not provide the mentoring, counseling, engagement in high-impact practices and curriculum guidance tenure-track faculty offer. These functions, as opposed to simply teaching more students, can make a difference in increasing graduation rates.

When campuses are faced with meeting the legitimate needs and expectations of a growing student population in any given academic year, there is an almost inevitable move toward using temporary faculty to serve those students. This shift decreases tenure density. Given the way that final campus appropriations are indelibly linked to the state and CSU system budget process, it is unlikely that this dynamic will change unless the CSU moves toward a more stable, certain and perhaps multi-year approach to the budget and to our hiring practices. Instead of declining tenure track hires in favor of lecturer positions, perhaps approaches such as a three year cycle for tenure track hiring or the hiring of otherwise qualified lecturers into tenure track positions (but not replacing existing tenure track hires) would produce change. Absent some fundamental re-thinking as to how the state, the CSU and campuses manage and/or budget for additional tenure track faculty hiring, this trend toward reduced tenure density will likely continue.

## **2. Cost Analysis**

Any cost analysis of increasing tenure density should start with the understanding that approximately 600 tenured and probationary faculty depart from the university each year (Attachment 5). This attrition is the result of multiple variables, including retirement, resignation and denial of tenure among other factors. Therefore, this section begins with an analysis of the funds needed to replace such separated faculty and then continues with the costs of improving tenure density, by one percent increments. Improving tenure density must be a function of the baseline or maintenance funding necessary to replace departing tenure and tenure-track faculty, plus additional funding needed to increase tenure density.

### Replacement of tenure-track faculty

The following assumptions were used to estimate the impact of replacing 600 faculty per year.

#### *Cost of new tenure-track hire*

- Average salary for new tenure-track faculty in fall 2015 was about \$76,000.
- With benefits, **\$110,000** (44 percent cost for benefits) is the rough number for ongoing costs of a new faculty line.

#### *Savings from faculty being replaced*

- Average salary (all tenure-track faculty) in fall 2016 was \$92,000.
- With benefits, this is about **\$132,000** (44 percent cost for benefits). Assuming faculty turnover results from retirements (largely full professors) and resignations or other separations (largely more junior faculty), using the overall average salary and benefits to estimate savings from annual separations makes sense.

#### *Impact of replacing 600 faculty due to retirement or separation*

- Compensation savings associated with replacing separating faculty with new hires is about **\$22,000** per position.
- One-time costs per recruitment estimated as **\$15,000**.
- One-time start-up costs including allocations for supplies, equipment, travel, etc., new faculty assigned time, and moving expenses estimated as **\$50,000** (Based on data from the Faculty Recruitment and Retention Survey).

Assuming a need to replace 600 tenure-track faculty with 600 tenure-track faculty annually, we would see a compensation savings of \$13.2 million offset by \$39 million in one-time costs, or a net deficit of \$25.8 million.<sup>11</sup>

### Assumptions of an incremental cost approach to changing tenure density:

The following starting numbers were used to estimate the additional financial impact of improving tenure density. All costs would be in addition to costs associated with replacing approximately 600 faculty per year.

- Tenure density of 55.5 percent
- 18,551 current Full Time Equivalent Faculty (FTEF)
- 10,293 current tenure-track FTEF
- 8,258 current lecturer FTEF

### Calculation of costs associated with an incremental approach to changing tenure density (one percent):

In order to create a cost model, for the purpose of this report, we have limited calculations to an

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<sup>11</sup> This analysis covers the cost of hiring a new or replacement tenure track faculty member for a faculty member who has separated following resignation, retirement, or non-retention. It treats the savings generated by retirement as accruing at the time of retirement, rather than considering the impact of participation in FERP, where typically only 50% of the salary savings from a retirement are accrued in the year of retirement and the remainder are not accrued until the faculty member completes FERP. We believe this approach is valid for estimating systemwide replacement costs, since, while FERP participation fluctuates somewhat from year to year, on average a similar number of faculty enter and leave FERP each year. However, individual campuses would have to take flow into and out of FERP into account in their internal budget planning. FERP participation averaged 209 over the five years from 2006-07 through 2015-16. In that time the high was 228 in 2013-14 and the low was 146 in 2015-16.

[http://www.calstate.edu/hr/faculty-resources/research-analysis/documents/fac\\_separations.pdf](http://www.calstate.edu/hr/faculty-resources/research-analysis/documents/fac_separations.pdf)

incremental cost model without other mitigating constraints. To determine what we must replace each year, plus what it would take to add each additional one percent to tenure density, while keeping the number of lecturers constant. This is consistent with a prudent growth model.<sup>12</sup>

- Cost of replacing the 600 tenure-track faculty due to retirement and separation is assumed to be \$25.8 million per the above calculation.
- Additional number of hires to increase tenure density by one percent given the current 55.5 percent tenure density (based on 10,293 tenure-track FTEF and 18,551 total FTEF), would necessitate 425 new tenure-track hires (i.e. a new total of 10,718 tenure-track FTEF with a new total of 18,976 FTEF = 56.5 percent).
- The cost of hiring these 425 tenure-track hires would be \$47 million ( $\$110k \times 425$ ), per year plus \$27 million in one-time costs ( $\$65k \times 425$ ).
- Therefore, to increase tenure density by one percent, the CSU would need to hire 1,025 tenure-track faculty (600 to replace attrition and 425 to increase tenure density by one percent). The cost of this goal would be \$72.8 million per year (\$25.8 million to replace faculty attrition and \$47 million in new hire salaries) plus \$27 million in one-time costs (each year), or a total of \$99.8 million per year.
- Each additional one percent increase would involve a similar incremental cost.
- Costs would be mitigated slightly if the lecturer population declined over time. However, the extent to which total FTEF grows will depend on actual enrollment growth over time.
- These costs do not consider infrastructure needed to support additional tenure-track faculty, such as office and laboratory space. Many campuses are currently at capacity in these areas, and new investment would be needed to accommodate significant numbers of additional faculty.

