



CAL POLY

University Faculty Personnel Policies

Appendix Administrative Memos

AY 2023–2024

Written by the Academic Senate Faculty Affairs Committee
Approved by the Academic Senate
Maintained by Academic Personnel

This document arose from shared governance between the Cal Poly Academic Senate and Academic Personnel. Final policy text is in effect for the academic year listed above until superseded by revisions to prevailing policy.

Draft policy not yet in effect but provided in this document for reference is marked in **red typeface** with titles indicating the status of the draft.

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Appendix: Administrative Memos

- 13.1.1. UFPP includes an appendix containing copies of various administrative memos relevant to policies in UFPP or subordinate policy documents. Administrative memos state or create policy by administrative action. Gathering them into an appendix provides a convenience of a single location for policy memos cited in UFPP or in subordinate college, library, or department policy documents.
- 13.1.2. UFPP Appendix: Administrative Memos shall be contained in a document separate from UFPP, and accessible on the Academic Personnel website along with UFPP.
- 13.1.3. Administrative memos are sorted by date and assigned descriptive names typically drawn from their subject lines. To standardize citation of administrative memos, each is assigned a reference number in the following format: AM-YYYYMMDD. Any citation of administrative memos in UFPP or subordinate policy documents should use that reference standard.
- 13.1.4. Administrative memos shall be placed in this appendix by Academic Senate Consent or Academic Senate Resolution cited in a list of the memos in UFPP.
- 13.1.5. Adding citations of administrative memos to UFPP shall be regarded as wholly editorial and therefore needs no further Academic Senate action.

AM-19850222: AB85-2 Role and Definition of Professional Growth and Development

California Polytechnic State University
San Luis Obispo, California 93407

Administrative Bulletin 85-2
February 22, 1985

ROLE AND DEFINITION OF PROFESSIONAL GROWTH AND DEVELOPMENT

Improving the climate for professional growth has been an issue of special concern to me ever since I came to Cal Poly in 1979. A modern university needs a faculty that is up-to-date in its field. I am, therefore, committed to doing whatever is necessary to ensure that end.

To do so, we have already taken several steps. The first of these has been to define the role of research. Previously, research had been viewed by many as a questionable activity, unrelated, perhaps even inimical, to the aims of the institution. In the fall of 1981, I issued Administrative Bulletin 81-2 with the intention of dispelling that notion. That bulletin identified research as an important and valid form of professional development, appropriate to the purpose of the institution. It also asserted that professional development is essential to maintaining a viable educational program, and is second in importance only to instruction.

The Academic Senate saw the need for a fuller statement on professional growth and development to provide a context for the role of research. In the Fall of 1981, it appointed an ad hoc committee to draft a policy on professional development. That committee met during academic year 1981-82, drafted a statement, and forwarded its recommendations to the Senate in May of 1982. The Senate approved the report in February of 1983 and forwarded it to me with a recommendation for adoption. An Administrative Bulletin was drafted based on that report and shared with other members of the academic community in the Fall of 1983. Further suggestions for improvement were received, evaluated, and, as appropriate, used to refine this version of the bulletin, which is attached.

Parallel with these developments, the Academic Planning Committee was seeking to define more clearly Cal Poly's overall mission. A final statement, originated by this Committee, was issued in September of 1983 after much consultation. Once again, the importance of intellectual and professional growth to the campus was asserted, as follows:

Cal Poly is committed to establishing and maintaining an environment that fosters the complete growth of the individual--student and faculty member alike. Commitment to inquiry and the search for truth is a foundation for intellectual and personal growth. Cal Poly strives to instill among its students intellectual maturity, an appreciation of learning, and a dynamic professionalism. To foster professional development among faculty, it strives to stimulate faculty members to challenge themselves--to develop professionally through organizations, creative activity, consultation, professional leaves in business and industry, or applied or basic research.

Supporting a strong program of professional growth is a costly enterprise, and financial support for faculty development is scarce. The University is aware of the history of deficiency in this vital area and recognizes its responsibility to continue to take action to help alleviate these resource constraints. Clearly it is in the State's best interest to protect its investment in students by insuring the continued development of its teachers.

But the State has not always recognized these responsibilities and their potential benefits. In recent years it has turned down requests for augmented funding with distressing regularity. Consequently, problems that were once nuisances have accumulated and been compounded until quick remedies are no longer possible.

Fortunately, that era seems to be turning around in California as in other states. Although attempts to reduce the teaching load have failed, Cal Poly's FTE faculty allocations have been augmented recently, giving us a student/faculty ratio considerably lower than it was four years ago, making some assigned time appointments possible. Faculty allocations should continue to grow, at least into the near future,



with no accompanying growth in student numbers.

Our teaching laboratories are not ideally suited for some advanced forms of professional development, but the outlook for funds to replace equipment and purchase new equipment is considerably improved. In addition, plans are being considered for conversion of facilities being replaced by new construction to space which could be made available for faculty development and research efforts. Private faculty offices are also being added as each new building is completed. Approved capital improvement projects could add 150 private offices to the campus by the fall of 1987.

Our technical and clerical support staff is still not adequately funded to assure the most productive use of faculty time, and travel to attend professional meetings has never been sufficient to meet realistic needs.

However, a recent program change proposal increased state support for technical staff in some disciplines and the Governor's budget this year formally recognizes faculty professional development in a program change proposal although the funding level is still quite small. The annual giving program along with other private support programs established by the Development Office continue to improve each year to help ameliorate our shortage of resources for faculty professional development.

These changes are happening now, and further initiatives are underway, undertaken at many different levels by various constituencies. I have personally informed key legislators, the Department of Finance, the Governor's Office and, of course, the Chancellor of our need for help, and of the State's responsibility to remedy these problems. In addition, I am redoubling our efforts to gain private support. With the appointment of the new Vice President, University Relations, we have made another major commitment to finding support from the private sector.

In the meantime, this Administrative Bulletin is intended to define professional development, to assert its importance, describe various avenues of professional development, and outline its role in faculty personnel actions.

Clearly, if we were provided adequate funding for professional development, we could do much. Even though we are not, we cannot choose to do nothing at all. As an institution of higher education, we have an obligation to ourselves, our colleagues, our profession, and our students to do the best we can with what we have. Within that context, this bulletin defines the unique role professional development plays on our campus. I encourage each of you to do your best to preserve and enhance the vitality of teaching at Cal Poly.

Warren J. Baker

Date

Note: This Administrative Bulletin should be filed in the Appendix of the Campus Administrative Manual and an entry made in the CAM Index and the title added to the Administrative Bulletin's title page.

California Polytechnic State University
San Luis Obispo, California 93407

Administrative Bulletin 85-2
February 22, 1985

ROLE AND DEFINITION OF PROFESSIONAL GROWTH AND DEVELOPMENT

The vitality of Cal Poly as a university depends on an intellectually active and professionally vigorous faculty. Those who continue to grow professionally also continue to grow as teachers. Indeed, scholarship, professionalism, and teaching are so interdependent that scholarship can become enervated without the stimulation of a professional commitment, and teaching can become irrelevant without the revitalization of scholarship or the touchstone of the marketplace.

