

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

**Meeting of the
Academic Senate Executive Committee
Tuesday, April 21, 1998
UU220, 3:00-5:00pm**

*47-99 minutes
were removed*

- I. Minutes: Approval of the Executive Committee minutes for April 7, 1998 (p. 2).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide senators:
 - E. CFA campus president:
 - F. Staff Council representative:
 - G. ASI representatives:
 - H. Other:
- IV. Consent agenda:
- V. Business item(s):
 - A. **Appointment to committee vacancies.**
 - B. **Resolution on Faculty Dispute Process:** Greenwald, for the Ethics Task Force (pp. 3-14).
 - C. **Resolution on Program Efficiency and Flexibility:** Keesey, Chair of the Curriculum Committee (p. 15).
 - D. **Resolution on Experimental Courses:** Keesey, Chair of the Curriculum Committee (pp. 16-17).
 - E. **Resolution on Departure from University Grading Policy:** Keesey, Chair of the Curriculum Committee (p. 18).
- VI. Discussion item(s):
 - A. **Department Chairs as MPP:** (pp. 19-20).
 - B. **CETI:** set Academic Senate meeting for this discussion.
 - C. **Cal Poly Foundation:** set Academic Senate meeting for this discussion.
- VII. Adjournment:

Resolution on Faculty Dispute Process

Background

Faculty members have agreed to be civil in their interaction with other faculty as noted in the Cal Poly Faculty Handbook based on the Association of University Professor's Code of Ethics. At the present time there is no process to mediate such disputes of civility. Civility matters have adversely affected departmental functioning, personnel decisions, improper labeling of colleagues, E-mail dialog and the copying of remarks, grant application awards, and others.

Whereas University faculty have agreed to act in a collegial manner to one another; and

Whereas There have been a number of faculty disputes where the process is perceived as either absent or may be viewed by faculty as either unfair, unacceptable or ineffective; therefore, be it

Resolved: That a Faculty Dispute Process be established consistent with the enclosed document; and, be it further

Resolved: That the Faculty Ethics Committee be established consistent with the enclosed document; and, be it further

Resolved: That the Faculty Ethics Committee be charged with creating procedures to implement a Faculty Dispute Process consistent with the enclosed document.

FACULTY DISPUTE PROCESS

FACULTY CONDUCT

California Polytechnic State University at San Luis Obispo expects high ethical standards of all faculty. In particular, the university endorses the principles set for in the following Statement on Professional Ethics by the American Association of University Professors(April, 1966)

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to the professor in his utterances as a citizen, in the exercise of his responsibilities to students, and his conduct when undertaking research. The **Statement on Professional Ethics** that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provide this assurance and so should normally handle question concerning propriety of conduct within its own framework by reference to a faculty group.

Civility between faculty members is a matter of faculty responsibility.

The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence . They accept the obligation to exercise

critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for the student as an individual and adhere to their proper roles as intellectual guide and counselor. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the

impression that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

California Polytechnic State University at San Luis Obispo's Academic Senate shall create a Faculty Ethics Committee. The purpose of this committee is to investigate and resolve disputes brought by members of the University faculty against colleagues. The Ethics Committee shall consist of 7 tenured persons appointed by the Executive Committee of the Academic Senate for a two year representing each of the colleges and the Professional Consultative Services. The Faculty Ethics Committee chair shall be elected by members of the Committee. The Committee shall develop procedures appropriate to its functions, and shall make periodic reports of its activities to the Academic Senate and to the Provost and Vice President for Academic Affairs.

Authority of Faculty Ethics Committee

1. Investigation and Resolution of Disputes

For all disputes that fall within its jurisdiction, the Faculty Ethics Committee shall have the authority to conduct an investigation of the dispute, and to make recommendations to the Provost. The Faculty Ethics Committee shall have to authority to determine whether the dispute should be resolved by a formal hearing. The Committee may, at its discretion, mediate disputes in cases where the mediation appears likely to provide a resolution or to refer to appropriate dispute resolution resources available in the University(e.g. Employee Assistance Program)

2. Jurisdiction

A. Matters Within the Faculty Ethic Committee's Jurisdiction

- (1) Violations of AAUP Code of Conduct
- (2) Enforcement by the University of regulations or statutes governing the conduct of faculty members not overseen by other jurisdictions.