This analysis suggests that in order to increase tenure density by one percent per year, an additional \$100 million in permanent funding would be needed in the first year, with an ongoing increase in permanent funding each year thereafter—beginning at \$47 million and increasing over time as compensation costs increase, until the system reaches a desired proportion of tenured faculty. The number of additional faculty needed to increase tenure density by one percent would also increase as total faculty FTEF, further affecting the cost. Adding these additional faculty would increase instructional capacity by approximately 2,550 class sections per year and would support the Graduation Initiative 2025. Even with this one percent increase per year, it must be noted that critical core needs would remain: additional staff to support the Graduation Initiative 2025; increased enrollment; compensation increases for all faculty and staff; retirement costs, including retiree medical; health care costs; deferred maintenance; and capital investment for classrooms, labs, and offices.

### **III. Principles to Guide Tenure Density Improvement Plans**

These principles are intended to guide campus and system consideration of tenure density. They recognize the role of faculty, the importance of planning, the value of considering campus specific conditions and the need to be informed by data. They also include the importance of innovation in approaching this issue.

- Planning and implementation are expected to be carried out with faculty consultation.
- Decisions should be informed by available data, be consistent with the university mission, and

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<sup>12</sup> While this model holds lecturer FTEF constant and assumes all increases are in the number of tenure-track faculty, additional factors could be incorporated into a model for increasing tenure density, such as explicitly accounting for enrollment growth, assuming attrition of lecturer FTEF over time (which would reduce costs) or maintaining or reducing class size and/or SFR (which would potentially increase costs).



- support students, faculty and all university employees.
- Diversity should be considered when campuses develop their plans.
- Campus plans should examine ways to maximize resources in innovative ways.
- Campus plans should include a lower-limit scenario, within a cost-neutral environment that makes progress towards the goal of increasing tenure density to better serve students.
- Campus plans should include aspirational goals, aligned with projected student growth estimates.
- Campus plans should consider specific needs and the particular contributions of faculty in tenure-track positions and in lecturer positions toward satisfying those needs.
- Campus plans should consider accreditation requirements.

#### **IV. Best Practices**

In response to Chancellor White's request that the task force suggest "best practices," the task force has assembled the following list. This includes best practices for (a) determining the appropriate size and tenure-track ratio of the faculty through planning, and evaluating progress; (b) carrying out effective recruiting; (c) increasing the diversity of the faculty; (d) retaining faculty once they are hired. These practices also affirm the critical importance of diversity in hiring and retention.

##### **A. Planning and Evaluating Progress**

- Identify the number of the faculty at the department, school or college and campus level needed to provide student access to courses and facilitate student success in undergraduate and graduate programs.
- Departments may consider the number of general education and lower-division general education and service courses offered as a part of developing their plan.
- Create a multi-year faculty hiring plan that (1) addresses the principles above; (2) provides the faculty in roles needed for university, faculty, and student success; (3) fits within existing resource allocations; and (4) is sustainable over time.
- Consider, when developing hiring plans, the impact of anticipated retirements.
- Determine infrastructure needs, such as offices, labs, instructional and academic technology needs.
- Establish a process for monitoring and reporting systems and campus metrics on an annual basis.

##### **B. Recruiting and Hiring**

- Identify resources available for all types of faculty hires, including resources to support start-up costs.
- Include personal and proactive outreach in faculty recruitments that go beyond passive advertising. Effective strategies include hiring qualified lecturer faculty as tenure-track faculty as appropriate, taking advantage of disciplinary connections, making direct calls and emails to colleagues at other institutions and to potential candidates and taking advantage of the Chancellor's Doctoral Incentive Program Directory of Recipients.
- Align campus priorities and values with the hiring process to attract candidates who are a good fit for the system and with campus mission and values.
- When a recruitment produces multiple well-qualified candidates and need can be demonstrated, have policies and practices in place to allow multiple hires from a single recruitment.

### **C. Diversifying**

- Carry out faculty searches and appointments within campus policies that ensure equity, produce broad, diverse candidate pools, and that include training to ensure effective recruitments and eliminate unconscious bias.
- Include trained diversity advocates or equal employment opportunity designees on search committees to provide oversight and guidance on ways to expand pools and identify problematic practices during the recruitment.

### **D. Retaining**

- Ensure that faculty compensation and benefits encourage retention, provide start-up and facilities, and make faculty members aware of employment benefits and institutional support, including support for work-life balance and sufficient support to faculty success in achieving tenure and promotion (including engaging in research and scholarship).
- Align campus priorities with resources in ways that allow faculty to be productive and focus on their core responsibilities, serving campus needs strategically.
- Develop programs that respond to factors that negatively affect faculty retention; ensure timely orientations, appropriate mentoring and ongoing support during the probationary period.

## **V. Recommendations**

### **A. System**

- Establish a standard definition for tenure-density and disseminate definition to campuses.
- Develop a new metric for the number of students (FTES) to tenure-track faculty (FTEF) ratio, to better gauge the capacity of campuses with regard to tenure-track faculty.
- Establish a process for reporting systemwide and campus metrics, including tenure density and student-to-tenure-track faculty ratio (SFR, FTEF, and FTES).
- Collect and disseminate campus and system data on an annual basis.
- Lobby the legislature and governor, in collaboration with CFA, ASCSU, faculty, and students, for more state funding to meet tenure-track faculty needs to better serve CSU students.
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### **B. Campuses**

- Develop a campus-specific tenure density plan (that should include targets) based on the needs and resources of the campus.
- Ensure that, at the campus level, when a tenure-track faculty member leaves the university, he or she is replaced with another tenure-track faculty member (although depending on academic program needs, not necessarily in the same discipline or specialty).
- Recruit, hire, and retain a diverse and qualified group of tenure-track faculty each year that exceeds the number of tenure-track faculty leaving the campus.
- Consider qualified lecturer faculty for tenure-track faculty positions, as appropriate.
- Monitor and report to all relevant parties annually the progress on meeting the goals.

