

**STRENGTH, DIVERSITY,  
EXCELLENCE**

The Employees of the  
**California State  
University**



# LETTER FROM MELISSA L. BARD

## Vice Chancellor and Chief Human Resources Officer



### **Dear Friends of the California State University,**

The employees of the California State University are an extremely talented, diverse and motivated group. Our faculty and staff play an essential role in executing the mission of the CSU: to adequately prepare a new generation of leaders in the state of California and beyond. CSU remains committed to focusing on the student success initiatives to provide students with a clearer path to graduation and to eliminate the achievement gap among underrepresented minority students.

This report demonstrates the CSU's commitment to diversity in our workforce. Our employees come from a rich array of backgrounds and experiences, providing our students with the opportunity to encounter new perspectives and to go on to succeed in an increasingly connected, global work environment. The value of a CSU education remains strong, and as a system, we are well positioned for continued success due in large part to the commitment of employees at all 23 campuses and the Chancellor's Office. The high value the university places on retention demonstrates this – going to great lengths to provide the CSU workforce with attractive benefits and a motivating workplace atmosphere.

I invite you to enjoy this publication, which in addition to updated data, also includes notable recent achievements by staff and faculty. My hope is that in reading the 2017 Employee Profile, you will gain a greater understanding of the people who make the CSU such a special place to work and learn.

Regards,

A handwritten signature in black ink that reads "Melissa L. Bard". The signature is written in a cursive, flowing style.

Melissa L. Bard  
Vice Chancellor and Chief Human Resources Officer

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# CSU EMPLOYEES

## Fall 2017



The information in this report, drawing on data from the analytics for CSU employees from Fall 2017, illustrates not just the growth of the workforce over the past three years, but also underscores the university's ongoing commitment to hiring well-qualified, diverse faculty and staff — one of its top priorities.

The CSU employs more than 50,000 faculty and staff statewide. The tables on the following pages present information on the numbers of faculty and staff employed in various occupational categories, as well as the numbers employed at each campus.

### **Berenecea Johnson Eanes, Ph.D.** **CSU Fullerton**

Vice President for Student Affairs

Berenecea Johnson Eanes, Ph.D., has achieved transformative results in her role as a member of the President's Cabinet and as vice president for the Division of Student Affairs at California State University, Fullerton — an institution with a diverse population of over 40,000 students.

Dr. Eanes joined Cal State Fullerton in 2012 as vice president and immediately made an impact on the university. In partnership with campus colleagues, she helped implement the university's new Strategic Plan, resulting in a 30 percent improvement in six-year graduation rates and a 65 percent improvement in four-year graduation rates for first-time freshmen. During this time, the achievement gap has also been cut in half for first-time freshmen and eliminated for transfer students. In sum, she has advanced a culture of collaboration among deans, the Division of Student Affairs, the President's Cabinet, and the entire senior leadership team, and empowered Titans to make significant contributions in the classroom and the community.

An advocate of diversity, equity, and inclusion, Dr. Eanes worked with key campus partners to create a Bias Incident Response Protocol, and to

establish the Diversity Initiatives & Resources Center — the department that oversees five identity-based resource centers on campus — and the Male Success Initiative to support historically disadvantaged men of color. She was also instrumental in opening the Titan Dreamers Resource Center.

"My belief is that higher education will be one of the most important social justice issues of our time," says Dr. Eanes. "My entire career has been dedicated to serving on collaborative teams as a faculty member, staff and/or administrator who is willing to work actively and in a purposeful way to increase the number of students able to receive degrees."

In 2017, continuing the mission of supporting student wellness and success, Dr. Eanes created a 27-member food and housing insecurity task force and is now spearheading the division's efforts in basic needs initiatives.

Dr. Eanes received her Ph.D. in social work from Clark Atlanta University, her master's degree from Boston University and her bachelor's degree from Dillard University.



# EMPLOYEES BY OCCUPATIONAL GROUP AND CAMPUS

## EMPLOYEE HEADCOUNT BY OCCUPATIONAL GROUP\*

Fall 2017 and Prior Years

### Fall 2017

OCCUPATIONAL GROUP	FULL-TIME	PART-TIME	TOTAL
Faculty	13,103	13,755	26,858
Professional/Technical	13,653	930	14,583
Office/Administrative Support	4,553	244	4,797
Service Occupations	2,384	85	2,469
Construction/Maintenance/Transportation	1,699	18	1,717
Management	1,734	5	1,739
<b>TOTAL</b>	<b>37,126</b>	<b>15,037</b>	<b>52,163</b>

### Fall 2016

OCCUPATIONAL GROUP	FULL-TIME	PART-TIME	TOTAL
Faculty	12,744	13,490	26,234
Professional/Technical	13,001	969	13,970
Office/Administrative Support	4,551	269	4,820
Service Occupations	2,307	90	2,397
Construction/Maintenance/Transportation	1,704	18	1,722
Management	1,690	7	1,697
<b>TOTAL</b>	<b>35,997</b>	<b>14,843</b>	<b>50,840</b>

### Fall 2015

OCCUPATIONAL GROUP	FULL-TIME	PART-TIME	TOTAL
Faculty	12,278	13,055	25,333
Professional/Technical	12,506	954	13,460
Office/Administrative Support	4,560	262	4,822
Service Occupations	2,232	116	2,348
Construction/Maintenance/Transportation	1,671	17	1,688
Management	1,636	7	1,643
<b>TOTAL</b>	<b>34,883</b>	<b>14,411</b>	<b>49,294</b>

Note: Table includes all employees with the exception of student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions, and summer sessions.

## HEADCOUNT OF EMPLOYEES BY OCCUPATIONAL GROUP

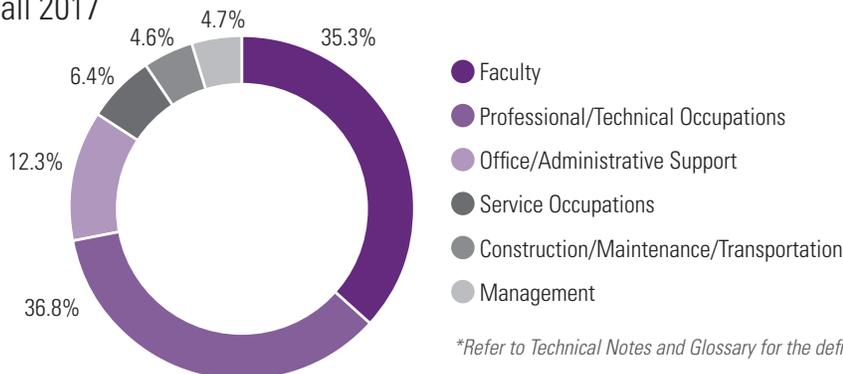
Fall 2017 and Prior Years



- Faculty
- Professional/Technical Occupations
- Office/Administrative Support
- Service Occupations
- Construction/Maintenance/Transportation
- Management

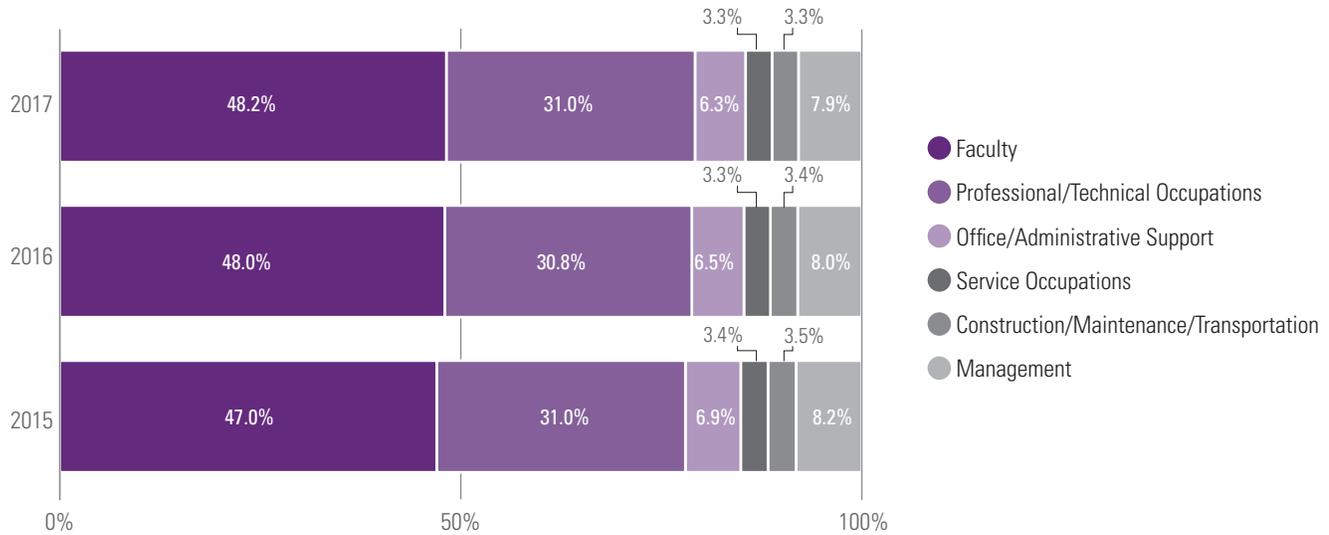
## OCCUPATIONAL PROFILE OF FULL-TIME EMPLOYEES (HEADCOUNT)

Fall 2017



\*Refer to Technical Notes and Glossary for the definitions of the Occupational Groups.

## DISTRIBUTION OF SALARY BY OCCUPATIONAL GROUP Fall 2017 and Prior Years (Percent of Total Actual Salary)

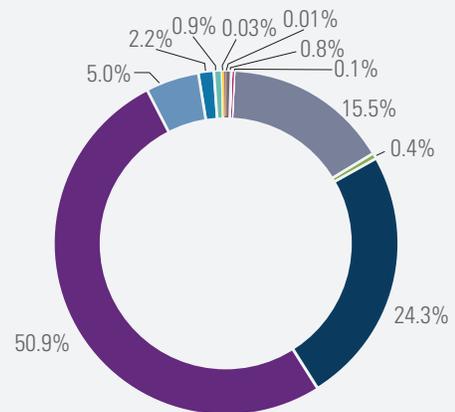


## EMPLOYEES SALARY BY COLLECTIVE BARGAINING UNIT Fall 2017

COLLECTIVE BARGAINING UNIT	PERCENT OF TOTAL SALARY*
Confidential Classes	0.8%
Excluded Classes	0.1%
Management Personnel Plan	15.5%
Union of American Physicians and Dentists	0.4%
California State University Employees Union (CSUEU)	24.3%
California Faculty Association	50.9%
Academic Professionals of California	5.0%
State Employees Trade Council	2.2%
Statewide University Police Association	0.9%
International Union of Operating Engineers	0.03%
English Language Program, Cal State Los Angeles	0.01%

- Confidential Classes
- Excluded Classes
- Management Personnel Plan
- Union of American Physicians and Dentists
- California State University Employees Union (CSUEU)
- California Faculty Association
- Academic Professionals of California
- State Employees Trade Council
- Statewide University Police Association
- International Union of Operating Engineers
- English Language Program, Cal State Los Angeles