(3) Other disputes that may arise between faculty members that seriously impairs faculty members' ability to function effectively as a member(s) of the University.

B. Matters Excluded from the Faculty Ethics Committee's Jurisdiction

- (1) Disputes in which the relief requested is beyond the power of the University to grant
- (2) Disputes being considered by another dispute resolution entity or procedure within the University (e.g. sexual harassment, amorous relationships, etc.)
- (3) Disputes being heard or litigated before agencies or courts outside the University.

The University shall provide training appropriate to the authority of the Faculty Ethics Committee.

Conduct of Faculty Ethics Committee Investigations

1. Request for Investigation

Disputes between faculty members are encouraged to be resolved between the parties wherever possible. Assistance to mediate the dispute is encouraged. Where personal resolution is found to be unsuccessful and consultation with the department chair has not resolved the matter, a request for investigation may proceed. There is not requirement that a complainant utilize this informal process before filing a formal complaint.

Investigations by the Faculty Ethics Committee shall be initiated by the submission of a written complaint to the Chair of the Committee. The complaint must contain:

- (i) a concise statement of the conduct complained of;
- (ii) the person or persons involved;
- (iii) the relief requested;
- (iv) the efforts already made by the complaining party to resolve the dispute;
- (v) and an affirmation that the dispute is not pending in some other forum in or outside the University

Complaints may contain more than one claim of wrongful action and seek more than one form of relief. Claims should be preferably

presented one quarter after occurrence. The claim must be raised within 12 months of the perceived wrongful action. The complaint may not exceed 5 pages.

Along with the complaint, the complaining party may submit supporting or clarifying documentation. These may include written argument by, or on behalf, the complaining party and may mention earlier events alleged to be related to the claim(s). Such argument may not exceed 20 pages. The Committee also may request a complaining party to submit further documentation where doing so might be vital to the Committee's decision.

A quorum shall consist of five member of the Faculty Ethics Committee.

The Faculty Ethics Committee may reject complaints that do not meet its criteria, without prejudice to the complaining party's ability to correct the defects and submit a new complaint. The Committee also may reject complaints that are excessive, are too vague or disorganized to provide the basis for effective inquiry.

Should the committee decide the complaint does not fall within its jurisdiction, the Committee shall dismiss the complaint. If the complaint falls within the Committee's jurisdiction, the Committee shall notify the complaining party who then shall be required to send to the person or persons whose alleged conduct is the basis for the complaint (hereafter, the other side) a copy of all materials submitted earlier to the Committee.

2. Authority to Reject Insubstantial Complaints

After considering the complaint and accompanying materials, the Committee may reject the complaint if, in its judgment, the complaint is insubstantial or the dispute is not sufficiently related to the concerns of the academic community to justify further investigation. In making this determination, the Committee may take into account whether the complaining party has made baseless or insubstantial complaints in the past. The Committee also may reject complaints if, as evidenced by the complaint and accompanying documentation, the complaining party has not made adequate efforts to resolve the dispute prior to invoking these procedures.

3. Response to Request for Investigation

If the complaint is suitable for investigation, the Committee shall request and expect a written response from the other side. The response must meet the same standards specified for complaints: its position stated concisely in no more than 5 pages, with a limit of up to 20 pages of supporting or clarifying documentation. The Committee also may request the other side to submit further documentation where this might be vital to the Committee's endeavors. The Committee may set reasonable time requirements for the submission of materials in response to a complaint. If no response is made, the Committee may take such inaction into consideration in its resolution of the dispute.

4. Scope and Conduct of the Investigation

Upon determining that a particular complaint is substantial and within its jurisdiction, the Committee shall investigate the complaint. The nature and means employed in pursuing the investigation, including the interviewing of relevant parties and gathering of relevant information, shall be at the discretion of the Committee but the investigation shall be as extensive as necessary to resolve the dispute fairly. The Committee may conduct its own interviews, request additional evidence from the parties, consult with individuals it considers potentially to be helpful, and review the written materials already before it. At any stage of the investigation, the Committee may exercise its ability and discretion to resolve the dispute through mediation and reconciliation between the parties or referred to appropriate dispute resolution resources available in the University.

