

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE - AGENDA  
February 24, 1981

Chair, Timothy Kersten  
Vice Chair, Rod Keif  
Secretary, John Harris

- I. Minutes
- II. Announcements
- III. Business Items
  - A. Approval of New Communicative Arts and Humanities Senator (Shaffer, Sharp)
  - B. Role of Research at Cal Poly Document (Dingus) (Attachment)
  - C. Sexual Harrassment Policy (Goldenberg) (Attachment)
- IV. Discussion Items
  - A. President Baker's Response to the Computer Center Issue (Kersten)
  - B. Revision of the Academic Senate Constitution (Kersten)

**RESOLVED:** That this document from the University Research Committee be adopted as the guiding philosophy for encouraging research as one mechanism for professional growth of faculty at California Polytechnic State University, San Luis Obispo.

ROLE OF RESEARCH AT  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY,  
SAN LUIS OBISPO

Report of the  
UNIVERSITY RESEARCH COMMITTEE  
February 4, 1981

INTRODUCTION

In the fall of 1979, the University Research Committee received a charge from President Baker to develop a statement on the role of research at Cal Poly. A draft was prepared and distributed widely to faculty, consultative staff, and administrators for comment in the fall of 1980. The following statements incorporate many of these comments as well as the Research Committee's evolving views on this subject.

It is University policy that professional growth play an important role in evaluating the faculty at Cal Poly. Each department must ultimately decide how well an individual faculty member fulfills its professional growth requirement. The University Research Committee asserts that a faculty member's original contributions to his or her field is an excellent - though not the only - measure of professional growth.

To clarify the role of research in professional development, this report will:

1. Define what shall be meant by "research" at Cal Poly,
2. Summarize the benefits to be derived when a portion of the faculty is actively engaged in research activities,
3. Clarify what role research can play in the professional growth of Cal Poly faculty,
4. Identify the more serious impediments a faculty member faces when doing research at Cal Poly, and
5. Offer some solutions to these impediments with the hope that more solutions will be forthcoming as discussions on these matters continue.

DEFINITION OF RESEARCH

Because research is only one possible form of professional growth, it will be useful to list the basic categories of opportunities for professional development at Cal Poly:

- A. Pedagogy: Building on their classroom experiences, faculty may improve instruction generally through the development of books, manuals, and instructional materials that advance the teaching profession.
- B. Consulting and Service to the Profession: Some faculty may concentrate on maintaining active contact with their professions. This can take the form of private consulting, participating in conferences, active seminar participation, and providing leadership for and contributions to professional organizations.

- C. Problem Solving: As faculty become involved in the professional activities described above, problems or opportunities may emerge that require a creative activity for solution. Creating solutions to the immediate problems of the classroom, business, industry, or government through applied research and development activities can be a productive area for professional growth.
- D. Research: Faculty may pursue classical research activities, utilizing traditional approaches in the field, laboratory, computer center, or library to create new and generalizable knowledge. Similarly, faculty in the humanities and arts who develop new art forms and expressions are pursuing a form of research appropriate to their discipline.

Although the ultimate definition of "research" may vary with discipline, for the purpose of this paper, the activities listed under "C" and "D" constitute the definition of "research."

#### BENEFITS OF RESEARCH

The University Research Committee recognizes that undergraduate instruction is the primary purpose of the institution. Within this context, research can produce several benefits: 1) increased instructional effectiveness and relevance of the curriculum; 2) enhanced placement potential for Cal Poly graduates; 3) improved opportunities for accreditation of academic and professional programs; 4) augmented institutional resources through grants and contracts; and 5) greater attractiveness of the University to qualified faculty.

#### ROLE OF RESEARCH IN PROFESSIONAL GROWTH

The magnitude of the role research can play at Cal Poly is largely determined by the University's place in the hierarchy of public postsecondary education in California. The Donahoe Act (as reflected in the Education Code) assigns the primary responsibility for research to the University of California as follows: "It (UC) shall be the primary State supported academic agency for research." Of the California State University and Colleges, Title 5 states: "Faculty research is authorized to the extent that it is consistent with the primary function of the California State University and Colleges and the facilities provided for that function" (Sec. 40050).