As a special institution of higher learning, Cal Poly can profit from a wide range of professional development modes. This Administrative Bulletin is intended to guide faculty into those directions of professional growth most useful to Cal Poly and to define the role professional growth and development plays in the instructional program of the University.

Definition of Professional Development

Professional development is defined as the generation of knowledge or the acquisition of experience, skill, and information that enables one to perform at a higher level of proficiency in his or her profession.

Role of Professional Development

Excellence in teaching is the primary purpose of the University. Professional growth and development is essential to meeting this goal.

Avenues of Professional Development

The instructional programs at Cal Poly range from the basic to the applied. In turn, any of a number of professional development activities can fit Cal Poly's spectrum of disciplines and professions.

The campus has a faculty of diverse interests as well, whose professional pursuits cannot be neatly categorized. Typical activities can be listed, however. They fall into two major modes: generation of knowledge concerning teaching or the discipline; and acquisition of further knowledge in, or professional contributions to, one's own or related fields.

1. The generation of knowledge concerning teaching or the discipline
 - A. Contributions to the teaching profession. Examples of this type of professional development include studies of pedagogic technique, papers on pedagogy presented at professional meetings or submitted to professional journals; presentations on pedagogy given in invited talks, seminars, and workshops; development and marketing of audio-visual aids; and development and publication of textbooks or manuals.
 - B. Contributions to the general body of knowledge in an academic discipline. Generation of knowledge in a discipline may involve basic and applied research or creative productions. The various forms of research have already been defined in AB 81-2, "Role of Research." In the visual, performing, or literary arts, creative contributions in the discipline involve the production of art works and techniques that become part of the general body of literature of an artistic discipline. Contributions to knowledge may also include creative works protected by copyright or patents.

Dissemination of new knowledge occurs through papers presented at meetings or published by professional journals, and through contributions to colloquia or seminars. Dissemination of works of art and new modes of artistic expression occurs through publication, gallery shows, public performances, and presentations at meetings seminars.

2. The acquisition of further knowledge in one's field or a related field.

Examples include service to or study in a different but related academic discipline; classes, seminars or conferences attended to enrich or update professional knowledge or skills; international development and education appointments; professional experience in industry or government; challenging consultancies; internships or residencies at appropriate institutions or organizations; participation in national and international professional programs; projects undertaken to improve teaching skills; the completion of advanced degrees, professional licenses, or additional advanced studies; participation in appropriate institutes, seminars, and workshops; active participation in professional organizations; and service on advisory boards or committees in relevant fields.

The above examples, although not exhaustive, suggest the variety of professional development activities in which faculty could engage.

Appraisal of Professional Development

Each discipline or department at Cal Poly must decide on the combination of professional development activities best suited to its individual character. It is the responsibility of each academic department to ensure that the professional activities of individual faculty members are an asset to the university and are supportive of its educational mission. This responsibility should be carried out in a manner consistent with established departmental criteria.

The direction of research, scholarship--indeed, of any professional development activity--is often uncertain and can take unexpected turns. Recognizing that specificity is often not possible, it is helpful nonetheless to have a plan for guidance. It is important, therefore, that each faculty member carefully consider and document general plans for professional development, and modify these plans as necessary.

Departments can help orient new faculty by clarifying what modes of professional development are most consistent with departmental goals, and by endorsing general plans. The faculty member's immediate colleagues are usually the people best suited to evaluate the quality of the work done. The department head, in consultation with the tenured and senior faculty, is responsible for informing individual department members about how well their professional activities are meeting these criteria, both in plan and performance.

Because of the crucial relationship between teaching and professional development, it is campus policy that evidence of professional development is and continues to be an important requirement for all faculty for retention, promotion, and tenure. Cal Poly's health as a university depends on the vitality of its faculty. Teaching can continue to be invigorating only if it is energized by regular involvement in the recreative activities of professional development. This bulletin is intended to clarify and assert the importance of encouraging and nurturing this most vital element in Cal Poly's continued success.

Resources for Professional Development

In order to create an atmosphere in which faculty can strive for excellence both in the classroom and professionally, a university must provide an academic environment that encourages pride in one's work, and an opportunity to do that work well. The university must strive to provide faculty sufficient time and resources to pursue both professional growth and teaching excellence, so that these two types of endeavors may be mutually supportive rather than competitive.

The present teaching load is such that faculty often compromise the quality of their teaching because of inadequate time to develop new approaches and new material. Finding time for professional development is extremely difficult and can further compromise and limit improvements in quality. Efforts should be made to bring the teaching load into line with the expectations for continual improvement and professional development.

Facilities need to be improved and expanded for basic teaching activities. Furthermore, the current facilities utilization formulas do not recognize the need for facilities to support the teaching effort through faculty development. Adequate recognition must be given to provide facilities for both teaching and professional development.

The working environment should be sufficiently attractive to acquire and retain faculty dedicated to teaching excellence fostered by continual professional development activities. This means that adequate support should be sought for salaries, sabbaticals, professional travel, publication, private offices, library and computing facilities, and technical, clerical, and student assistant help.

Professional growth and development is extremely important for the competence of our faculty and for the vitality of our academic programs. Both the faculty and the university must cooperate in this effort of mutual benefit. The faculty bear the responsibility of engaging in appropriate professional activities, and the university bears the responsibility of providing appropriate time and resources for these activities.



AM-20050111: Faculty Post-Retirement Employment

State of California
Memorandum



To: College Deans: Phil Bailey; David Christy; Linda Halisky; Tom Jones; Bonnie Konopak; Peter Lee; David Wehner
Date: January 11, 2005

From: Michael Suess *MHS*
Associate Vice President for Academic Personnel

Copies: Department Chairs/Heads
Robert Detweiler
Hiram Davis
Susan Opava
Linda Dalton
David Conn
Manzar Foroohar
David Hannings
File: S/ferp/post-retirement

Subject: Faculty Post-Retirement Employment

This is reminder of post-retirement employment limitations for faculty employees. Government Code provisions permit former California State University (CSU) academic employees who retire and receive retirement benefits from the California Public Employees' Retirement System (CalPERS) to accept limited CSU employment without jeopardizing retirement benefits or requiring reinstatement from retirement.

Government Code 21227 allows a retiree to accept a faculty assignment where such post-retirement employment does not exceed, in any fiscal year, 960 hours or 50 percent of the hours the member was employed during the last fiscal year prior to retirement. Recently, CalPERS advised the CSU that the retiree is required to select the option that provides the lesser employment. Every academic workday of a specific academic term (prorated by time base) counts toward the 960 hour or 50 percent limitation, regardless of the actual days teaching or whether the faculty member is working full or part-time during the term.

The Faculty Early Retirement Program (FERP) article in the CSU-CFA collective bargaining agreement is more restrictive and limits FERP employment to 90 days (720 hour equivalent) or 50 percent of the employee's regular time base in the year preceding retirement. The campus academic calendar identifies workdays. Every academic workday in a term (academic quarter) counts toward the FERP 90 day or 50 percent methodology maximum, regardless of actual days spent teaching.

