

Academic Senate CSU

Faculty Affairs Committee

AGENDA

Friday, October 7, 2011
10:00 a.m. – 12:30 p.m.
Conference Call

1. Approval of Agenda
2. Approval of Minutes: [September 15, 2011](#)
3. Announcements
 - 3.1. Beth Ambos will have the "Campus Reports on RSCA Grants 2010-11" report ready for our November meeting.
4. Chair's Report
5. Resolutions
 - 5.1. Academic Freedom and Faculty Rights Pertaining to Sponsored Research
6. Discussion Items
 - 6.1. Best Practices with respect to Garcetti v. Ceballos Decision and Academic Freedom (Manzar)
 - 6.2. Faculty International Travel
 - 6.3. Faculty Control of Curriculum
 - 6.4. Update of FA-Related [ASCSU Reports](#) - Faculty Productivity (Diana)
 - 6.5. Extended University/Self-Support Programs (Glen)
 - 6.6. Long-term and short-term implications for faculty governance at statewide level in face of continuing erosion of ASCSU budget (Susan)
 - 6.7. Implications of suspension of RSCA for faculty in the RTP process (Susan)
7. Adjournment

Attachments:

RSCA Report 2006-07 (related to item 3.1)
Academic Freedom and Faculty Rights Pertaining to Sponsored Research (for item 5.1)
Faculty Productivity (for item 6.4)
Self-Support (for item 6.5)

ASCSU 2011-12

Faculty Affairs Committee

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For many years, CSU faculty members have expressed concerns about the relationship between State Supported and Self-Support Programs. I have dug around on the ASCSU website and have found many resolutions dating back as far as 1993.

It seems that given the current financial predicament of the state budget, CSU leaders are becoming more interested in broadening the scope of Self Support programs through the Extended University, and initiatives such as CSU Online.

Personally, I believe that the reality is that the CSU and other public institutions of higher learning will be compelled by market forces, to replace dwindling public resources with privately generated revenues – either through philanthropy or through programming. While faculty hold the value of a heavily subsidized, if not free, public education dear to our hearts, the reality is that change is coming. I believe that the faculty has an opportunity – if not a moral obligation - to become a driving force in these changes so that much of what is valued in public education can be preserved. The concerns I have seen and heard over the past several years seem to fall into the following broad categories – some of which are within FAC’s purview, while others might be better handled by other ASCSU standing committees or CFA.

1. Philosophically speaking, what should be the relationship between State Supported and Self-Support Programs?
2. What are the different flavors among self-support? The lines between self-support, special sessions, summer session, degree and non-degree programs remain blurry. Just ask any two people at the Chancellor’s office and you are bound to get four or five different answers. To further muddy the already murky waters, how will the new CSU Online programs fit into the mix?
3. How will Faculty maintain its rightful control over all things curricular? Professors need to insist on ensuring the quality of all academic programs offered by the CSU. This is not an issue of power, but rather, an issue of academic integrity and our obligations to our disciplines.
4. Will Self-Support programs, which are designed to be responsive to marketplace needs for new programs, circumvent the traditional curricular review process, or be subject to it? Granted, the wheels of the academy can grind very slowly and the CSU needs to be “lean” “responsive” and “efficient.” Can and should Extended Ed programs be fast-tracked in the short run and subject to more Faculty scrutiny later?
5. Will Self-Support complement or supplant State-Support programs? By law, they cannot. Faculty are rightly concerned about the migration of programs from state to self-support. However, while we fear emigration of programs, others talk of immigration of programs *from* the Extended University into state supported college programs. If this immigration is to occur, Faculty need to be involved in defining the appropriate acceleration lanes to bring programs started up quickly through Extension, into the state support system.

6. Will Self-Support privilege one group of students and disadvantage others through a two-tiered cost and tuition structure? Last week, I met with Trustee Margaret Fortune who addressed this issue in a very cogent and convincing way. Many faculty were concerned about how programs like Early Start, offered in the summer, disadvantage underrepresented groups. Trustee Fortune explained that the additional revenues brought in by those willing and able to pay more can actually be used to increase access for those who are less able to do so. We need to bring her into this discussion.
7. What are the implications for selection and compensation of Faculty who teach in Self Support programs? Who decides who “gets” to teach in special sessions or who is required to teach in them? How does this affect workload and credit toward retirement? These are but a few of the issues that I think should be addressed by CFA, rather than FAC, as they are most likely subject to Collective Bargaining.

Anyhow, I am sure that this list has not nearly exhausted all of the issues surrounding Self-Support. However, FAC can decide which general categories of issues we wish to address, which we would like co-address with other standing committees or CFA, or which to ask others to address within their purviews

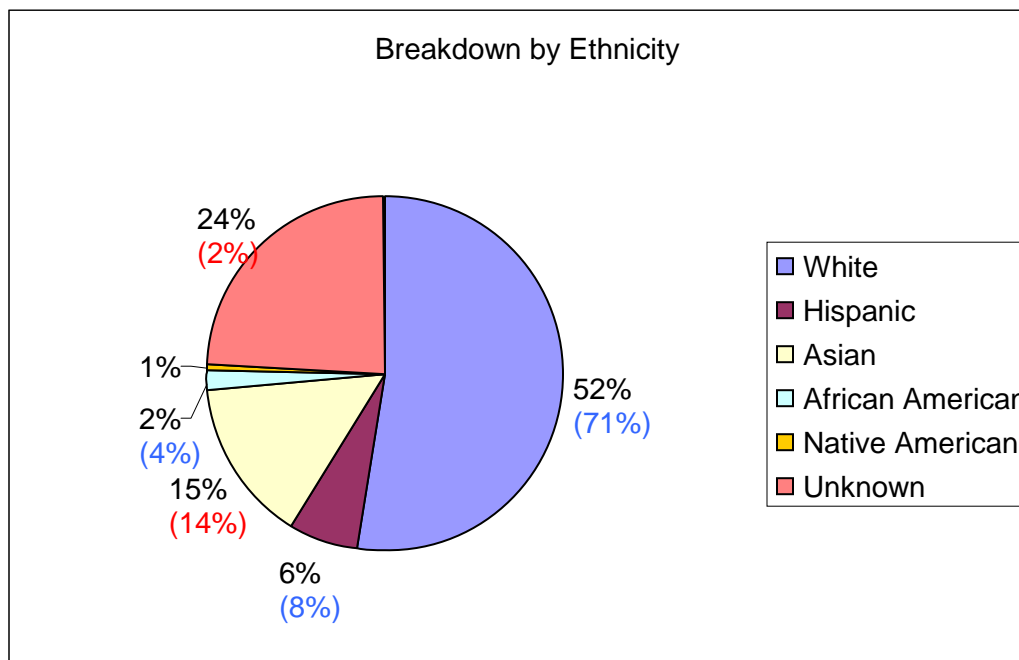
I believe that rather than adopting an entrenched opposition to all things Self-Support will tie our hands and ensure that we are excluded from the real conversations that are already occurring and affecting the decisions that are being made. We might not like the momentum that has been building in these directions, but I fear that ships have sailed and horses have already left barns. We can and should, however, play an important role in navigating those ships and take the reins of those horses.