Attachment 1



BAKERSFIELD  
 CHANNEL ISLANDS  
 CHICO  
 DOMINGUEZ HILLS  
 EAST BAY  
 FRESNO  
 FULLERTON  
 HUMBOLDT  
 LONG BEACH  
 LOS ANGELES  
 MARITIME ACADEMY  
 MONTEREY BAY  
 NORTHRIDGE  
 POMONA  
 SACRAMENTO  
 SAN BERNARDINO  
 SAN DIEGO  
 SAN FRANCISCO  
 SAN JOSÉ  
 SAN LUIS OBISPO  
 SAN MARCOS  
 SONOMA  
 STANISLAUS

August 5, 2016

**MEMORANDUM**

TO: Dr. Eduardo M. Ochoa, Chair, President, CSU Monterey Bay  
 Dr. Sylvia Alva, Provost, Cal Poly Pomona  
 Dr. Lynnette Zelezny, Provost, CSU Fresno  
 Dr. Clare Weber, Associate Vice President, CSU Dominguez Hills  
 Dr. Simone Aloisio, Senator, CSU Channel Islands  
 Dr. Jerry Schutte, Senator, CSU Northridge  
 Dr. Diana Guerin, Academic Senate CSU - Designee, CSU Fullerton  
 Dr. Jennifer Eagan, CFA President, CSU East Bay  
 Dr. Jonathan Karpf, CFA Associate Vice President, San José State  
 Dr. Kevin Wehr, CFA Associate Vice President, CSU Sacramento  
 Dr. Christine Mallon, Assistant Vice Chancellor, Office of the Chancellor  
 Dr. Margaret Merryfield, Assistant Vice Chancellor, Office of the Chancellor  
 Mr. John Swarbrick, Associate Vice Chancellor, Office of the Chancellor

FROM: Timothy P. White   
 Chancellor

SUBJECT: Task Force on Tenure Density in the California State University

You are invited to participate in a task force charged with reviewing recent data that reveal a decline in tenure density. Your help is sought in recommending principles, policies and practice that will help campuses address this decline. Included within the elements of the charge is the expectation that while working to improve tenure density, we will also seek to recruit and retain the best and most diverse faculty on behalf of the system.

**Work Group Charge**

Consistent with our priority to improve tenure density throughout out the system and encourage campuses to address the causes of the steady decline in tenure density, I am asking this group to consider the issues and provide recommendations for both campus and system level actions.

To do this the task force should:

- 1) Analyze and review data necessary to understand the problem and possible solutions, including system budget and state funding;

- 2) Develop and review best practices or tools for campuses to utilize as they seek to improve tenure track density;
- 3) Identify principles that may guide campuses as they work to improve tenure track density.

I have asked Assistant Vice Chancellor Leo Van Cleve to staff this group. His office will follow up with materials and to schedule our discussions. It would be most helpful to have your guidance by March 1, 2017. If you have questions please contact Leo at [lvancleve@calstate.edu](mailto:lvancleve@calstate.edu) or (562) 951-4790.

- c: Dr. Christine Miller, Chair, Academic Senate CSU  
Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs  
Ms. Lori Lamb, Vice Chancellor, Human Resources  
Mr. Leo Van Cleve, Assistant Vice Chancellor, International and Off-Campus Programs

**Attachment 2** ASCSU Resolutions Relating to Hiring of Tenure-Track Faculty Since 2000 (Does not include annual resolutions on CSU budget priorities)

AS-3240-15/FGA (Rev) Approved Unanimously January 2016	<a href="#"><b>Request for Joint Task Force to Develop an Action Plan for Increasing Tenure/Tenure-Track Density in the CSU (pdf)</b></a>
AS-3207-15/FA (Rev) Approved Without Dissent May 2015	<a href="#">The Call for a Plan to Increase Tenure Density in the California State University (pdf)</a>
AS-3178-14/EX Approved Unanimously May 2014	<a href="#">Request for Annual Progress Reports on Access to Excellence Strategic Plan Through 2018 (pdf)</a>
AS-3142-13/FA Approved September 2013	<a href="#">Addressing the Urgent Need for New Tenure Line Faculty in the California State University (CSU) (pdf)</a>
AS-3067-12/FA (Rev) Approved Unanimously May 2012	<a href="#">"CSU Faculty Profile: Proportion of Tenure-Track/Tenured Faculty and Demographic Trends, 2001-2009" Report On Commitment 2 of the CSU Access to Excellence Strategic Plan (Attachment 1), (Attachment 2.) 4.0MG, (pdf) 4.2 MB</a>
AS-3054-12/FGA/FA (Rev) Approved Unanimously March 2012	<a href="#">Implementation of Access to Excellence CSU Strategic Plan Commitment 2: Plan for Faculty Turnover and Invest in Faculty Excellence (Attachment), (pdf)</a>
AS-2991-10/FA (Rev) Approved January 2011	<a href="#">Investing in Faculty Resources to Ensure Quality Education in the California State University (.pdf)</a>
AS-2873-08/FA (Rev) Approved Unanimously January 2009	<a href="#">Collecting Survey Data Concerning Voluntary Faculty Separations and Declined Offers of Employment from the CSU (Attachment 1) (Attachment 2) (.pdf)</a>
AS-2772-06/FGA/FA Approved Unanimously November 2006	<a href="#">Advocating for Additional Funding for CSU Budget Challenges and Unmet Needs (.pdf)</a>
AS-2771-06/AA/FGA Approved Unanimously November 2006	<a href="#">Fulfilling the Principles of Cornerstones in the New Strategic Plan (.pdf)</a>
AS-2723-05/FA Approved Unanimously January 2006	<a href="#">Providing Newly Recruited Faculty with Necessary Support (.pdf)</a>

AS-2702-05/FA/FGA Approved Unanimously May 2005	<a href="#">Faculty Compensation and the Crisis in Recruiting and Retaining Faculty of High Quality</a> (Attachment) (.pdf)
AS-2624-03/FA Approved September 2003	<a href="#">Tenure-Track Hiring in the Context of Reduced Budgets</a> (.pdf)
AS-2608-03/FA Approved) May 2003	<a href="#">The Report of the Faculty Flow Committee</a> (.pdf)
AS-2547-01/EX Approved Unanimously September 2001	<a href="#">The California State University at the Beginning of the 21st Century: Meeting the Needs of the People of California</a> (.pdf) (Attachment, .pdf, 685KB)
AS-2497-00/FA Approved May 2000	<a href="#">Faculty Recruitment and Retention</a> (.pdf)

