Chair, Tim Kersten  
Vice Chair, Ron Brown  
Secretary, Harry Sharp

I. Minutes

II. Announcements

III. Reports

- Administrative Council (Brown)
- CSU Academic Senate (Hale, Riedlsperger, Weatherby)
- Foundation Board (Kersten)
- President's Council (Kersten)

IV. Committee Reports

The Chair requests written reports for this meeting.

V. Business Items

A. Resolution on the Faculty Professional Record Form (Brown) (Second Reading)

B. Resolution on the Curriculum Process (Butler) (Second Reading)

C. Resolution Regarding CAM 619 (Gooden) (Second Reading)

D. Resolution on the Endorsement of the CSU Statewide Academic Senate Statement on "Education and Professional Activity in the CSU" (Stowe) (Second Reading)

E. Resolution on Adequate Funding of the CSU System and in Support of Continuing Optimal Access for Students (Conway) (First Reading)

F. Resolution on Professional Ethics (Murray) (First Reading)

G. Resolution on the Role of Professional Growth and Development at California Polytechnic State University, San Luis Obispo (Stowe) (First Reading)
RESOLUTION ON FACULTY RESUMES

Background

In October, 1981, President Baker sent the Faculty Professional Record Form to the academic senate for study and recommendation at the same time that it was forwarded to all faculty subject to personnel actions to be included in personnel files. In the discussions that followed, it was expressed that each faculty member needs to update his/her personnel file when applying for personnel action consideration and that a well prepared resume is essential to the careful review of the file. Legitimate concerns were raised, however, regarding the advisability of using standardized resume forms - either within a school or university wide.

The pertinent C.A.M. section (342.2.A.2) requires that faculty submit resumes (in a format that the dean may prescribe) and deals with how promotion consideration is initiated.

C.A.M. Section 342.2.A.5:

Only those technically eligible faculty members who request consideration by a date specified by the school dean shall be evaluated for promotion. Such faculty members requesting promotion consideration shall submit a resume or supplementary statement of experience and accomplishments which demonstrates evidence of promotability (i.e. merit and ability) to those involved in the evaluation process. The resume or supplementary statement shall be presented in a format prescribed by the dean or the school statement of criteria for personnel actions. This material shall become a part of the faculty member’s personnel file.

This resolution proposes a separation of the procedure for initiating a promotion consideration from the resume requirement, better delineation of the responsibilities of the dean and faculty member, and a process by which a professional resume can be generated without some of the problems inherent in a standardized resume or professional record form.

WHEREAS, it is appropriate to request faculty to update their files and professional resumes for the purposes of personnel action review, and

WHEREAS, a wide range of professional activities are appropriate to be included in the files and in resumes - and should be suggested to faculty, and

WHEREAS, use of a standardized form which includes an appropriately large number of categories of professional activity may lead some faculty to diversify their activities rather than make sustained and significant contributions in those areas in which they have special talent and interest, and
WHEREAS, a university or school standardized form has the potential for being inappropriately used as a quick comparison of faculty to determine relative merit which could then enhance the perception that it is the number and not the quality of the entries that matters,

therefore be it

RESOLVED: That the academic senate recommends that C.A.M. Section 342.2.A.5 be replaced by:

5. The dean of each school shall notify all faculty who are eligible for promotion consideration by the beginning of the academic year in which they are eligible. Only those technically eligible faculty members who submit a written request to the school dean for promotion consideration by a date specified by the school's statement of personnel action procedures shall be evaluated for promotion.

To assist each faculty member in preparing his/her resume, the dean of each school shall forward a copy of the policy statement requiring an updated resume (C.A.M. 342.2.A.6) and a copy of the Faculty Resume Worksheet appearing in Appendix XII at the time of notification of eligibility for promotion consideration.

6. Each faculty member requesting promotion consideration shall update his/her personnel file and submit a resume which indicates evidence of promotability. This resume should include all categories pertinent to promotion consideration: Teaching activities and performance, professional growth and achievement, service to the university and community, and any other activities or interests which indicate professional commitment, service, or contribution to the discipline, department, university, or community.

RESOLVED:

That the existing C.A.M. Section 342.2.A.6 be renumbered 342.2.A.7.

RESOLVED:

That the attached Faculty Resume Worksheet be placed in C.A.M. as Appendix XII.
FACULTY RESUME WORKSHEET

This worksheet is intended to assist you in preparing your resume. Included are many categories of professional activity which may be appropriate. There may be other activities which should also be included in individual cases. The form of your resume is not prescribed. It might be appropriate to index the entries on the resume to any support material which also appears in your file.