5. Concluding the Investigation

The investigation shall be concluded when any of the following occur:

- (a) the dispute is resolved with the consent of the parties;
- (b) the Committee rejects the complaint for reasons;
- (c) the Committee issues its report and recommendation to the Provost;
- (d) the Committee determines that a formal hearing should be held.

In its report to the Provost, the Committee shall indicate in writing the results of its investigation, including its view of the merits of the claims(s) made in the complaint, the resolution of any factual disputes essential to the Committee's conclusion, and the Committee's judgment about what actions, if any, should be taken by the University. The report need be no more detailed than necessary to summarize the Committee's findings.

Within 30 days after receipt of a report from the Committee, the Provost shall in writing either affirm or modify the report or refer it back to the committee with objections. The Provost's response shall be delivered to the chair of the Committee and to the parties involved. Failure to act within the 30-day time period shall constitute an affirmation of the Committee's decision.

If the report is referred back, the Committee shall reconsider the case and, taking into account the objections or suggestions of the Provost, the Committee shall resubmit the report, with any modifications, to the Provost, who may affirm, modify, or reject it. The Provost's decision shall be final and conclusive, and the matter in question shall be deemed closed, unless either party requests an appeal to the President within 30 days after receipt of a written copy of the provost's decision.

If at any point in its investigation the Committee determines that a formal hearing must be held, the dispute may proceed directly to the formal hearing. In such instances, the Committee shall prepare a brief report setting forth the reason(s) for moving directly to a formal hearing.

Formal Hearings

1. Disputes for which Formal Hearing are Appropriate

Formal hearings shall be held in the following categories of disputes: (a) disputes in which formal hearings are mandated by law, and (b) disputes in which the Committee determines that a hearing is appropriate because the issues are so serious and the facts so unclear that live testimony and quasi-judicial procedures are appropriate to resolve the dispute fairly. Formal hearings should be the exception, not the rule, in faculty dispute resolution. No formal hearing shall be held if the complaining party expresses the desire, in writing, not to have such a hearing.

2. Preliminary Procedures

A. Hearing Panel

There shall be a Hearing Panel consisting of the Faculty Ethic's Committee. The Panel members shall have no conflict of interest with the dispute in question. Members will disqualify themselves from participation in any case in which they are a principal for they feel that they cannot be impartial. The Hearing Panel shall decide all cases properly brought before it under the procedure specified in this document.

B. Statement of Charges

After submission to the Committee, the complaining party shall, within 30 days, send a statement of Charges to: the other side; and the chair of the Committee. The Statement of Charges shall contain the following: (a) a statement, not to exceed 5 pages, of the charges or charges and the relief requested; (b) a copy of any supporting or clarifying documentation, not to exceed 20 pages (c) a copy of any further documentation that might be requested by the Hearing Panel; (d) an initial list of witnesses to be called, accompanied by a brief description of why their testimony would be relevant to the Panel (the names of additional witnesses to be communicated when they become known); a copy of any pertinent University policies or procedures, state statutes, contractual agreements, or other documents upon which the complaining party relies; and (f) a formal invitation to the other side to attend the hearing. Both parties may be accompanied by counsel of their choice. If the complaining party does not submit materials previously listed within the 30-day time limit, the Hearing Panel may take such inaction into consideration in its resolution of the dispute.

C. Answer

Within 30 days of receipt of the Statement of Charges, the other side shall send an Answer to: the complaining party; the chair of the Faculty Ethics Committee. The answer shall respond to the claims made in the Statement of Charges. It may not exceed 5 pages in length, and any accompanying or clarifying documentation may not exceed 20 pages. The Answer also shall include an initial list of witnesses to be called, accompanied by a brief description of why

their testimony would be relevant to the Panel (the names of other witnesses to be communicated when they become known). The Hearing Panel may request the submission of further documentation from an answering party where the Panel believes this may be of assistance to it.