## DISTRIBUTION OF SALARY BY COLLECTIVE BARGAINING UNIT Fall 2017 (Percent of Total)



\*Note: Salary expenditures as of October 31, 2017.  
(Salary Expenditures = Annual Base Salary \* FTE)

Note: Executives are included in the Management Personnel Plan

## EMPLOYEE HEADCOUNT BY CAMPUS

Fall 2017

CAMPUS	FULL-TIME	PART-TIME	TOTAL	FULL-TIME EQUIVALENTS (FTE)
Bakersfield	878	313	1,191	1,005.5
Channel Islands	747	230	977	874.0
Chico	1,483	516	1,999	1,739.2
Dominguez Hills	1,022	574	1,596	1,248.4
East Bay	1,299	550	1,849	1,552.0
Fresno	1,846	722	2,568	2,147.1
Fullerton	2,590	1,167	3,757	3,093.2
Humboldt	930	296	1,226	1,079.4
Long Beach	2,707	1,180	3,887	3,223.5
Los Angeles	1,766	1,051	2,817	2,236.4
Maritime Academy	279	33	312	295.6
Monterey Bay	736	284	1,020	878.5
Northridge	2,592	1,293	3,885	3,181.5
Pomona	1,700	676	2,376	2,059.7
Sacramento	2,132	922	3,054	2,533.2
San Bernardino	1,498	543	2,041	1,752.1
San Diego	2,526	915	3,441	2,893.0
San Francisco	2,280	1,007	3,287	2,709.7
San José	2,199	1,187	3,386	2,742.9
San Luis Obispo	2,313	451	2,764	2,532.1
San Marcos	1,152	447	1,599	1,358.9
Sonoma	974	333	1,307	1,126.2
Stanislaus	844	341	1,185	972.8
Chancellor's Office	633	6	639	637.2
<b>TOTAL</b>	<b>37,126</b>	<b>15,037</b>	<b>52,163</b>	<b>43,872.2</b>

*Note: Table includes all employees with the exception of student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions, and summer sessions.*



### Ivor Weiner, Ph.D.

#### CSU Northridge

Professor of Special Education



Professor of Special Education Ivor Weiner, Ph.D., has established an outstanding record of accomplishment and service at California State University, Northridge, where he began as an assistant professor in 2001. Dr. Weiner's reputation extends

beyond the Department of Special Education to the larger community through his directorship of the CSU Northridge Family Focus Resource Center, which provides support and training to families who have children with disabilities.

Under Dr. Weiner's leadership, the Center — which employs a number of student assistants and a full-time staff of 12 professionals — has grown from serving 300 families to almost 1,500 families each year, helping minimize the barriers low-income and historically underrepresented families experience when accessing services for their children. His most recent project, Family Empowerment Team in Action (FETA) funded by the North Los Angeles County Regional Center, is using master candidates in social work to assist families experiencing barriers in accessing services become engaged consumers on behalf of their children with special needs.

Dr. Weiner's research focuses on autism, including social skills for individuals with autism, screenings, and barriers faced by Latina mothers when accessing services for their children with autism. His research led to a \$50,000 CVS Care Foundation award to purchase a mobile autism screening van to address the disparities in services for Latino families.

"I am most passionate about providing hope to a parent who has a child with autism," says Dr. Weiner. "Hope and focusing on a child's strengths while acknowledging his or her challenges is the key to a deeply fulfilling relationship with the child."

Dr. Weiner's grant fundraising has secured more than \$6 million. In addition to grants, Dr. Weiner has raised more than \$129,000 by organizing large autism walks and through the annual Family Focus Special Needs Resource Fair, which provides over 1,000 attendees with access to special needs agencies and workshops.

Dr. Weiner received his Ph.D. from Texas Woman's University-University of North Texas Federation and his master's and bachelor's from the University of North Texas.

## EMPLOYEE HEADCOUNT BY CAMPUS

Fall 2017 and Prior Year

CAMPUS	FULL-TIME		PART-TIME		TOTAL	
	FACULTY	STAFF	FACULTY	STAFF	FALL 2017	FALL 2016
Bakersfield	293	585	276	37	1,191	1,088
Channel Islands	212	535	212	18	977	952
Chico	546	937	445	71	1,999	1,954
Dominguez Hills	354	668	540	34	1,596	1,497
East Bay	377	922	475	75	1,849	1,863
Fresno	777	1069	698	24	2,568	2,446
Fullerton	1026	1564	1112	55	3,757	3,672
Humboldt	305	625	250	46	1,226	1,249
Long Beach	1075	1632	1092	88	3,887	3,875
Los Angeles	704	1062	1014	37	2,817	2,617
Maritime Academy	71	208	23	10	312	302
Monterey Bay	199	537	242	42	1,020	1,033
Northridge	945	1647	1182	111	3,885	3,817
Pomona	607	1093	637	39	2,376	2,306
Sacramento	769	1363	860	62	3,054	3,017
San Bernardino	470	1028	511	32	2,041	1,997
San Diego	888	1638	818	97	3,441	3,328
San Francisco	842	1438	848	159	3,287	3,260
San José	783	1416	1110	77	3,386	3,252
San Luis Obispo	876	1437	401	50	2,764	2,719
San Marcos	395	757	407	40	1,599	1,548
Sonoma	269	705	290	43	1,307	1,311
Stanislaus	320	524	312	29	1,185	1,128
Chancellor's Office		633		6	639	609
<b>TOTAL</b>	<b>13,103</b>	<b>24,023</b>	<b>13,755</b>	<b>1,282</b>	<b>52,163</b>	<b>50,840</b>

*Notes: Staff excludes instructional faculty personnel.*

*Table includes all employees with the exception of student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions and summer sessions.*

### Merryl Goldberg, Ed.D. CSU San Marcos

Professor of Music and Arts Integration



For 25 years, Merryl Goldberg, Ed.D., has demonstrated sustained excellence in her teaching at California State University San Marcos, where she focuses on the role that arts play in academic success, career development and empathy. She is a professor of music specializing in arts integration. In her signature course, "Learning Through the Arts," her students,

many of whom are studying to be teachers, learn how to teach reading, math, science and social studies through music, dance, theater, visual and media arts.

Dr. Goldberg's scholarly and research activities inform her teaching at all levels. She helps her students realize their potential through innovative pedagogy that combines research with experiential learning in her classroom. Her book, "Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings,"

is in its fifth edition, and as a recognized expert in arts education, Dr. Goldberg is regularly invited to speak at national and international conferences.

She is also the director of CSU San Marcos' Center ARTES — which stands for arts, research, teachers, education, schools — a center where current and prospective teachers learn how to integrate the arts with a wide range of classroom subject matter, as well as how to teach art as a discipline.

"Learning with and through the arts unlocks opportunity," says Dr. Goldberg. "Research shows that students who engage in the arts have a significant edge when it comes to risk-taking, empathy, problem-solving, leadership, thinking outside of the box, being successful in college, as well as successful in careers."

In all her efforts to promote arts integration, Dr. Goldberg has had a profoundly positive effect on her students, and has influenced educators locally, nationally and internationally by demonstrating innovative ways to improve student success.

Dr. Goldberg received her doctorate and master's degrees from Harvard University; she received her bachelor's from the New England Conservatory of Music. Prior to entering academia, Dr. Goldberg was on the road for 13 years as a saxophonist with the Klezmer Conservatory Band out of Boston.

## EMPLOYEES BY GENDER AND ETHNICITY

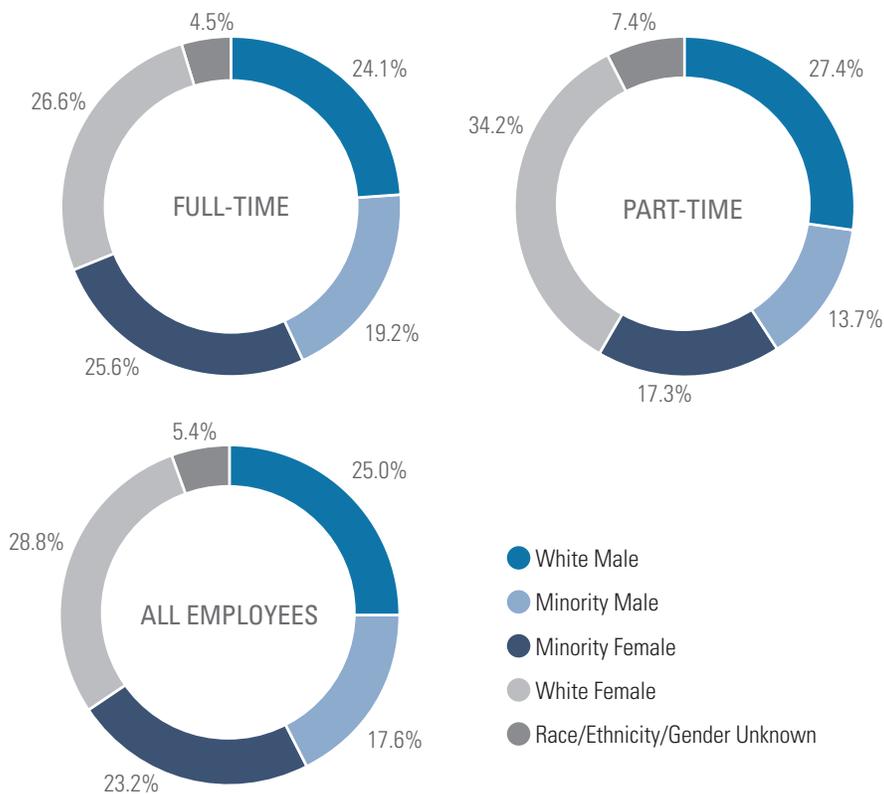
Widely recognized for its inclusive policies and outreach, the CSU is home to an incredibly diverse student body across all its campuses. Likewise, the university employs faculty and staff of every race, ethnicity, gender, age and background. The average age of CSU employees is 47 years, and 52 percent of employees are in either the 40-to-49 age group or the 50-59 age group (26 percent each).

Nearly 40 percent of all employees and 45 percent of full-time employees are minorities. A continued increase in the hiring of female professors has created a rich talent pool of full-time faculty that is now more than 46 percent female. In fact, over 69 percent of all employees at the CSU are either women or minorities.

The university seeks to invest in talented people across the entire spectrum of backgrounds and experiences; in doing so, we can increase the range of perspectives available to students in the classroom. Expanding diversity at the CSU serves to expand the horizons of our students, support their academic success and better prepare them to be part of a globalized workforce.

### EMPLOYEE HEADCOUNT BY GENDER AND ETHNICITY

Fall 2017



Note: Graph includes all employees with the exception of student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions and summer sessions. Gender was not stated for three full-time employees and one part-time employee.

Percentages referenced throughout report may not add up to 100% because of rounding.

### Luis Cabrales, Ph.D. CSU Bakersfield

Associate Professor of Engineering

CSU Bakersfield chemical engineer Dr. Luis Cabrales knows that when undergraduate students can do hands-on research, they're poised to solve big real-world issues.