Research, Scholarship, and Creative Activities (RSCA) Report:
Results of the System-Wide Survey

In the late spring and early summer of 2008, following development of a survey instrument by a subgroup of the Provosts and the Chief Research Officers, a study was initiated of the outcomes of the 2006-2007 Research, Scholarship, and Creative Activities awards programs across the CSU. All 23 campuses responded with data on 531 faculty members who received awards in 2006-2007. The results of the RSCA accountability survey provide important demographic information concerning award recipients, and significant detail concerning the outcomes achieved through these awards. One outcome is that productivity measures such as scholarly presentations, publications, and grants and contract submittals are achieved for many faculty members. Another significant outcome is the degree to which these awards both directly and indirectly benefit student learning, either through direct engagement of students in faculty-directed research, scholarship, and creative activities; or indirectly, through infusion into course instruction and curriculum development. More than **60%** of the faculty reported that they worked directly with students using RSCA funds, and more than **70%** of the faculty reported benefits to teaching and curriculum.

Demographics:

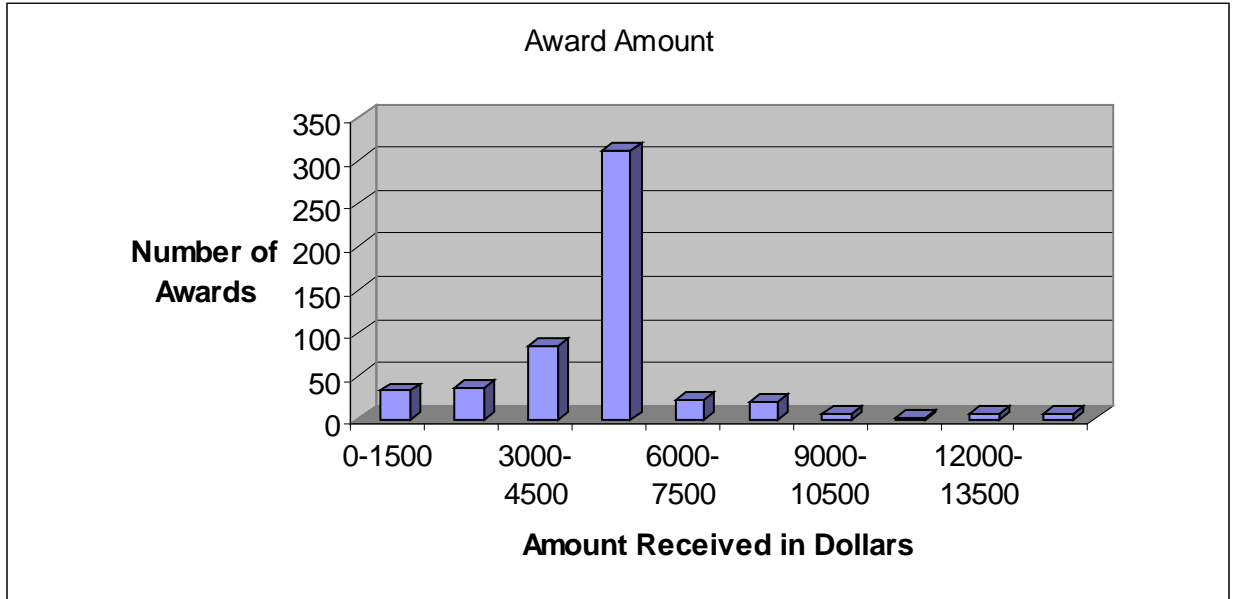
- **Gender:** About 48% of the recipients of the awards are female, and 52% male. Female awardees are over-represented in terms of their percentage overall (43%) within the full-time faculty ranks, and male awardees are under-represented in terms of their percentage overall (57%) within the full-time faculty ranks.
- **Race/Ethnicity:** The majority of award recipients are White/Caucasian. A significant percentage (24%) are unknown, either due to an individual faculty preference to “decline to state”, or due to individual institutional decisions to redact these data.



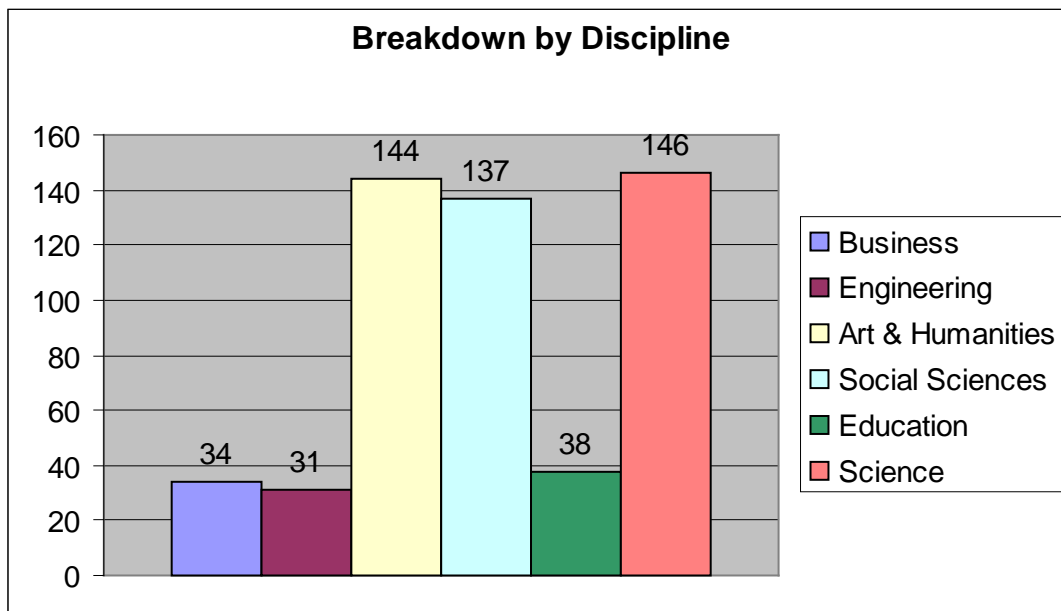
To place these results in perspective, the RSCA recipients’ demographic data were compared with the full-time faculty demographic information provided in the Fall 2006 “Profile of CSU Employees” <http://www.calstate.edu/hr/employee->

<profile/documents/fall2006csuprofiles.pdf>. The full-time faculty demographics as of Fall 2006 are represented by the numbers in parentheses: red for the circumstance for which the RSCA awardees are over-represented for that category; blue referring to under-representation compared to a specific category (note that the Native American percentage remained unchanged). We cannot assume that significant under or over representation by ethnicity in terms of awards has occurred, due to the large percentage (24%) of Unknown/Decline to state.

