

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA
November 23, 1982

FOB 24-B

3:00 PM

Chair, Jim Simmons
Vice Chair, Ron Brown
Secretary, Barbara Weber

- I. Minutes
- II. Announcements
- III. Business Items
 - A. Resolution on Professional Growth and Development (Stowe)(Attachment)
 - B. Resolution on +/- Grading and Progress Points (Stowe)
 - C. Resolution on Professional Ethics (Murray)
 - D. Resolution on Sabbatical Leaves (Murray)
 - E. Resolution on Add/Drop Period (Stowe)(Attachment)
- IV. Discussion Items
 - A. Procedures for Selection of a Faculty Trustee (Riedlsperger)

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 This requires adequate support for professional activities; otherwise the faculty may quickly become weak and outdated in their fields.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

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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.

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

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.

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Resolution on Add/Drop Period

- WHEREAS, Students should be encouraged to make an early decision regarding their desire to remain enrolled in a course, so that others wishing to enroll in the course may fill vacated seats, and so less time is lost by those eventually dropping the course; and
- WHEREAS, It is the desire of the faculty to make more efficient use of the state's limited resources, by enabling interested students to add the course as others drop; and
- WHEREAS, The faculty feels that the disadvantages of encouraging students to drop early are outweighed by the advantages, both fiscal and academic, therefore be it
- RESOLVED: That the add and non-penalty drop periods be made of equal one week durations, and be it further
- RESOLVED: That instructors help students make early decisions about their desire to remain enrolled in courses by providing appropriate course information. This information may include such things as course purpose, content, prerequisites, workloads, expected outcomes, and performance evaluation measures, and be it further
- RESOLVED: That it is imperative to make the add-drop period more efficient and more convenient for students.

CRITERIA FOR NOMINEES FOR FACULTY TRUSTEE

1. Candidates must be teaching faculty and shall not currently hold any administrative title other than department head or equivalent.
2. Candidates shall be tenured with a record of excellence in teaching, professional achievement and university service.
3. Candidates shall possess experience in faculty governance or equivalent knowledge of The California State University.
4. No nominee shall hold an elected statewide office in a bargaining organization or the Academic Senate CSU at the time that his or her nomination is forwarded to the Governor by the Academic Senate CSU.
5. Questions as to definitions and eligibility shall be resolved by the Academic Senate CSU.

PROCEDURES FOR SELECTING FACULTY TRUSTEE NOMINEES

1. These procedures shall be initiated at least one full academic term in advance of the time that Faculty Trustee nominees are to be made.
2. Each campus senate/council shall develop procedures for selecting eligible nominees. As at least one option, the procedures shall allow for nominations by petition. Each such nomination shall require the signed concurrence of at least 50 full-time, teaching faculty members. The campus senate/council shall forward the names of all eligible nominees to the Academic Senate of The California State University.
3. At the campus level, the local chair shall forward for each nominee the completed Faculty Trustee nomination form which will include a current vita structured to the eligibility criteria, a one page statement from the nominee, and names, addresses, and telephone numbers of five references (attractive packaging is not sought at this level).
4. The Academic Senate CSU Faculty Trustee Recommending Committee shall be composed of seven non-candidate faculty members. Five of these shall be elected by the Academic Senate in the manner of election to the at-large Executive Committee positions. No campus shall have more than one representative. Two other faculty members shall be selected by their local

senate/council from campuses chosen by lot from those not represented by the first five. The qualifications for these additional two faculty members shall be the same as eligibility for election to the Academic Senate according to its constitution and bylaws. The chairman of the Faculty Trustee Recommending Committee shall be a Academic Senate member elected by and from the entire committee.

5. The Faculty Trustee Recommending Committee shall screen the original list of nominees and develop recommendations with supporting information. It shall work within the timetable set by the Executive Committee of the Academic Senate CSU. The confidential files on the nominees recommended for Academic Senate consideration shall be available for review in the senate office to members of the Academic Senate prior to the final election of nominees whose names shall be forwarded to the Governor. The Academic Senate shall receive from the Recommending Committee not less than four nominations.

6. The Academic Senate CSU, acting in executive session, shall designate the final (2 or more) nominees by secret ballot in the following manner, conducting as many votes as necessary:

Each ballot cast by a senator, in order to be valid, shall contain a "yes" vote for at least as many candidates as the minimum number remaining to be designated (e.g., if there are four nominations from the committee, a ballot on the first voting round, in order to be valid, must contain "yes" votes for two, three, or four candidates).

Any candidate who receives 75% of the valid ballots cast shall be designated as a nominee whose name shall be forwarded to the Governor.

If there are no candidates with at least 75% of the "yes" votes on a given balloting round, the candidate with the least number of votes shall be deleted from the next balloting round.

After it has so designated the legal minimum of two (2) candidates, the Senate shall decide by secret ballot whether to discontinue balloting or to continue for the purpose of determining if it wishes to send forward to the Governor the names of more than two candidates.

7. The Academic Senate CSU shall forward the names of the designated nominees to the Governor.