California's water shortage is no secret. Especially hard hit are the rural, agriculture-rich areas of the state's Central Valley. Luis Cabrales, Ph.D., an associate professor of engineering at California State University, Bakersfield, has been puzzling out solutions to this problem for years. These days, he and his students are focused on finding better ways to clean and reuse water leftover from oil production, with the hope that it could be used to irrigate the region's millions of acres of farmland.

"Research in how to reuse wastewater is in demand and we're doing it right here at CSU Bakersfield," he says. "The hope is that our research will provide efficient technologies to alleviate water problems in the agriculture industry, especially within our Kern County community."

Water treatment research may not be easy for most people to get their heads around, but to hear Cabrales talk, it's as compelling a topic as there is.

Oil and gas production requires water, he explains. When taking oil out of the ground, oil companies pull out a substantial amount of water along with it, what's called "produced water."

Cabrales and his team of CSUB undergraduate engineering researchers, along with colleagues at California State University, Fresno, want to learn more about the short- and long-term effects of irrigating crops with a blend of fresh and produced water.

If their studies are successful, it could give a second life to water that is mostly discarded.

"A very small amount of the water extracted by oil companies — that which is deemed clean — is used for agricultural irrigation," Cabrales explains. "Our goal is to try and find ways to maximize the remaining water's use."

## EMPLOYEE HEADCOUNT BY GENDER AND ETHNICITY

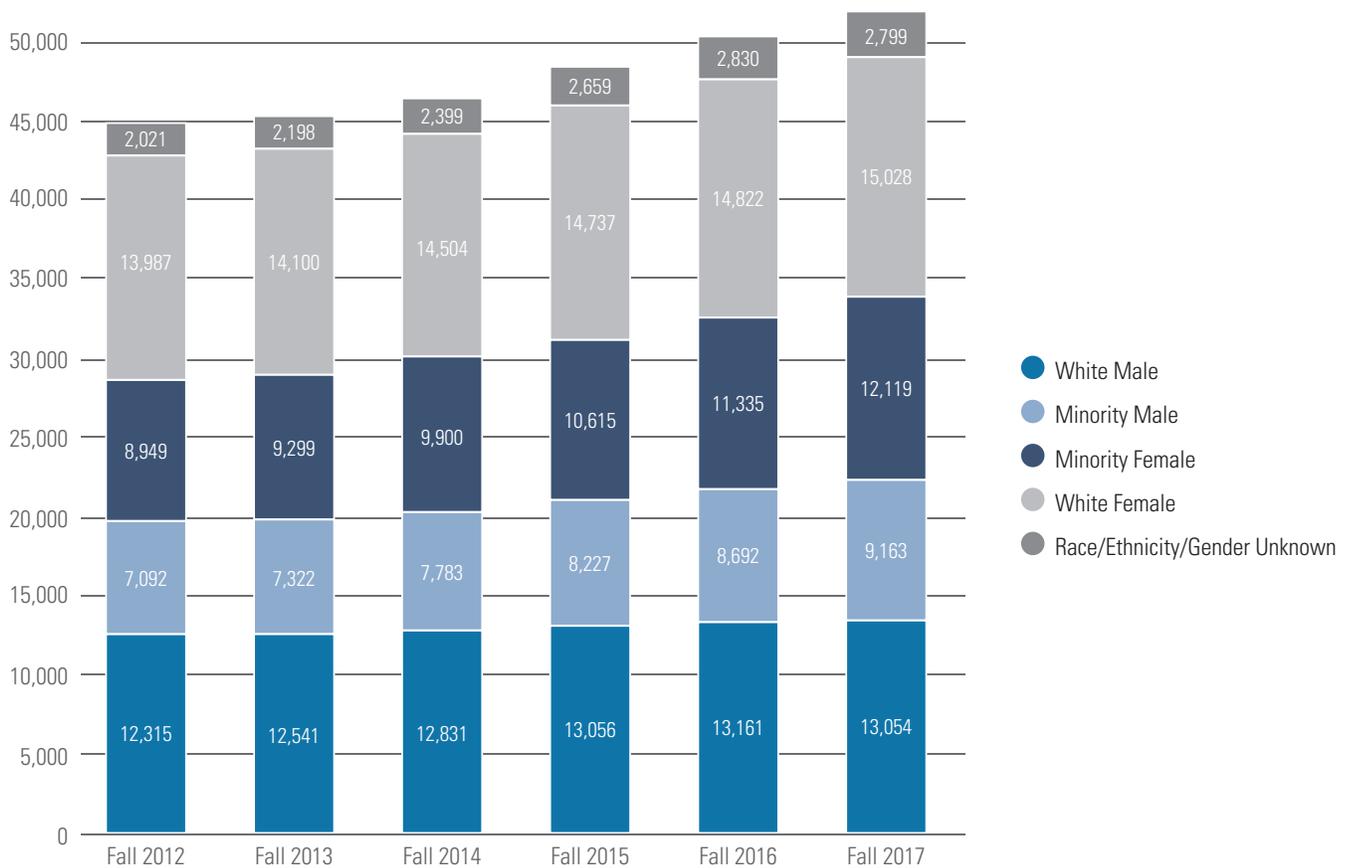
Fall 2017

ETHNICITY/GENDER	FULL-TIME	PERCENT	PART-TIME	PERCENT	TOTAL	PERCENT
White Female	9,878	26.6%	5,150	34.2%	15,028	28.8%
White Male	8,940	24.1%	4,114	27.4%	13,054	25.0%
Minority Female	9,513	25.6%	2,606	17.3%	12,119	23.2%
Minority Male	7,110	19.2%	2,053	13.7%	9,163	17.6%
Race/Ethnicity/Gender Unknown	1,685	4.5%	1,114	7.4%	2,799	5.4%
<b>TOTAL</b>	<b>37,126</b>	<b>100.0%</b>	<b>15,037</b>	<b>100.0%</b>	<b>52,163</b>	<b>100.0%</b>

Note: Table includes all employees with the exception of student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions and summer sessions. Gender was not stated for three full-time employees and one part-time employee.

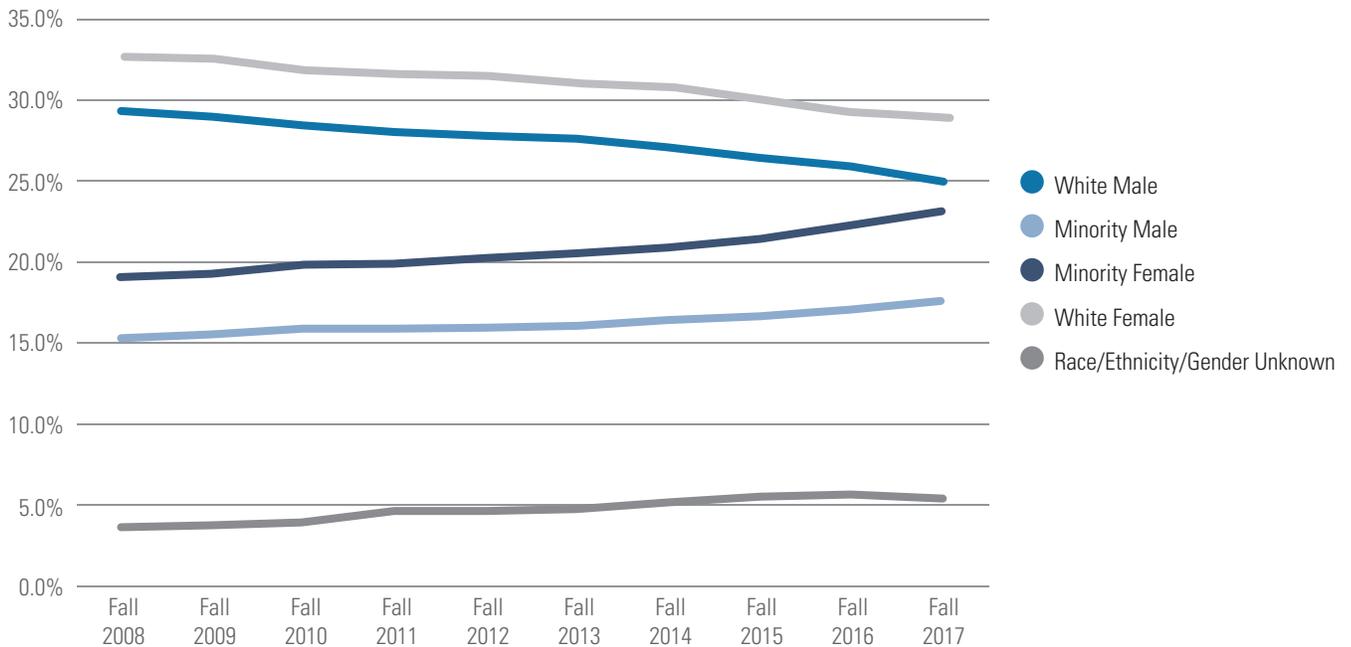
## EMPLOYEE HEADCOUNT BY GENDER AND ETHNICITY

Fall 2017 and Prior Years



## EMPLOYEES BY GENDER AND ETHNICITY

Fall 2017 and Prior Years



### James Bowles, CSU Stanislaus Certified Healthcare Simulation Operations Specialist, School of Nursing



Every day, James Bowles uses 15 years of military medical experience to lead Stanislaus State's renowned nursing simulation program. In the process, he's helping to prepare hundreds of students to change health care as we know it.

No two days are alike for James Bowles. One might start with a medical emergency, like a patient who starts hemorrhaging following heart surgery. Another might end with the cries of a healthy baby being born.

These scenarios — which take place at the School of Nursing at California State University, Stanislaus, where Bowles works — aren't actually real, though.

All happen with the help of human patient simulators in the lab of the Stanislaus State School of Nursing Simulation program, which gives nursing students the chance to experience the same situations they'll encounter once they start working.

As a simulation operations professional at Stan State, Bowles develops and directs this training for more than 500 nursing students every semester. It's his job to make the learning environment — storyline, visuals, even sounds — as lifelike as possible.

"Simulation provides you with the opportunity to learn from the mistakes you don't want to be making on a real patient. We want students to make those mistakes here in the lab where it's safe, and we're able to assist," says Bowles, a Certified Healthcare Simulation Operations Specialist. Only 15 people in California hold the title.