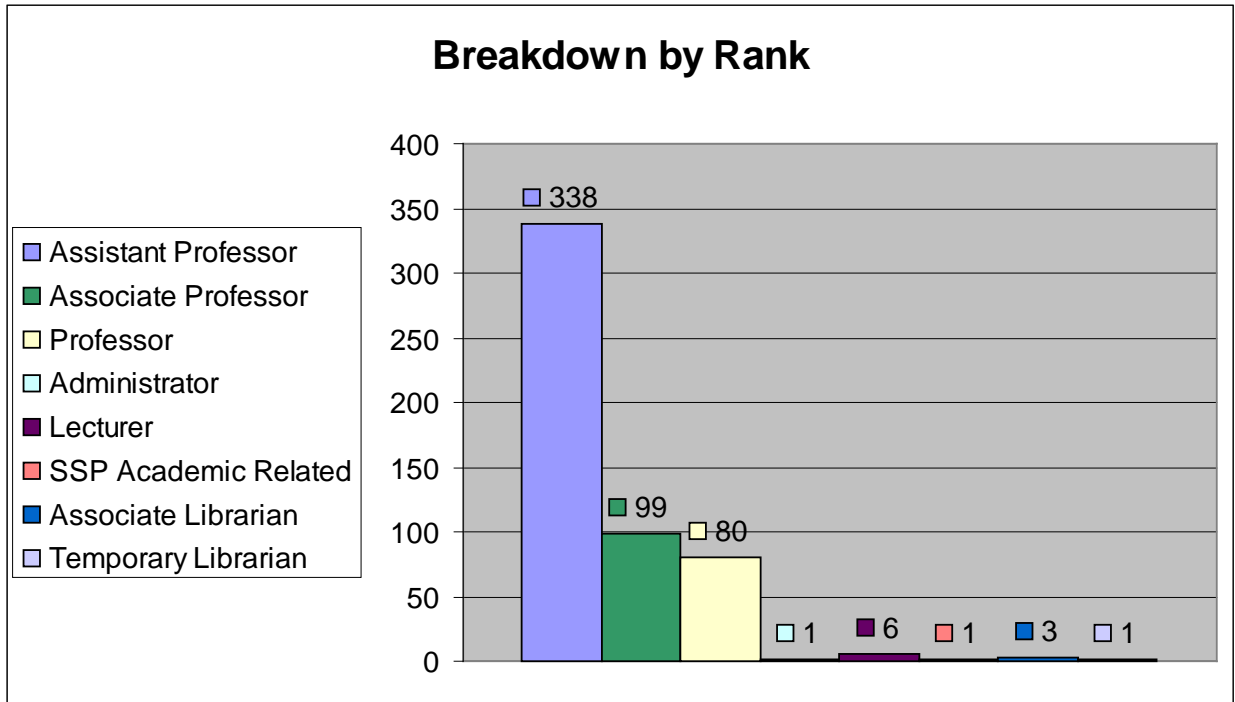
- **Average Award Amount:** The average award amount is \$5000.00 per faculty awardee.



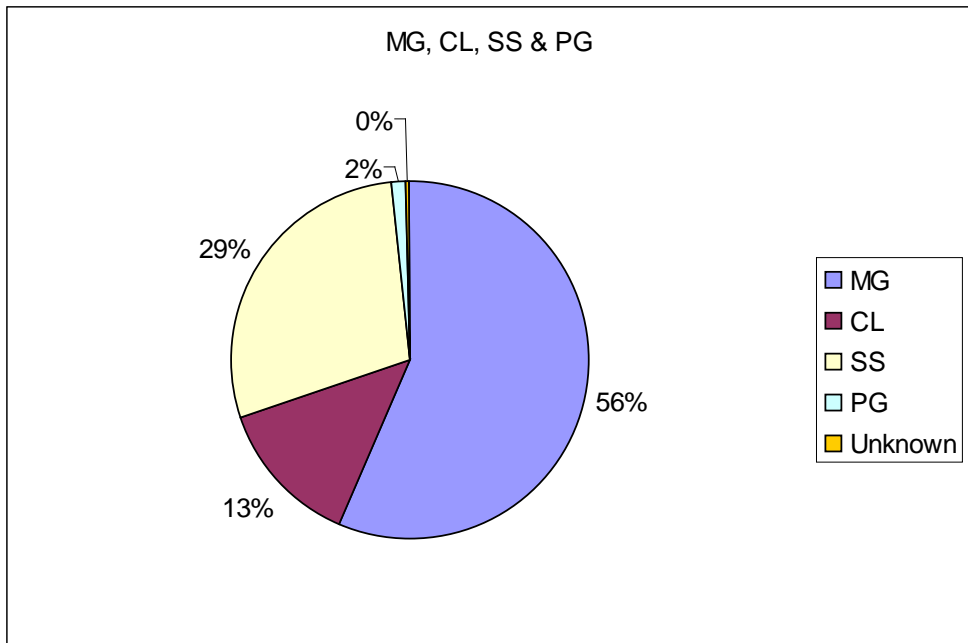
- **Distribution with respect to discipline:** In order to simplify the data interpretation, we consider awards by College, rather than by individual department. The majority of awards are given to faculty members from the Arts/Humanities, Sciences, and Social Sciences.



