



CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, January 25 2011
01-409, 3:10 to 5:00pm

- I. Minutes:
Approval of Executive Committee minutes for January 4 2011 (pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Caucus Chairs:
 - H. Other:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. **Academic Senate and University Committee Vacancies for 2010-2012:** (p. 4).
 - B. **Resolution on Defining and Adopting the Teacher-Scholar Model:** Steinmaus, chair of the Teacher Scholar Model Task Force (pp. 5-6).
 - C. **Resolution on Certificate Programs Policy:** Schaffner, chair of the Curriculum Committee (to be distributed).
- VI. Discussion Item(s):
 - A. **Department responses to PLO-ULO activity.**
 - B. **Emeritus status: change from 15 to 10 years of service?**
 - C. **[TIME CERTAIN 4:45] Chip Visci: Cal Poly branding process.**
- VII. Adjournment:

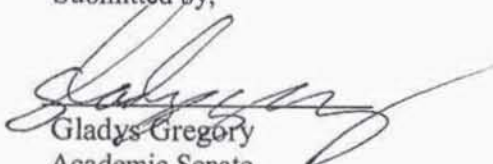
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, January 4 2011
01-409, 3:10 to 5:00pm

- I. Minutes: The minutes of October 26, November 2, and November 19, 2010 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair: Fernflores announced the need to establish two committees. The Assessment Committee will consist of one representative from each college while the GE Committee will retain most of its current members. The International Business Concentration and the Entrepreneurship Concentration have been pulled from the Academic Senate consent agenda and will be discussed at the January 18 meeting.
 - B. President's Office: none.
 - C. Provost: Koob announced that Matt Roberts, Director for Contracts and Procurement, is the new Chief of Staff. Cal Poly has decided to provide a self-support summer session; a marketing plan will be set up to determine which courses are required by students for progress to degree. Indications concerning the budget are not positive since the CSU is anticipating a 10-15% reduction. Deans will be provided with a menu of options to reduce their budget while preserving the integrity of their programs.
 - D. Statewide Senate: LoCascio reported that early start and enrollment fluctuation were two issues addressed at the last admission meeting.
 - E. CFA Campus President: none.
 - F. ASI Representative: Walicki announced that the Active Living: Sustain your Health & Wellness Fair, an event to promote healthy lifestyles, will be held on January 18 in the UU Plaza from 10-1pm. In the future, the opportunity to serve on Academic Senate Committees will be open to all students.
 - G. Caucus Chairs: none.

- H. Other: none.
- IV. Consent Agenda: none.
- V. Business Item(s): M/S/P to rearrange the business items as follows:
- A. **Resolution on a Working definition of Learn by Doing (Learn by Doing (LBD) Task Force):** Trice, presented this resolution which requests that the Academic Senate adopt the attached definition of Learn by Doing. M/S/P to agendize the resolution.
 - B. **Resolution on the Teacher-Scholar Model (Teacher-Scholar Model (TSM) Task Force):** Liddicoat, presented this resolution which requests that Cal Poly adopt the definition of Teacher-Scholar Model as presented. M/S/F to tabled the resolution. M/S/F to agendize the resolution.
 - C. **Academic Senate and University Committee Vacancies for 2010-2012:** The following appointment was made:
Orfalea College of Business
Sustainability Committee Norm Borin, Marketing
 - D. **Election of three candidates to the Academic Senate Curriculum Appeals Committee:** The following candidates were elected:
John Harris, Natural Resources Management Department
Elena Keeling, Biological Sciences Department
Tal Scriven, Philosophy Department
- VI. Discussion Item(s): none.
- VII. Adjournment: 5:00 pm

Submitted By,


Gladys Gregory
Academic Senate

ACADEMIC SENATE COMMITTEE VACANCIES

College of Agriculture, Food and Environmental Science

BUDGET & LONG RANGE PLANNING COMMITTEE – 2010-2011

College of Architecture and Environmental Design

INSTRUCTION COMMITTEE – Winter & Spring 2011

College of Liberal Arts

GRANTS REVIEW COMMITTEE – 2010-2011

College of Science and Mathematics

INSTRUCTION COMMITTEE – 2010-2011

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE – 2010-2012

COMMITTEE CHAIR REPLACEMENT

INSTRUCTION COMMITTEE – committee chair replacement needed for spring quarter 2011

UNIVERSITY COMMITTEE VACANCIES

ACCOMMODATION REVIEW BOARD – one vacancy (2010-2011)

CAL POLY HOUSING CORPORATION BOARD - one vacancy (2010-2012)

CAL POLY PLAN STEERING COMMITTEE – one vacancy (2010-2011)

COMMITTEE ON UNIVERSITY CITIZENSHIP (CUCIT) – one vacancy (2010-2012)

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION – one vacancy (2010-2012)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) – one vacancy (2010-2013)