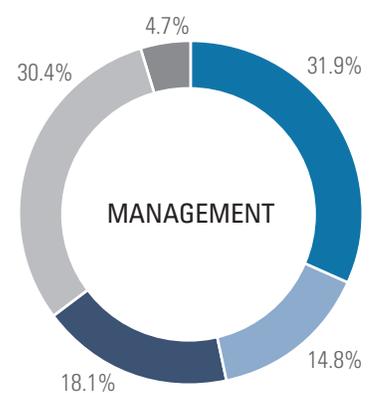
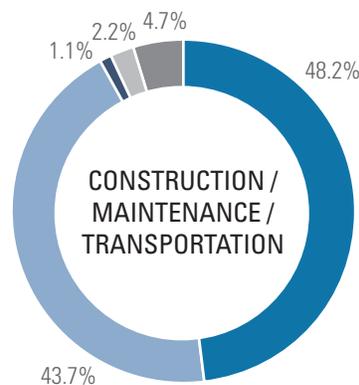
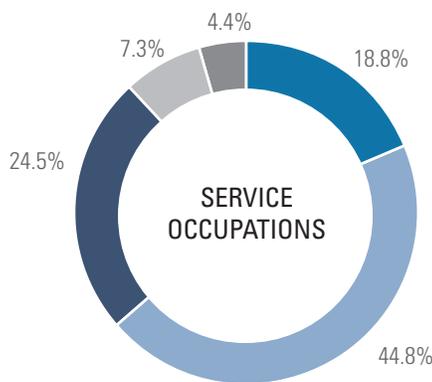
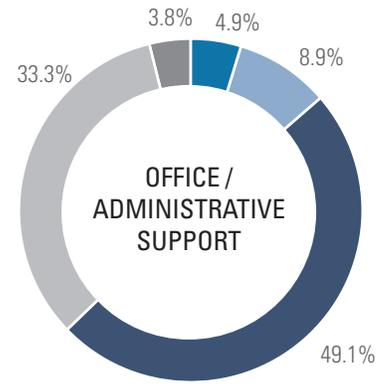
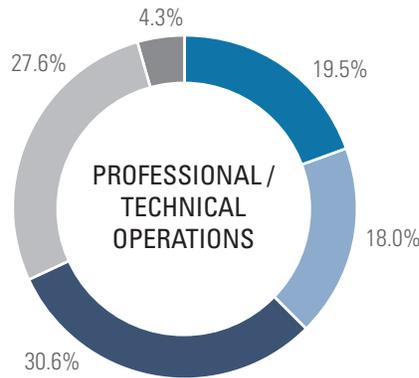
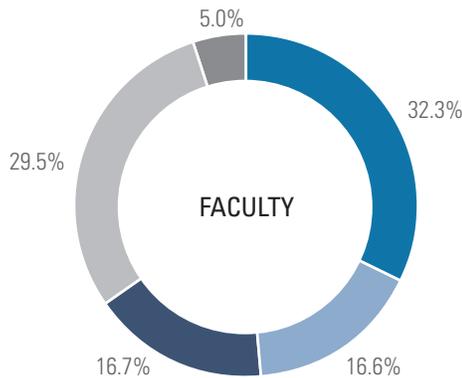
Bowles enlists Stan State students to play patients, teaching nursing students how to diagnose and care for a wide array of ailments and personalities. Social work students also join in on some simulation skits, teaching students how to interact and collaborate with other health care professionals.

Under Bowles' guidance over the past two years, the nursing school's simulation program has expanded dramatically, now boasting more than 20 patient beds, a simulation apartment, a debriefing room and a classroom, all offering dozens of scenarios that allow nursing students to complete 10 simulation experiences in just their first year.

# PERCENTAGE OF FULL-TIME EMPLOYEES WITHIN OCCUPATIONAL GROUPS\* BY GENDER AND ETHNICITY Fall 2017

- White Male
- White Female
- Minority Male
- Minority Female
- Race/Ethnicity/  
Gender Unknown

\*Refer to Technical Notes and Glossary for the definitions of the Occupational Groups.



## Rashida Crutchfield, Ph.D. CSU Long Beach

Assistant Professor, School of Social Work



Just a year after joining CSULB's School of Social Work as an assistant professor in 2014, Crutchfield was tapped by CSU Chancellor Timothy P. White, Ph.D. to lead a first-of-its-kind study: Chancellor White wanted her to find out just how many California State University students might be affected by housing and food insecurity.

Crutchfield's first report in the three-phase research trial, "Serving Displaced and Food Insecure Students in the CSU," was released in January 2016 and it revealed staggering numbers: As many as 12 percent of the CSU students Crutchfield researched faced housing insecurity, while up to 24 percent suffered from food insecurity.

The report quickly went viral, covered by media from the Los Angeles Times to the Huffington Post; it wasn't long before other universities launched their own studies as well.

"California is way ahead of the game on this issue, and it has everything to do with Chancellor Timothy White's commitment to this issue," says Crutchfield, who has continued her research on nearly half of the CSU's 23 campuses while striving to ensure more students are aware of resources available to help them.

College students who contend with homelessness may be overlooked because they often don't fit the picture many expect.

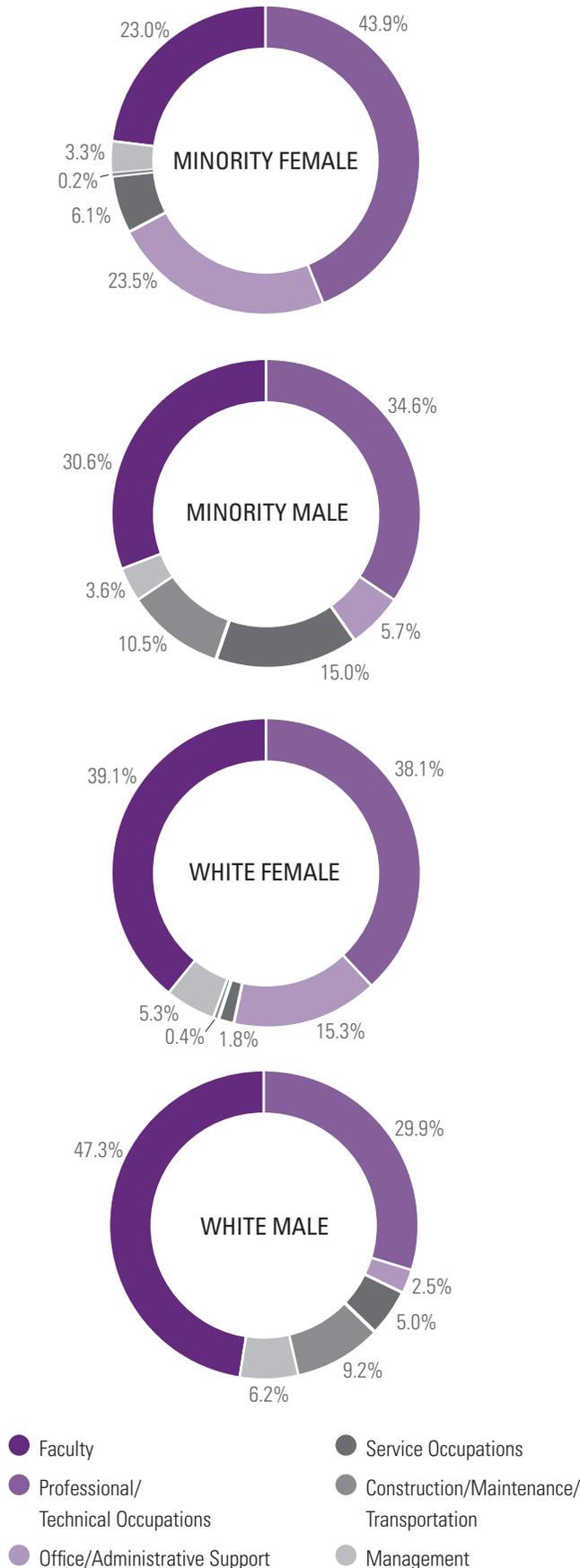
"We tend to associate homelessness with street living. This is not always the case," Crutchfield explains, adding that a student might sleep in her car, couch-surf among friends or acquaintances, or string together a variety of other temporary housing options while still going to class.

Young people like these motivate Crutchfield, because in spite of so many obstacles, they can still see their goal. She says, "These students know that going to college means they will not be living paycheck to paycheck for the rest of their lives; they know the value of education."

"No student should have to choose between having a place to sleep or eat or going to college," she adds.

# OCCUPATIONAL PROFILE OF FULL-TIME EMPLOYEE HEADCOUNT BY GENDER AND ETHNICITY

## Fall 2017



### Mary Beth Love, Ph.D.

#### San Francisco State University

Executive Director of the Metro College Success Program and Professor and Chair, Department of Health Education

Driven by public health data showing that a person's level of educational attainment is one of the most significant levers to improving the health of an individual and a community, Mary Beth Love, Ph.D., works with an unwavering dedication to education equity and student success.



She is the executive director of the award-winning Metro College Success Program (Metro) at San Francisco State University — where she has served since its inception in 2007 — and she has been chair of the Department of Health Education since 1989.

"I am passionate about the power of education to create a more humane and just society," says Dr. Love. "This belief fuels my dedication to education equity which, put simply, means a system that provides the opportunities and tools to ensure all students can succeed."

Dr. Love believes that education equity is essential to the future of California and the nation. Her work in developing the Metro program has been pivotal to the success of low-income, first-generation students at both San Francisco State University and the sister program at City College of San Francisco — the university's leading transfer partner.

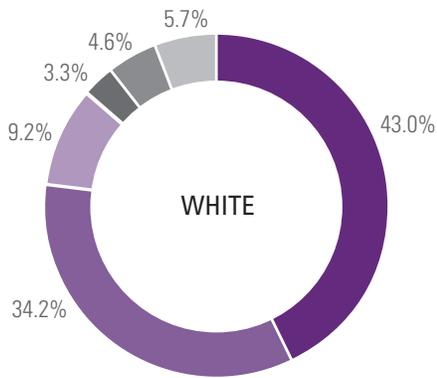
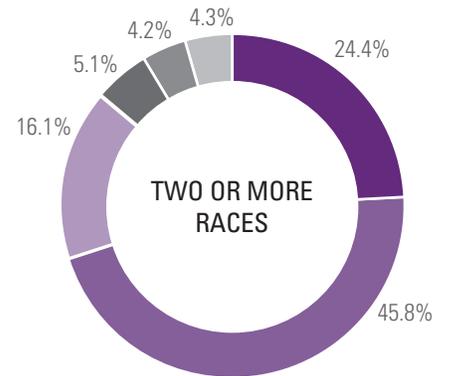
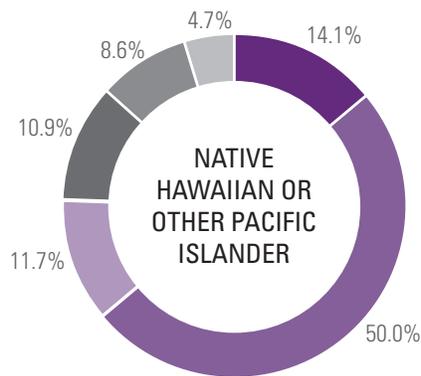
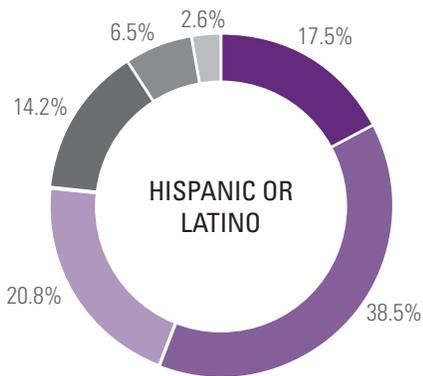
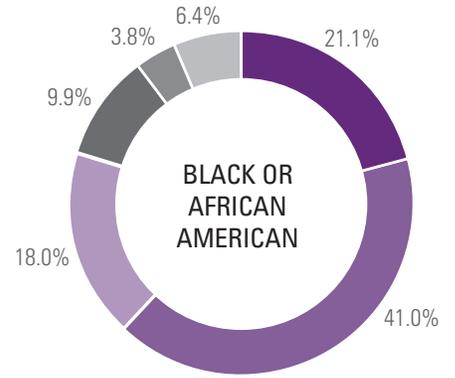
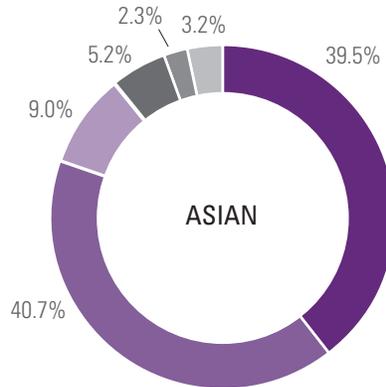
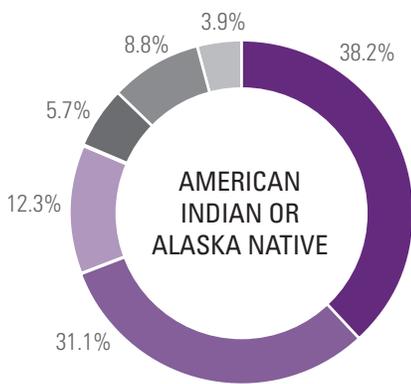
Metro is a re-design of the first two years of college, a time when students are at the highest risk of dropping out. Through the program, students register for two of their course in cohorts of tight-knit learning communities called "academies," made up of students with similar academic interests, providing students an educational "home." The program has resulted in a sharp improvement in retention and graduation rates. As a result, the Metro program is set to expand from 10 academies to 14 by fall 2019, when it will serve approximately 2,800 students.