FERP participants are not eligible for other CSU appointments except for appointments in CSU extension (Continuing Education) during the period of employment in FERP. For example, a FERP participant may not be appointed as a lecturer and may not be appointed to additional employment through the Foundation. The only exception allows a FERP participant assigned to work full-time for one academic quarter to also accept CSU extension (Continuing Education) on days that do not coincide with the period of FERP employment as long as the total of FERP plus CSU extension does not exceed 90 days in a fiscal year.

If post-retirement employment limits are exceeded, the CalPERS' retiree and Cal Poly are subject to penalties to include repaying the employee and employer contributions that would have been paid during any period of "unlawful" employment, plus interest and administrative expenses incurred by CalPERS in responding to this situation.



AM-20061117: Agreement for Summer Quarter Faculty Assignments

California Polytechnic State University
AGREEMENT FOR SUMMER QUARTER FACULTY ASSIGNMENTS
Effective Summer 2007
Page 1

1. Offers of summer employment shall be based on the curricular needs of the department.
2. The composition of summer quarter appointment offers for extra pay within the University (and preferably within each college and department) may consist of:
 - a. At least 60% of summer appointment offers (headcount) shall consist of tenured and probationary faculty, as follows:
 - i. Three-quarters of summer appointment offers (headcount) shall consist of tenured and probationary faculty based on priority lists and ranking procedures (item 8, below).
 - ii. One-quarter of summer appointment offers (headcount) may consist of a combination of new first year tenure track faculty and additional probationary faculty. (Offers of summer employment may be extended to any new first year tenure track faculty member either during the summer preceding the tenure track assignment, or the summer quarter immediately following their first academic year.)
 - b. Up to 40% of summer appointment offers (headcount) may consist of lecturer appointments. It is possible that more than 40% (headcount) of the appointments for Summer Quarter may result in lecturer appointments if tenured and probationary faculty decline offers extended to them.
3. Appointment of probationary or tenured faculty during Summer Quarter will be based on a 12 WTU teaching assignment and 3 WTU for instructionally related responsibilities (see item 7 below), or pro-rata amount for part-time assignments. (For example, the assignment of a probationary or tenured faculty member teaching 4 units over five weeks or eight weeks would be paid 4/12 for the quarter to include instructionally related responsibilities.)
4. Probationary and tenured faculty teaching part-time may either:
 - a. be compensated on a pro-rata basis of 12 WTU, or
 - b. "bank" the summer units on a pro-rata basis of 12 WTU to reduce a future teaching assignment during a quarter in the immediately subsequent academic year. The quarter for which the teaching assignment will be reduced will be jointly determined by the faculty member and department head/chair before the summer letter of appointment is extended.
5. Probationary or tenured faculty "banking" Summer Quarter by teaching full-time will not be assigned to teach for extra pay during the vacation quarter (except for emergencies or extraordinary circumstances).
6. Summer Quarter appointments of lecturers will be based on a 15 unit teaching load. Lecturers will be paid for all work assigned. Lecturers assigned instructionally related responsibilities shall be paid accordingly.
7. Instructionally related responsibilities include research, scholarship, creative activity, and/or service to the University, profession and/or the community.
8. After determining the curricular needs for Summer Quarter, consideration of probationary and tenured faculty eligible and qualified to teach the courses shall then include a rank ordered list of



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AGREEMENT FOR SUMMER QUARTER FACULTY ASSIGNMENTS
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Page 2

faculty with priority being given to those eligible faculty members who have taught during summer quarter less recently.

- a. The Academic Personnel office will develop a list, by department, reporting past history of summer quarter assignments for those faculty who have taught for extra pay; banked a summer quarter full time; or repaid an "advance quarter off" by teaching a summer quarter.
b. Faculty will advise their department head/chair (by a deadline established by the department) whether the assignment will be for extra pay or for banking in the event they are appointed to teach Summer Quarter.
c. Tie-breaking procedures, when faculty are equally eligible and qualified, will be determined by the respective department/equivalent unit.
9. Summer quarter assignments not affecting eligibility are:
a. Banking a part-time summer teaching assignment to reduce the teaching assignment in the immediate subsequent academic year, but will impact department priority;
b. Non-teaching assignments reimbursed by grants, fellowships, non-State funding, etc.;
c. Instructional administrative assignments such as coordinators, department heads/chairs, production/farm managers, etc.; and/or
d. Assigned time for professional development or course/curriculum development.
10. Unless otherwise agreed to by the parties, this agreement shall remain in effect through at least the ending date of the successor contract currently being negotiated between the CSU and CFA.
11. The intent of the Parties is to maintain the level of compensation provided in this agreement, unless the collective bargaining agreement provides a higher level of compensation or benefits.
12. For terms and conditions of employment not specifically addressed by this agreement, it is the intent of the parties to maintain the status quo with regard to summer employment. However, in the event of a conflict regarding this agreement or past practice, the state-wide MOU (excluding Article 21- Summer Session) will control for summer employment.

SIGNATURES:

Richard Saenz signature and date 11-16-06
RICHARD SAENZ (Date)
CFA Chapter President SLO

Warren J. Baker signature and date 11/17/06
WARREN J. BAKER (Date)
President
California Polytechnic State University

AM-20130110: New Outside Employment Reporting Requirement for Unit 3 Employees

State of California
Memorandum

CAL POLY
SAN LUIS OBISPO

To:	Phillip Bailey, Dave Christy, Douglas Epperson, Debra Larson, Christine Theodoropoulos, David Wehner, Mike Miller, Preston Allen, and Don Oberhelman	Date:	January 10, 2013
From:	Albert A. Liddicoat <i>aliddico</i> Associate Vice Provost for Academic Personnel	Copies:	Kathleen Enz Finken Department Heads/Chairs Anna Gold, Marty Bragg College Analysts Academic Personnel Staff
Subject:	New Outside Employment Reporting Requirement for Unit 3 Employees		

On September 18, 2012 the CSU Board of Trustees ratified the successor CSU-CFA Collective Bargaining Agreement for immediate implementation. The Collective Bargaining Agreement includes a new requirement for full-time faculty unit employees to report outside employment that is expected to exceed 110 hours in an academic quarter for academic year faculty, or outside employment (non-Cal Poly employment) that exceeds 120 hours per three-month period for faculty holding 12-month appointments. A fillable version of the required Outside Employment Disclosure Form is available on the Academic Personnel website at the following URL:

<http://www.academic-personnel.calpoly.edu/content/forms>

The reporting of outside employment will be implemented campus wide at the start of the Winter quarter 2013. Academic Personnel will notify all full-time faculty at the beginning of each academic term and reporting period of their requirement to report outside employment. Full-time faculty members that meet the reporting requirement must submit the completed Outside Employment Disclosure Form within thirty days of the commencement of the term or three-month period. They will be instructed to submit the form directly to their dean or appointing authority for inclusion in their Personnel Action File. Please provide a copy of any forms you receive to Academic Personnel before filing. Feel free to contact Al Liddicoat, aliddico@calpoly.edu if you have any questions regarding the implementation of the new outside employment reporting requirement.