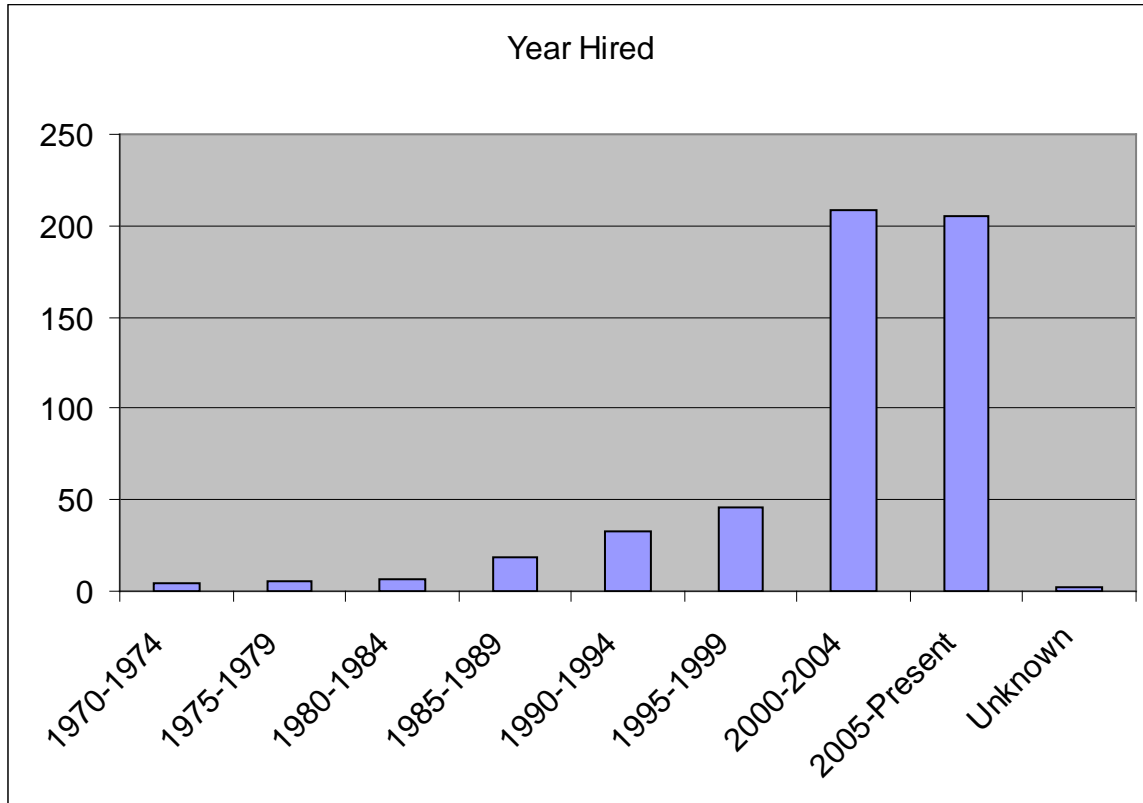
- **Distribution with respect to academic rank:** Most awards are made to Assistant Professors.



- **Distribution with respect to type of award:** The majority of awards are for Mini-Grants (MG, PG (partial)), rather than the other allowable categories of Summer Stipend (SS) or Quarter or Semester release (CL). Although we do not have definite information on the classification of expenditures covered by the Mini-Grant awards, we assume that assigned time or other start-up costs for new faculty, student assistant wages, supplies, travel, and/or purchases of materials to support research, scholarship, and creative activities are the most likely expenditures.



- **Distribution with respect to year of hire:** As can be seen from the histogram below, most awards given during the 2006-2007 fiscal year were to faculty members hired between 2000 and 2006. As most of these faculty members are likely to be hired at the Assistant Professor level, there is a likely correlation between year of hire and academic rank at time of award (see chart on previous page).



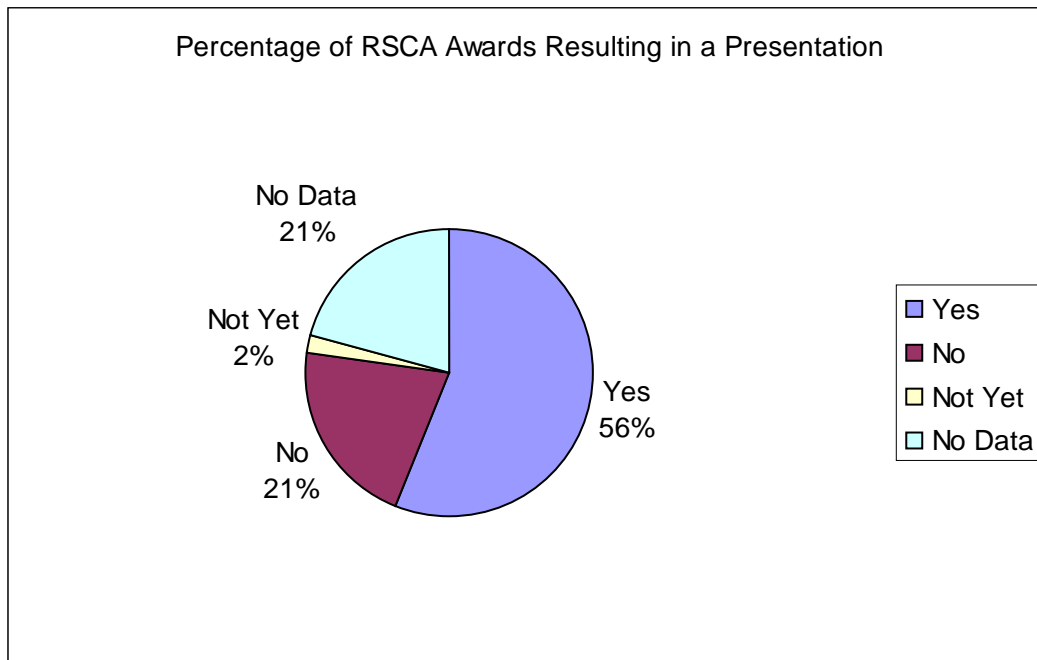
Outcomes:

A number of outcome measures were originally proposed by the Provost and Chief Research Officer groups. After extensive discussion during spring 2008 semester, these outcomes were distilled to the following questions, as to whether the RSCA award...

- Resulted in a presentation?
- Resulted in a publication submission?
- Resulted in a grant or contract proposal for additional funds?
- Benefited curriculum and teaching?
- Benefited diversity and inclusivity?
- Benefited collaborations with other faculty?
- Involved students directly?

The following series of pie-charts illustrates the patterns of responses:

With respect to the question: “Did the RSCA award result in a presentation?” more than **50%** of the faculty respondents said **yes**.