Under Dr. Love's leadership, the university has secured nearly \$15 million in external funding to develop, research and institutionalize the Metro College Success Program, which has won prestigious state and national awards.

Dr. Love received her Ph.D. from the University of Massachusetts, her master's from the University of South Carolina, and her bachelor's from The Pennsylvania State University.

# OCCUPATIONAL PROFILE OF FULL-TIME EMPLOYEE HEADCOUNT BY ETHNICITY

Fall 2017



- Faculty
- Professional/Technical Occupations
- Office/Administrative Support
- Service Occupations
- Construction/Maintenance/Transportation
- Management



# HEADCOUNT OF FULL-TIME EMPLOYEES BY OCCUPATIONAL GROUP AND ETHNICITY\*

Fall 2017 and Five Years Earlier

## Fall 2017

OCCUPATIONAL GROUP	AM. INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO	NATIVE HAWAIIAN/ PAC ISLAND	RACE/ ETHNICITY UNKNOWN	TWO OR MORE RACES	WHITE	TOTAL
Faculty	87	2,311	497	1,302	18	653	147	8,088	13,103
Professional/Technical Occupations	71	2,384	967	2,869	64	591	276	6,431	13,653
Office/Administrative Support	28	527	424	1,552	15	173	97	1,737	4,553
Service Occupations	13	307	233	1,056	14	106	31	624	2,384
Construction/Maintenance/ Transportation	20	134	89	483	11	80	25	857	1,699
Management	9	188	150	192	6	82	26	1,081	1,734
<b>TOTAL</b>	<b>228</b>	<b>5,851</b>	<b>2,360</b>	<b>7,454</b>	<b>128</b>	<b>1,685</b>	<b>602</b>	<b>18,818</b>	<b>37,126</b>

## Fall 2012

OCCUPATIONAL GROUP	AM. INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO	NATIVE HAWAIIAN/ PAC ISLAND	RACE/ ETHNICITY UNKNOWN	TWO OR MORE RACES	WHITE	TOTAL
Faculty	67	1,756	423	978	18	398	83	7,625	11,348
Professional/Technical Occupations	71	1,864	773	1,814	48	438	145	5,866	11,019
Office/Administrative Support	40	536	454	1,275	15	165	63	2,025	4,573
Service Occupations	16	283	231	808	16	72	13	619	2,058
Construction/Maintenance/ Transportation	16	136	104	394	7	54	12	870	1,593
Management	4	140	108	127	2	44	13	916	1,354
<b>TOTAL</b>	<b>214</b>	<b>4,715</b>	<b>2,093</b>	<b>5,396</b>	<b>106</b>	<b>1,171</b>	<b>329</b>	<b>17,921</b>	<b>31,945</b>

\*Race and ethnicity are reported according to IPEDS guidelines: All who self-identify their ethnicity as Hispanic or Latino are reported as "Hispanic", regardless of race. Non-Hispanic individuals are reported according to their race.



## AGE DISTRIBUTION OF CSU EMPLOYEES

### AGE DISTRIBUTION OF FULL-TIME EMPLOYEE HEADCOUNT BY FACULTY AND STAFF STATUS Fall 2017

AGE	STAFF*	PERCENT	FACULTY	PERCENT	TOTAL	PERCENT
60+	3,120	13.0%	2,907	22.2%	6,027	16.2%
50 - 59	6,267	26.1%	3,372	25.7%	9,639	26.0%
40 - 49	5,785	24.1%	3,858	29.4%	9,643	26.0%
30 - 39	5,856	24.4%	2,776	21.2%	8,632	23.3%
Under 30	2,995	12.5%	190	1.5%	3,185	8.6%
<b>TOTAL</b>	<b>24,023</b>	<b>100.0%</b>	<b>13,103</b>	<b>100.0%</b>	<b>37,126</b>	<b>100.0%</b>
<b>Average Age</b>	<b>45.4</b>		<b>49.9</b>		<b>47.0</b>	

\*Staff excludes instructional faculty personnel.

This table provides information on the age distribution of full-time employees by occupational group, gender and ethnicity.

### AGE DISTRIBUTION OF FULL-TIME EMPLOYEE HEADCOUNT BY GENDER AND MINORITY STATUS Fall 2017

AGE	MALE	PERCENT	FEMALE	PERCENT	MINORITIES	PERCENT	TOTAL*	PERCENT
60+	3,020	17.9%	3,007	14.8%	1,951	11.7%	6,027	16.2%
50 - 59	4,543	27.0%	5,096	25.1%	3,906	23.5%	9,639	26.0%
40 - 49	4,544	27.0%	5,099	25.2%	4,507	27.1%	9,643	26.0%
30 - 39	3,627	21.5%	5,004	24.7%	4,256	25.6%	8,631	23.2%
Under 30	1,120	6.6%	2,063	10.2%	2,003	12.0%	3,183	8.6%
<b>TOTAL</b>	<b>16,854</b>	<b>100.0%</b>	<b>20,269</b>	<b>100.0%</b>	<b>16,623</b>	<b>100.0%</b>	<b>37,123</b>	<b>100.0%</b>
<b>Average Age</b>	<b>48.0</b>		<b>46.1</b>		<b>44.9</b>		<b>47.0</b>	

\*Gender was not stated for three employees.

### MINORITY EMPLOYEES AS A PERCENTAGE OF FULL-TIME EMPLOYEES BY AGE GROUP AND JOB CATEGORY (HEADCOUNT)

Fall 2017

AGE	SUPPORT*	PROFESSIONAL, TECHNICAL & MANAGERIAL**	FACULTY	ALL FULL-TIME EMPLOYEES
60+	49.5%	30.4%	26.6%	32.4%
50-59	54.1%	40.3%	31.2%	40.5%
40-49	58.4%	51.0%	36.7%	46.7%
30-39	60.4%	52.5%	37.4%	49.3%
Under 30	72.3%	57.4%	42.6%	62.9%
<b>All Ages</b>	<b>58.6%</b>	<b>46.8%</b>	<b>33.3%</b>	<b>44.8%</b>

### FEMALE EMPLOYEES AS A PERCENTAGE OF FULL-TIME EMPLOYEES BY AGE GROUP AND JOB CATEGORY (HEADCOUNT)

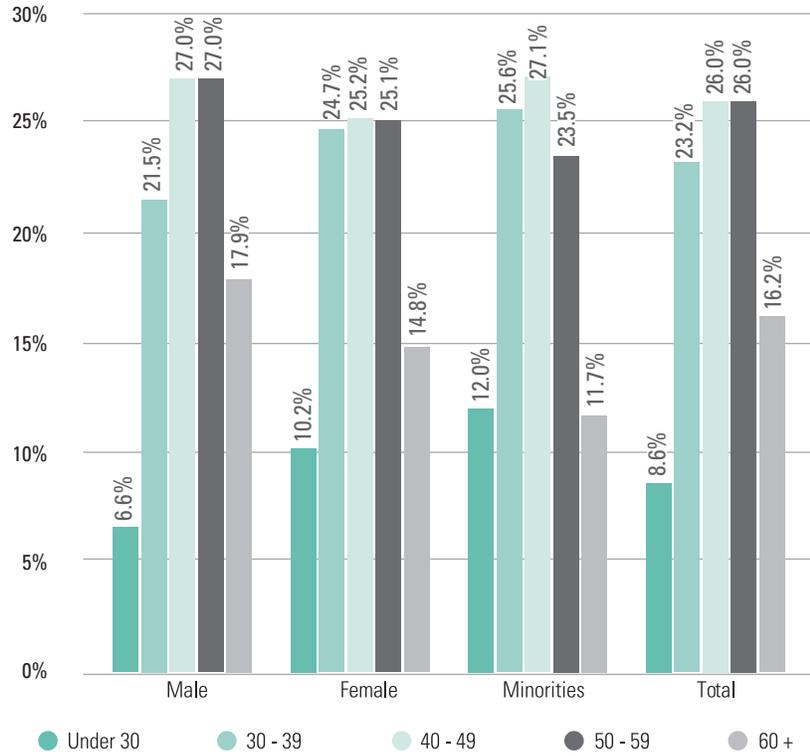
Fall 2017

AGE	SUPPORT*	PROFESSIONAL, TECHNICAL & MANAGERIAL**	FACULTY	ALL FULL-TIME EMPLOYEES
60+	54.6%	58.1%	42.6%	49.9%
50-59	50.9%	59.1%	47.1%	52.9%
40-49	50.7%	56.6%	50.3%	52.9%
30-39	55.6%	61.6%	54.2%	58.0%
Under 30	67.7%	63.8%	52.1%	64.8%
<b>All Ages</b>	<b>55.0%</b>	<b>59.5%</b>	<b>48.6%</b>	<b>54.6%</b>

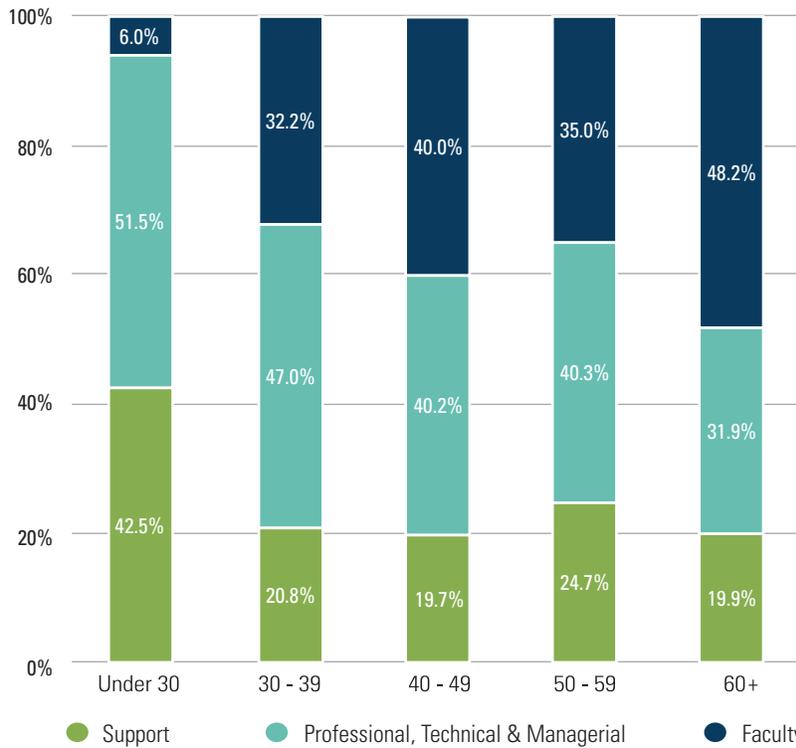
\*Support includes persons in the following employee categories: Construction/Maintenance/Transportation, Office/Administrative Support, Service Occupations.