Collective Bargaining Agreement Article 35 Outside Employment

35.3 In addition to the requirements of 35.2 above, all full-time faculty unit members shall be required to provide a written statement to the appropriate administrator of all outside employment, where such outside employment is expected to amount to more than

- i. 160 hours per semester for faculty holding academic year or ten (10) month appointments at a semester campus.
- ii. 110 hours per quarter for faculty holding academic year or ten (10) month appointments at a quarter campus.
- iii. 120 hours per 3 month period for faculty holding twelve (12) month appointments.

Written statements shall be submitted using the form at Appendix H and shall be provided to the appropriate administrator within 30 days of the commencement of the semester, quarter, or three (3) month period during which the outside employment is to be undertaken. For faculty holding twelve (12) month appointments the quarter dates for the purposes of reporting shall be July 1; October 1; January 1; and April 1.



AM-20130222: New Student Evaluation Requirement Effective Winter Quarter 2013

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

CAL POLY
SAN LUIS OBISPO

To: Philip Bailey, Dave Christy, Douglas Epperson, Debra Larson, Christine Theodoropoulos, David Wehner

Date: February 22, 2013

From: Kathleen Enz Finken
Provost

Copies: Jeffrey Armstrong
Department Heads/Chairs
All Faculty Employees
College Analysts
Al Liddicoat
Glen Thorncroft
Steve Rein
Dustin Stegner
Kenneth Brown
Academic Personnel Staff

Subject: New Student Evaluation Requirement Effective Winter Quarter 2013

Provision 15.15 of the Collective Bargaining Agreement states that student evaluations shall be required for all classes taught by each faculty unit employee, unless the President has approved a requirement to evaluate fewer classes after considerations of the recommendations of appropriate faculty committee(s). The new requirement for faculty to evaluate all classes taught will take effect Winter Quarter 2013, as communicated in the memo dated 10/19/12 from Al Liddicoat, AVP Academic Personnel (available at <http://www.academic-personnel.calpoly.edu/content/policiesprocedures>).

After consulting with the Academic Senate Instructional Committee and the Faculty Affairs Committee, President Armstrong and I have reviewed and endorse the following exceptions for conducting student evaluations in low enrollment courses (individual senior project, independent study), capstone, and cooperative education courses:

1. Courses with low enrollment (less than five students) shall not be evaluated. Typical of these courses would be:
 Individual senior projects
 Independent study
2. Cooperative Education courses that do not include direct instruction shall not be evaluated using the student evaluation process. Academic Departments or the Career Services Office may use a survey to evaluate the students' co-op experience, but this is not part of the student evaluation process.
3. Capstone senior project courses, which usually have larger enrollment, shall be evaluated if there are more than 5 students enrolled.
4. Team-taught classes: In situations when classes are team-taught, the instructor of record shall conduct student evaluations. If there is more than one instructor of record, then copies of the evaluation results shall be placed in each of the instructor's personnel files with a memo indicating that the course was team-taught. Any faculty member team teaching the course will have the opportunity to write a narrative description to accompany the student evaluation results for the team-taught course if they desire to add context to the results. A faculty member who team-teaches a course and believes that the results are not representative of their contributions to the course, may request that the dean not include the results associated with this team-taught course in his/her PAF. After reviewing this request, the dean has the discretion to determine if the student evaluation results of the team-taught course should be placed in the instructor's file.

As a reminder, all student evaluations are to be conducted utilizing the questions and format that have been vetted and approved by your college. All other requirements and processes outlined in the Guidelines for Student Evaluation of Faculty (available at <http://www.academic-personnel.calpoly.edu/content/policies/rpt>) remain applicable.

AM-20130919: Self-Support Program Personnel Policies

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

CAL POLY
SAN LUIS OBISPO

To: College Deans
Department Heads/Chairs

Date: September 19, 2013

From: *Kathleen Enz Finken*
Kathleen Enz Finken
Provost and Executive Vice President
for Academic Affairs

Copies: Brian Tietje
Al Liddicoat
John Lyons
Cari Moore
Rich Savage
IG&EE Staff

Subject: International, Graduate and Extended Education
Self-Support Program Personnel Policies

As a follow-up to discussions about self-support program policies in the Deans' Retreats over the summer, I am pleased to approve the attached International, Graduate and Extended Education Self-Support Program Personnel Policies document.

This document is intended to define and promote policies that will lend structure, clarity, consistency and transparency to the processes governing faculty appointment, assignment and pay for Cal Poly's self-support programs offered through the auspices of the International, Graduate and Extended Education office. The applicable self-support classifications covered by these policies include:

- 2322 = Instructional Faculty – Special Programs (for credit)
- 2323 = Instructional Faculty – Extension (for credit)

Applicable programs include Off-Campus and International Programs, Self-support Graduate and Certificate Programs, and all other Special Session Programs for academic credit. Self-support Summer Term policies are covered separately and will be updated later in the academic year.

These policies are posted on the Academic Personnel website at <http://www.academic-personnel.calpoly.edu/content/policiesprocedures>. I would appreciate your assistance in advising your faculty of the new policies.

International, Graduate and Extended Education**Self-Support Program Personnel Policies****September 16, 2013**

This document is intended to define and promote policies that will lend structure, clarity, consistency and transparency to the processes governing faculty appointment, assignment and pay for Cal Poly's self-support programs offered through the auspices of International, Graduate and Extended Education office. These programs include Off-Campus and International Programs, Self-support Graduate and Certificate Programs, and all other Special Session Programs for academic credit. Self-support Summer Term policies are documented separately (available at <http://www.academic-personnel.calpoly.edu/content/summer.>)

The applicable self-support jobcodes and classifications covered by these policies include (source: CSU Salary Schedule; Unit 3 Faculty CBA):

2322 = Instructional Faculty – Special Programs (for credit)

2323 = Instructional Faculty – Extension (for credit)

1. Recruitment and Appointment/Assignment Authority
 - a. 2322: Current faculty unit employees will be assigned by academic departments for all programs for academic credit (special session, off-campus programs, self-support graduate programs, and international programs). A Self-Support Program Appointment and Acceptance Agreement will be issued by the Vice Provost for International, Graduate, and Extended Education (IG&EE), and will be reviewed by the Associate Vice Provost for Academic Personnel before being sent to the faculty employee.
 - b. 2323: Current faculty unit employees will be assigned and appointed by the Vice Provost for International, Graduate, and Extended Education.
 - c. **If there is a need to hire non-faculty to teach** self-support courses for academic credit (2322), applicable academic recruitment policies must be followed by the academic department or college in which the program resides to solicit applications and interest, **normally using the part-time pool recruitment process.**
2. Appointments to 2322 and 2323 jobcodes
 - a. Article 40.13: *The official notification to a faculty unit employee of an appointment in the classifications noted in provisions 40.1 and 40.2 shall include the beginning and ending dates of appointment, number of WTUs, salary, the requirement to meet the first class, and other conditions of appointment. **The faculty unit employee's appointment may require participation in the student evaluation process.***
 - b. Additional compensation for current faculty teaching Self-Support program courses during the regular academic year will be compensated at a rate of 1/45th of the faculty member's annual base salary per WTU.