I. BACKGROUND

EDUCATION
CERTIFICATION OR LICENSING
ACADEMIC EXPERIENCE
RELATED PROFESSIONAL EXPERIENCE

II. TEACHING RELATED ACTIVITIES

COURSES AND LABORATORIES TAUGHT
NEW COURSE PREPARATIONS
MAJOR REVISIONS AND INNOVATIONS IN EXISTING COURSES
CURRICULUM DEVELOPMENT
SENIOR PROJECTS OR STUDENT RESEARCH SUPERVISED
STUDENT ADVISING
CURRENT INSTRUCTION RELATED PROJECTS
OTHER

III. PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES

ACTIVITIES COMPLETED
(Be specific, including dates, about activities such as consulting, commissions, patents, copyrights, relationships with business and industry, projects completed, publications, papers presented, reviews, professional workshops offered, professional conferences/workshops attended, etc.)

PARTICIPATION IN PROFESSIONAL ASSOCIATIONS AND ORGANIZATIONS
GRANTS, CONTRACTS, FELLOWSHIPS, HONORS
CURRENT PROJECTS AND ACTIVITIES

IV. SERVICE

UNIVERSITY
SCHOOL
DEPARTMENT
COMMUNITY (Only include service which is related to teaching and/or professional activities)
RESOLUTION REGARDING MODIFICATION OF CAM 619

Background: According to CAM 619, the Registrar is required to compile a list of all students graduating alphabetically by department at least three weeks before commencement. Since "commencement" comes but once a year, the list is not compiled the remaining three quarters. Faculty have not used this list as a basis for challenging any student's eligibility to graduate. As an economy measure, the Associate Vice President for Academic Programs has asked our approval to delete this section of CAM on the basis that the faculty still has the opportunity to evaluate prospective graduates from another source—a sheaf of Application for Graduation forms which the graduating hopeful initiates and is transmitted to his department for approval. This process, unlike the other, occurs every quarter. Whereas before the compilation of the CAM 619 list was an expensive procedure requiring considerable staff work devoted to cutting and pasting something for replication and distribution to all the departments, (if approved) the expense would be reduced considerably by merely transmitting few computer printouts to the School Deans.

WHEREAS, The list required by CAM 619 is expensive and time consuming to compile; and

WHEREAS, There have been no challenges by faculty of a student's qualification for graduation arising from this list in recent history; and

WHEREAS, Faculty members may find the occasion to exercise their challenge in the future; therefore be it

RESOLVED: That CAM 619 be amended to read in the following manner:

The Registrar is responsible for checking the records of students who have applied for graduation. After being satisfied that those who have applied have met (or will meet pending satisfactory completion of their final quarter's work) all graduation requirements, the Registrar will submit a list, alphabetically by department, of "Applicants for Graduation" to the INSTITUTIONAL DEPARTMENT. The list sheet will be transmitted to the School Deans no later than three weeks before commencement. Notification of the faculty by the Registrar will coincide with the arrival of the list and space will be provided for interested faculty in the respective school to peruse it. Etc.
RESOLUTION ON THE ENDORSEMENT OF THE CSU STATEWIDE ACADEMIC SENATE STATEMENT ENTITLED, "EDUCATION AND PROFESSIONAL ACTIVITY IN THE CSU, REVISED, DEC. 1981."

Background Information

Last year the University Research Committee produced a report entitled "Role of Research at California Polytechnic State University, San Luis Obispo". Included in the Academic Senate's resolution for acceptance of this document was a resolution that the Chair of the Academic Senate appoint an ad hoc committee, and charge this committee to develop a comprehensive position statement on faculty professional development. The committee that was appointed includes Tom Carpenter (Aero/Mech Eng), Stuart Goldenberg (Math), Don Hartig (Math), Don Maas (Educ), Robert McCorkle (Ag Mgt), Barton Olsen (Hist), Takis Papakyriazis (Econ), and Keith Stowe (Phys).

While our committee was working out a document aimed at reflecting the interests of Cal Poly's faculty, Tim Kersten forwarded to us the attached position paper adopted by the CSU system-wide Academic Senate, which was approved unanimously by that body on January 15, 1982.

After studying the document, we decided that our local senate may wish to consider endorsing it. Because there is a need for a definitive statement of common interest among the diverse elements of the CSU faculty regarding the role, objectives, and requirements for implementation of faculty professional activities relevant to the University's teaching mission, and because strong support from the individual campuses may strengthen the Statewide Senate's request for support of faculty professional activities, we think that the Cal Poly Academic Senate may wish to consider the following resolution.

In the meantime, our committee is still working on a document to represent the particular interests of the faculty of Cal Poly, SLO. It appears that this is reaching its final stages and hopefully will be before you soon.
RESOLVED: That the Academic Senate, California Polytechnic State University, San Luis Obispo, endorses the CSU Statewide Academic Senate position paper entitled, "Education and Professional Activity in the CSU, Revised, December 1981," which was adopted by that body in their resolution AS-1258-81/Ex.
RESOLUTION REGARDING THE CURRICULUM PROCESS

Background: The current 1981-1984 catalog has been approved for extension through the 1983-1984 academic year. The extension, approved by President Baker upon Senate recommendation, was required because of the revision being made to the General Education and Breadth (GE & B) Requirements. Revision of the GE & B Requirements is scheduled for completion December 10, 1982.