Many faculty respondents provided detailed answers to this question. Below are some sample responses from those faculty members answering **yes** to this question:

Yes. A special presentation was made at the international exposition of Sculpture Objects Functional Art (SOFA) in Chicago on 11/1.

Yes. I presented at the Hispanic Linguistics Symposium in San Antonio, TX (11/2007).

Yes. I was invited to present the research findings at the California College School Board Assoc. at their annual convention in Nov. 2007.

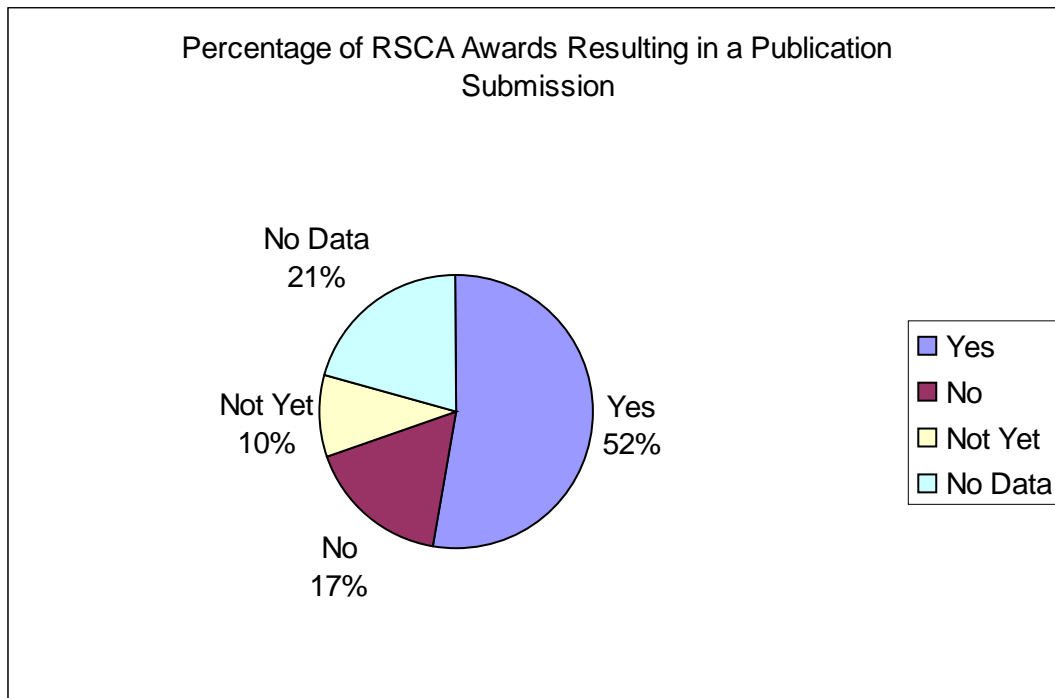
Yes. five posters summarizing the findings of this research were presented at the Society for Behavioral Medicine Conference -3/27/08.

Yes. 20th Annual Conference of the Human Behavior and Evolution Society (two presentations): Center for Behavior, Evolution and Culture, UCLA

Yes. 2008 Geology Society of America (October, 2008); Society for American Archaeology (2009)

Yes. solo exhibition at the Centre For Contemporary Art, Moscow; collaborative installation with a Lithuanian composer/ artist; four public lectures

With respect to the question: “Did the RSCA award result in a publication submittal?”, more than **50%** of the faculty respondents said **yes**. Another **10%** answered “**not yet**”, implying that they planned to submit a publication.



Many faculty respondents provided detailed answers to this question. Below are some sample responses from those faculty members answering **yes** to this question (note: xxxx designations are redactions to reduce the identification to specific faculty members):

Yes. Journal of Public Analysis and Management

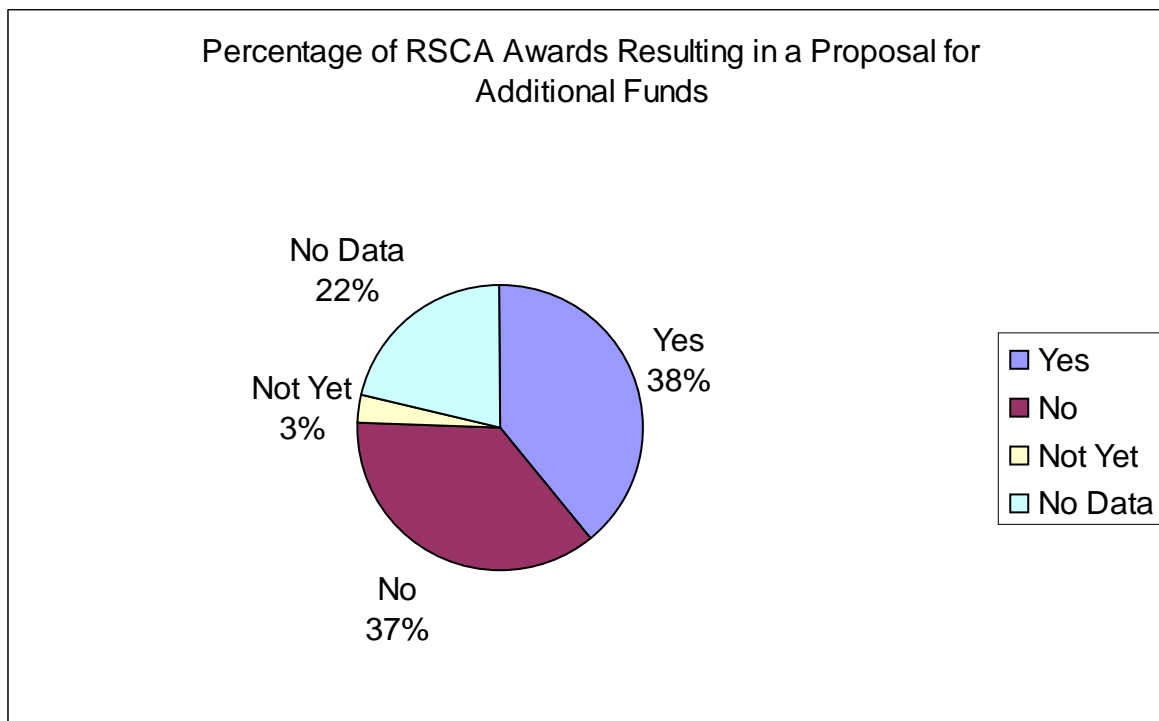
Not yet. At this time, xxxxxx remains an unpublished work. However, xxx does intend to record the work on their next professional album. This album is slated to be recorded within the next two years.