\*\*Professional, Technical & Managerial includes persons in the following employee categories: Management and Professional/Technical Occupations.

## PERCENTAGE OF FULL-TIME EMPLOYEES BY GENDER AND AGE GROUP Fall 2017



## PERCENTAGE OF FULL-TIME EMPLOYEES BY AGE GROUP AND JOB CATEGORY Fall 2017



\*Support includes persons in the following employee categories: Construction/Maintenance/Transportation, Office/Administrative Support, Service Occupations.

\*\*Professional, Technical & Managerial includes persons in the following employee categories: Management and Professional/Technical Occupations.

# CSU FACULTY

## Fall 2017



The CSU's distinguished faculty members continue to play a critical role in equipping future leaders with the skills and knowledge to be engaged citizens, thrive in the workforce, drive California's economy and give back to their communities.

The CSU employs approximately 27,000 total faculty members, who account for the majority of CSU employees. Of the 13,000-plus full-time faculty, approximately 78 percent are tenured or on the tenure track. Of full-time faculty employed by the CSU, 4,804 were full professors.

The composition of the CSU faculty is increasingly diverse. Compared to 2012, the percentage of tenure-track faculty from minority groups has increased 12.6 percent, and the percentage of female faculty has increased by 7.6 percent.

### **Karina Garbesi, Ph.D., CSU East Bay** Director of the Environmental Studies Program



Cal State East Bay professor Karina Garbesi lights the way for her students, giving them access to opportunities that are transforming both their lives and the planet.

More than one billion people have little or no access to electricity, according to data from the nonprofit Sustainable Energy for All.

Which is why the impact of one invention, the "Solar Suitcase"—a bright blue portable box that pairs with a solar panel to provide light and power specifically for energy-deficient schools and orphanages — has been so transformative in some of the poorest countries on the planet, including Uganda, Congo and Kenya.

"Electricity is essential in schools. For one thing, it enables classes to be taught and students to study at night," says professor Karina Garbesi, Ph.D., director of the environmental studies program at CSU East Bay and a founding member of the board of directors of We Care Solar, which uses the suitcases to promote safe childbirth in developing countries.

One hallmark of Garbesi's teaching at CSU East Bay is her love of drawing on expertise in disciplines ranging from physics and environmental engineering to economics and social justice. She uses her vast experience to engage students in a labor of love—bringing light to some of the world's poorest children.

"Without power and light, midwives cannot diagnose birth emergencies or contact emergency services, hospitals can't perform safe surgeries, children can't read or learn or play, and orphanages are left in the dark. We can solve that—all of that!"

Working in partnership with We Care Solar, Garbesi has turned a course at CSU East Bay into a local and global community engagement project to promote sustainability and social justice.

Her multi-generation education model operates simultaneously at CSU East Bay and in schools around the campus. Classes center on building the We Share Solar Suitcases developed by We Care Solar for use in schools and orphanages in the world's poorest countries.

For their part, students in Garbesi's "Social Impact through Sustainable Solar Design" course, which she co-teaches with Erik Helgren, Ph.D., an associate professor and chair of CSU East Bay's physics department, learn about solar energy by building, testing, and troubleshooting the Solar Suitcases.

## GENDER AND ETHNICITY

These tables represent information on the gender and ethnicity of CSU full-time faculty in Fall 2017, as well as five years earlier. In Fall 2017, over 33 percent of full-time CSU faculty were ethnic minorities, and approximately 46 percent were female. In Fall 2012, over 29 percent of full-time faculty were ethnic minorities, and approximately 44 percent were female.

### FULL-TIME FACULTY BY RANK, GENDER AND ETHNICITY (HEADCOUNT)

Fall 2017 and Five Years Earlier

#### Fall 2017

FACULTY RANK	WHITE MALE	MINORITY MALE	MINORITY FEMALE	WHITE FEMALE	RACE/ETHNICITY/ GENDER UNKNOWN	TOTAL	PERCENT OF TOTAL
Professor	1,882	881	624	1,288	129	4,804	36.7%
Associate Professor	665	451	428	652	115	2,311	17.6%
Assistant Professor	802	528	689	879	259	3,157	24.1%
<b>Tenure-Track Subtotal</b>	<b>3,349</b>	<b>1,860</b>	<b>1,741</b>	<b>2,819</b>	<b>503</b>	<b>10,272</b>	<b>78.4%</b>
Lecturer	879	317	444	1,041	150	2,831	21.6%
<b>TOTAL</b>	<b>4,228</b>	<b>2,177</b>	<b>2,185</b>	<b>3,860</b>	<b>653</b>	<b>13,103</b>	<b>100.0%</b>

#### Fall 2012

FACULTY RANK	WHITE MALE	MINORITY MALE	MINORITY FEMALE	WHITE FEMALE	RACE/ETHNICITY/ GENDER UNKNOWN	TOTAL	PERCENT OF TOTAL
Professor	2,030	813	494	1,231	96	4,664	41.1%
Associate Professor	898	459	415	826	91	2,689	23.7%
Assistant Professor	546	353	382	590	133	2,004	17.7%
<b>Tenure-Track Subtotal</b>	<b>3,474</b>	<b>1,625</b>	<b>1,291</b>	<b>2,647</b>	<b>320</b>	<b>9,357</b>	<b>82.5%</b>
Lecturer	631	175	234	873	78	1,991	17.5%
<b>TOTAL</b>	<b>4,105</b>	<b>1,800</b>	<b>1,525</b>	<b>3,520</b>	<b>398</b>	<b>11,348</b>	<b>100.0%</b>

### Dany Doueiri, Ph.D., CSU San Bernardino

Associate Professor of Arabic of the World Languages and Literatures Department



Professor Dany Doueiri, Ph.D., developed the only B.A. program in Arabic in the California State University system. His mission: to help students examine global events with an understanding of Arab culture.

Conceived in the year before the September 11 attacks, CSU San

Bernardino's Arabic program has grown in scope and stature. Today, the CSUSB program is one of only two such degrees offered in California (the other is at UCLA) and is the largest program among the state's universities.

In addition to developing the Arabic program, Doueiri also serves on the executive board of the university's Center for Islamic & Middle Eastern Studies and, from 2007 to 2016, was the director of the Summer Language Intensive Program at CSUSB.

In 2016, Doueiri was recognized with two important honors for his impact on student life: The Golden Apple Award for teaching excellence, the university's highest honor for teaching; and the Faculty of the Year Award for Advising, a CSU systemwide distinction presented by the California State Student Association.

Doueiri's courses are popular, and because his World of Islam course fulfills a general education requirement, hundreds of students a year are gaining access to a better understanding of Islamic culture.

"Arabs and Muslims are mentioned in the news every day, and students have a lot of questions," he says. "It's my duty to honestly and earnestly address their concerns in the most nurturing and objective way."

He still teaches an Arabic language course, as well as a Contemporary Issues in Arab Culture class; every session is altered to address what's happening in the world. "In my language class, it's not grammar nor conjugating verbs," he says.

Rather, he teaches the language in the context of current events. "One week, we'll talk about an environmental crisis. The next week will be health care, then we'll discuss sports," he says. "We also talk about elections happening in the Arab world, and of course, the election here."

## FULL-TIME FACULTY BY TENURE STATUS, GENDER AND ETHNICITY (HEADCOUNT)

Fall 2017 and Five Years Earlier

### Fall 2017

TENURE STATUS	WHITE MALE	MINORITY MALE	MINORITY FEMALE	WHITE FEMALE	RACE/ETHNICITY/ GENDER UNKNOWN	TOTAL	PERCENT OF TOTAL
Tenured	2,493	1,299	1,012	1,890	233	6,927	52.9%
Probationary	856	561	729	929	270	3,345	25.5%
<b>Tenure-Track Subtotal</b>	<b>3,349</b>	<b>1,860</b>	<b>1,741</b>	<b>2,819</b>	<b>503</b>	<b>10,272</b>	<b>78.4%</b>
Temporary	879	317	444	1041	150	2,831	21.6%
<b>TOTAL</b>	<b>4,228</b>	<b>2,177</b>	<b>2,185</b>	<b>3,860</b>	<b>653</b>	<b>13,103</b>	<b>100.0%</b>

### Fall 2012

TENURE STATUS	WHITE MALE	MINORITY MALE	MINORITY FEMALE	WHITE FEMALE	RACE/ETHNICITY/ GENDER UNKNOWN	TOTAL	PERCENT OF TOTAL
Tenured	2,867	1,240	889	2,020	182	7,198	63.4%
Probationary	607	385	402	627	138	2,159	19.0%
<b>Tenure-Track Subtotal</b>	<b>3,474</b>	<b>1,625</b>	<b>1,291</b>	<b>2,647</b>	<b>320</b>	<b>9,357</b>	<b>82.5%</b>
Temporary	631	175	234	873	78	1,991	17.5%
<b>TOTAL</b>	<b>4,105</b>	<b>1,800</b>	<b>1,525</b>	<b>3,520</b>	<b>398</b>	<b>11,348</b>	<b>100.0%</b>

## HEADCOUNT OF PART-TIME FACULTY BY GENDER AND ETHNICITY\*

Fall 2017

GENDER	TOTAL	BLACK OR AFRICAN AMERICAN	AMER. INDIAN/ ALASKA NATIVE	ASIAN	HISPANIC	WHITE	NATIVE HAWAIIAN/ PACIFIC ISLANDER	TWO OR MORE RACES	RACE/ ETHNICITY/ GENDER UNKNOWN
Female	7,465	362	55	839	879	4,675	10	138	507
Male	6,289	255	45	744	740	3,879	12	82	532
Unknown	1	0	0	0	0	1	0	0	0
<b>TOTAL</b>	<b>13,755</b>	<b>617</b>	<b>100</b>	<b>1,583</b>	<b>1,619</b>	<b>8,555</b>	<b>22</b>	<b>220</b>	<b>1,039</b>

\*Race and ethnicity are reported according to IPEDS guidelines: All who self-identify their ethnicity as Hispanic or Latino are reported as "Hispanic", regardless of race. Non-Hispanic individuals are reported according to their race.