WHEREAS, Revised GE & B requirements will cause curriculum changes; and
WHEREAS, GE & B requirements revision should be complete prior to curriculum revision; and
WHEREAS The Academic Senate must complete review of curriculum changes prior to June 1983; therefore be it
RESOLVED: That the following schedule be adopted for preparation and review of the next catalog.

SCHEDULE

January 1, 1983 through March 1, 1983

Departments shall review and develop proposals. All approved proposals shall be forwarded to the Department Head. The Department Head shall review and evaluate the proposals and forward all proposals to this appropriate School Curriculum Committee.

March 1, 1983 through April 1, 1983

The School Curriculum Committee shall consult with the faculty in reviewing and evaluating the proposals. These proposals shall then be forwarded to the Dean. The Dean shall review and evaluate the proposals and forward all proposals to the Vice President for Academic Affairs and the Academic Senate.

April 1, 1983 through June 15, 1983

The Vice President for Academic Affairs shall review and evaluate all proposals and forward recommendations to the President. The Curriculum Committee of the Academic Senate shall review and evaluate the proposals and forward its recommendations to the Academic Senate. The Academic Senate shall review and evaluate the proposals and forward its recommendations to the President.
June 15, 1983 through August 31, 1983

The President or his/her designee shall review and make the final decisions. Appeals to adverse decisions shall be as provided in CAM.

September 1, 1983 through October 15, 1983

The Dean's offices shall proof the catalog layout and submit final copy to the Academic Affairs staff.

October 15, 1983 through May 1984

The manuscript shall be prepared and submitted to the printer. The galley and page proofs shall be checked. The catalog shall be printed, bound, and delivered.
EDUCATION AND PROFESSIONAL ACTIVITY IN THE CSU

WHEREAS, The California State University has no law nor policy which provides a definitive and comprehensive statement of the role of professional activity in the CSU; and

WHEREAS, Since the adoption of the Donahoe Act, the CSU has encountered considerable ambiguity about the relationship between its teaching function and its research/professional activity function; and

WHEREAS, Since the adoption of the Donahoe Act, the CSU also has encountered noticeable vacillation about the amount and type of state resources appropriate for support of its research/professional activity function; and

WHEREAS, State funding to support and encourage faculty professional activity has been virtually non-existent; and

WHEREAS, Although the faculty's professional activity contributes to the quality of education, and although there are many ways in which the faculty's professional strength can be expressed, the Academic Senate CSU has addressed only isolated aspects of this issue; and

WHEREAS, The attached document on "Education and Professional Activity in the CSU" provides a general position on the relation between the faculty's professional activity and the quality of education; therefore be it
RESOLVED: That the Academic Senate of The California State University adopt the attached position paper on "Education and Professional Activity in the CSU"; and be it further

RESOLVED: That the Academic Senate CSU commend the attached position paper to the campus senates/councils for their consideration.

APPROVED UNANIMOUSLY

January 15, 1982
Universities worthy of public support must stress the attainment of merit in teaching and learning. To achieve and to maintain quality education, universities must sustain the intellectual and professional development of their faculties. Such faculty development appropriately includes a variety of professional activities -- such as independent scholarship, research, and creative work -- which reflect the variety of programs which the institution embraces.

There is no substitute for the stimulation which students receive when their teachers are active and proficient practitioners of their disciplines. The active professional who can teach by example enriches the transmission of knowledge. Either vicariously or directly, students who are involved in their teacher's professional projects discover how to recognize when an investigative or creative approach leads to a deadend and how to work around and out of deadends. When students are exposed to or involved in searches for solutions to problems their professors cannot answer in advance, they are taught how to formulate questions and select modes of thinking that lead to intellectual accomplishment. Moreover, professional activity strengthens the bond between teacher and student by reminding the teacher of how it feels to learn and to have others assess one's work.

To realize the benefits to education which can be provided by the faculty's professional competencies, a university should make adequate provision for sustaining and furthering the professional achievement of its instructional staff. Instructional and professional activities complement each other most constructively when they do not
compete for prominence or for institutional resources. On the other hand, without adequate resources and reasonable flexibility to implement professional projects, a university may find itself unable to use its faculty's professional abilities to its advantage.

How the various professional activities relate to the quality of instruction varies with the specific standards and practices of the different disciplines. To promote productive links between teaching and professional activity in each educational program, it is important to rely upon the assessments of those who understand the discipline. Appropriate kinds of professional work for enriching instruction in any program should be delineated by persons well informed about and experienced in applying the currently accepted standards of the profession.