Yes. completed two essays for publications: a peer reviewed book chapter titled “xxxxxx” in Sizing Up Rhetoric edited by xxxxx and a referred journal essay titled “xxxxxx” in College Composition and Communication (forthcoming, Winter 2008).

Yes. ... an article was submitted to the xxxxx Research Journal special issue on Immigration. It was not accepted for that issue however it was suggested that I resubmit for a later issue. I am currently revising it for resubmission.

Yes. During Dr. xxxxxx’s visit we completed one papersubmitted both to the electronic archive at Cornell and was published in Physical Review D. .There were two other co-authors(including) a physics MS student. This paper already has 5 citations.

With respect to the question: “Did the RSCA award result in a grant or contract submitted for additional funds?” close to **40%** of the faculty respondents said **yes**, and almost an equal number said **no**.



Some faculty respondents provided detailed answers to this question. Below are some sample responses from those faculty members answering **yes** to this question (note: xxxx designations are redactions to reduce the identification to specific faculty members):

Yes. PI, NSF Proposal (submitted to Geo Directorate). Unfunded.

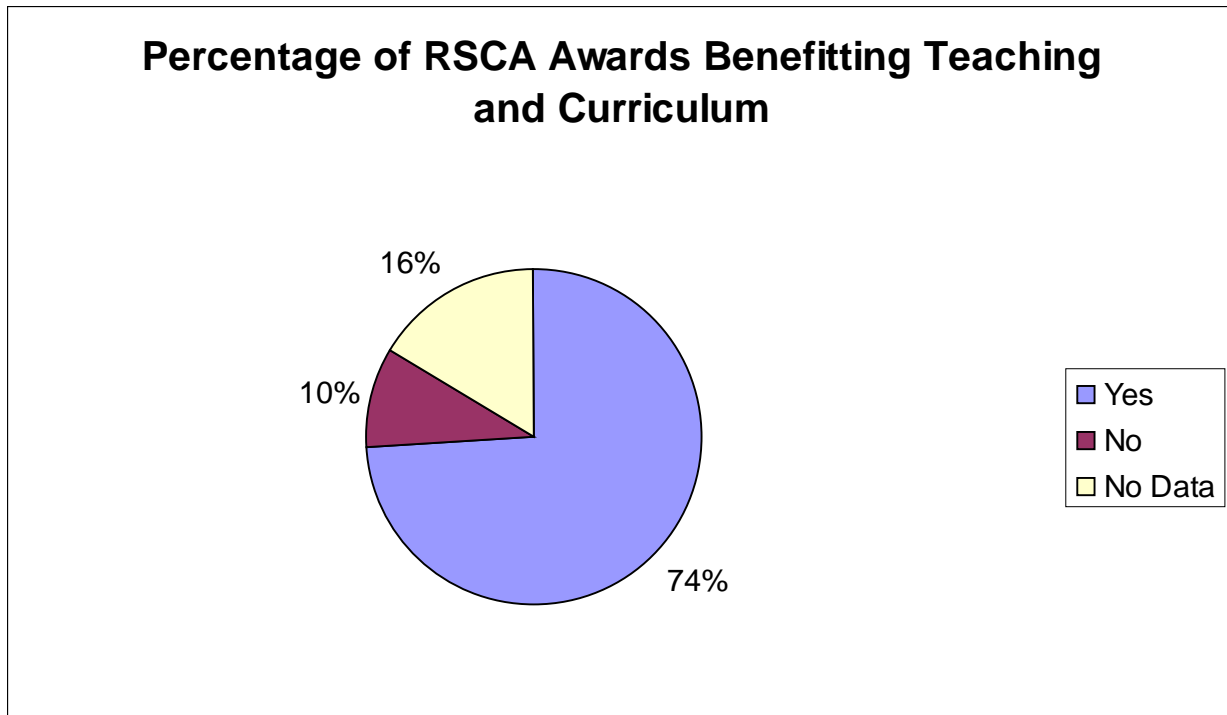
Yes. two proposals were submitted to NSFboth were unsuccessful.

Yes. the results obtained from this work have, in part, been used as preliminary data for two successful proposals to investigate the relationship between quinone levels and asthma exacerbation.

Yes. grant submitted to National Science Foundation Biomedical Engineering and to American Federation for Aging Research

Yes. Currently working on a new research grant proposal to be submitted to the Society of Human Resources Management Foundation.

With respect to the question: “Did the RSCA award benefit teaching and curriculum?” about **three-quarters, or 74%** of the faculty answered **yes**.



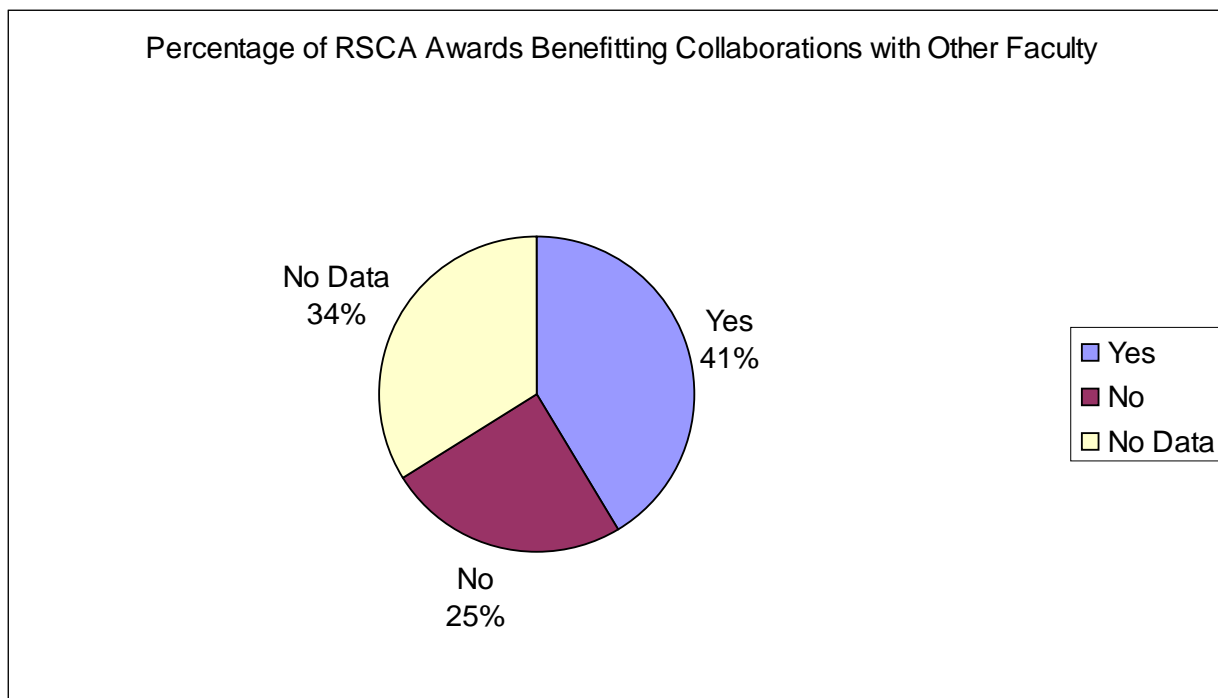
Most faculty respondents provided detailed answers to this question, exhibiting reflection and analysis of the effects of the RSCA award on their teaching. Below are some sample responses from those faculty members answering **yes** to this question (note: xxxx designations are redactions to reduce the identification to specific faculty members):