The Answer also may contain a challenge to the complaining party's entitlement to a formal hearing, in which case the Hearing Panel will consider the decision to grant a formal hearing. In such a case the Hearing Panel shall indicate in writing its reasons for concluding that a hearing is not warranted. Reasons may include the insufficient importance of the dispute or the degree to which the dispute can be resolved fairly based on the paper submissions of the parties.

D. Procedure Where No Answer or Hearing Waived

The Committee shall expect an answer from the other side. If no answer is filed or the other side states that no hearing is desired, the Hearing Panel shall resolve the dispute as it deems fair, based on the information submitted by the complaining party and independent investigation the Hearing Panel chooses to conduct. In such a case the Hearing Panel shall prepare a written report of its findings. This report shall be submitted to the parties and to the Provost.

E. Time and Place of Hearing

Upon receipt of the Statement of Charges and the Answer, if the Hearing Panel concludes that a formal hearing should take place, the hearing Panel shall set a time and place for the hearing. The Time ordinarily should be at least 30 days after submission of the Answer, but there should be no unreasonable delay beyond that point.

3. Procedures for Formal Hearings

A. The hearing is to be in private.

B. The responsibility for producing evidence, and the ultimate burden of proving by a preponderance of the evidence that the complaining party's allegations are true and a remedy is warranted, rest on the complaining party. The Hearing Panel may prescribe the order in which evidence is presented, and the way in which arguments are made, in order to facilitate resolving the dispute. Both sides shall be permitted to introduce evidence and make

arguments to the Hearing Panel, but the Hearing Panel may place reasonable restrictions on the time allotted for questioning, or argument, or on the number of witnesses, in order to facilitate a fair and efficient resolution of the dispute. The Hearing Panel also may determine whether any evidence or argument offered is relevant to the dispute, and may exclude irrelevant evidence. The rules of evidence of law courts shall not be binding at the hearing, but may be consulted by the Hearing panel in its discretion.

C. The Hearing Panel may, if it so desires, proceed independently to secure the presentation of evidence at the hearing, and it may request the parties to produce evidence on specific issues the Panel deems significant. The Hearing panel also may call its own witnesses, if it chooses, and may question witnesses called by the parties.

D. Parties on either side may elect to have their positions and evidence presented in whole or in part by the legal counsel or they may elect to have legal counsel available to them only for consultation. The Hearing Panel shall facilitate full examination of the evidence, including the cross-examination of witnesses where appropriate.

E. A verbatim record of the proceedings shall be kept and a full transcript shall be made available to the Hearing Panel at its option. The cost of the reporter and the transcript shall be paid by the University. The complainant has a right to review the transcript.

F. The Hearing Panel, may, at its discretion, adjourn the hearing to permit the parties to obtain further evidence, or for other legitimate reasons.

G. The Hearing Panel may request written briefs from the parties, either before the hearing or upon its completion.

4. Decision of the Hearing Panel

After the conclusion of the hearing, the Hearing Panel shall consider the evidence and the written submissions of the parties. The Hearing Panel then shall prepare findings of fact and a decision regarding the merits of the dispute, and a recommendation of the action, if any, that should be taken by the Provost.

At the same time, a copy of this final report from the Committee also shall be provided to each of the parties.

5. Decision of the Provost

Within 30 business days after receipt of the report, the Provost shall, in writing, either affirm or modify the report or refer it back to the Committee with objections. The Provost's response shall be provided to each of the parties and the Chair of the Committee. Failure to act within the 30-day time period shall constitute an affirmation of the Committee's decision. If the report is referred back, the Committee shall reconsider the case and, taking into account the objections or suggestions of the Provost, the Committee then shall resubmit the report, with any modifications, to the Provost, who may affirm, modify, or reject it.

6. Decision of the President

The President will be the final appeal body. The President's decision shall be final and conclusive. A copy of the President's decision will be given to the parties and to the Chair of the Faculty Ethics Committee.