PROFESSIONAL ACTIVITY IN THE CSU:

In its 1980 position paper on "Quality Education and Funding Levels in the CSUC," the statewide Academic Senate cited a statement of the Western Association of Schools and Colleges to the effect that "scholarship and instruction are mutually interdependent and mutually supportive activities which are integral to the mission of any educational institution." The 1980 position paper went on to apply this statement in the context of The California State University as follows:

This close relationship is recognized in the CSUC, where the primary mission is teaching, but where there also is explicit incorporation of scholarship and research in the criteria used for judging faculty excellence. We maintain that professional development is essential for
maintaining and improving the quality of knowledge and skills of faculty, a principle which has been traditionally and unequivocally recognized in higher education.

The primary commitment of the CSU is to excellence in teaching and learning. The CSU seeks to provide an environment that encourages the intellectual development of students. To create such an environment for students, CSU faculty must themselves continue their intellectual and professional development.

To be effective, faculty members must keep current in their academic fields. By constantly enhancing their own education, they improve the education of their students. To be an effective teaching institution, the CSU should acknowledge and provide for the tangible systematic support and recognition of its faculty's efforts to maintain intellectual and professional competence. To the extent that either institutional or faculty support for preserving and enhancing the teaching staff's intellectual activity and agility falters, the quality of education in the CSU will deteriorate.

Traditionally, universities have stimulated their faculties' intellectual and professional achievements by creating programs to support professional activity on the part of the teaching staff. However, in the CSU, there has been considerable ambivalence and ambiguity about the appropriate role of faculty professional activity, resulting in a confusing vacillation about whether encouragement and resources should be expended on such activity. In general, the state's support of faculty professional activity in the CSU has been virtually non-existent.
To understand the present status of professional activity in this system, we should recall how the Donahoe Act for Higher Education addresses the function of research (which traditionally is a predominant mode of professional activity in universities) in the CSU. The Donahoe Act recognizes the CSU's research function but does not define it further than to require compatibility with the teaching function. The meager characterization is reflected in section 40000 of Title 5. But adequate resources for implementing a compatible research function have not been made available, nor have the appropriate nature and extent of the CSU's research/professional activity function been defined or explored. Most important, neither the Donahoe Act, nor Title 5, nor any of the other laws or policies under which the system operates addresses the question of how the faculty's professional competence should be preserved and demonstrated in the absence of adequate funding and implementation of a research/professional activity function which is compatible with and complements the CSU's primary teaching mission.

In 1968, acting on a commissioned study prepared by an independent consultant, the Coordinating Council for Higher Education unanimously requested state support for research and related activity in the CSU. At that time, the Academic Senate developed a basic position statement which expressed the Senate's commitment to the importance of research and related activities in this system. Subsequently, additional Senate resolutions have been adopted which address other aspects of professional activity and growth. (See attached documents.)

Although the principles expressed in the 1968 Senate document on research and related activity remain significant, that document
presupposes an institutional context in which the value of this type of faculty professional activity is both acknowledged and supported by the expenditures of institutional resources. To the degree that such acknowledgment and support have been absent both for research activities and for other types of professional work, the faculty's professional achievement has had to be accomplished primarily through voluntary or overload projects and through success in securing sources of nonstate funding. However, if budgetary neglect for support of professional activity continues, it becomes less and less likely that the ad hoc mechanisms utilized for more than a decade to stimulate involvement in research, scholarship and creative endeavors can suffice to sustain the active searches for new knowledge, fresh interpretations and creativity which are essential for the atmosphere vital to learning.

In its 1980 position paper on "Quality Education and Funding Levels in the CSUC," the Academic Senate adopted the following statement:

Although the maintenance and expansion of knowledge and skills rest primarily with the individual faculty member, keeping abreast of new discoveries and current thought in an academic or professional discipline and/or making positive contributions through scholarly research are not simply matters of individual effort and will. The opportunities and assistance provided to faculty in support of the variety of professional development
activities have been, and will remain, crucial as long as the faculty remains the essential resource of institutions of higher education. Many of these activities depend directly on budgetary support and, to the extent such support is reduced or eliminated, the quality of faculty expertise will suffer, with the ultimate result that students will be deprived of quality education.

MAINTAINING PROFESSIONAL COMPETENCE IN THE CSU:

In industry, it is standard practice to provide professional employees with ongoing training and with opportunities to update and to expand their skills. In many universities the faculty maintains and enhances its professional skills because part of its regular workload involves research, creative activity or other professional projects. In the CSU, the failure to provide resources in order to recognize and support continuing faculty professional growth has become an enduring factor which provokes concern about the system's ability to maintain up-to-date, professional competence in instructional subject matter.