Yes, the benefits to my teaching include the broadening of my understanding of Ainsworth’s construct of sensitive responsiveness. I teach about this concept in my Parenting class xxxxx and I am definitely better prepared to teach this now that I have explored it in much greater depth. Additionally, I now include interview data in my Infant and Toddler Development class xxx when we talk about infant sleep. In the same class, I use my findings on maternal judgments on moral goodness in infancy, a theme that arose in the interviews, as a springboard to talk about how cultural belief systems shape and define infancy.

Yes. Benefits for curriculum and teaching are tremendous. While serving as the coordinator for our school counseling program and a supervisor for students taking field placement in school counseling, I have included information gathered from the literature review and the ongoing research findings to help students critically reflect on the impact of student-to-counselor ratio, the tasks performed by school counselors, and the presence of onsite counseling programs on student outcomes. I found that I have more information to help students develop a sense of reality check on how school counseling programs operate in xxxxxx.

Yes. Work on this project has also enhanced my teaching. I teach courses in the political science department on interest group politics and the politics of social movements. As my research uncovers more of the complexities and nuances of interest group competition and cooperation, I am able to bring this new knowledge into the classroom. Indeed, presenting it as simply as I can for undergraduates has forced me to sharpen my own understanding of the material, indirectly helping my written work.

With respect to the question: “Did the RSCA award benefit collaborations with other faculty?” more than **40%** of the faculty answered **yes**.



Some faculty respondents provided detailed answers to this question. Both interactions with faculty within the CSU and at other institutions are described, often across disciplines, indicating complex interrelationships between faculty members engaged in RSCA. Below are some sample responses from those faculty members answering **yes** to this question (note: xxxx designations are redactions to reduce the identification to specific faculty members):

Yes. Two other faculty members in my department, who are conducting research on related topics, reviewed the manuscript and provided feedback on it.

Yes. This ongoing project has led to the development of a team-taught class (with another CSU faculty member).

Yes. With a colleague from University of Georgia on securing future funding

Yes. Worked with xxxxxx, of the University of xxxxx in Germany.

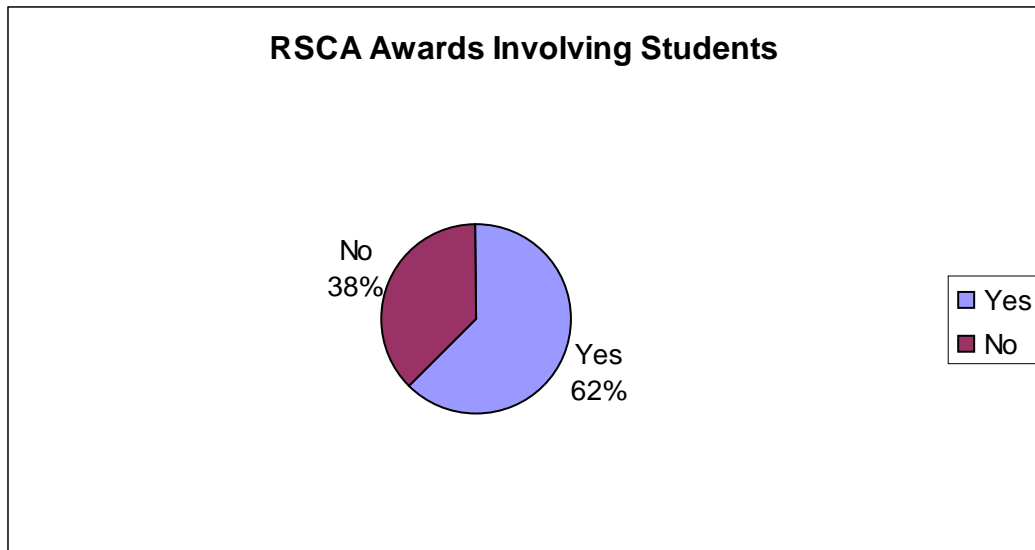
Yes. Set up collaboration with EPA to complete bioassay to test infectivity of xxxxx taken up by fish.

Yes. Purchased equipment used by members of several labs; also fostered interactions with xxxxx at UC Davis.

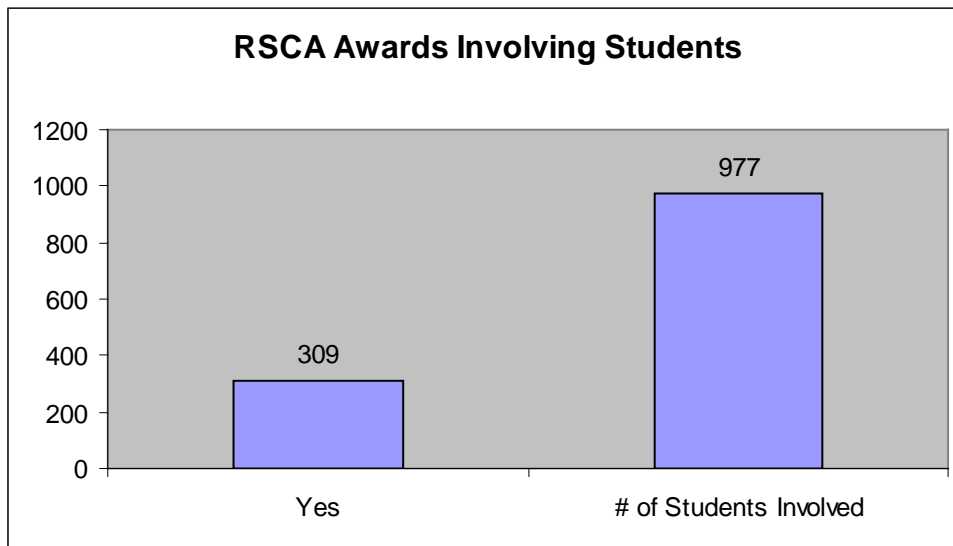
Yes. Worked with xxx in architecture (xxxx) and xxx (poet, not faculty).