RESOLUTION ON
PROGRAM EFFICIENCY AND FLEXIBILITY

WHEREAS, Programs have the responsibility to eliminate any required units that are not a necessary part of the degree, and to increase flexibility within the major where this can be done without compromising the quality of the program; and

WHEREAS, The Program Review and Improvement Committee, with the Provost's endorsement, has strongly recommended that programs reduce any unjustified required units and "move away from the entrenched but outdated idea that more required courses and more units will translate into greater resources" (10/16/96); and

WHEREAS, The Program Review and Improvement Committee, with the Provost's endorsement, has strongly recommended that programs "open up their courses of study where possible, increase the number of free electives, reduce the rigidity, and increase flexibility" because "Excessive use of restricted electives and concentrations is widespread, and the resulting rigidity is surely a contributing factor to low graduate rates" (10/16/96); and

WHEREAS, Changes in mode-and-level regulations mean that some courses currently offered at the upper-division level due to old regulations may now be moved to the lower division; be it therefore

RESOLVED, That all undergraduate programs that require units in excess of the CSU-designated minimum review their curricula to determine if those excess units are justified and provide evidence of this justification to the Senate (or to a Senate-appointed committee); and be it further

RESOLVED, That all undergraduate programs attempt to increase the number of units of free electives permitted within the major and provide evidence to the Senate (or to a Senate-appointed committee) that they have increased this number to the maximum justifiable within that major; and be it further

RESOLVED, That all undergraduate programs review their curricula to determine if they are currently offering courses at the upper-division level that could more easily be offered at the lower division, thus facilitating articulation for transfer students.

Proposed by the Academic Senate
Curriculum Committee
April 10, 1998

BACKGROUND ON EXPERIMENTAL COURSES

The number of experimental courses has increased significantly over the years. A report prepared in October 1997 indicates over 400 experimental courses valid with ending dates of Summer 1996 through Summer 1999.

Experimental courses were originally designed to provide "an opportunity for experimentation in education without delays that are necessary before new courses and programs can be reviewed for inclusion in the University Catalog." However, many of our current experimental courses involve changes made to existing courses and do not fit the definition of "experimentation in education." A number of these changed courses were submitted as experimental courses due to the three-year (1994-97) catalog, which created a long lag time before new courses could appear in a catalog. Furthermore, some departments are still under the impression that new courses should first be tried out as experimental courses, but this is not the case and does not fit the "without delays that are necessary..." part of the definition of experimental courses. Finally, some departments have experimental courses as required courses within their major programs. Not only does this create the problem of a need for numerous blanket curriculum substitutions, but such courses clearly do not fit the definition of "experimental" if they are a required part of the major.

In addition to the above-outlined deviations from the original definition and purpose of "experimental courses," many of our current experimental courses have created further serious problems, as explained in the WHEREAS clauses of the Resolution on Experimental Courses. To expand on just one of these clauses, the fact that experimental courses circumvent the peer-review process is not only a problem in itself, this lack of peer review has also led to course duplication and disputes between departments. Without peer review, other departments and colleges are given no opportunity to check for possible course duplication until after the course has already been scheduled and taught.

RESOLUTION ON EXPERIMENTAL COURSES

WHEREAS, Courses currently offered as "experimental" circumvent the peer-review process in that they are not often reviewed by department, college, or university curriculum committees; and

WHEREAS, Courses not listed in the catalog lead to many serious problems with communication of course content to students, transfer credit calculation, automated degree audit, graduate-school or employer evaluation of transcripts, etc.; be it therefore

RESOLVED, That all new courses, even those that may be offered on an experimental basis, be proposed as new courses, receive peer review, and be listed in the catalog, unless there is a compelling reason not to do so; and be it further

RESOLVED, That in cases where such a compelling reason exists (e.g., a faculty member from another university suddenly becomes available to teach a new course in his/her specialty, but the deadline for catalog proposals has passed), a course may be proposed as a 270, 370, 470, or 570 (a one-time-only special-topics course), and that this course receive as many different levels of peer review as time permits, with the minimum being that it is at least reviewed by the Senate Curriculum Committee; and be it further

RESOLVED, That the designation currently known as "X" or "experimental" be eliminated as redundant under the new system outlined above, whereby regular new courses or 270/370/470/570s take the place of X courses.

Recommended effective date: Fall 2000.

