

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE - AGENDA  
April 27, 1982  
F.O.B. 24-B 3:00 PM

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

- I. Minutes
- II. Announcements
- III. Business Items
  - A. Resolution on Faculty Representative on the Board of Trustees of the CSU (Executive Committee)
  - B. Resolution on the Endorsement of the CSU Statewide Academic Senate Statement On "Education and Professional Activity in the CSU" (Stowe)
  - C. Resolution on Student Participation on Peer Review Committees (Exec)
- IV. Discussion Items
  - A. Reaction of the Executive Committee to VPAA Candidates (Kersten)

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

AS-133-82/Exec.  
April 27, 1982

FACULTY REPRESENTATIVE ON THE BOARD OF TRUSTEES  
OF THE CALIFORNIA STATE UNIVERSITY

RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo endorses SB 1458 (Carpenter) which would " . . . require the Governor to appoint to the Trustees of the California State University an additional member who is a member of the faculty of the California State University and is tenured at the institution at which he or she teaches. The faculty member would be appointed from a list furnished by the Academic Senate of the California State University . . . " (See attached).

SENATE BILL

No. 1458

Introduced by Senator Carpenter

February 10, 1932

An act to amend Section 86902 of the Education Code, relating to the California State University.

LIEUTENANT GOVERNOR'S DRAFT

SB 1458, as introduced, Carpenter. Trustees of the California State University.

Existing law specifies that the membership of the Trustees of the California State University consists of 5 ex officio members, 16 members appointed by the Governor, a representative of the alumni associations of the state university and colleges, and a student member appointed by the Governor, as specified.

This bill would require the Governor to appoint to the Trustees of the California State University an additional member who is a member of the faculty of the California State University and is tenured at the institution at which he or she teaches. The faculty member would be appointed from a list furnished by the Academic Senate of the California State University.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

*The people of the State of California do enact as follows:*

- 1 SECTION 1. Section 86902 of the Education Code is
- 2 amended to read:
- 3 86902. (a) The board shall be composed of the
- 4 following four ex officio members: the Governor, the
- 5 Lieutenant Governor, the Superintendent of Public
- 6 Instruction, and the person named by the trustees to
- 7 serve as the Chancellor of the California State University

1 and Colleges; a representative of the alumni associations  
2 of the state university and colleges, selected for a  
3 two-year term by the alumni council, California State  
4 University and Colleges, which representative shall not  
5 be an employee of the California State University and  
6 Colleges during the two-year term; and 16 appointive  
7 members appointed by the Governor and subject to  
8 confirmation by two-thirds of the Senate.

9 (b) There shall also be appointed by the Governor for  
10 a two-year term, a student from a California state  
11 university or college who shall have at least a junior year  
12 standing at the institution he or she attends, and shall  
13 remain in good standing as a student for the two-year  
14 term. In the selection of a student as a member of the  
15 board, the Governor shall appoint a student from a list  
16 of names of not more than five persons furnished by  
17 student representatives of each of the universities and  
18 colleges of the California State University and Colleges.  
19 The student representative of a university or college shall  
20 be the elected student body president or, in the case of  
21 a university or college not having an elected student body  
22 president, the person receiving the highest number of  
23 votes cast at a student body election held to select such  
24 student representative. Any appointment to fill a vacancy  
25 of a student member shall be effective only for the  
26 remainder of the term of the person's office that became  
27 vacated.

28 (c) The Speaker of the Assembly shall be an ex officio  
29 member, having equal rights and duties with  
30 nonlegislative members.

31 (d) There shall also be appointed by the Governor for  
32 a two-year term, a faculty member from the California  
33 State University who shall be tenured at the California  
34 state university or college at which he or she teaches. In  
35 the selection of a faculty member as a member of the  
36 board, the Governor shall appoint the faculty member  
37 from a list of names of at least two persons furnished by  
38 the Academic Senate of the California State University.

39 SEC. 2. It is the intent of the Legislature that the  
40 amendment made by this act to Section 66502 of the

1 Education Code which adds a faculty member of the  
2 California State University to the Trustees of the  
3 California State University shall not be construed as  
4 precluding input to the trustees by the Academic Senate  
5 of the California State University.

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.

Resolution

Be it resolved, that the Academic Senate, California Polytechnic State University, San Luis Obispo, strongly endorses the CSU Academic Senate resolution AS-1258-81/EX, "Education and Professional Activity in the CSU, Revised, December, 1981".

ACADEMIC SENATE  
of  
THE CALIFORNIA STATE UNIVERSITY

(Item 6)

AS-1258-81/EX  
September 10-11, 1981

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 nonexistent; 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



EDUCATION AND PROFESSIONAL ACTIVITY IN THE CSU

REVISED  
December, 1981

PROFESSIONAL ACTIVITY AND TEACHING:

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.

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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

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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 do 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

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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 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.

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

AS-135-82/Exec.  
April 27, 1982

RESOLUTION ON STUDENT PARTICIPATION ON PEER REVIEW COMMITTEES

- WHEREAS, The Trustees will consider, during their May 25-26, 1982 meeting, the required inclusion of a student as a voting member of all committees dealing with appointment, reappointment, promotion, and tenure; and
- WHEREAS, This inclusion would weaken the peer review process by including non-peers; and
- WHEREAS, Current CSU and Cal Poly personnel policies already utilize data gathered systematically on students' perceptions of the teaching competencies of all faculty members; and
- WHEREAS, The official policy of the CSU Academic Senate is to oppose the inclusion of students on RPT committees (Ref: AS-1104-79/FA, approved November 16, 1979); therefore be it
- RESOLVED: That the Academic Senate, California Polytechnic State University, San Luis Obispo opposes the inclusion of students on committees dealing with appointment, reappointment, promotion, and tenure of faculty.