Yes. With xxx (Materials Engineering) and with partners in private industry and government.

With respect to the question: “Did students participate in the funded research, scholarship, or creative activity funded by the award” more than **60%** of the faculty answered **yes**.



A closer examination of the responses revealed that a number of faculty members are involving multiple students in their funded RSCA projects, as shown by the graphic below.



This graphic can be interpreted as follows: the 309 faculty projects funded involved an aggregate of 977 students, an average of 3 students participating for each funded RSCA award. This number is skewed due to several faculty reports that indicate more than ten (10) students involved.

The question concerning the direct engagement of students, as with the questions on effects on teaching and curriculum and the extent of collaborations with other faculty often yielded responses indicating complex interactions between the faculty RSCA recipient and student partners, ranging from direct funded employment, to engagement through classroom activities.

It is evident that faculty members are involving both undergraduate and graduate students directly in RSCA-funded projects. Below are some sample responses, from those faculty members who answered **yes**. (note: xxxx designations are redactions to lessen the identification to specific faculty members.)

Yes. one Graduate Student worked and received a stipend.

Yes. 8 masters and 24 undergraduates (note: assume that this is course-related)

Yes. 8 students were involved as research assistants and earned credits (Independent Research Units)

Yes. Many of my students participated in this project and were listed in the book as contributors to the project.

Yes. Three students were directly involved while two other students worked on related projects.

Yes. Eight students accompanied us to the conference and were involved in the workshop presentation.

Yes. Ten undergraduate Biological Sciences majors have each participated in this research project on multiple occasions. Of these, one has gone on to design and execute her own Individual Study project making use of specimens at xxxxx Berkeley; I expect her to present her findings in Fall 2008. xxxxxx participated in my week-long desert research trips in June 2008.

Yes. For the xxxxx workshop, there were 8 student assistants who taught, observed, and gave feedback to participants who practiced administering xxx tests at stations. They also assisted with distributing and collecting research surveys. My (RSCA) grant provided stipends for the students to attend.

Yes. Six students worked in the episode of The xxxxx Radio Show in preproduction, hosting of the show and post-production

Yes. 4 undergraduates, 2 graduates recruited participants, collected data, coded, verified and entered data

With respect to the question: “Did the RSCA award benefit diversity and inclusivity?” the responses are varied and do not lend themselves to clear and consistent interpretation. It is evident that a significant number of faculty members have conducted their research projects in such a way, either through their choice of topic, or their choice of research partners (including students and community agencies) that they believe that their activities have promoted diversity and inclusivity.

Academic Senate CSU

[Faculty Affairs Committee](#)

DISCUSSION ITEM BACKGROUND

Interim Meeting Conference Call

Friday, October 7, 2011 ❖ 10:00 a.m. – 12:30 p.m.

Faculty Productivity Measures (Diana)

(Sept Plenary Agenda Item 8.3 Update on FA-Related ASCSU Reports)

Given recent articles in *The Chronicle of Higher Education* on measures of faculty productivity being proposed in other state higher education systems, should we take any actions? We have a prior statement (Marshelle is co-author) from 1997 and resolutions dated 1996-2009. The CSU strategic plan includes specific metrics. Perhaps we might endorse or do a report on one or more measures that we assess to be useful to the CSU.

Articles from *The Chronicle*:

[Florida May Be Next Battleground Over Faculty Productivity](#)

[Cooler Tempers Prevail at Opening Session of Texas Oversight Panel](#)

Prior ASCSU Work:

[Public Higher Education and Productivity: A Faculty Voice \(Jan 1997\)](#)

[Acknowledgement of Faculty Involvement in the Access to Excellence Accountability Plan \(Jan 2009\)](#)

[The Role of Campus Senates in the Accountability Process \(Nov 2000\)](#)

[Campus Responses to Draft Accountability Process Document \(Sept 1999\)](#)

[Faculty Productivity and Accountability \(May 1996\)](#)

Related Document:

[Access to Excellence Accountability Plan](#) (See sections I-III [Actions and Indicators]; Appendix 2 [Metrics])

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Academic Freedom and Faculty Rights Pertaining to Sponsored Research

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) reaffirm the importance of academic freedom in the conduct of faculty research and in the dissemination of reports on that research; and be it further
- 2. RESOLVED:** That the ASCSU encourage individual campus Academic Senates to consider developing policies that safeguard the rights of faculty to engage in independent research, to share the data collected in their research (subject to applicable privacy regulations) and to publish the results of that research without undue constraints imposed by research sponsors or other financially interested bodies; and be it further
- 3. RESOLVED:** That the ASCSU request that the campus Academic Senates also review their extant policies concerning institutional and faculty financial conflict of interest to ensure that those policies apply to all disciplines and that conflict-of-interest disclosure statements be publicly available; and be it further
- 3. RESOLVED:** That the ASCSU distribute this resolution to the Board of Trustees, the Office of the Chancellor, campus Presidents, and campus Senate Chairs.

RATIONALE: As noted in recent publications by the AAUP, commercialization of the academy continues apace. That commercialization often has implications for faculty research. AAUP's publications provide examples of the sometimes chilling impact of

commercialization on research. As the CSU seeks to increase the amount of externally funded research conducted by faculty, it is important that campuses develop policies that protect faculty abilities to [complete]

ASCSU and the campus Academic Senates have developed Intellectual Property Policies that provide guidance for negotiation of intellectual property rights between faculty and institution. Those policies will also need to address the dissemination of academic knowledge in an environment where commercial interest may be present.

<< this can obviously be fleshed out with multiple references to AAUP documents, various court proceedings and extant CSU and campus policies>>

Resolution on Private Donors' Respect for Academic Freedom **AS-2936-10/FA (Rev)**

Academic Freedom and Free Speech Rights **AS-2649-04/FA - March 11-12, 2004**