As academic disciplines change and subject matter expands, maintaining competence in any discipline requires not only continued study but also access to the community of scholarship and creative activity in the discipline. All CSU faculty need the opportunity to keep abreast of advances in their disciplines by communicating about emerging issues with colleagues both on and beyond their home campuses.
In order to promote such communication and to preserve the competence of the faculty, the institution must provide adequate support. Such support should include access to current scholarly publications, access to modern equipment, and access to discussion and interpretation of new work in the field. At a minimum, this means paying for faculty travel to professional seminars and conferences. Because faculty must expend their time if they are to keep up-to-date in their disciplines, acknowledgment of this level of professional activity also must be reflected realistically in workload reporting and workload assignment mechanisms, as well as in the availability of sabbatical leaves for all faculty at reasonable and regular intervals. The absence of such support profoundly jeopardizes the ability of the CSU's faculty to offer students an up-to-date education.

As the institution should provide the means for its faculty to maintain and grow in professional competence, the faculty should insist that its members employ these resources to satisfy the professional standards which are reflected in the practices of the various disciplines. Each academic department or program should be concerned that its faculty possess up-to-date professional expertise. Campus senates/councils should consider whether campus personnel policies reflect how methods and criteria for professional development vary from discipline to discipline. As part of their overall responsibility for the quality of the educational programs, campus senates/councils should concern themselves with the extent of institutional support available to assist the faculty in maintaining and growing in professional competence.
INDEPENDENT PROFESSIONAL ACTIVITY IN A TEACHING INSTITUTION

To maintain professional competence, all faculty members should pursue active study of their disciplines even if they are not engaged in independent research, creative or other professional projects. Although faculty competence may be maintained through means other than independent research and creative projects, it is essential to the CSU's teaching mission that an adequate level of such activity occur throughout each CSU institution.

During the past decade, the CSU's primary mission of serving as a teaching institution has all too often been interpreted to mean that teaching and independent professional activity were to be considered separable -- albeit related -- matters. This view may be partially justifiable in the sense that there are avenues other than original research and publication for maintaining and developing professional competence. But this view is not justifiable when it is taken to mean that students can obtain a good education without exposure to professional academicians who are doing original, independent work in their fields. For good education, substantial faculty and student involvement in research, scholarship and creative activity is essential because it teaches by example how knowledge is obtained and how the boundaries of our collective knowledge and understanding are expanded.

For the CSU to offer good education, there must be faculty who are engaged in scholarly or other creative activity. Minimal support for such activity includes adequate library resources; allocation of space, equipment, support staff, and appropriate workload credit; the flexibility to give faculty time to pursue independent research or creative projects; and some opportunity to teach well-prepared
advanced students who are able to understand and to appreciate progress within a discipline.

As the institution should support the faculty's independent professional projects because such work enhances the quality of education, the faculty should develop methods of ensuring that the professional work which is supported with institutional resources enriches the broad educational mission of the institution. As appropriate, campus senates/councils should consider the development of methods to improve the effectiveness of institutional support for independent professional activity. Campus senates/councils also should consider how campus personnel policies acknowledge and assess such activity. Consistent with the CSU policies which refer to research and related activities, professional growth, and other professional work, each campus senate/council might develop definite policy statements to guide the development of the campus research/professional activity function and to increase the benefits which the campus educational programs receive as a result of the professional strength of the faculty. It is essential also to convince faculty of the high priority afforded to professional activity and of the support which the institution will commit to professional activity, even though there may be inadequate state funding. Such an institutional milieu, if combined with institutional flexibility, could increase faculty professional activity and thus could enhance the quality of education dramatically.

ENCOURAGING PROFESSIONAL ACTIVITY:

When the resources needed to maintain the professional competence of the CSU faculty and to enable the faculty to engage in independent
professional work have been in short supply, it sometimes has been supposed that these objectives nevertheless might be obtained by instituting a compulsive personnel system. For instance, it sometimes is presumed to be efficient academic management simply to require that faculty members be current in their fields regardless of whether the faculty is provided with access to current scholarship and current equipment. Similarly, it sometimes is presumed to be efficient academic management to reward faculty who publish and to punish those who do not, regardless of other workload considerations or of considerations about access to the support needed for independent professional work.

In the short run, this approach may appear to be successful, particularly in fields in which faculty to not need, or else can acquire from external sources, additional resources for their professional work. But, in the long run, this approach is likely to be severely damaging to the educational fabric of the CSU.