- c. Appointments of non-faculty for Self-Support programs during academic year will be compensated at the published rate in the CSU salary schedule (see attachment) for the appropriate jobcode, based on the entry level rank (3=Assistant Professor equivalent). Higher rank placement may be used if such placement is in accordance with applicable department and college personnel policies and is recommended by the appropriate department head/chair and college dean(see 1.c above)
 - d. Article 40.12: *An appointment to the classifications noted in provisions 40.1 and 40.2 is a temporary appointment for a specific period of time.* Appointments are for instructional course WTUs only and are exempt appointments. No entitlements or fringe benefits of any type are earned in 2322 and 2323 jobcodes (these positions are paid in one lump sum at the conclusion of the assignment and therefore do not qualify for benefits).
 - e. Article 40.15: *Faculty who develop the courses that are offered through Extension in classification code 2322, Instructional Faculty, Special Programs - For Credit shall have the right of first preference to teach those courses.*
 - f. Article 40.21: *When employing faculty to teach Extension courses that have been previously offered on that campus through the regular state-supported (General Fund) curriculum during the last academic year, first hiring preference shall be given to qualified three-year appointed faculty who have not received work sufficient to fulfill the time base entitlement of their three-year appointment in the most recent academic year, or in the case of a midyear extension course, in the current academic year. Qualified as used herein shall mean that the faculty member has taught the offered course, or a substantially similar course, on the offering campus.*
 - g. Jobcodes 2322 and 2323 may not be used for assignments of current Cal Poly faculty during Summer Term in lieu of jobcode 2357, except by advance approval of the Vice Provost for International, Graduate, and Extended Education and Associate Vice Provost for Academic Personnel. Requests for exceptions must clearly indicate how an exception will benefit the University and its students, and cannot be granted for courses that would qualify as self-support summer courses. Exceptions will not be approved for reasons that solely benefit the instructor. Cal-Poly Led Programs and other off-campus and self-support graduate and certificate programs offered during summer may continue to use jobcodes 2322 and 2323 for these appointments.
3. FERPs may not receive any additional employment for additional compensation for the duration of their FERP employment. This includes any additional employment for additional pay regardless of funding source, such as Special Consultant appointments, Extended Education or Cal Poly Corporation.
- a. FERPs will generally not be permitted to teach for self-support programs on a reimbursed basis for the duration of their FERP appointment, unless an exception is granted by the Provost and Executive Vice President for Academic Affairs under the established exception criteria.
 - b. Any exceptions will be recommended by the Vice Provost for International, Graduate, and Extended Education on the basis of demonstrated programmatic need for the expertise of the FERP and unavailability of other faculty member(s) with the needed expertise. A FERP requesting an exception to teach for self-support programs within their college or



AM-20161115: Amendments to the Range Elevation Procedures 2016

Memorandum of Understanding: Amendments to the Range Elevation Procedures 2016

In order to address issues associated with lack of opportunities for range elevation in the absence of negotiated Service Salary Increases (SSIs), the following program shall be available to eligible lecturers and temporary librarian faculty unit employees.

Lecturers and temporary librarian faculty unit employees who meet range elevation criteria as currently defined by Article 12.17, or become eligible while this agreement is in effect, shall continue to be eligible to apply for range elevation under provisions 12.16 through 12.20 and campus policies.

Lecturers and temporary librarian faculty unit employees who have served at least five years in the current range and have reached the Service Salary Increase (SSI) maximum shall be considered eligible for range elevation regardless of whether they have received prior Faculty Merit Increases (FMIs).

For those lecturers and temporary librarian faculty unit employees who have not exhausted SSI eligibility by the beginning of the 2017/18 academic year, the following provisions shall apply.

Determination of eligibility

- Full-time adjusted service (FTAS) shall be established as of the beginning of the 2017/18 academic year. For each academic or fiscal year, FTAS is defined as the average FTE over the academic or fiscal year, divided by 0.8, up to a maximum of 1.0 for the year.
- Range elevation shall be accompanied by a salary increase of at least 5% or whatever percentage increase is required to reach at least the minimum of the next range, whichever is greater.
- Lecturers and temporary librarian faculty unit employees with at least 6 years FTAS in the current range as of the start of the Fall 2017 term shall be eligible to apply for range elevation according to the following schedule:
 - In 2017/18, individuals with 12 or more years FTAS shall be eligible to apply.
 - In 2018/19, individuals with 9 or more years FTAS shall be eligible to apply.
 - In 2019/20, individuals with 6 or more years FTAS shall be eligible to apply.

Review process

- Campus criteria, timelines, and review processes for range elevation established at each campus pursuant to Article 12.16 shall continue to be used for range elevation under these modified criteria.

Effective date for increases

Range elevation, as well as applicable salary increases, shall take effect at the beginning of the first appointment in the academic year following review.

These provisions will remain in effect until June 30, 2020 unless superseded by an agreement between the parties.



Memorandum of Understanding: Amendments to the Range Elevation Procedures 2016

Additional Terms

The parties agree that this issue shall continue to be the subject of bargaining in successor contract negotiations, and that this Memorandum of Understanding does not impact, limit, or otherwise constrain the ability of either party to make proposals on any issue subject to this Memorandum of Understanding.

For any year in which this agreement is in effect and for any faculty member eligible under the terms of this agreement, the CSU agrees to the following: At least thirty (30) days prior to the commencement of the annual campus Range Elevation process, the campus shall notify lecturers of their eligibility. In that notification the campus shall inform the lecturers that receipt of a previous FMI will not affect their eligibility for Range Elevation, and that Range Elevation is accompanied by a salary increase of at least 5% or whatever percentage increase is required to reach at least the minimum of the next range, whichever is greater.

For CFA


Kathy Sheffield
Director of Representation
11/9/2016

For CSU


J.A. Swarbrick
Associate Vice Chancellor
11/15/2016



AM-20170530: Guidelines for Special Session Teaching



OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM

To: College Deans
College Associate Deans

From: Kathleen Enz Finken *KEF*

Date: May 30, 2017

Copies: Brian Tietje
Al Liddicoat
Carolyn Johnson
College Budget Analysts
College Personnel Analysts

Subject: Guidelines for Special Session Teaching Assignments

This memo provides the guidelines to determine reasonable maximum work assignments for teaching assignments administered through Extended Education.

General guidelines for faculty with full-time AY assignments:

1. During the fall, winter or spring academic terms, faculty working full-time in a state assignment can teach up to four (4) WTU per term for Extended Ed for added compensation.
2. During summer term, AY faculty can teach up to full-time (12) WTU for tenure/tenure-track and 15 WTU for Lecturers) for additional compensation.
3. During the five week summer term, faculty will be limited to eight (8) WTU since the contact hours and teaching responsibilities are compressed by 50% and therefore this is in line with full-time effort. Faculty may teach in different five week summer terms as long as they do not exceed (8) WTU in one term or (15) WTU for the entire summer term.
4. Intersession 2-2.5 week instruction is less than 1/4 of the nominal quarter so faculty will be limited to four (4) WTU.