### Suzanne Phelan, Ph.D., Cal Poly San Luis Obispo

Professor of Kinesiology and Director of STRIDE Center for Obesity Research

The work of Suzanne Phelan, Ph.D., has profoundly influenced the lives of her students as well as those of mothers and children everywhere. As a professor in the Department of Kinesiology at Cal Poly San Luis Obispo and as director of Cal Poly's STRIDE Center for Obesity Research, her research focuses on lifestyle interventions before, during and after pregnancy that can reduce the risk of obesity, cardiovascular disease and diabetes.

Dr. Phelan has produced a highly respected body of scholarship published in peer-reviewed journals including the Journal of the American Medical Association, the New England Journal of Medicine, Obesity, and the

American Journal of Clinical Nutrition. She regularly publishes with Cal Poly students, including 16 undergraduate co-authors.

"I'm most excited about the potential for our work to empower women and men of childbearing age to engage in healthy eating, activity, and weight control behaviors before the birth of a child, even prior to conception, which may protect the health of future generations," says Dr. Phelan.

Dr. Phelan is also leading a multi-disciplinary effort to improve health outcomes of women and children in California's central coast through the Cal Poly Women and Infants' Mobile Health Unit, funded by generous contributions from community members. From this mobile unit, community health care professionals will provide free pre- and postnatal care and counseling. The mobile unit will also create opportunities for undergraduate students, medical residents and other learners to help treat a diverse and historically underserved patient population.

# TENURE STATUS

## HEADCOUNT OF FULL-TIME FACULTY WITH TENURE, WITH DOCTORATE, BY RANK Fall 2017

FULL-TIME FACULTY	TOTAL	WITH TENURE		WITH DOCTORATE	
		TOTAL	PERCENT	TOTAL	PERCENT
Professor	4,804	4,764	99.2%	4,333	90.2%
Associate Professor	2,311	2,135	92.4%	2,073	89.7%
Assistant Professor	3,157	28	0.9%	2,828	89.6%
<b>Tenure-Track Subtotal</b>	<b>10,272</b>	<b>6,927</b>	<b>67.4%</b>	<b>9,234</b>	<b>89.9%</b>
Lecturer	2,831	0.0	0.0%	887	31.3%
<b>TOTAL</b>	<b>13,103</b>	<b>6,927</b>	<b>52.9%</b>	<b>10,121</b>	<b>77.2%</b>

## HEADCOUNT OF FULL-TIME FACULTY BY TENURE STATUS AND ETHNICITY\* Fall 2017 and Five Years Earlier

### Fall 2017

TENURE STATUS	TOTAL	BLACK OR AFRICAN AMERICAN	AMER. INDIAN/ALASKA NATIVE	ASIAN	HISPANIC	WHITE	NATIVE HAWAIIAN/PAC. ISLANDER	TWO OR MORE RACES	RACE ETHNICITY/ GENDER UNKNOWN
Tenured	6,927	240	43	1,327	637	4,383	8	56	233
Probationary	3,345	165	25	704	347	1,785	1	48	270
Temporary	2,831	92	19	280	318	1,920	9	43	150
<b>TOTAL</b>	<b>13,103</b>	<b>497</b>	<b>87</b>	<b>2,311</b>	<b>1,302</b>	<b>8,088</b>	<b>18</b>	<b>147</b>	<b>653</b>

### Fall 2012

TENURE STATUS	TOTAL	BLACK OR AFRICAN AMERICAN	AMER. INDIAN/ALASKA NATIVE	ASIAN	HISPANIC	WHITE	NATIVE HAWAIIAN/PAC. ISLANDER	TWO OR MORE RACES	RACE ETHNICITY/ GENDER UNKNOWN
Tenured	7,198	277	42	1,126	629	4,887	12	43	182
Probationary	2,159	84	15	484	186	1,234	1	17	138
Temporary	1,991	62	10	146	163	1,504	5	23	78
<b>TOTAL</b>	<b>11,348</b>	<b>423</b>	<b>67</b>	<b>1,756</b>	<b>978</b>	<b>7,625</b>	<b>18</b>	<b>83</b>	<b>398</b>

\*Race and ethnicity are reported according to IPEDS guidelines: All who self-identify their ethnicity as Hispanic or Latino are reported as "Hispanic", regardless of race. Non-Hispanic individuals are reported according to their race.

## Joely Proudfit, Ph.D. CSU San Marcos

Professor of American Indian Studies



CSU San Marcos professor Dr. Joely Proudfit went from an impoverished childhood to becoming a Presidential appointee. Now she's helping to ensure more native students than ever are getting a CSU education.

Proudfit has spent decades teaching at three campuses in the California State University system, including eight years at CSU San Marcos, where she developed and now directs the American Indian Studies program. She founded and directs the campus's California Indian Culture & Sovereignty Center.

It was these accomplishments that led President Obama to appoint Dr. Proudfit, a descendant of the Pechanga Band of Luiseño Indians, to his National Advisory Council on Indian Education in September 2016.

But as Proudfit shook the President's hand at the 8th Annual White House Tribal Nations Conference, "I could barely speak," she says. "I was a bumbling crybaby."

Since joining CSU San Marcos in 2008, American Indian and Alaska Native students have increased from 0.3 percent of the student population to 4 percent—the highest in California.

One unique way in which Proudfit's impact is felt is through a deal she makes with her native CSUSM students: After they graduate—on a day that includes a traditional honoring ceremony—each is responsible for bringing in two more native students to the university.

"Some students come here who have never lived off the reservation before starting college," she says.

"They're the shyest kids, but being here is transformative. They blossom, and within months, they're speaking on behalf of the university and our programs at different conferences. My greatest pleasure is seeing these kids become successful students and then move on to graduate school or to careers like medical doctors, lawyers, environmental advocates and teachers that really benefit their tribal communities."

## NEW FACULTY

Continued high levels of faculty recruitment supported a fourth consecutive year of growth in total numbers of tenure-track faculty. Of the CSU's 719 new tenure-track faculty members, 40 percent are minorities, and 54 percent are female, compared to 32 percent minorities and 52 percent females hired to tenure-track positions in Fall 2012. Most of this year's new faculty members fill assistant professor positions, but faculty were hired in all academic ranks.

More information on new faculty hired by the CSU is available in an annual report on the Faculty Recruitment Survey. This report contains detailed information on faculty recruitment, faculty demographics and salaries offered to new faculty.

### NEW FULL-TIME, TENURE-TRACK FACULTY BY RANK (HEADCOUNT)

Fall 2017 and Five Years Earlier

#### Fall 2017

ACADEMIC RANK	TOTAL	MALE	FEMALE	MINORITIES
Professor	17	6	11	7
Associate Professor	38	22	16	18
Assistant Professor	664	302	362	265
<b>TOTAL</b>	<b>719</b>	<b>330</b>	<b>389</b>	<b>290</b>

#### Fall 2012

ACADEMIC RANK	TOTAL	MALE	FEMALE	MINORITIES
Professor	11	7	4	3
Associate Professor	17	7	10	4
Assistant Professor	354	171	183	115
<b>TOTAL</b>	<b>382</b>	<b>185</b>	<b>197</b>	<b>122</b>

Source: CSU Annual Reports on Faculty Recruitment Survey

## PROMOTIONS & TENURE

The following tables present data on the number of faculty unit employees who were promoted to a higher academic rank effective Fall 2016 and Fall 2017 and the number of faculty who earned tenure effective Fall 2017. These data include promotions and awards of tenure to instructional faculty, as well as non-instructional members of the faculty bargaining unit eligible for tenure (counselors and librarians).

### PROMOTIONS AMONG FULL-TIME FACULTY (HEADCOUNT) Fall 2017 and Prior Year

PROMOTION TO	FALL 2016	FALL 2017
Professor	352	363
Associate Professor	194	321
<b>TOTAL</b>	<b>546</b>	<b>684</b>

Ranks include equivalent ranks for librarians and counselor faculty.  
Source: CIRS AN snapshot files (10/31/15 - 10/31/17)

### NUMBER OF FACULTY GRANTED TENURE (HEADCOUNT) Fall 2017

TOTAL	369
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Source: CIRS AN snapshot files (10/31/16 - 10/31/17)

## SEPARATIONS

The tables below present information on tenured/tenure track and full-time temporary faculty who separated from CSU employment in 2016-2017 and in the prior year. In 2016-2017, 54 percent of the separations were retirements.

### SEPARATIONS AMONG FULL-TIME FACULTY BY CAUSE AND APPOINTMENT STATUS (HEADCOUNT) 2016-17 and 2015-16

#### 2016-17

TENURE STATUS	FULL-TIME HEADCOUNT (Fall 2016)	RETIREMENT		DEATH		RESIGNATION		NOT REHIRED		TOTAL SEPARATIONS	
		Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*
Tenured	6,892	323	4.7%	12	0.2%	60	0.9%	1	0.0%	396	5.7%
Probationary	3,184	1	0.0%	1	0.0%	112	3.5%	6	0.2%	120	3.8%
Temporary	2,668	57	2.1%	7	0.3%	29	1.1%	100	3.7%	193	7.2%
<b>TOTAL</b>	<b>12,744</b>	<b>381</b>	<b>3.0%</b>	<b>20</b>	<b>0.2%</b>	<b>201</b>	<b>1.6%</b>	<b>107</b>	<b>0.8%</b>	<b>709</b>	<b>5.6%</b>

#### 2015-16

TENURE STATUS	FULL-TIME HEADCOUNT (Fall 2015)	RETIREMENT		DEATH		RESIGNATION		NOT REHIRED		TOTAL SEPARATIONS	
		Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*
Tenured	7,039	260	3.7%	20	0.3%	76	1.1%	7	0.1%	363	5.2%
Probationary	2,667	3	0.1%	2	0.1%	104	3.9%	6	0.2%	115	4.3%
Temporary	2,572	62	2.4%	1	0.0%	24	0.9%	82	3.2%	169	6.6%
<b>TOTAL</b>	<b>12,278</b>	<b>325</b>	<b>2.6%</b>	<b>23</b>	<b>0.2%</b>	<b>204</b>	<b>1.7%</b>	<b>95</b>	<b>0.8%</b>	<b>647</b>	<b>5.3%</b>

\*Separations as percent of full-time employees within each tenure status (tenured, probationary, temporary, or total faculty).

Notes: Tables on faculty separations exclude all temporary faculty with part-time appointments. Retiring faculty who enter FERP are included, but FERP faculty who exited the program during the years reported are excluded. Reappointed lecturers are also excluded.

