

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA

May 11, 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 the Role of Professional Growth and Development at Cal Poly (Ad Hoc Committee on Faculty Professional Development)
 - B. Resolution on a Faculty Code of Ethics (Personnel Policies Committee)
 - C. Resolution on Adequate Funding and Student Access to the CSU System (Budget Committee)
 - D. Request for permission to conduct a survey concerning interest in a Seminar on budgeting at Cal Poly

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 This requires adequate support for professional activities; otherwise the faculty may quickly become weak and outdated in their fields.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

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.

From Ken Kersten
From Geo. Murray

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Draft

MAY 6 1982

Background Information:

Academic Senate

Cal Poly does not have a faculty code of ethics. It is generally recognized throughout the academic profession that, for a variety of reasons such a code is desirable. Furthermore, President Baker has requested that the academic senate consider the formulation of such a code for Cal Poly. In reviewing other established codes, the Personnel Policies Committee believes that the Code of the American Association of University Professors covers in general all of the pertinent concepts, and, accordingly, recommends that this code be adopted at Cal Poly.

WHEREAS, members of the academic profession have unique responsibilities,
and

WHEREAS, it is recognized that a statement of our professional ethics
will support existing standards and practices of faculty with
respect to integrity and ethics

THEREFORE, be it resolved that the following be accepted as a code of
ethics for Cal Poly faculty and that it be placed in the
Faculty Handbook:

STATEMENT ON PROFESSIONAL ETHICS BY THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

- I. The professor, guided by a deep conviction of worth and dignity of the advancement of knowledge recognizes the special responsibilities placed upon him. His primary responsibility to his subject is to seek and state the truth as he sees it. To this end he devotes his energies to developing and improving his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.
- II. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.
- III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.
- IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision. He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.
- V. As a member of his community, the professor has the right and obligations of any citizen. He measures the urgency of these obligations in the light of his responsibilities to his subject, to his students, to his profession, and to his institution. When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

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RESOLUTION

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

- 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
- 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
- WHEREAS, for the upcoming academic year a 2.5% cutback, amounting to \$26 million, has been called for in the Governor's budget, and
- WHEREAS, even deeper budget cutbacks than those proposed in the Governor's budget are being predicted for next year, and
- 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
- WHEREAS, the rate of inflation each year has heightened the effects of mandated budget cuts, and
- WHEREAS, these budget cuts have damaged programs and morale throughout the C.S.U. system, and
- 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
- WHEREAS, due to new proposed budget cuts these fees may have to be raised even higher, and
- 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
- WHEREAS, any increase in student fees limits access to higher education.¹ 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%² (a loss of 7,500 students in the C.S.U.), and
- 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
- 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,³ and

WHEREAS, the C.S.U. system is most vulnerable to declines and shifts in enrollment due to increases in student fees,⁴

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.

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 Post-secondary 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.

²Gregory A. Jackson and George B. Weathersby, "Individual Demand for Higher Education: A Review and Analysis of Recent Empirical Studies," Journal of Higher Education, XLVI, No. 6 (November/December 1975), pp. 623-652. These figures must be tempered somewhat by changes in the C.P.I. since 1975.

³C.P.E.C., p. 42.

⁴C.P.E.C., p. 80.

SURVEY QUESTIONNAIRE ON THE ADVISABILITY OF
HAVING A BUDGET SEMINAR FOR FACULTY AT CAL POLY

presented by
Academic Senate Budget Committee

Purpose: As many of the decisions made by the Academic Senate have budgetary implications associated with them, the Budget Committee thought it might be helpful to provide a seminar on Cal Poly budgeting during the Fall Conference or some other time next year. Items to be covered in this seminar would include (1) how state allocations are determined for the campus in the five instructional areas--faculty allocation, technical/clerical/student assistant allocation, operating expense allocation, equipment allocation (new and replacement), and faculty travel allocation (in-state and out-of-state); and (2) how these allocations are distributed on campus. Part one could be handled in a general session, and if enough people are interested, part two could be handled in smaller groups with more opportunity for questions and interaction. The seminar as envisioned would last about 2 hours.

* * * * *

1. Would you favor such a seminar for Senate members and interested faculty?
YES _____ NO _____
2. Would you attend such a seminar, if your schedule permitted?
YES _____ NO _____
3. Do you believe that it would be a good idea to hold such a seminar during the Fall Conference?
YES _____ NO _____
4. If not held during the Fall Conference, do you believe that budgeting information would be valuable enough to hold this seminar during a regularly scheduled Senate meeting date and time slot?
YES _____ NO _____
5. What question(s) would you like to see answered at this seminar in regard to budgeting at Cal Poly?

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE TO JIM CONWAY, SPEECH COMMUNICATION DEPARTMENT
no later than Friday, June 4. Thank you for your cooperation in this matter.

To: Executive Committee
From: Ron Brown

May 10, 1982

Subject: Academic Calendar

A proposed academic calendar for Summer quarter 1985 has the first day of class on Monday, June 18, following graduation on Saturday, June 16. This schedule allows only a one weekend break between the end of Spring quarter finals and the first day of Summer quarter classes. This schedule is necessary if the Summer quarter final examinations are to be completed by the September 2 Labor Day. (The schedule for Summer of 1986 will be similar - although the calendar has not been prepared by Educational Services.)

The 1979-1980 Academic Senate developed a general academic calendar designed to allow adequate time for the preparation, teaching, and evaluation of courses. The one week of academic holiday between quarters is essential for the evaluation of the prior quarter and for the preparation for the following quarter's classes. For departments in which laboratory is a significant part of the curriculum, the one week break between quarters is often necessary for the technical staff to prepare the following quarter's experiments and laboratory samples and to repair equipment. For those reasons - and others - the Academic Senate unanimously endorsed the calendar which included at least one full week between quarters. The Academic Council amended the Senate resolution to include the words "whenever possible". The president approved the amended resolution.

Not only is it educationally advantageous, but it is also possible to begin the Summer 1985 calendar on Monday, June 25 and be finished with final examinations by Friday, September 6 (using a Tuesday-Friday exam schedule following Labor Day) - consistent with the approved university policy.

I propose that the Executive Committee request the president to require Educational Services to comply with existing policy in establishing the academic calendar.