Exceptions may be considered but they require an advance review with the AVP for Academic Personnel, who in turn will consult with me for approval prior to processing such an appointment. Faculty requesting such an exception must submit a memo to Academic Personnel that includes the justification for the teaching assignment and approval from the college dean no later than six weeks prior to the first day of classes for the assignment.

Any questions related to Extended Education teaching assignments for additional compensation should be directed to Brian Tietje, Vice Provost International, Graduate and Extended Education or Al Liddicoat, AVP Academic Personnel.

Tel 805-756-2186 | academicaffairs@calpoly.edu

AM-20171030: Settlement on Lecturer Voting

From: **Academic Personnel** academicpersonnel@calpoly.edu 
Subject: Settlement on Lecturer Voting
Date: October 30, 2017 at 4:41 PM
To: Academic Personnel academicpersonnel@calpoly.edu
Cc: it-policy@calpoly.edu

AP

Dear Faculty Unit Employees:

CFA filed a grievance regarding the rights of lecturers to vote in recommendations for department chairs. This is to let you know that a no-fault grievance settlement was obtained regarding this grievance. The relevant language from the final signed settlement agreement is now effective and is copied below:

All 12.12 (3 year) lecturers, including counselors and librarians, with an appointment in the academic quarter of the vote will be eligible to participate in the vote to recommend a department chair, per Provision 20.30 of the November 12, 2014 – June 30, 2017 Collective Bargaining Agreement (and extended to June 30, 2018) (“CBA”), with a full vote in their department voting process. Nothing in the balloting process will differentiate the three-year lecturers’ vote from tenured and tenure-track faculty votes for department chair recommendations.

All other lecturers will be granted a full advisory vote. These advisory votes will be differentiated and summarized separately from the votes of the 12.12 (3 year) lecturers, tenured faculty, and tenure-track faculty.

The above voting terms represent a minimum; departments may modify their department chair selection policies through the joint governance process.

Lecturers shall be notified regarding the department voting process in the same manner as all tenured and tenure-track faculty.

Lecturers eligible to cast a vote or an advisory vote shall be afforded the same opportunity as tenured and tenure-track faculty to attend regularly scheduled department meetings when department chair balloting is scheduled.

In the event the department conducts a search for a department chair that is not from the department, a different process will be used in place of the process delineated in Paragraphs 3 through 6 of this Agreement. In this case, the chair of the search committee shall solicit feedback from all lecturers employed during the quarter of the vote; these lecturers will be granted a full advisory vote, which will be presented to the faculty search committee. External department chair searches will follow the Cal Poly recruitment process for tenured and tenure-track faculty. Per the CBA, only tenured and tenure-track faculty with the permission of the dean, may serve on the search committee for external faculty recruitments. An external search may or may not include internal candidate applications, but all candidates who apply must go through the same selection process.

The CBA has since been extended to June 30, 2020.



AM-20171101: Employment of Non-Immigrants – Important updates

**State of California
Memorandum**



CAL POLY
Academic Personnel

To: Scott Dawson, Doug Epperson, Keith Humphrey, Jim Meagher, Don Oberhelman, Christine Theodoropoulos, Andy Thulin, Dean Wendt
Date: November 1, 2017

File No.: O:VAA/Visa-Work Authorization

Albert A. Liddicoat
From: Albert A. Liddicoat
Vice Provost, Academic Affairs and Personnel

Copies: Kathleen Enz Finken
Mary Pedersen
Department Heads/Chairs
College Analysts
Adriana Popescu
Geneva Reynaga-Abiko
Nick Pettit
Kacey Chun
Chris Kitts
Amy Velasco
Jodi Block
Marc Benadiba
Jennifer Hiatt
Staff: AP, CPIC

Subject: Employment of Non-Immigrants – Important updates

Both the Academic Personnel Office and the International Center work closely with departments and the college dean’s offices to invite international faculty, staff and students to campus for temporary paid and volunteer activities. These offices follow complex U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services (USCIS) and U.S. Department of State federal visa regulations to determine which visa type and category is most appropriate for each individual’s proposed activity and assist with the required visa application documents.

State of California regulations and Worker’s Compensation regulations also mandate that all employees be legally able to work in the U.S. and provide proof of employment authorizing before beginning employment.

Below are some important guidelines and the processes to follow when inviting or hiring an international applicant. Please review carefully, as several important changes are being communicated with this update.

Employment of Non-Immigrants – Important Updates
November 1, 2017

Academic Personnel Office- Tenure-Track Instructional Faculty and Temporary Lecturer Classifications

- Consult with the Academic Personnel office prior to offering a faculty position to an international applicant. Academic Personnel will determine if the individual has employment authorization or needs to be sponsored for an H-1B specialty occupation category visa. Sufficient lead time must be allowed for the H-1B application processing prior to the appointment start date, since USCIS processing time can be highly variable before employment authorization is received.
- The college or department is responsible for the H-1B filing fees except for any H-4 filing fees related to the employee's dependents. Review the [H-1B visa process and fees online](#).
- International applicants for tenure track or other permanent positions may also inquire about employer assistance with applications for U.S. Permanent Residency. **The CSU does not allow any attorney fees and/or any filing fees associated with a petition for employer-based permanent residency ("green card") to be paid by the campus employing the petitioner, either by direct payment or as a reimbursement, from any funding source, including non-state or non-general funds.** It is important to clearly communicate that the applicant is responsible for retaining an immigration attorney and is responsible for all required fees if interested in pursuing permanent residency at the time a preliminary verbal offer is extended in order to avoid any expectations to the contrary. This policy will also be communicated in the official offer letter on an as-needed basis.
- The department employing the international applicant should also be aware that not all types of positions will satisfy the eligibility criteria for employment-based permanent resident status. It is often not an option for employees in non-instructional classifications such as librarians, counselors, coaches, and the majority of staff and management positions to attain permanent resident status based on their Cal Poly employment.
- The college sends the offer letter and the applicant's file to Academic Personnel for approval.
- If an H-1 B visa petition is needed, the Academic Personnel office will be able to initiate processing of immigration forms and documentation required once the applicant accepts the written offer.
- If the required degree listed in the advertisement has not been conferred prior to the anticipated date of employment, the employee cannot begin working for Cal Poly, even in another capacity (such as a lecturer). When the highest degree earned was received from any international institution, the prospective faculty member is responsible for ordering and paying for their degree to be evaluated (and translated into English if provided in another language) by Academic Credential Evaluation Institute, Inc. (ACEI). This applies to any highest degree transcript from an international institution, even if obtained in English (such as from Canada). **No other form of degree evaluation will be accepted.** For verifying degrees from international universities that do not provide transcripts,

Employment of Non-Immigrants – Important Updates
November 1, 2017

the employee should order ACEI's Comprehensive Report **including grades** whenever possible. Translation services are also offered if needed.