Proposed by the Academic Senate
Curriculum Committee
April 10, 1998

RESOLUTION ON
DEPARTURE FROM UNIVERSITY GRADING POLICY

WHEREAS, The university has a standard grading policy published in the catalog, which serves as a contract with the students that should not be broken; and

WHEREAS, That grading policy follows CSU and Title V regulations which state that an F is failing but a D is a passing grade, and that a 2.0 grade point average in all higher education units, in Cal Poly units, and in major units is sufficient for graduation; and

WHEREAS, Academic programs that establish their own grading criteria for advancement from course to course (such as a C- minimum) violate existing university policy and create a chaotic situation of divergent grading criteria likely to confuse and frustrate students, faculty, and staff; and

WHEREAS, Receiving a grade of D or below in a course should be sufficient warning to students that they should not take the next course in a sequence without doing significant additional preparation or retaking the original course; be it therefore

RESOLVED, That academic programs adhere to the university's standard grading policy as published in the catalog.

Proposed by the Academic Senate
Curriculum Committee
April 10, 1998

ASD 97-170
Senate Approval 4/9/98

**RESOLUTION REGARDING THE ROLE OF
DEPARTMENT CHAIRS IN THE CSU**

WHEREAS, The California State University, in the collective bargaining process for a new Memorandum of Understanding, has taken the position that department chairs in the CSU should be moved from Bargaining Unit 3, into a new administrative category, and

WHEREAS, Such a provision would transform department chairs in the CSUs from collegiate leaders into administrative heads, and

WHEREAS, Such a provision would have the consequence of eliminating one of the most important remaining institutions of collegial governance among the CSUs, and

WHEREAS, UPS 211.000 "Responsibilities of Departments and Department Chairs," is predicated upon the principle that department chairs are collegial leaders rather than administrative heads, and

WHEREAS, Department chairs at CSU, Fullerton, serving as collegial leaders under UPS 211.000, have a proven record of effective administration, particularly in the role of collegial mediators between faculty and administration; therefore, be it

RESOLVED, That the Academic Senate of CSU, Fullerton, in the true spirit of collegiality, recommends to the CSU that the proposed change in the status of department chairs from Bargaining Unit 3, to a new administrative category be withdrawn; and be it further

RESOLVED, That failing the withdrawal of said proposal on the part of the CSU, the Academic Senate of CSU, Fullerton, recommends to the California Faculty Association that it resist any effort to include such a provision in the new Memorandum of Understanding.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

RECEIVED

MAR 23 1998

ACADEMIC SENATE

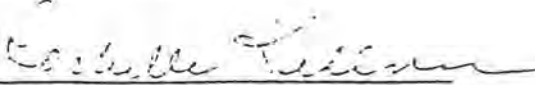
RESOLUTION

Academic Senate

Department Chairs as MPP

- WHEREAS, The CSU is proposing that Department Chairs be removed from the Unit 3 Bargaining Unit; and
- WHEREAS, Department Chairs should continue to be defined as faculty. Many faculty members are willing to serve a term as Chair and forego many other desirable professional development activities as long as they can return as teaching faculty. To make Department Chairs management personnel members negates generally accepted practices and principles in academe; and
- WHEREAS, Many faculty and current Department Chairs are opposed to this proposal; and
- WHEREAS, This contradicts and complicates many policies and procedures in place throughout the University, such as - tenure requirements, return teaching rights, recruitment issues, etc.; and
- WHEREAS, This would eliminate Department Chairs from serving on Academic Senates and would hamper the work of these Academic Senates; and
- WHEREAS, Current Department Chairs serve in many cases as faculty leaders and the faculty would lose this valuable resource; and
- WHEREAS, Department Chairs traditionally have represented the interests of the faculty to the administration; and
- WHEREAS, Department Chairs have traditionally participated in the teaching learning process by teaching classes themselves and functioning in the role of faculty members. Eliminating that role would negatively impact our woefully inadequate budgets; therefore be it
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona be on record as strenuously opposing the CSU initiative to exclude Department Chairs from Unit 3; and be it further
- RESOLVED, That the Academic Senate of California State Polytechnic University, Pomona forward this resolution to the President of the University; Chair, CSU Academic Senate, Chancellor Charles Reed, CFA president; CSU Board of Trustees and the CSU Campus Senates