Attachment 3

Campus	Tenure Status	Fall Instructional Faculty Headcount									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Bakersfield	Tenure-track	221	208	203	185	182	186	186	186	191	207
	Lecturers	196	198	163	171	189	184	202	228	256	306
	Total	417	406	366	356	371	370	388	414	447	513
Channel Islands	Tenure-track	77	84	82	80	81	86	95	107	115	127
	Lecturers	193	194	182	179	189	228	253	268	266	294
	Total	270	278	264	259	270	314	348	375	381	421
Chico	Tenure-track	520	523	504	480	466	452	441	442	458	474
	Lecturers	486	445	384	378	408	413	467	511	510	506
	Total	1,006	968	888	858	874	865	908	953	968	980
Dominguez Hills	Tenure-track	275	266	257	241	224	210	213	222	238	245
	Lecturers	428	431	355	370	462	478	513	547	594	599
	Total	703	697	612	611	686	688	726	769	832	844
East Bay	Tenure-track	346	359	355	320	308	303	311	320	327	345
	Lecturers	431	452	370	300	362	396	440	460	506	502
	Total	777	811	725	620	670	699	751	780	833	847
Fresno	Tenure-track	566	578	571	553	533	519	534	544	540	572
	Lecturers	727	712	565	577	551	669	739	764	796	830
	Total	1,293	1,290	1,136	1,130	1,084	1,188	1,273	1,308	1,336	1,402
Fullerton	Tenure-track	724	725	741	726	733	745	751	767	799	826
	Lecturers	1,253	1,098	856	945	1,097	1,163	1,173	1,274	1,250	1,255
	Total	1,977	1,823	1,597	1,671	1,830	1,908	1,924	2,041	2,049	2,081
Humboldt	Tenure-track	272	263	253	233	230	227	231	219	226	240
	Lecturers	230	238	236	253	271	302	288	306	324	318
	Total	502	501	489	486	501	529	519	525	550	558
Long Beach	Tenure-track	853	845	849	816	796	785	777	795	789	818
	Lecturers	1,209	1,279	1,055	994	1,122	1,042	1,119	1,241	1,332	1,356
	Total	2,062	2,124	1,904	1,810	1,918	1,827	1,896	2,036	2,121	2,174
Los Angeles	Tenure-track	531	529	552	533	526	516	508	510	518	529
	Lecturers	687	659	478	488	573	576	618	776	915	1,054
	Total	1,218	1,188	1,030	1,021	1,099	1,092	1,126	1,286	1,433	1,583

Campus	Tenure Status	Fall Instructional Faculty Headcount									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Maritime	Tenure-track	41	40	44	47	43	45	50	52	51	52
	Lecturers	34	34	34	32	31	27	37	37	36	38
	Total	75	74	78	79	74	72	87	89	87	90
Monterey Bay	Tenure-track	104	108	112	114	120	119	116	118	150	154
	Lecturers	185	170	151	190	194	246	256	312	302	312
	Total	289	278	263	304	314	365	372	430	452	466
Northridge	Tenure-track	754	763	737	703	765	794	790	787	830	813
	Lecturers	1,064	1,076	1,013	1,016	1,055	1,039	1,156	1,221	1,238	1,292
	Total	1,818	1,839	1,750	1,719	1,820	1,833	1,946	2,008	2,068	2,105
Pomona	Tenure-track	577	548	537	493	490	510	498	520	525	553
	Lecturers	595	472	472	458	529	548	560	630	700	670
	Total	1,172	1,020	1,009	951	1,019	1,058	1,058	1,150	1,225	1,223
Sacramento	Tenure-track	744	736	734	680	650	620	610	633	628	640
	Lecturers	798	722	661	513	642	656	753	835	880	980
	Total	1,542	1,458	1,395	1,193	1,292	1,276	1,363	1,468	1,508	1,620
San Bernardino	Tenure-track	403	409	407	385	385	385	393	404	401	420
	Lecturers	486	510	411	410	406	435	468	480	544	530
	Total	889	919	818	795	791	820	861	884	945	950
San Diego	Tenure-track	832	818	801	761	769	732	716	715	719	735
	Lecturers	972	938	718	709	690	660	775	876	913	925
	Total	1,804	1,756	1,519	1,470	1,459	1,392	1,491	1,591	1,632	1,660
San Francisco	Tenure-track	802	817	804	760	744	730	743	736	733	759
	Lecturers	871	767	572	715	763	884	884	863	885	918
	Total	1,673	1,584	1,376	1,475	1,507	1,614	1,627	1,599	1,618	1,677
San Jose	Tenure-track	708	710	710	666	653	658	661	656	672	696
	Lecturers	1,166	1,193	990	943	1,112	1,063	1,069	1,121	1,126	1,146
	Total	1,874	1,903	1,700	1,609	1,765	1,721	1,730	1,777	1,798	1,842
San Luis Obispo	Tenure-track	665	690	686	651	644	643	634	647	664	680
	Lecturers	448	425	377	388	418	403	464	510	544	581
	Total	1,113	1,115	1,063	1,039	1,062	1,046	1,098	1,157	1,208	1,261



Campus	Tenure Status	Fall Instructional Faculty Headcount									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
San Marcos	Tenure-track	220	224	219	216	237	234	233	244	255	264
	Lecturers	298	259	290	293	332	344	381	414	462	483
	Total	518	483	509	509	569	578	614	658	717	747
Sonoma	Tenure-track	267	266	270	253	252	241	228	225	234	238
	Lecturers	291	301	231	266	235	261	281	312	311	337
	Total	558	567	501	519	487	502	509	537	545	575
Stanislaus	Tenure-track	261	267	260	242	248	241	242	253	251	266
	Lecturers	255	232	132	202	200	216	250	277	304	339
	Total	516	499	392	444	448	457	492	530	555	605
Systemwide	Tenure-track	10,763	10,776	10,688	10,138	10,079	9,981	9,961	10,102	10,314	10,653
	Lecturers	13,303	12,805	10,696	10,790	11,831	12,233	13,146	14,263	14,994	15,571
	Total	24,066	23,581	21,384	20,928	21,910	22,214	23,107	24,365	25,308	26,224