Source: CIRS Compendium Report K19 (10/31/2016 - 10/31/2017)

## SALARY

### AVERAGE SALARIES\* FOR FULL-TIME FACULTY BY RANK AND APPOINTMENT TYPE (HEADCOUNT)

Fall 2017

ACADEMIC RANK	ACADEMIC YEAR		12-MONTH	
	HEADCOUNT	AVERAGE SALARY	HEADCOUNT	AVERAGE SALARY
Professor	4,257	\$106,729	547	\$132,872
Associate Professor	2,219	\$91,217	92	\$112,487
Assistant Professor	3,140	\$81,868	17	\$88,577
Lecturer	2,680	\$62,870	151	\$83,703
<b>TOTAL</b>	<b>12,296</b>	<b>\$88,021</b>	<b>807</b>	<b>\$120,415</b>

*\*Only includes base salaries; additional compensation earned through additional appointments, such as extra quarter assignments and summer sessions, are not included.*

## CAMPUS

### HEADCOUNT OF FULL-TIME FACULTY BY RANK AND CAMPUS

Fall 2017

CAMPUS	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	TENURE-TRACK SUBTOTAL	LECTURER	ALL FULL-TIME
Bakersfield	81	44	73	198	95	293
Channel Islands	51	18	67	136	76	212
Chico	202	91	152	445	101	546
Dominguez Hills	97	59	76	232	122	354
East Bay	120	76	122	318	59	377
Fresno	226	122	231	579	198	777
Fullerton	323	223	234	780	246	1,026
Humboldt	119	51	78	248	57	305
Long Beach	386	185	232	803	272	1,075
Los Angeles	281	87	151	519	185	704
Maritime Academy	18	16	18	52	19	71
Monterey Bay	60	36	60	156	43	199
Northridge	401	175	201	777	168	945
Pomona	251	80	176	507	100	607
Sacramento	337	108	201	646	123	769
San Bernardino	202	59	111	372	98	470
San Diego	334	209	166	709	179	888
San Francisco	334	207	171	712	130	842
San José	302	137	217	656	127	783
San Luis Obispo	317	154	194	665	211	876
San Marcos	108	81	85	274	121	395
Sonoma	129	45	61	235	34	269
Stanislaus	125	48	80	253	67	320
<b>TOTAL</b>	<b>4,804</b>	<b>2,311</b>	<b>3,157</b>	<b>10,272</b>	<b>2,831</b>	<b>13,103</b>

## HEADCOUNT OF FULL-TIME FACULTY BY RANK

Fall 2017 and Prior Years



### Alex Parker, Ph.D., Cal Maritime

Associate Professor of Oceanography



The next generation of scientists being taught by Cal Maritime professor Alex Parker, Ph.D., may well help save the world's oceans.

Given a choice, Dr. Parker doesn't prefer a typical college classroom when teaching his oceanography courses. Rather, he wants his

students on a vessel, out in the open sea, water thrashing, wind blowing, and all hands in the salty ocean water.

That makes the bayside setting of California State University Maritime Academy — tucked in a quiet cove at the northern end of San Francisco Bay with the 500-foot training ship "Golden Bear" docked at the campus — perfect for Dr. Parker's research and that of his students.

When the associate professor of oceanography came to Cal Maritime in 2013, he knew he wanted to encourage the same passion for immersive research

in his students that he still feels when studying microorganisms in marine ecosystems in the Antarctic and Pacific.

"Ocean sciences is one of the areas in which the CSU is very strong ... What I have tried to do since arriving [here] is build the marine science program in the [same] way we do other things on campus, which is with a hands-on, apprenticeship style," explains Parker, who also conducted research at San Francisco State University.

Cal Maritime's relatively small size (it serves about 1,200 students) and status as one of just seven degree-granting maritime academies in the U.S. have created a climate ripe for experimentation and innovation.

Parker seized on this spirit to figure out how to boost the 40-year-old marine science program. He started by launching the Oceanography Club, which exposes students to careers, internships and financial aid in marine science.

In 2016, he introduced the school's first marine biology lab course. "We take advantage [of the fact] that we have this waterfront campus and fleet of vessels," Parker explains of the oceanfront location in Vallejo, California.

He now leads students in conducting surveys of the San Francisco Estuary, the place where the Pacific tide meets the Sacramento and San Joaquin Rivers.

# TECHNICAL NOTES AND GLOSSARY

This reference booklet contains fall 2017 snapshot information on employees at all 23 campuses and the Chancellor’s Office. All tables and charts in the Employee Profile exclude student employees, other intermittent or casual employees, and faculty teaching in extension, special sessions and summer sessions. Employees are included regardless of the source of funds used to pay their salaries. Due to significant changes to reporting requirements for the Integrated Postsecondary Education Data System (IPEDS) beginning in 2012, reporting groups have been realigned and cannot be compared directly to groups reported in prior Employee Profiles. Employee reporting has been aligned with the 2010 Standard Occupational Classifications published by the U.S. Bureau of Labor Statistics. Data presented in this report were obtained from the following sources:

## 1. IPEDS DATABASE, ORACLE / PEOPLESOFT

Construction/ Maintenance/ Transportation	Consolidates two IPEDS reporting groups: 1. Natural Resources, Construction, and Maintenance Occupations; 2. Production, Transportation and Material Moving Occupations. Includes electricians, mechanics, carpenters, painters, agricultural workers, gardeners, equipment technicians, equipment operators, etc. Most employees in this group were previously reported in the Skilled Crafts group; of the remainder, most were previously reported in the Technical and Paraprofessional or Service/Maintenance groups.
Faculty	All regular instructional faculty, including department chairs and lecturers. Excludes librarians, coaches, and counselors. Also excludes extension or summer session faculty.
Management*	Includes executives, vice presidents, directors, managers, deans and other management personnel with primary (and major) responsibility for management of the institution or recognized subdivision or department, etc. Employees in the Management group customarily and regularly direct the work of others and perform work directly related to management policies or general business operations (supervisors are no longer included in this group). All employees in the Management group are classified by the CSU as either Executives or members of the Management Personnel Plan. Employees in this group were previously reported in the Executive, Administrative and Managerial group.
Office/Administrative Support	Includes departmental secretaries; payroll, receiving and account clerks; administrative assistants and coordinators; accounting technicians, data entry operators, credential analysts and evaluators; property clerks; police dispatchers, etc. Most employees in this group were previously reported in the Clerical and Secretarial group; of the remainder, most were formerly reported in the Technical and Paraprofessional or Service/Maintenance groups.
Professional/Technical Occupations	Consolidates six IPEDS reporting groups: 1. Community Service, Legal, Arts, and Media Occupations; 2. Business and Financial Operations Occupations; 3. Healthcare Practitioner and Technical Occupations; 4. Computer, Engineering, and Science Occupations; 5. Non-Postsecondary Teaching; 6. Librarians, Archivists, and Curators. Most employees in these six groups were previously reported either as Professional or Technical and Paraprofessional. Also includes coaches and counselors.
Service Occupations	Includes custodians, grounds workers, police officers, food service workers, parking officers, etc. Most employees in this group were previously reported in the Service/Maintenance group; of the remainder, most were previously reported in the Other Professional or Technical and Paraprofessional groups.

## 2. CSU FACULTY RECRUITMENT SURVEY

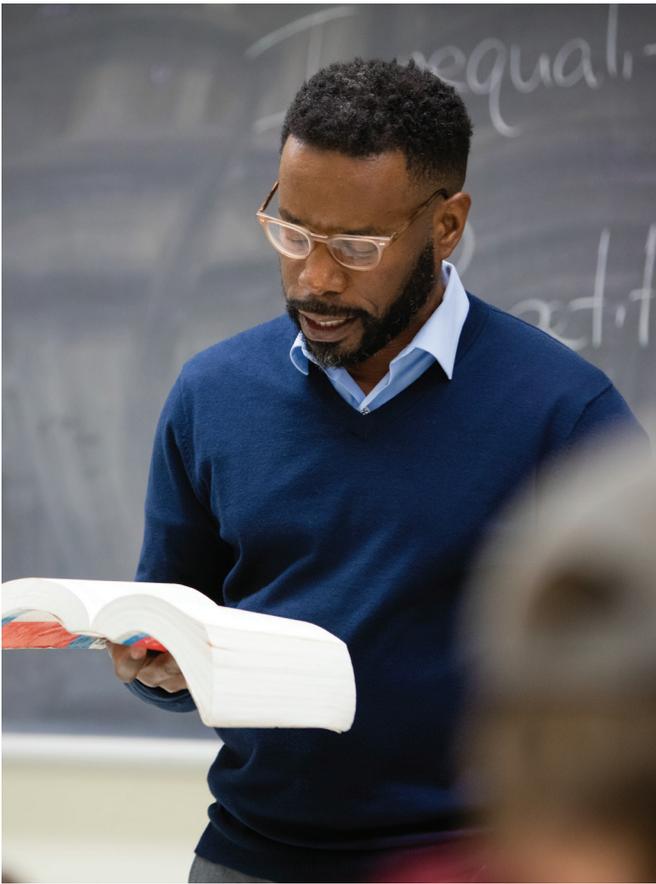
New Faculty	Instructional faculty members appointed to tenure-track positions and scheduled to begin service during the 2017-18 academic year, as reported by campuses in the annual CSU Faculty Recruitment Survey. Includes all employees newly appointed to tenure-track positions at the reporting campus, including those who previously held tenure-track appointments elsewhere in the CSU or temporary appointments at the reporting campus or other CSU campuses. Does not include employees appointed as tenure-track librarians or counselors.
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\*Employees in CSU’s Management Personnel Plan (MPP) are assigned to IPEDS occupational groups based on their job responsibilities. Besides the Management group, MPP employees are distributed across several other occupational groups.

## TECHNICAL NOTES AND GLOSSARY

FERP Faculty	Refers to faculty employees who participate in the Faculty Early Retirement Program.
FTE Positions	Refers to the total “full-time equivalent positions” filled by all full-time and part-time employees.
Full-Time	Individuals employed “at a total timebase of 0.99 FTE or higher”; includes full-time employees on leave with pay.
Lecturer	Includes all instructional faculty with temporary appointments (non-tenure track).
Minority	Includes individuals who reported an ethnic/racial background other than “White.” Individuals who did not report an ethnic/racial background are counted in a “Race/Ethnicity/Gender Unknown” category.
Part-Time	Includes employees whose assignments at a given campus are less than at a total timebase lower than 0.99 FTE. Individuals employed simultaneously at two campuses are counted as two employees.
Probationary Faculty	Tenure-track faculty employees who have not been awarded tenure. Includes individuals serving a “terminal” year.
Race/Ethnicity/Gender Unknown	Includes all individuals who did not self-report a racial/ethnic background and/or gender.
Staff Employees	Refers to all employees who are not “faculty” as defined above.
Support	Includes persons in the following employee categories: Clerical & Secretarial, Technical & Paraprofessional, Skilled Crafts, and Service/Maintenance.
Temporary Faculty	Members of the faculty bargaining unit with temporary appointments (non-tenure track). Include lecturers, temporary librarians, faculty coaches, and temporary faculty counselors.
Tenured Faculty	Tenure-track faculty employees who have been awarded tenure.
Total	Data shown throughout this report exclude student employees, intermittent employees and extension and summer session faculty.

*Note: Percentages referenced throughout report may not add up to 100 percent because of rounding. Questions about the data in the Employee Profile should be directed to [hradmin@calstate.edu](mailto:hradmin@calstate.edu)*



**CSU** The California State University

401 Golden Shore, Long Beach, CA 90802-4210  
calstate.edu