First, when good teaching is an acknowledged goal, but when there are inadequate means of recognition for the professional activity needed to improve education, faculty are forced to direct their attention away from the institution rather than toward it in order to retain their ability to conduct themselves as professionals in their disciplines. When faculty believe that their professional activity must be conducted despite rather than as part of their institutional assignments, they tend to view professional activity as competitive with teaching rather than as compatible with it. This has happened in the CSU to the extent that faculty have had to pursue professional projects over and above their official workloads with resources not provided for in the budget, or because
campuses have such limited space that faculty must engage in professional activity at off-campus locations. Under such conditions, development of the suspicion that professional activity competes with teaching is understandable. Nevertheless, this suspicion is detrimental to preserving good education in the CSU because it neglects the need to maintain the faculty's professional competence and the importance of exposing students to examples of professionals at work.

Second, a university which attempts to reap the benefits of faculty professional activity by coercion impairs its own ability to retain high quality faculty. To substitute coercion for adequate professional support is to motivate the most successful teachers/researchers to leave the CSU, when possible, for employment where they will receive greater personal reward and professional support than the CSU can supply. The reward system would be an effective long run substitute for adequate institutional flexibility and resources only if the CSU were a closed system with no exit for any of its teaching staff. In fact, of course, the CSU competes with other educational institutions and with industry for professional staff.

Third, to demand of the CSU's faculty that they ensure the institution's continued enjoyment of the benefits of their professional strength in the absence of adequate public support is to divorce the concept of providing students with a good education in the CSU from the concept of providing students with a public education. To insist that there is no need to obtain adequate public support of professional activity in this system is to impoverish the claim that there is a
public responsibility to provide excellent education in the CSU. Such insistence suggests that the faculty must operate outside of or in addition to their institutional responsibilities in order to find support for the professional activity which is vital for improving the quality of their students' education. From the standpoint of providing good education, it is counterproductive to create conditions which force faculty to pursue professional activity outside of the campus context.

CONCLUSION:

Sustaining good education in the CSU requires that provision be made for all faculty to maintain competence in their disciplines so that what students learn is worthwhile and up-to-date. Sustaining good education in the CSU also requires that provision be made to maintain a level of independent professional activity on every campus so that students are exposed to active, creative practice in their fields. Both these objectives should be pursued to achieve educational excellence. Policies which deal with maintaining professional competence and encouraging independent professional work should be designed to reflect the variety of standards and practices in the disciplines represented by each campus's educational programs. Because the quality of teaching is affected by the level of faculty professional competence and the level of faculty involvement in active intellectual work, adequate resources and appropriate workload credit must be provided to ensure that instruction and professional work in the CSU function compatibly and not competitively.
RESOLUTION

CALLING FOR ADEQUATE FUNDING OF THE CSU SYSTEM
AND IN SUPPORT OF CONTINUING OPTIMAL ACCESS FOR STUDENTS

1. WHEREAS, every year since the passage of Proposition Thirteen in June, 1978, the C.S.U. system has had its support and capital outlay budgets cut, and

2. WHEREAS, these cuts were made upon budgets which did not provide for full funding of C.S.U. programs and institutions, based upon approved levels of support, and

3. WHEREAS, for the upcoming academic year a 2.5% cutback, amounting to $26 million, has been called for in the Governor's budget, and

4. WHEREAS, even deeper budget cutbacks than those proposed in the Governor's budget are being predicted for next year, and

5. WHEREAS, options under consideration include increasing all student fees, increasing student/faculty ratios, freezing state employee salaries for two years, and other items detrimental to the C.S.U. system, and

6. WHEREAS, the rate of inflation each year has heightened the effects of mandated budget cuts and

7. WHEREAS, these budget cuts have damaged programs and morale throughout the C.S.U. system, and

8. WHEREAS, the Chancellor's Office and the Board of Trustees were considering increasing student fees anywhere from $44.00 to $89.00, before additional cuts were suggested, in the C.S.U. system for the 1982-83 academic year, and

9. WHEREAS, due to new proposed budget cuts these fees may have to be raised even higher, and

10. WHEREAS, the State of California has always prided itself on providing "tuition-free, low-cost" public higher education to as many students as possible, and

11. WHEREAS, the entire state benefits from the education provided by its public universities, and

12. WHEREAS, any increase in student fees limits access to higher education. One study tends to indicate that for every $100.00 increase in student fees there would be a subsequent decline in student enrollments of 2.5% (a loss of 7,500 students in the C.S.U.), and

13. WHEREAS, the federal government and other governmental agencies are reducing student financial aid programs at this time, and this will only make the problem of access more acute, and

14. WHEREAS, increases in student fees would undermine the current efforts to make higher education, including graduate education, accessible to lower income, women, and ethnic minority students. The effect of increased student fees is felt more by low income people than by high income people, and
WHEREAS, the C.S.U. system is most vulnerable to declines and shifts in enrollment due to increases in student fees,  

THEREFORE BE IT RESOLVED THAT: We the faculty of California Polytechnic State University, San Luis Obispo call upon the Governor and the state legislature to take action to find alternative sources of revenue, other than increased student fees or tuition, to alleviate the current fiscal crisis and to fully fund the C.S.U. system, 

BE IT FURTHER RESOLVED THAT: If the Chancellor, Board of Trustees, the Governor, or the Legislature deem it necessary to increase student fees, or to impose tuition, that the impact upon low income students be offset by increased student grant/loan programs provided by the State of California, 

BE IT FURTHER RESOLVED THAT: President Warren J. Baker forward this resolution as soon as possible to Governor Jerry Brown, State Senator Henry Mello, Assemblywoman Carol Hallett, Chairpersons of the Assembly and Senate Education and Ways and Means Committees, Chancellor Glenn S. Dumke, all members of the Board of Trustees--C.S.U. System, and local news media sources. 