Headcounts as of October 31 each year

Includes instructional faculty; excludes coaches, counselors, and librarians

Includes active faculty; excludes leave without pay

Tenure status based on class code

Source data: CIRS AN file

Academic Human Resources

CSU Office of the Chancellor, May 2017

Campus	Tenure Status	Fall Instructional Faculty Full-Time Equivalents (FTE)									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Bakersfield	Tenure-track	219.5	202.3	197.4	181.8	177.6	180.7	179.9	181.0	185.9	200.7
	Lecturers	122.0	118.9	98.3	102.5	109.8	115.5	127.5	142.1	158.2	161.7
	Total	341.5	321.2	295.7	284.3	287.4	296.2	307.4	323.1	344.1	362.4
	Tenure density	64.3%	63.0%	66.8%	63.9%	61.8%	61.0%	58.5%	56.0%	54.0%	55.4%
Channel Islands	Tenure-track	77.0	83.5	81.0	78.3	79.5	85.0	94.0	105.5	113.0	125.4
	Lecturers	103.4	104.0	105.4	107.2	118.7	144.7	155.4	168.0	176.1	189.7
	Total	180.4	187.5	186.4	185.5	198.2	229.7	249.4	273.5	289.1	315.1
	Tenure density	42.7%	44.5%	43.5%	42.2%	40.1%	37.0%	37.7%	38.6%	39.1%	39.8%
Chico	Tenure-track	502.7	510.4	489.3	463.9	447.8	435.3	422.6	424.5	441.8	458.9
	Lecturers	259.5	234.0	200.0	196.7	209.1	222.2	259.8	295.0	296.5	297.2
	Total	762.2	744.4	689.3	660.6	656.9	657.5	682.4	719.5	738.3	756.1
	Tenure density	66.0%	68.6%	71.0%	70.2%	68.2%	66.2%	61.9%	59.0%	59.8%	60.7%
Dominguez Hills	Tenure-track	259.5	251.1	244.1	225.6	210.9	198.0	202.9	213.3	230.7	236.8
	Lecturers	199.7	197.3	170.5	179.9	224.8	226.6	263.5	275.4	292.1	298.7
	Total	459.2	448.4	414.6	405.5	435.7	424.6	466.4	488.7	522.8	535.5
	Tenure density	56.5%	56.0%	58.9%	55.6%	48.4%	46.6%	43.5%	43.6%	44.1%	44.2%
East Bay	Tenure-track	331.8	348.6	341.7	307.8	296.8	290.5	297.2	309.2	320.0	333.1
	Lecturers	201.6	224.1	178.7	139.2	179.8	190.7	217.2	227.0	255.1	249.9
	Total	533.4	572.7	520.4	447.0	476.6	481.2	514.4	536.2	575.1	583.0
	Tenure density	62.2%	60.9%	65.7%	68.9%	62.3%	60.4%	57.8%	57.7%	55.6%	57.1%
Fresno	Tenure-track	554.1	562.8	557.3	540.6	524.2	506.6	520.9	529.3	529.9	561.8
	Lecturers	375.0	351.1	274.1	279.9	279.7	339.7	372.9	389.2	417.0	436.0
	Total	929.1	913.9	831.4	820.5	803.9	846.3	893.8	918.5	946.9	997.8
	Tenure density	59.6%	61.6%	67.0%	65.9%	65.2%	59.9%	58.3%	57.6%	56.0%	56.3%
Fullerton	Tenure-track	712.0	710.6	729.6	712.5	715.6	722.3	728.3	746.3	779.1	803.3
	Lecturers	616.1	547.7	427.0	472.8	550.1	602.3	613.2	669.3	665.2	663.9
	Total	1,328.1	1,258.3	1,156.6	1,185.3	1,265.7	1,324.6	1,341.5	1,415.6	1,444.3	1,467.2
	Tenure density	53.6%	56.5%	63.1%	60.1%	56.5%	54.5%	54.3%	52.7%	53.9%	54.8%

Campus	Tenure Status	Fall Instructional Faculty Full-Time Equivalents (FTE)									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Humboldt	Tenure-track	264.0	254.8	245.0	224.1	223.0	220.0	226.8	214.2	223.5	238.8
	Lecturers	102.2	107.9	111.9	121.9	139.2	150.9	156.2	169.8	177.6	178.8
	Total	366.2	362.7	356.9	346.0	362.2	370.9	383.0	384.0	401.1	417.6
	Tenure density	72.1%	70.3%	68.6%	64.8%	61.6%	59.3%	59.2%	55.8%	55.7%	57.2%
Long Beach	Tenure-track	832.8	825.7	832.0	794.9	777.8	769.7	759.2	773.4	772.0	803.3
	Lecturers	603.0	626.9	529.1	504.2	576.3	542.4	582.8	655.1	697.4	714.7
	Total	1,435.8	1,452.6	1,361.1	1,299.1	1,354.1	1,312.1	1,342.0	1,428.5	1,469.4	1,518.0
	Tenure density	58.0%	56.8%	61.1%	61.2%	57.4%	58.7%	56.6%	54.1%	52.5%	52.9%
Los Angeles	Tenure-track	515.3	517.3	541.2	521.9	513.5	505.2	491.7	491.2	502.3	514.4
	Lecturers	315.0	316.0	219.0	235.9	272.1	284.3	332.5	422.6	502.9	576.1
	Total	830.3	833.3	760.2	757.8	785.6	789.5	824.2	913.8	1,005.2	1,090.5
	Tenure density	62.1%	62.1%	71.2%	68.9%	65.4%	64.0%	59.7%	53.8%	50.0%	47.2%
Maritime	Tenure-track	41.2	40.6	44.0	46.1	42.7	44.3	48.6	50.8	50.9	51.1
	Lecturers	23.6	23.3	20.6	19.7	20.6	20.2	25.3	27.6	27.3	27.1
	Total	64.8	63.9	64.6	65.8	63.3	64.5	73.9	78.4	78.2	78.2
	Tenure density	63.6%	63.5%	68.1%	70.1%	67.5%	68.7%	65.8%	64.8%	65.1%	65.3%
Monterey Bay	Tenure-track	103.1	107.2	111.1	113.3	119.1	117.8	114.3	117.0	148.5	152.7
	Lecturers	104.1	97.4	92.5	117.9	120.9	141.0	155.5	186.5	187.1	193.1
	Total	207.2	204.6	203.6	231.2	240.0	258.8	269.8	303.5	335.6	345.8
	Tenure density	49.8%	52.4%	54.6%	49.0%	49.6%	45.5%	42.4%	38.6%	44.2%	44.2%
Northridge	Tenure-track	734.7	745.1	720.4	690.7	751.1	776.9	767.8	760.3	801.3	793.4
	Lecturers	493.8	511.0	479.5	478.0	494.8	506.3	574.4	619.6	641.8	643.9
	Total	1,228.5	1,256.1	1,199.9	1,168.7	1,245.9	1,283.2	1,342.2	1,379.9	1,443.1	1,437.3
	Tenure density	59.8%	59.3%	60.0%	59.1%	60.3%	60.5%	57.2%	55.1%	55.5%	55.2%
Pomona	Tenure-track	553.2	531.6	519.4	476.8	474.3	490.5	478.2	502.9	508.1	535.0
	Lecturers	322.1	254.2	255.9	248.2	283.7	292.5	319.5	361.0	393.5	393.0
	Total	875.3	785.8	775.3	725.0	758.0	783.0	797.7	863.9	901.6	928.0
	Tenure density	63.2%	67.7%	67.0%	65.8%	62.6%	62.6%	59.9%	58.2%	56.4%	57.7%

