

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2743-06/TEKR
March 9-10, 2006

Support for *Subject Matter-Teacher Education Faculty Collaboration*

- RESOLVED: That the Academic Senate of the California State University (CSU) recognize that preparation of high quality teachers for the public schools of California is one of the highest priorities of the California State University System; and be it further
- RESOLVED: That the Academic Senate CSU affirm its support for strongly collaborative processes between CSU faculty members with specific *subject matter* expertise and members with *teacher preparation* expertise, during the development and implementation of high quality teacher preparation programs; and be it further
- RESOLVED: That the Academic Senate CSU commend those campuses that have established incentives and rewards within their retention, tenure, and promotion policies for faculty collaboration during the development and implementation of high quality teacher preparation programs; and be it further
- RESOLVED: That the Academic Senate CSU urge those campuses whose retention, tenure, and promotion policies do not have meaningful incentives and rewards for *teacher preparation-subject matter* faculty collaboration during the development and implementation of high quality teacher preparation programs, to address this deficiency.

*RATIONALE: In the "Presidents Commission Report," **Teachers for Tomorrow: A Collaborative Approach to Teacher Preparation**, issued by the Office of the Chancellor of the CSU in 2002, a call for greater collaboration between faculty with teacher preparation expertise and faculty with subject matter expertise in the context of the development of high quality blended teacher preparation programs, was issued.*

In 2004, the Academic Senate CSU's Teacher Education and K-12 Relations Committee crafted a "Culture of Collaboration" survey and queried campuses regarding the extent of collaboration between subject matter specialists and teacher preparation specialists in conjunction with blended and integrated teacher preparation efforts. Feedback from several campuses indicated that greater faculty collaboration would benefit teacher preparation efforts, and that communicating the value of that collaboration through retention, tenure, and promotion policies and procedures was important.

Data exist that support the notion that the State's highest quality K-12 teachers possess both strong subject matter foundations and preparation and strong pedagogical training. Both to encourage and support faculty collaboration between colleagues from a broad spectrum of subject matter disciplines, and colleagues from colleges, schools, and departments of education, it is important to provide both incentives and rewards for those faculty working in support of one of

the primary missions of the CSU System. Because these collaborative efforts occur in conjunction with faculty member's academic assignments, acknowledging and rewarding those efforts through a campus's retention, tenure, and promotion policies and procedures is particularly appropriate.

*Clearly, the CSU **Mathematics and Science Teacher Initiative** represents one of several system-wide enterprises that will benefit from the strongest possible subject matter-teacher preparation faculty collaboration.*

Approved Unanimously – May 4-5, 2006