- Once the H-1B visa petition is approved by USCIS, send the new employee to Payroll Services to verify that all employment authorization documents are in place before starting work. The employee is required to bring an original Social Security Card to Payroll in order to receive pay. If needed, please refer the new employee to the Social Security Administration office.
- Notify the Academic Personnel Office whenever a non-immigrant employee terminates employment and/or leaves Cal Poly.

Faculty Working on Grants/Sponsored Projects, Contracts, or Sports Camps

- The Cal Poly Corporation cannot employ or compensate H-1B workers for grants, contracts, camps or any other additional employment funded through external funding. However, the employing department can provide the additional compensation funded by external sources directly to the H-1B worker through an additional appointment classification (such as Special Consultant) and request reimbursement from the grant, contract, or other program administered by the Corporation.
- All sources of employment and compensation taken together cannot exceed 125% FTE, regardless of the classification used to compensate or source of compensation. Departments who employ non-immigrant faculty on visas will use the Special Consultant classification (job code 4660) for the purpose of compensating these faculty for work on grants and contracts, and any other additional employment. It should be noted that since the Special Consultant is an exempt classification, faculty employed as Special Consultants must be compensated for the work in full day increments. During the academic term, faculty employed as Special Consultants are permitted to work up to a maximum of fourteen days per academic term to stay within the 25% additional compensation provisions. During academic holidays and breaks, Special Consultant assignments may be performed on a full-time basis.
- The procedures and forms for processing Special Consultant appointments for faculty on visas are available on the Academic Personnel website.

International Center - Inviting Visiting Instructors, Researchers and Student Interns

- Visit the International Scholars website for links to all forms and sample letters.
- At least five months prior to the start date, the academic department completes the International Visitor Form and sends it to the International Center to determine the appropriate visa type.
- If a J-1 visa is deemed appropriate, the academic department assigns a faculty mentor or student intern supervisor and asks that person to complete and return the Mentor Agreement or J-1 Student Intern Supervisor Form.

Employment of Non-Immigrants – Important Updates
November 1, 2017

- The International Center will work with the Dean's office to provide information for the invitation letter.
- The invitation letters for all paid appointments will be sent to Academic Personnel for approval.
- The International Center sends the DS-2019 visa document to the Dean's office to send via international courier to the visitor along with the invitation letter. If the visitor is a volunteer, the Dean's office will also include a Volunteer Information (V-1) Form.
- Upon arrival, the visitor will check in with the International Center and then apply for a Social Security card if he or she is to be paid.

Contact Information

[Academic Personnel](#)

Nicole Hadley
756-2841

[International Center](#)

Judy Mitchell
756-5837



AM-20180208 Cal Poly Election Process for Internal Department Heads/Chairs

CAL POLY ELECTION PROCESS FOR INTERNAL DEPARTMENT HEADS/CHAIRS
February 8, 2018

In accordance with the Campus Administrative Manual (CAM), the appointment of a department head/chair is made by the dean after consultation with the faculty of the department, the Provost and the President. Chairs will be appointed for a fixed term and Head appointments will normally continue so long as they are satisfactory to the appointee and to the dean. The department head/chair serves at the pleasure of the dean.

Each department shall continue to follow their department practice to conduct internal Department Head/Chair elections while incorporating the voting requirements outlined below. Departments may update their policy through its respective joint governance process, but the new process must include the requirements listed below.

1. All 12.12 (3-year) lecturers, including counselors and librarians, with an appointment in the academic quarter of the vote will be eligible to participate in the vote to recommend a department chair, with a full vote in their department voting process. Nothing in the balloting process will differentiate the three-year lecturers' vote from tenured and tenure-track faculty votes for department chair recommendations.
2. All other lecturers will be granted an advisory vote. These advisory votes will be differentiated and summarized separately from the votes of the 12.12 (3-year) lecturers, tenured faculty, and tenure-track faculty.
3. The above voting terms represent a minimum; departments may modify their department chair selection policies through the joint governance process.
4. Lecturers shall be notified regarding the department voting process in the same manner as all tenured and tenure-track faculty.
5. Lecturers eligible to cast a vote or an advisory vote shall be afforded the same opportunity as tenured and tenure-track faculty to attend regularly scheduled department meetings when department chair balloting is scheduled.
6. In the event the department conducts a search for a department chair that is not from the department, the faculty recruitment process as described in the ***Procedure for Recruiting Tenure-Track Faculty*** (https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/ProcedureforRecruitingTenure-TrackFaculty_%283-2017%29.pdf) will be used. In this case, the chair of the search committee shall solicit feedback from all lecturers employed during the quarter of the search; these lecturers will be granted a full advisory vote, which will be presented to the faculty search committee.

AM-20180919: Lecturer Range Elevation Eligibility Guidelines**Lecturer Range Elevation Eligibility Guidelines
(Updated for 2018-19 Academic Year)**

The agreement reached between the California State University (CSU) and the California Faculty Association (CFA – Unit 3), ratified by the CSU Board of Trustees on May 24, 2016, included a provision that the parties meet to review and make recommendations regarding lecturer range elevation eligibility. The parties subsequently reached an agreement modifying range elevation eligibility that was memorialized in a Memorandum of Understanding (MOU) dated November 15, 2016.

The agreement affects lecturers who have served at least five years in their current range who have reached the SSI maximum salary or otherwise have no more SSI eligibility in their range, and lecturers who have not reached the SSI maximum salary, but who have reached qualifying levels of service in their current range as of the beginning of the 2017-18 academic year.

Individuals with six or more years of Full-Time Adjusted Service (FTAS) in their current range as of the beginning of the 2017-18 academic year shall be eligible for range elevation according to the following schedule:

- In 2017-18, individuals with 12 or more years of FTAS shall be eligible to apply.
- In 2018-19, individuals with 9 or more years of FTAS shall be eligible to apply.
- In 2019-20, individuals with 6 or more years of FTAs shall be eligible to apply.

For each academic or fiscal year, FTAS is defined as the average time base (FTE) worked over the year, divided by 0.8, and up to a maximum of 1.0 for that year. Average FTE can either be determined from the FTE assigned each term, or by adding up the number of WTUs assigned over the academic year and dividing by or 36.

Once Academic Personnel determines which lecturers are eligible to apply for range elevation, a memo will be sent to each college dean.

Range elevation is not automatic and is based on the written request and documentation provided by the temporary faculty member that demonstrates he/she has satisfied fully the approved criteria for range elevation established by the college. At each level of review, the candidate is to be provided a copy of the written recommendation and allowed ten days to submit a written statement/rebuttal and/or request a meeting to discuss the recommendation with the evaluator(s) before it is sent to the next level of review. A faculty peer review committee composed of elected tenured faculty members of the department is responsible to provide a written recommendation using the Lecturer Evaluation Form AP109-L. The PRC should include reasons for the recommendation based on the college's approved range elevation criteria, and after reviewing the Working Personnel Action File and the permanent Personnel Action File of the candidate. The department chair/head is responsible for submitting a separate evaluation and recommendation using the Lecturer Evaluation Form AP109-L, and the dean has been delegated responsibility by the President to make range elevation decisions. Approved range elevation decisions shall be accompanied by at least a 5% increase in salary effective at the beginning of Fall Quarter 2019.