Title 5 authorizes Cal Poly to pursue research in much the same language that it authorizes the University to emphasize its traditional areas of strength. And yet, that authorization has never been fully acted upon.

Research can be an important component in the professional growth of Cal Poly faculty. Consequently, the needs of those involved in research should be given a high priority. This priority will not be equal to that of instruction; however, administrators and department heads should recognize the values inherent in research activities and do their best to encourage those faculty who choose to pursue such activities. Because of the large teaching load and special commitment that Cal Poly faculty have to excellence in undergraduate instruction, it is recognized that some faculty will choose avenues of professional development other than research. It is important therefore to maintain an appropriate balance of these activities to keep these priorities in perspective.

#### IMPEDIMENTS TO RESEARCH

In its study, the University Research Committee identified a number of impediments to the development of research. The major impediment, of course, is

that the State budget provides no funds for faculty time or specific facilities to pursue research. Whereas the University of California is provided with a lighter teacher load and specialized research facilities, the California State University and Colleges' research program is dependent on non-State funds for faculty time and materials support. Given current teaching loads, faculty who pursue research must do so either on an overload basis, or on released time paid for by an outside grant. Faculty may use currently available facilities, but if specialized facilities are required, they must come from sources other than the general fund.

From the above, a number of problems and impediments have resulted:

1. Faculty self-selection: Many faculty chose Cal Poly solely because of their dedication to undergraduate instruction and not as a place also to pursue research.
2. Lack of incentives: Research is not uniformly used as one of the criteria for retention or promotion.
3. Heavy teaching load: Loads average more than 12 WTU's per quarter, and assigned time for research has rarely been granted.
4. Space-use policies: Policy favors teaching over research in the allocation of office and laboratory space, almost to the exclusion of any research.
5. Inadequate laboratory space: Laboratories are heavily utilized for teaching. There are too few wet labs. No labs are primarily research labs.
6. Inadequate computing resources: Faculty access to the Computer Center is limited; the policy prohibiting public use of the University's computer frustrates its use for consulting.
7. Insufficient internal funds for supporting and encouraging research: Discretionary funds are extremely limited. Unallocated overhead is used for a variety of purposes, often not in support of research. Operating expense funds are strained even in support of the instructional program.
8. Inadequate clerical support: Departments lack staff resources to assist in the preparation of proposals and manuscripts or to assist with the administration of projects lacking their own support staff.
9. Size of graduate program: Programs lack sufficient graduate students to justify courses closer to the frontiers of the discipline and to participate in research can create an impediment.
10. Limited track record: Sponsors do not see the institution as one having a research capability.
11. Teaching pool: Replacements for researchers on released time can be difficult to find.
12. Inadequate library research collections in some areas: Through inter-library loan, and computerized data bases, the library has access to a vast resource, but the delay can be a problem.

13. Travel funds: These are inadequate to support research and professional development.
14. Disparity in compensation rates for faculty doing research vs. teaching in the summer: Because of federal regulations, faculty who do sponsored research in the summer are paid about 15 percent less than their counterparts who are teaching.
15. Public image: Research at Cal Poly has low visibility in the community and the state.

#### RECOMMENDATIONS FOR ENHANCING THE RESEARCH ATMOSPHERE

The administration of Cal Poly should treat professional development as a high priority, second only to our teaching mission. Therefore this University must seek to create a campus environment which facilitates creative contributions. Attitudes that relegate research to a suspect activity must be dispelled; resources that could be used for research with little negative impact to the institutional program must be made available; faculty directing energies to research must be encouraged and aided by administration and support staff at all levels. The securing of additional resources to promote professional development must be a high priority for the University.