Campus	Tenure Status	Fall Instructional Faculty Full-Time Equivalents (FTE)									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Sacramento	Tenure-track	714.3	712.1	711.3	665.2	631.4	598.1	592.4	614.3	613.2	626.5
	Lecturers	369.2	329.4	301.7	245.7	298.8	309.9	356.1	384.6	417.9	463.9
	Total	1,083.5	1,041.5	1,013.0	910.9	930.2	908.0	948.5	998.9	1,031.1	1,090.4
	Tenure density	65.9%	68.4%	70.2%	73.0%	67.9%	65.9%	62.5%	61.5%	59.5%	57.5%
San Bernardino	Tenure-track	392.7	400.8	397.1	374.0	373.7	372.7	380.5	387.1	384.0	403.7
	Lecturers	248.6	262.5	205.4	210.7	208.2	239.5	249.2	256.4	301.5	289.8
	Total	641.3	663.3	602.5	584.7	581.9	612.2	629.7	643.5	685.5	693.5
	Tenure density	61.2%	60.4%	65.9%	64.0%	64.2%	60.9%	60.4%	60.2%	56.0%	58.2%
San Diego	Tenure-track	813.5	799.6	782.8	735.5	742.7	706.0	690.2	694.0	703.1	720.5
	Lecturers	475.3	468.6	357.4	348.3	336.5	324.3	371.3	422.3	443.6	448.2
	Total	1,288.8	1,268.2	1,140.2	1,083.8	1,079.2	1,030.3	1,061.5	1,116.3	1,146.7	1,168.7
	Tenure density	63.1%	63.0%	68.7%	67.9%	68.8%	68.5%	65.0%	62.2%	61.3%	61.6%
San Francisco	Tenure-track	777.4	791.1	784.7	746.3	731.2	715.8	726.6	720.9	719.0	743.3
	Lecturers	383.7	340.9	269.8	324.1	348.2	398.0	414.5	412.4	422.6	437.5
	Total	1,161.1	1,132.0	1,054.5	1,070.4	1,079.4	1,113.8	1,141.1	1,133.3	1,141.6	1,180.8
	Tenure density	67.0%	69.9%	74.4%	69.7%	67.7%	64.3%	63.7%	63.6%	63.0%	62.9%
San Jose	Tenure-track	686.5	689.4	692.0	649.6	635.3	640.8	640.5	626.9	645.0	674.3
	Lecturers	524.2	541.2	449.1	448.2	549.9	515.0	522.3	547.3	545.7	555.6
	Total	1,210.7	1,230.6	1,141.1	1,097.8	1,185.2	1,155.8	1,162.8	1,174.2	1,190.7	1,229.9
	Tenure density	56.7%	56.0%	60.6%	59.2%	53.6%	55.4%	55.1%	53.4%	54.2%	54.8%
San Luis Obispo	Tenure-track	643.0	670.8	671.2	635.7	630.5	631.1	623.6	635.4	654.5	666.9
	Lecturers	275.6	265.9	236.2	243.5	262.8	254.9	288.3	315.2	345.6	366.0
	Total	918.6	936.7	907.4	879.2	893.3	886.0	911.9	950.6	1,000.1	1,032.9
	Tenure density	70.0%	71.6%	74.0%	72.3%	70.6%	71.2%	68.4%	66.8%	65.4%	64.6%
San Marcos	Tenure-track	219.3	222.2	217.0	212.9	232.2	229.0	229.8	239.5	251.6	262.9
	Lecturers	130.3	120.4	132.0	141.4	170.4	181.7	203.9	223.0	248.0	253.3
	Total	349.6	342.6	349.0	354.3	402.6	410.7	433.7	462.5	499.6	516.2
	Tenure density	62.7%	64.9%	62.2%	60.1%	57.7%	55.8%	53.0%	51.8%	50.4%	50.9%