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1"The one universal finding from these studies is that price does affect access. Every single study finds significant negative relationship between the net price faced by students and their probability of attending college." California Postsecondary Education Commission, The Price of Admission: An Assessment to the Impact of Student Charges on Enrollments and Revenues in California Public Higher Education, adopted February, 1980, p. 41. 


3C.P.E.C., p. 42. 

4C.P.E.C., p. 80.
RESOLUTION ON THE ROLE OF PROFESSIONAL GROWTH AND DEVELOPMENT AT CAL POLY, SLO.
(Ad Hoc Committee on Faculty Professional Development)

WHEREAS, The long term welfare of a university relies on its ability to maintain an active, knowledgeable, and competent faculty; and

WHEREAS, The professional vitality of the faculty is essential for the goal of excellence in teaching; and

WHEREAS, The faculty of Cal Poly, SLO, would like to see the state support a program for maintaining the professional competence of its faculty; and

WHEREAS, The implementation of such a program may be facilitated by a statement of common interest and agreement among the diverse elements of the faculty at Cal Poly, SLO; therefore be it

RESOLVED, That the Academic Senate of Cal Poly, SLO representing the General Faculty, accepts the following document as its statement on the role of professional growth and development here.
INTRODUCTION

The long term welfare of our university rests on its ability to obtain and maintain an active, knowledgeable, and competent faculty. In addition to improved ability to provide students with current and useful knowledge, the interest and stimulation displayed by the faculty is also transferred to their students. Scholarship and teaching are mutually supportive activities. The better educated can become better educators, and a campus environment that includes independent professional activity exposes students to active, creative, and current practice in their fields.

Inasmuch as the entire state benefits from the knowledge received by those attending its public universities, it is in the best interest of the state to maintain the quality of these educational programs. This requires adequate support for professional activities; otherwise the faculty may quickly become weak and outdated in their fields. Policies dealing with such activities should be designed to reflect the wide variety of standards and practices appropriate to the wide variety of academic programs and faculty professional interests at the university. Just as it is the responsibility of the state to provide this support, it is the responsibility of the faculty to see that their professional activities are an asset to the university community.

In recent years, such state support has been seriously inadequate, and this has impaired our academic programs. Continued neglect will cause further deterioration. The lack of state support in this area makes it difficult for faculty to maintain a reasonable level of professional vitality. In trying to stay active, faculty must do so on a voluntary or overload basis, and many must look elsewhere for resources and support. These pressures tend to remove these vital activities from the university community. It creates conflicts of interest, breeds frustration and cynicism, causes attrition of faculty to jobs
more rewarding of these activities, and displays to the students and the public the hypocrisy of a state which advocates quality in public education, but will not support the programs that are necessary to achieve this quality.

In drafting this statement regarding professional growth and development at Cal Poly, we are aware of the history of deficiency in this vital area. Nevertheless, we hope that support may soon replace neglect, and we are willing to work toward this end. We hope that this statement may help facilitate this transition by clarifying the faculty's needs and wishes in this area.

In this document, we explore the common ground in the diverse spectrum of professional interests at Cal Poly. We hope it reflects the appropriate balance between the ideal and the practical aspects of professional growth and development.

DEFINITION OF PROFESSIONAL DEVELOPMENT

Professional Development is the acquisition and utilization of experience, skill, knowledge, or information, which enables one to perform at a higher level of proficiency in her/his profession.

THE ROLE OF PROFESSIONAL DEVELOPMENT AT CAL POLY

Excellence in teaching is the primary goal of the faculty of Cal Poly, SLO. Professional growth and development is essential in meeting this goal.
AVENUES FOR PROFESSIONAL DEVELOPMENT

Members of the faculty are teachers, who have expertise in a wide variety of academic areas. Any activity by a faculty member that either enhances teaching skills or enriches professional expertise would be considered as professional development. A few examples of such activities are included in the following list:

1. Contributions to the teaching profession. Examples of this type of activity would include papers on pedagogy submitted to professional journals, papers presented at professional meetings, presentations on pedagogy given in invited talks, seminars, and workshops, the production of audio-visual aides, and publication of textbooks.