Four general areas need attention in order to create an enhanced research environment:

- A. The development of human resources. It is important that the University have realistic expectations about what can be accomplished in the development of its human resources within the constraints of the CSUC system. Immediate efforts to encourage research could best be directed towards the junior faculty. Many sponsors have programs for promising new investigators that do not demand a proven track record. Junior faculty should be made aware that benefits to professional growth will continue to accrue if they put forth research efforts early in their careers. Job descriptions for new employees could clarify that professional growth will be expected for retention and promotion.
- B. The development of physical resources. Plans need to be made and pursued for the identification, conversion, and/or construction of multi-purpose research facilities which can be used as centers for research, as well as for interdisciplinary problem-solving activities. Such a center or centers would create an identity for campus research activity which, because of its generally applied characteristics, could be unique in California post-secondary education. Such centers would offer effective utilization of research equipment purchased through sponsored projects for both teaching and problem-solving activities.
- C. The development of a secure psychological climate for research. The University in some measure still nurtures an attitude that tolerates, but does not encourage, research. This attitude is encountered among academic administrators, as well as among various support units on campus. Tight budgets, of course, produce problems for the instructional as well as the research program, but it is difficult for researchers not to feel singled out if they see themselves as involved in an "un-Cal-Poly-like" activity. Administrators and support staff need to be informed that the University now supports and actively encourages research activities as important elements in the continued success of this campus and that faculty so involved have a legitimate call upon the resources of the campus.

- D. The development of interaction and cooperation among faculty of various disciplines. The University, because of its polytechnic orientation, is ideally suited for mission-oriented research. Just as Cal Poly has a special instructional niche, so it also has a unique research resource to offer the State, business, and industry. An active development effort needs to be mounted to bring the problems of the State, the federal government, and industry to the campus for study. Such sponsored projects can contribute in important ways to building the institution's intellectual and physical capabilities as well as improving interactions and cooperation among faculty.

Given these areas of need, the University should consider the following changes:

- A. The quality of faculty professional development should be an important criterion for personnel actions, recognizing the unique history of each Cal Poly faculty member.
- B. Greater use should be made of current flexibility in the allocation of resources. For instance, the use of assigned time for instructionally related research is permitted, but little utilized. Such mechanisms for supporting research should be publicized and promoted.
- C. More funds should be made available to support campus research. Increased funds for CARE Grants are especially necessary, as are funds to support the costs of research development activities.
- D. Campus researchers should have equal access to facilities and services wherever possible and practicable. To ensure access, departmental administration should seek actively ways to accommodate the needs of researchers.
- E. The library acquisitions budget should be increased, and funds should be provided to subsidize the use of computerized information retrieval data bases.
- F. Computer Center capabilities need to be augmented and made more accessible. The new central batch system may provide greatly improved support.
- G. Private funding for both research facilities and faculty time should be sought. Buildings, as well as specialized laboratories, are needed.
- H. Expanded organizations for the obtaining and administration of sponsored programs, including the possibility of a separate auxiliary unit specializing in grants and contracts, should be implemented.
- I. Research and the results of research efforts should be widely publicized. Publicity could include a newsletter, awards for recognition of special contributions by the faculty, systematic publicity through the local newspapers, and distribution of summaries of University research activity.



D R A F T

POLICY OF THE CALIFORNIA STATE  
UNIVERSITY AND COLLEGES ON SEXUAL HARASSMENT

It is the policy of The California State University and Colleges that each campus and Office of the Chancellor maintain a working and learning environment free from sexual harassment of its students, employees and those who apply for student or employee status.

Sexual harassment includes such behavior as sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature directed towards an employee, student or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission or academic evaluation;
- Submission to, or rejection of such conduct is used as a basis for a personnel decision or academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee's work performance; or creating an intimidating,



hostile, offensive or otherwise adverse  
working environment;

- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

In order to ensure adherence with The California State University and Colleges policy, each campus and the Office of the Chancellor should designate a person(s) responsible for receiving complaints of sexual harassment. The person(s) selected should be sensitive to the rights and needs of the complainant and accused, be familiar with applicable rules, and be able to explore with the complainant the full ramifications of the allegations including the consequences should they prove to be ill founded or malicious. In making a selection, the campus should attempt to designate persons who can perform and will be perceived as performing those functions with sensitivity and fairness. Once selected, the names and titles of those persons should be publicized.