Pursuant to the collective bargaining agreement, range elevation evaluations of lecturers shall be appropriate to the work assignment of the lecturer and shall conform to the approved criteria established by the college. Criteria approved by the Academic Senate that is within the scope of the individual lecturer's assignment should be used in range elevation recommendations and decisions.

While teaching comprises the work assignment of most lecturers, consideration shall also be given to other assigned duties beyond teaching when applicable. Article 20.1c of the faculty contract defines instructional responsibilities as:

The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform. Just as faculty members may teach online, they may perform other duties online, pursuant to campus policies.

Lecturers eligible to apply for range elevation during the 2018-19 academic year must be notified of the deadlines for submitting their Working Personnel Action File and provided with college criteria by which they will be evaluated before the end of Fall Quarter. Lecturer range elevation information is available at <https://academic-personnel.calpoly.edu/content/rep>.

The following is the timetable for 2018-19 Lecturer Range Elevation:

<u>Before</u> Dec 15 (Sat)	Candidates advised of eligibility
Jan 9 (Wed)	Candidates notify Dean whether they intend to apply for range elevation
Jan 15 (Tu)	Close PAF and Candidate submits Working Personnel Action File
Feb 8 (Fri)	Peer Review Committee Evaluation to Candidate
Feb 19 (Tu)	Peer Review Committee Evaluation to Department Head/Chair
Mar 15 (Fri)	Department Head/Chair Evaluation to Candidate
Mar 25 (Mo)	Department Head/Chair Evaluation to Dean
May 3 (Fri)	Dean Decision to Candidate

Colleges should forward to Academic Personnel a summary of range elevation decisions, along with copies of all range elevation applications (whether recommended or not), recommendations at each level, and notification letters by June 28, 2019. For questions regarding range elevation eligibility please contact Chris Blackburn (cblackbu@calpoly.edu). For questions regarding range elevation evaluation procedure please contact Lindsay Howell (lmhowell@calpoly.edu).

The Lecturer Evaluation Form AP109-L referenced in this memo is available at <https://academic-personnel.calpoly.edu/content/forms>.

Lecturer range elevation appeal information can be found at <https://academic-personnel.calpoly.edu/content/rep>.

AM-20190208: Summer Term 2019 Faculty Eligibility

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



To: Andy Thulin, Christine Theodoropoulos, Scott Dawson,
 Amy Fleischer, Kathryn Rummell, Dean Wendt

Date: February 8, 2019

From: Albert A. Liddicoat *Albert A. Liddicoat*
 Vice Provost, Academic Affairs and Personnel

Copies: Kathleen Enz Finken
 Brian Tietje
 Sandra Harris
 Cheri Baumgarten
 Dustin Stegner
 Lewis Call
 Jennifer Hiatt
 Academic Personnel Staff
 College HR Analyst/Partners
 Dept. Heads/Chairs

Subject: Summer Term 2019 Faculty Eligibility

As with the past nine Summer Terms, the University is planning to offer Summer Term 2019 through Extended Education as a self-supported program. The prior practices will continue with respect to determining summer term eligibility and workload.

1. During the summer term, AY faculty can teach up to full-time (12 WTU for tenure/tenure-track and 15 WTU for lecturers) for additional compensation.
2. During the five week summer term, faculty will be limited to eight (8) WTU since the contact hours and teaching responsibilities are compressed by 50% and, therefore, this is in line with full-time effort. Faculty may teach in different five week summer terms as long as they do not exceed eight (8) WTU in one term or fifteen (15) WTU for the entire summer.

Course offerings shall continue to be based on the needs of the students with the proviso that all costs at the college level are to be covered by revenues procured through student enrollment fees. Please note that due to the self-support nature of the summer program, the University cannot ensure summer term teaching assignments.

Eligibility lists report only faculty who have either ZERO or PARTIAL eligibility (in WTUs) to teach during Summer Term 2019, along with a brief explanation for the ineligibility or partial eligibility. **Academic-year faculty with no other summer assignments who do not appear on the list are eligible for a full-time teaching assignment (jobcode 2357) during Summer 2019.** A continuing faculty member who taught full-time FWS 2017-18 and FWS 2018-19, and taught Summer 2018 (regardless of time-base) will be listed as **not eligible** on the list due to having exceeded the 7 consecutive quarter rule. Teaching assignments in Special Session programs held during the period between Spring and Fall terms (jobcode 2322) are not subject to the Summer Term eligibility process, and will have no impact on ability to teach during Summer Term. The Quarter Plus Program, off-campus programs, and international programs are all examples of Special Session programs that are run during this period. Non-teaching assignments (jobcode 2368) during a previous Summer Term will likewise not impact Summer Term teaching eligibility. Faculty in 12-month assignments are excluded from the eligibility process since summer is part of their normal teaching pattern.

Eligibility to teach during Summer Term 2019 is determined based on the following parameters:

1. Faculty may not teach more than the equivalent of seven consecutive quarters, regardless of time-base —rule applies to tenure-track faculty and full-time lecturers; and
2. Faculty may teach no more than the equivalent of ten (10) FTE quarters in a triad (12-quarter period) -- rule applies only to tenure-track faculty.



Summer Term 2019 Eligibility
January 24, 2019
Page 2

Exceptions to the above limitations may be granted if it is determined that the assignment of the faculty member is essential to the offering of required instruction and no other qualified eligible faculty members are available to teach. As in previous Summer Terms, requests and justifications for exceptions to the triad regulations will be documented directly on the AP101-S form. The signatures of the department chair/head and dean on the AP101-S will indicate their recommendation that such a waiver be granted. Final approval for any appointments involving requests for exceptions will rest with the AVP Academic Personnel.

3. Eligible tenured and probationary faculty will have priority for Summer Term assignments over lecturers for at least 60% (headcount) of Summer Term offers, assuming they are qualified to teach the courses offered. The respective department chair/head will determine tie-breaking procedures when faculty are equally eligible and qualified.
4. One-quarter of Summer Term appointments may consist of probationary faculty, including faculty hired to begin in Fall Quarter 2019.
5. Summer Term appointments of tenured and tenure-track faculty members carry the obligation to fulfill normal instructionally related responsibilities including research, scholarship, creative activity, and service to the University, profession and to the community.

Please note that due to the self-support Summer Term program and the unpredictable nature of Summer Term assignments, faculty may not request an Advance Quarter Off with pay.

Please review the accuracy of the enclosed lists with your departments and bring any questions or corrections to the attention of Chris Blackburn (756-5281) or Elena Morelos (756-6575) as early as possible. Summer Term appointment procedural instructions and FAQs will be distributed and posted in early Spring Quarter 2019.

If you have any questions regarding an individual case in terms of eligibility please contact Chris Blackburn by email or at 756-5281. Any questions regarding Special Session instruction (including QuarterPlus) should be directed to Cheri Baumgarten in the International, Graduate, and Extended Education office.

This information is available at <http://www.academic-personnel.calpoly.edu/content/summer>.