Campus	Tenure Status	Fall Instructional Faculty Full-Time Equivalents (FTE)									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Sonoma	Tenure-track	256.7	258.7	261.9	243.8	244.8	234.2	220.5	217.5	224.8	232.8
	Lecturers	121.9	130.8	97.2	113.1	101.9	114.0	133.1	147.1	147.3	153.7
	Total	378.6	389.5	359.1	356.9	346.7	348.2	353.6	364.6	372.1	386.5
	Tenure density	67.8%	66.4%	72.9%	68.3%	70.6%	67.3%	62.4%	59.7%	60.4%	60.2%
Stanislaus	Tenure-track	255.5	261.5	253.8	232.9	237.4	232.3	232.5	242.3	240.6	254.7
	Lecturers	143.4	132.2	74.6	97.2	100.8	110.5	127.3	142.9	149.7	164.7
	Total	398.9	393.7	328.4	330.1	338.2	342.8	359.8	385.2	390.3	419.4
	Tenure density	64.1%	66.4%	77.3%	70.6%	70.2%	67.8%	64.6%	62.9%	61.6%	60.7%
Systemwide	Tenure-track	10,459.9	10,497.7	10,425.5	9,874.3	9,813.0	9,702.7	9,669.0	9,796.9	10,042.9	10,394.3
	Lecturers	6,513.3	6,305.5	5,286.0	5,376.1	5,957.1	6,227.0	6,821.7	7,459.4	7,909.9	8,156.6
	Total	16,973.2	16,803.2	15,711.5	15,250.4	15,770.1	15,929.7	16,490.7	17,256.3	17,952.8	18,550.9
	Tenure density	61.6%	62.5%	66.4%	64.7%	62.2%	60.9%	58.6%	56.8%	55.9%	56.0%

FTE as of October 31 each year

Tenure density defined as tenure-track FTE divided by total instructional FTE

Includes instructional faculty; excludes coaches, counselors, and librarians

Includes active faculty; excludes leave without pay

Tenure status based on class code

Source data: CIRS AN file

Academic Human Resources

CSU Office of the Chancellor, May 2017

## Systemwide Trends Faculty FTE, Headcounts, and Tenure Density

Systemwide Summary	Tenure Status	Fall Instructional Faculty Full-time Equivalents (FTE)									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	Tenure-track	10,459.9	10,497.7	10,425.5	9,874.3	9,813.0	9,702.7	9,669.0	9,796.9	10,042.9	10,394.3
	Lecturers	6,513.3	6,305.5	5,286.0	5,376.1	5,957.1	6,227.0	6,821.7	7,459.4	7,909.9	8,156.6
	<b>Total</b>	<b>16,973.2</b>	<b>16,803.2</b>	<b>15,711.5</b>	<b>15,250.4</b>	<b>15,770.1</b>	<b>15,929.7</b>	<b>16,490.7</b>	<b>17,256.3</b>	<b>17,952.8</b>	<b>18,550.9</b>
	Tenure density	61.6%	62.5%	66.4%	64.7%	62.2%	60.9%	58.6%	56.8%	55.9%	56.0%

Systemwide Summary	Tenure Status	Fall Instructional Faculty Headcounts									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	Tenure-track	10,763	10,776	10,688	10,138	10,079	9,981	9,961	10,102	10,314	10,653
	Lecturers	13,303	12,805	10,696	10,790	11,831	12,233	13,146	14,263	14,994	15,571
	<b>Total</b>	<b>24,066</b>	<b>23,581</b>	<b>21,384</b>	<b>20,928</b>	<b>21,910</b>	<b>22,214</b>	<b>23,107</b>	<b>24,365</b>	<b>25,308</b>	<b>26,224</b>