Established California State University and Colleges Disciplinary and Grievance Procedures or informal procedures, as

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Policy on Sexual Harassment  
January 9, 1981

appropriate, will serve as the mechanism for resolving complaints of sexual harassment. Efforts should be made to publicize such procedures and their application to sexual harassment complaints.

The Office of the Chancellor will make available training for persons receiving complaints of sexual harassment. The campuses are encouraged to establish training programs of their own. In developing training programs, the campus or Office of the Chancellor should concentrate on enhancing sensitivity to the rights and needs of all parties involved and providing information on applicable laws and CSUC regulations.

# Memorandum

To : Stu Goldenberg

Date : February 4, 1981

File No.:

Copies :

*Approved by Personnel Policies  
Committee 2-6-81  
- to be forwarded.*

From : PPC Subcommittee on Sexual Harassment (Jim Coleman, Dennis Nulman)

Subject: CSUC and Campus Policy Regarding Sexual Harassment

## 1. CSUC Policy on Sexual Harassment - Draft Statement

It is the subcommittee's recommendation that the Academic Senate offer the following comments to Hazel Jones for transmittal to Alex Sherriffs:

- a. In paragraph 2, subsections 3 and 4 are so vague as to be simultaneously both all encompassing and meaningless.
- b. A statement should be included in the document stating, "In the absence of explicit or implicit linkage of sexual conduct to conditions of employment, promotion or academic evaluation, it is the obligation of the aggrieved employee or student who perceives a behavior as harassment to indicate this to the individual responsible for the behavior."

## 2. Cal Poly Policy Statement Regarding Sexual Harassment

It is the subcommittee's recommendation that the Academic Senate offer the following comments to President Baker:

- a. Complaints by faculty and staff involving sexual harassment by students should be made to the Academic or Executive Vice President.
- b. The offering of sexual favors in exchange for appointment, employment, or admission is a violation of campus policy and should be reported to the appropriate administrator.
- c. Complaints involving the offering of sexual favors by students in exchange for improved academic evaluation by faculty should be reported to the Academic Vice President.

D R A F T

To: School Deans, Division Heads  
Department Heads

From: Warren J. Baker  
President

cc: Dale W. Andrews  
Hazel J. Jones  
Russell H. Brown  
Donald L. Shelton  
Smiley E. Wilkins  
B. Robert Timone  
Lorraine Howard

Subject: Cal Poly Regarding Sexual Harrassment

The Equal Employment Opportunity Commission has recently published guidelines (copy attached) which recognize the seriousness of sexual harrassment. This, coupled with the recent reporting of incidents alleging sexual harrassment in higher education makes it timely to issue a statement on this matter. Sexual harrassment will not be tolerated by the University. Sexual harrassment will be subject to criminal prosecution or disciplinary action pursuant to CAM Section 345.5, Education Code Section 89535 and 89542.5, or Administrative Bulletins 76-7 dated July 1, 1979 and 72-4 dated March 20, 1972, as appropriate. Complaints alleging sexual harrassment of employees or applicants for employment should be made to the Affirmative Action Coordinator. Complaints involving sexual harrassment of students should be made to the Associate Dean of Students or the Associate Dean of Women. I have instructed that such complaints be investigated without delay and appropriate action taken. Counseling regarding the procedures to follow in filing a written complaint involving sexual harrassment may be obtained from either the Affirmative Action Coordinator (phone number: ext. 2062, Administration 110), the Associate Dean of Students (phone number: ext. 2491, Administration 209), or the Associate Dean of Women (phone number: ext. 2461, Administration 209).

This notice should be posted on all official University Bulletin Boards so as to be readily available to all students, employees and visitors of the University.