INTELLECTUAL PROPERTY REVIEW COMMITTEE – one **CSM vacancy** (2010-2011)

UNIVERSITY UNION ADVISORY BOARD – one vacancy (2010-2011)

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-10

RESOLUTION ON DEFINING AND ADOPTING THE TEACHER-SCHOLAR MODEL

1 WHEREAS, Cal Poly is a predominantly undergraduate university committed to the highest
2 possible quality of education; and
3

4 WHEREAS, In support of the mission of Cal Poly, the faculty engage in teaching; research,
5 scholarship, and creative activities (RSCA); and service; and
6

7 WHEREAS, A balance of faculty talents and activities is essential to meet the objectives and
8 goals of the institution, resulting in a range of duties and responsibilities among
9 faculty; and
10

11 WHEREAS, Continued intellectual/professional growth of faculty, such as through Research
12 Scholarship and Creative Activities, is central to providing a vibrant learning
13 environment for students; and
14

15 WHEREAS, The Teacher-Scholar Model as proposed in Boyer (1990) characterizes the
16 engagement of faculty in both teaching and scholarship; therefore, be it
17

18 RESOLVED: That Cal Poly faculty adopt the Teacher-Scholar Model, defined as active
19 participation in both teaching and scholarship; and be it further
20

21 RESOLVED: That the Teacher-Scholar Model include, when possible, meaningful student
22 engagement in faculty scholarly activity and inclusion of scholarship in teaching to
23 create vibrant learning experiences for students; and be it further
24

25 RESOLVED: That scholarship be defined in general terms as the scholarships of discovery,
26 application, integration, and teaching/learning (Boyer 1990), implemented in a
27 discipline-specific manner while mindful of Cal Poly's mission; and be it further
28

29 RESOLVED: That the Teacher-Scholar Model allow for individual variations in the balance
30 between teaching and scholarly activities; and be it further
31

32 RESOLVED: That in support of the Teacher-Scholar Model, the administration should work
33 with the faculty to remove impediments and provide appropriate resources.

Proposed by: WASC/Academic Senate Teacher Scholar Model
Task Force

Date: November 16 2010

Revised: January 11 2011

BACKGROUND:

This essay begins by recognizing that though Cal Poly is a teaching-centered institution, scholarship has taken on a greater importance as the mission of the institution has evolved. The essay finds that Cal Poly faculty and staff appear to engage in a high level of scholarly activity that enhances student learning, according to the results of the 2009 Cal Poly Student and Faculty/Staff Surveys, the Department Head/Chair Survey, and the literature. Progress toward enacting the teacher-scholar model at Cal Poly, however, has been hampered by the lack of: 1) a comprehensive understanding of scholarship, and 2) an accepted working definition of the model.

Cal Poly has traditionally been a teaching-centered institution, but, over the last thirty years, scholarship has gradually taken on a role of greater importance. The University's mission is tied to that of the CSU, and the system's mission has changed significantly since the days when faculty scholarship was proscribed in keeping with the strict vision of the 1960 California Master Plan for Higher Education. In 1989, with significant leadership provided by Cal Poly and the Cal Poly President's Cabinet, the Joint Committee for Review of the Master Plan for Higher Education concluded that research, scholarship, and creative activity are central to the mission of the CSU, and the Educational Code was changed to reflect this conclusion. The Cornerstones Report of 1997 acknowledged this change when it stated that "faculty scholarship, research and creative activity are essential components" of the CSU's teaching-centered mission (Principle 4). A decade later, the 2007 CSU Provosts' Statement asserted the economic value of what has come to be known as the "teacher-scholar model," whereby teaching and scholarship are understood to be mutually reinforcing. The statement identified the model as an important way to keep California's citizens competitive in a global marketplace based on human capital economies—an important consideration for an institution that has always played a major role in preparing the state's workforce. In turn, Cal Poly's current mission statement emphasizes fostering teaching and scholarship.

The literature on student learning supports the value of an increasing emphasis on scholarship within the CSU and at Cal Poly. Student involvement in undergraduate research is a form of active learning, and it has been deemed a high impact practice that enhances student retention and engagement. Though undergraduate research is more common in the sciences, student involvement in faculty scholarship is possible in all disciplines and yields encouraging results. According to the provosts, it increases the frequency of meaningful interactions with faculty and peers; encourages students to spend more time and effort on research, writing, and analytic thinking; and involves them in more collaborative forms of learning.

Scholarship also benefits student learning by helping to maintain faculty and staff enthusiasm. As the CSU Provosts have stated, "When faculty [members] are at the cutting edge of their disciplines, they remain connected with the source that feeds their intellectual curiosity and creative abilities and are able to establish and maintain partnerships with other scholars around the world." This scholarly currency, in turn, enhances faculty teaching and interactions with students, from freshman through doctoral levels.