FTE and Headcounts as of October 31 each year

Tenure density defined as tenure-track FTE divided by total instructional FTE

Includes instructional faculty; excludes coaches, counselors, and librarians

Includes active faculty; excludes leave without pay

Tenure status based on class code Source data: CIRS AN file

Academic Human Resources

CSU Office of the Chancellor, May 2017

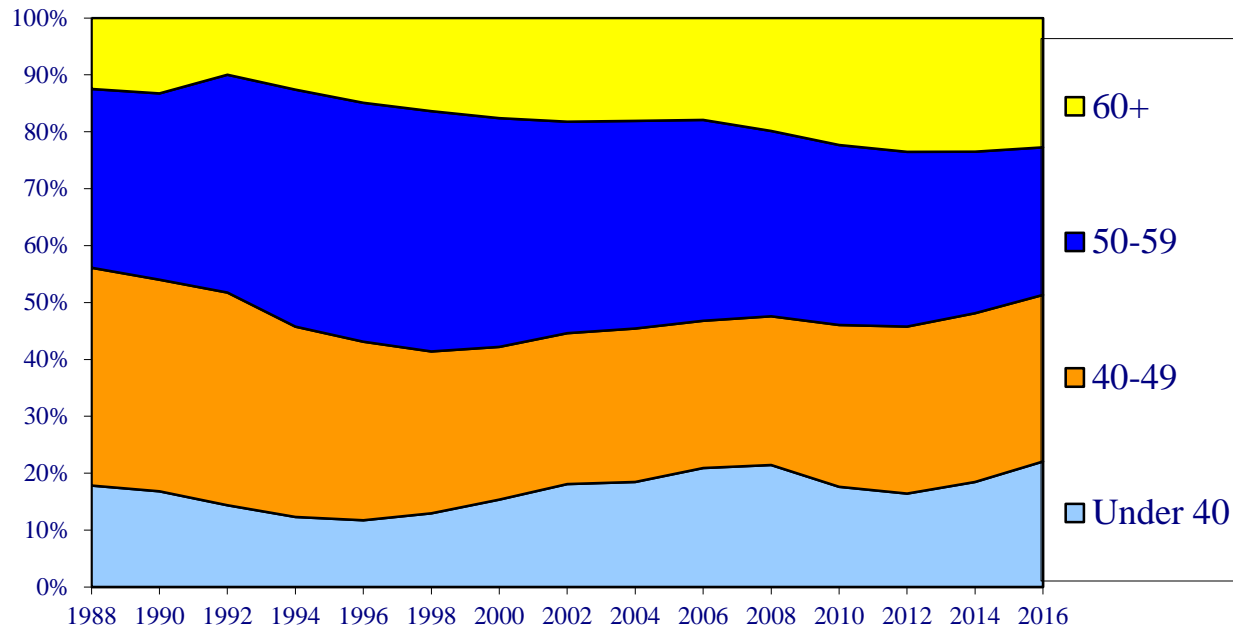
**Attachment 4**

**Age Distribution of CSU Full Time Faculty (Head Count)**

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
70 +	68	56	65	57	42	46	54	60	69	76	85	106	103	112	119
60 - 69	1,417	1,551	1,585	1,419	1,041	1,199	1,263	1,403	1,514	1,627	1,657	1,842	1,849	1,871	2,028
50 - 59	3,741	3,898	4,078	4,133	4,156	4,315	4,356	4,366	4,461	4,469	4,493	4,521	4,458	4,426	4,379
40 - 49	4,558	4,644	4,633	4,347	4,059	3,808	3,499	3,447	3,334	3,135	3,028	2,961	2,976	3,054	3,125
30 - 39	2,004	1,951	1,972	1,763	1,493	1,331	1,226	1,155	1,153	1,185	1,287	1,411	1,571	1,769	1,969
Under 30	120	130	123	101	67	60	61	72	94	89	91	95	132	147	162
Total	11,908	12,230	12,456	11,820	10,858	10,759	10,459	10,503	10,625	10,581	10,641	10,936	11,089	11,379	11,782
Average Age	48.8	49.1	49.2	49.4	49.3	49.9	50.4	50.7	51	51.2	51.1	51.3	51	50.6	50.4

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
70 +	149	137	152	132	162	176	212	204	219	268	298	332	333	350
60 - 69	1,987	1,865	1,900	1,949	2,112	2,209	2,312	2,302	2,361	2,393	2,408	2,437	2,517	2,543
50 - 59	4,241	4,039	4,102	4,103	4,086	3,915	3,714	3,552	3,524	3,474	3,396	3,348	3,320	3,301
40 - 49	3,109	2,985	2,932	3,008	3,105	3,142	3,157	3,193	3,292	3,320	3,414	3,497	3,603	3,727
30 - 39	2,060	1,942	2,084	2,287	2,422	2,428	2,217	1,911	1,866	1,777	1,815	2,011	2,303	2,598
Under 30	128	101	106	143	176	149	100	66	68	81	117	165	190	210
Total	11,674	11,069	11,276	11,622	12,063	12,019	11,712	11,228	11,330	11,313	11,448	11,790	12,266	12,729
Average Age	50.3	50.3	50.3	50.0	50.0	50.1	50.5	51.0	51.0	51.2	51.1	50.8	50.3	50.0

**Age Distribution of CSU Full-Time Faculty  
(Percent by Age Group)**





Attachment 5

### Separations among CSU Tenure-track Faculty

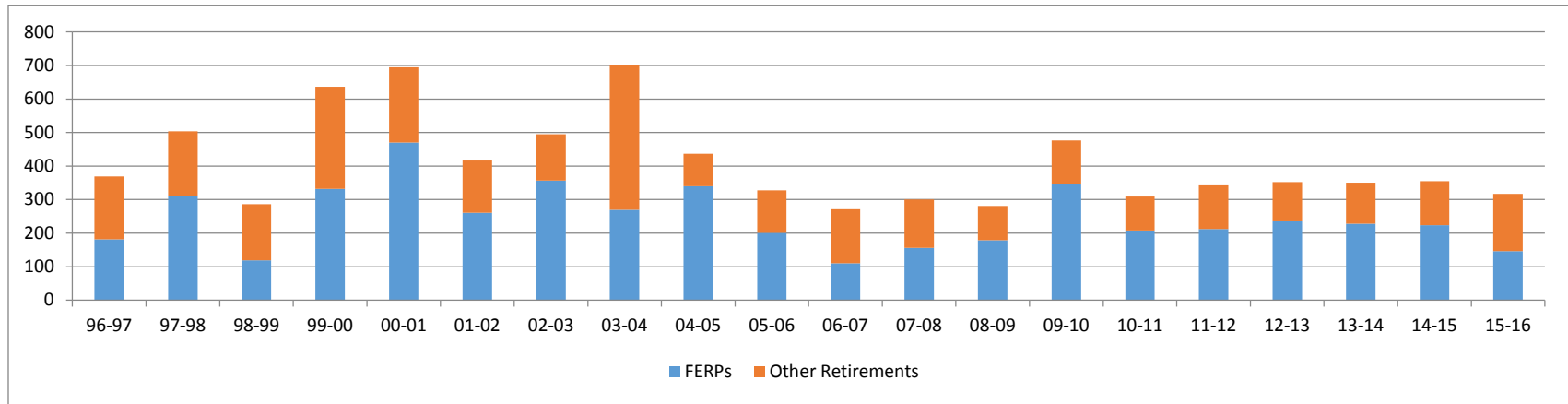


	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Retirements	166	263	369	504	286	637	695	417	495	702	437	328	271
Other Separations	137	162	144	135	143	158	188	183	190	196	231	270	284
Total Separations	303	425	513	639	429	795	883	600	685	898	668	598	555
Retirements as a % of Separations	55%	62%	72%	79%	67%	80%	79%	70%	72%	78%	65%	55%	49%

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	22 year Total
Retirements	300	281	476	309	343	352	351	355	317	8,654
Other Separations	201	197	199	200	200	208	228	187	286	4,327
Total Separations	501	478	675	509	543	560	579	542	603	12,981
Retirements as a % of Separations	60%	59%	71%	61%	63%	63%	61%	65.5%	52.6%	66.7%

Note: Faculty retirements have fluctuated widely related to the impact of "Golden Handshakes" boosting retirements one year and reducing their numbers in subsequent years. In 1998-99, retirements may have been fewer as passage of SB 400 provided improved benefits to those retiring after the academic year ended.

# CSU Tenure-track Faculty Retirement and FERP Head Count since 1996-97



	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
FERPs	182	311	119	332	470	261	357	270	340	201	110
Other Retirements	187	193	167	305	225	156	138	432	97	127	161
Total Retirements	369	504	286	637	695	417	495	702	437	328	271
FERPs as % of Total Retirements	49%	62%	42%	52%	68%	63%	72%	38%	78%	61%	41%

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
FERPs	156	179	346	208	212	235	228	224	146
Other Retirements	144	102	130	101	131	117	123	131	171
Total Retirements	300	281	476	309	343	352	351	355	317
FERPs as % of Total Retirements	52%	64%	73%	67%	62%	67%	65%	63%	46%