Unanimously Adopted by the Academic
Senate of California State Polytechnic University, Pomona on
February 13, 1998


Rochelle A. Kellner, Chair

CFA

SLO POKE

An Editorial

by James B. Zetzsche

April 21, 1998

As President of CFA, I would like to respond to President Baker's recent Outlook message (April 98). First, I would like to commend President Baker and others in putting together this fine document. The future of the University just happens to also be the future of many of our fine teachers; and our ability to pull together and work together is necessary for Cal Poly to remain a respected university. The CFA Union supports the technology growth and research at Cal Poly; however, there are a few fine points where I beg to differ.

When I came to Cal Poly, 30 years ago, I had six year's experience in irrigation research at the South Plains Research Center at Lubbock, part of Texas A&M (a land grant research institution). I was the only technician at A&M to publish a research paper in a refereed journal (ASAE February 1966). At A&M I was told that to progress, you must go to A&M and obtain a Doctorate! Instead, I came to Cal Poly where the Dean of Agriculture said, "We will never require a Doctorate; because the principle of instruction proclaimed by Julian McPhee - "Our teachers are required to have production experience in business - not a research-oriented doctorate." I asked the Dean, "Is it possible to do research on the Cal Poly campus?" I hoped to continue with my research. The answer was "yes," however, we cannot allow the use of state equipment or state funds because the Enabling Act (legislative bill) for Cal Poly did not include research. UC is given research. If we find a research grant we must first ask U.C. if they want it. If not, we can then do the research. Research must not use resources meant for teaching.

Later in 1972 or 1974, the State Education Master Plan recognized the role of research in the CSU and the need for a graduate program. However, no state funds were to be used in these projects. There was no legislative act allocating state money for research.

Change is part of development! We must have change to have progress. Research is now an active part of Cal Poly. We accept that!

San Diego State, our sister school, has been called to task for shifting state tax funds in an effort to sponsor research. They hire lecturers to replace tenured faculty and with the salary savings, use the funds to sponsor research. This is considered an illegal use of state tax funds.

Let's move to 1995 where in bargaining, CFA is told that the State Legislators demand a merit Pay System for teachers. CFA gave in and we signed the MOU with the PSSI in it. We allowed the campus presidents with the guidance of the Academic Senate to create the method of measurement for PSSI awards. I was a PSSI Committee Member of the College of Agriculture in 1996 and 1997, the first two years. I did not like President Baker's letter to the faculty, it contained too much push for research-based results in lieu of student-education based accomplishments. After the first two years, CFA* research into PSSI recipients shows that half the awardees teach an average of only one-half time. The primary measure for success is refereed publications. (The same as used by the U.C.) It is our belief that state funding (PSSI) for teachers is now used to reward researchers at Cal Poly! This is unfair, the PSSI has destroyed teachers' morale at this University and the faculty's trust in President Baker. Let's be clear, CFA supports research, it is a vital part of education. It's the PSSI that we are opposed to.

CFA was duped into accepting the PSSI in 1995 and we as a faculty union will not be duped in 1998.

Our faculty believe in this verse: It matters not, "That you won or lost," but rather, "How you played the game."

* Research reported by CFA author, Tony Buffa

CFA Petition

petition President Baker to use his prestige as a MAG President in the CSU system to call for a one-year moratorium on "Merit Pay," accept the new CFA proposed fixed salary schedule designed to remove the CPEC lag, and use the full 5% salary increase proposed by Chancellor Reed for an across the board pay increase for the teaching faculty! Let's leave the department heads in the CFA union, they are some of our best leaders!

CFA and the Academic Senate both support removing the CPEC lag before we consider Merit Pay.

Merit Pay can be reconsidered later as part of the RPT, Post Tenure Review, and lecture contract proposals.

I call on our faculty (member or not), to sign this petition! Join in our solidarity.

James B. Zetzsche, CFA President

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Leaders of Academic Senate

Add your name in support and return to CFA, Building 38, Room 141.

Dept _____ Name _____

Dept _____ Name _____