

Adopted: March 8 2011

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

AS-725-11

**RESOLUTION ON DEFINING AND ADOPTING
THE TEACHER-SCHOLAR MODEL**

- 1 WHEREAS, Cal Poly is a predominantly undergraduate university committed to the highest possible
2 quality of education; and
3
4 WHEREAS, In support of the mission of Cal Poly, the faculty engage in teaching, research, scholarship,
5 and creative activities (RSCA), and service; and
6
7 WHEREAS, A balance of faculty talents and activities is essential to meet the objectives and goals of the
8 institution resulting in a range of duties; and
9
10 WHEREAS, Continued intellectual and professional growth of faculty, such as through RSCA, is central
11 to providing a vibrant learning environment for students; and
12
13 WHEREAS, The Teacher-Scholar Model, as proposed in Boyer (1990), characterizes the engagement of
14 faculty in both teaching and scholarship; therefore, be it
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16 RESOLVED: That Cal Poly faculty adopt the Teacher-Scholar Model defined as participation in both
17 teaching and scholarship; and be it further
18
19 RESOLVED: That the Teacher-Scholar Model include, when possible, meaningful student engagement in
20 faculty scholarly activity and inclusion of scholarship in teaching to create vibrant learning
21 experiences for students; and be it further
22
23 RESOLVED: That scholarship be defined in general terms as the scholarships of discovery, application,
24 integration, and teaching/learning (Boyer, 1990), implemented in a discipline-specific
25 manner while mindful of Cal Poly's mission; and be it further
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27 RESOLVED: That the Teacher-Scholar Model allow for individual variations in the balance between
28 teaching and scholarly activities; and be it further
29
30 RESOLVED That in support of the Teacher-Scholar Model, the administration work with the faculty to
31 remove impediments and provide appropriate resources to implement the Teacher-Scholar
32 Model.

Proposed by: WASC/Academic Senate
Teacher-Scholar Model Task Force
Date: January 25 2011
Revised: February 4 2011
Revised: March 1 2011

BACKGROUND:

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

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

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

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

BACKGROUND MATERIAL

Frequently Asked Questions Regarding the Resolution on Defining and Adopting the Teacher-Scholar Model

1. Why do we need to define the Teacher-Scholar Model?

In the BACKGROUND statement we discuss how and why scholarship has become a more significant expectation of faculty. Reasons for this trend include maintaining currency within a faculty member's discipline, that faculty seek out scholarly activities to maintain their own enthusiasm. Further, and perhaps most important, these activities have been identified in the literature and through surveys as high impact activities that enhance student learning. Cal Poly has never formally defined the Teacher-Scholar Model. It is important to define so that faculty can begin to have a clearer picture of expectations during their career. A formal definition is also important for justifying the changes necessary to implement a Teacher-Scholar Model as departments, programs, colleges, and administration seek to acquire the needed resources (e.g. faculty time, infrastructure).

2. Will this resolution affect the expectations for lecturers?

Article 20 (re: Workload), Section 1, Paragraph d of the contract states that the instructional faculty as a whole (including lecturers, librarians, coaches) without delineating ranks or positions do research and other professional activities to remain current in the disciplines they teach (see excerpt and "faculty" definition below). The resolution should be thought of as a mere elaboration on this paragraph. It would allow for recognition of various forms of scholarship as viable means to maintaining currency in their disciplines for any faculty member. Lecturers may want to be recognized for a higher level of scholarship than their contract requires because they wish to obtain a tenure-track position here or elsewhere. Because of their background, lecturers with PhD's (or other graduate degrees) may desire to maintain a high level of scholarship and be credited with those activities as they progress through the promotion process. Unless a lecturer is being paid/supported to perform professional development, they cannot be punished for not having developed professionally as a result of this resolution.

20.1 d. The professional responsibilities of faculty members include research, scholarship and creative activity, which contribute to their currency, and the contributions made within the classroom and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.

3. What constitutes "faculty" in the resolution?

Article 20.1.d referenced above is under the subheading of Instructional Faculty: Professional Responsibilities. The resolution refers to "faculty" in a broad sense as the contract defines it when defining Faculty Unit employee. It is defined as follows:

Faculty Unit Employee - The term "faculty unit employee" or "employee" as used in this Agreement refers to a bargaining unit member who is a full-time faculty unit employee, part-time faculty unit employee, probationary faculty unit employee, tenured faculty unit employee, temporary faculty unit employee, coaching faculty unit employee, counselor faculty unit employee, faculty employee, or library faculty unit employee.

4. How would this resolution affect existing retention, promotion, and tenure (RPT) policies?

The resolution would formally define a generalized Teacher-Scholar Model that would be more refined at the program or department level for RPT purposes. This is necessary because Research, Scholarship, and Creative Activities (RSCA) are discipline specific and there is no single definition of RSCA that apply to all disciplines. The intent of this resolution is to state that Cal Poly recognizes the importance of RSCA for student learning and faculty currency but also that the TSM embraces a flexible balance between teaching, scholarship, and service.

5. Why are “meaningful student engagement” and “inclusion of scholarship in teaching” conjoined in the second RESOLVED clause?

These two activities are both important to the single goal of creating vibrant learning experiences for students. Therefore, the work group thought the conjoined statement is more powerful than splitting them into two RESOLVED clauses. In essence, this RESOLVED clause is the single most essential statement of the importance of defining and adopting a Teacher-Scholar Model at Cal Poly

State of California
M e m o r a n d u m

To: Rachel Fernflores
Chair, Academic Senate

Date: March 16, 2011

From: Jeffrey D. Armstrong
President



Copies: R. Koob, A. Liddicoat,
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Subject: Response to Academic Senate Resolution AS-725-11
Resolution on Defining and Adopting the Teacher-Scholar Model

This memo formally acknowledges receipt and approval of the above-entitled Academic Senate resolution.

Please express my appreciation to the Academic Senate members for debating and discussing this important topic.