2. Contributions to Cal Poly's academic programs. Examples of this type of activity would include course improvement, the development of course materials such as hand-outs, manuals, audiovisual aides, and computer programs, the development of instructional facilities or equipment, the development of new courses, and working with students on special projects.

3. Contribution to the general body of knowledge in some academic area. Examples of this type of activity would include consulting, colloquia, creative productions, invited talks, papers presented at professional meetings, papers submitted to professional journals, research, and seminars.

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4. Other avenues of self-improvement. Examples of this type of activity would include classes taken or conferences attended to enrich or update professional knowledge or skills, leaves of absence for professional development activities, job experience or residencies, professional participation in national and international programs, projects undertaken to improve teaching skills, and the pursuit of advanced degrees, professional licenses, or additional advanced studies. Also included would be participation in institutes, seminars, and workshops with alumni, colleagues, industry, and trade associations.

This list is not a guideline for faculty to follow, nor is it exhaustive. Rather, it provides only a few specific examples of the broad range of professional development activities in which faculty could engage. This university has a faculty of diverse interests, whose professional pursuits cannot be neatly categorized in such a modest list.

APPRAISAL OF PROFESSIONAL DEVELOPMENT

In addition to the diverse spectrum of activities resulting from individual interests, different avenues for professional improvement are found in different professions. Therefore, both the value of the avenue(s) chosen, and the quality of the work done are usually best appraised by the faculty member's immediate colleagues.

It is the responsibility of the individual faculty members to ensure that their professional activities are an asset to the university and supportive of its educational mission. It is also the responsibility of the individual faculty members to document those activities they wish to have appraised in personnel
actions. It is the responsibility of their colleagues to appraise these activities in a manner consistent with established departmental criteria. Such criteria should be periodically reviewed by the tenured and senior faculty and made available to all tenure-track faculty in the department. The department head, upon consultation with the tenured and senior faculty, has the responsibility to inform individual department members to what degree their professional activities are meeting these criteria.

THE UNIVERSITY'S ROLE IN MAINTAINING FACULTY EXCELLENCE

In order to create an atmosphere in which faculty can strive for excellence in the classroom and professionally, a university must actively provide two necessary ingredients. These are:

1. an academic environment that encourages pride in one's work, and
2. an opportunity to do that work well.

FACULTY PROFESSIONAL DEVELOPMENT AT CAL POLY

Professional growth and teaching excellence must not be made adversaries. Because of the present heavy teaching load, time devoted to professional development activities must often be taken from time that would have been spent preparing for classes. Since the class preparations are already suffering from lack of sufficient time, professional growth activities may often lead to further deterioration of immediate classroom performance. Similarly, shortage of space, equipment, clerical help, etc. presently puts the two kinds of activities in competition for these resources as well.

Furthermore, the faculty member is given the undesirable choice of either pleasing present students but disappointing future ones, or maintaining a modest
program of professional growth to benefit future students, at a cost in the quality of teaching to present students. The university should strive to guarantee that the faculty has sufficient time and resources to do a good job of both, so that these two activities may always be complimentary rather than competitive.

Below is a partial listing of some of the areas in need of attention and measures the university must take in order to facilitate faculty professional development and teaching excellence.

1. Time

It is imperative that the teaching load be reduced. The present heavy load is such that faculty sooner or later must compromise the quality of their work in order to meet their class schedule.

In addition, release time should be available for appropriate professional activities.

2. Facilities

The present scarcity of facilities impedes our basic teaching activities. Faculty are reluctant to exacerbate this shortage by using some of them for their professional endeavors. Adequate facilities should be provided for both types of activities.

3. Other Resources

More funds must be available to support travel, publication, equipment purchase, clerical assistance, library facilities, and other necessary expenditures incurred by faculty pursuing avenues for improving their professional expertise.

4. Personnel

We must make the working environment sufficiently attractive that we can acquire and retain faculty who can carry on professional development activities. Such improvements in the working environment would

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include higher salaries and private offices in addition to the improvements mentioned above. Other reasonable amenities would include expanded library services and privileges, full fee waivers, use of health facility, improved parking accommodation, and provision for adequate clerical, technical, and student assistant help.

Furthermore, a pool of substitute faculty should be maintained, along with funds to pay their salaries, in order that faculty may be freed to engage in short-term professional activities without compromising academic offerings. The present policy of shifting the temporary teaching load onto the shoulders of already overburdened colleagues must be discontinued, because concern for both colleagues and their students discourages faculty from considering such activities.

This is only a partial list of some of the areas the university must explore if its faculty is to sustain currency and expertise. The current policy of "maximum students at minimum costs" does not provide an academic environment that encourages pride in one's work nor does it provide the opportunity to do that work well. If we are to encourage faculty professional development and vitality, we must restore both of these essential ingredients.