Meeting of the Academic Senate Executive Committee
Tuesday, February 15, 2022
3:10 to 5:00pm
https://calpoly.zoom.us/j/83341413031

I. Minutes: January 25, 2022 (pp. 2-3)

II. Communication(s) and Announcement(s):

III. Reports:
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Statewide Senate:
E. CFA:
F. ASI:

IV. Business Item(s):
A. Appointment of Joongmin Shin, Industrial Technology and Packaging (OCOB) to the Fairness Board for the 2021-2023 term
B. Approval of Substitution of Ben Hoover, CAFES, for Jean Dodson Peterson for Spring Quarter, 2022
C. Appointment of John Clements, CENG, to the Academic Senate for the 2022-2024 term
D. [TIME CERTAIN 3:30 P.M.] Review and Consider Consent Agenda Item: UFPP 11.4.2 Election Process for Internal Department Chairs and Heads: Ken Brown, Chair, Academic Senate Faculty Affairs Committee (pp. 4-6)
E. Resolution on UFPP 11.4.1 Department Leadership: Ken Brown, Chair, Academic Senate Faculty Affairs Committee (pp. 7-16)
F. Resolution on UFPP 11.4.3 Changes in Department Leadership Models: Ken Brown, Chair, Academic Senate Faculty Affairs Committee (pp. 17-23)
G. Resolution on Supporting an Independent Investigation into Chancellor Castro’s Handling of the Sexual Harassment Allegations Against Frank Lamas: Dustin Stegner, Academic Senate Executive Committee (pp. 24-26)
H. Resolution on Educational Objectives and Criteria for Study Abroad Courses in Languages Other than English: Gary Laver, Academic Senate General Education Governance Board Chair (pp. 27-29)

V. Discussion Item(s):

VI. Adjournment:
Meeting of the Academic Senate Executive Committee
Tuesday, January 25, 2022
3:10 to 5:00pm
https://calpoly.zoom.us/j/83428652578

I. Minutes: January 4, 2022. M/S/P to approve the minutes from January 4, 2022

II. Communication(s) and Announcement(s): none.

III. Reports:
   A. Academic Senate Chair: none.
   B. President’s Office: Jessica Darin, representative for the President’s Office, announced campus COVID-19 updates regarding testing rates, positivity rates, and uploaded booster status. Discussed the College Based Fee consultation process and said to email cbf@calpoly.edu for questions/suggestions for the proposal.
   C. Provost: Cynthia Jackson-Elmoore, Provost, announced an updated forward-looking memo from Academic Personnel for Personnel Action Files regarding faculty evaluations during the pandemic. It encourages candidates to contextualize the impact of the pandemic on teaching, scholarship, or other endeavors to inform current and future reviews.
   D. Statewide Senate: Gary Laver, representative for Statewide Senate, discussed COVID-19 updates regarding other CSU campuses. Discussed the formation of the initial draft for AB 928 which mandates a single pathway for transfer from community college to CSU regarding GE’s. CSU announced the elimination of SAT/ACT in the admission process in favor of a brand-new index that has not been developed yet. Chancellor Castro talked about revenue surpluses for the CSU system and how the funds would be allocated over time.
   E. CFA: Lewis Call, CFA representative, announced a tentative agreement for a new contacting bargaining agreement. SLO Executive Board recommends a ‘Yes’ vote for the ratification. Encourages non-members to join the union.
   F. ASI: Tess Loarie, ASI president, discussed that ASI is hosting a student listening session regarding the College Based fee to collect as much feedback as possible with Q/A responses. ASI is hosting a bike night on February 3 to encourage bike safety. There is also a civic engagement event on February 23 from 12-3pm on North Mountain lawn to register to vote.

IV. Business Item(s):
   A. Approval of Anastasia Telesetsky, CAFES, as substitute on the GEGB for Bwalya Malama for winter and spring quarters, 2022. M/S/P to approve Anastasia Telesetsky, CAFES, as substitute on the GEGB for Bwalya Malama for winter and spring quarters, 2022
   B. Resolution on Freezing the 2022-2025 Catalog Prior to Semester Conversion: Greg Bohr, Academic Senate Curriculum Committee Chair. M/S/P to agendize the Resolution on Freezing the 2022-2025 Catalog Prior to Semester Conversion
   C. Academic Senate ad hoc AY 2021-2022 Semester Conversion Committee: Thomas Gutierrez, Academic Senate Chair. M/S/P to approve the formation of the Academic Senate ad hoc AY 2021-2022 Semester Conversion Committee
D. Resolution on Updating Retention of Exam and Gradebook Policy: Thomas Gutierrez, Academic Senate Chair. M/S/P to agendize the Resolution on Updating Retention of Exam and Gradebook Policy

V. Adjournment:
Submitted by,

Sessa Renfrew
Academic Senate Student Assistant
EXECUTIVE SUMMARY: Academic Senate Faculty Affairs Committee (FAC) proposes using the Personnel Policies Consent Agenda procedure to insert an administrative document into UFPP Appendix and place the policy in that memo into UFPP 11.4.2.

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of non-controversial updates to University Faculty Personnel Policies (UFPP) using a Personnel Policies Consent Agenda. The Academic Senate Executive Committee decides on whether a personnel policy update warrants the use of the consent agenda procedure.

Summary

Administrative memos establishing university personnel policies reside in the UFPP Appendix, updated annually and available on the Academic Personnel website. In Fall 2017 a no-fault settlement to a grievance established university level policy on departmental voting procedures concerning the advising of deans in the appointments of internally selected chairs and heads. This policy required such elections to include 12.12 (3-year) faculty along with tenure-line faculty equivalently in such elections, and required other lecturers to have a separate advisory vote.

An email to the faculty on this matter is in UFPP Appendix as AM-20171030: Settlement on Lecturer Voting. The document “Cal Poly Election Process for Internal Department Heads/Chairs” from February 8, 2018 expresses these requirements in policy form, and therefore should be placed in the UFPP Administrative Memos appendix. FAC proposes placing these existing policies into UFPP 11.4.2.

Impact on Existing Policy

None.

Implementation

College and department personnel policies concerning voting procedures for recommendations to the dean of internal chair/head candidates need to be updated to cite UFPP 11.4.2.

Consultation with Faculty Units

Consultation on this matter consists of publicizing its placement on the Academic Senate Personnel Policies consent agenda.

What follows is the proposed text of the policy and the administrative documents to be placed in UFPP Appendix...

Faculty Affairs Committee
11.4.2. Election Process for Internal Department Chairs and Heads

11.4.2.1. Policy in 11.4.3 established by AM-20171030, editorially revised February 8, 2018 [cite Senate action inserting policy into 11.4.3]

11.4.2.2. Election processes for selection of department chairs and heads conducted within a department are advisory providing recommendations from the department faculty to the dean.

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

11.4.2.3.1. 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.

11.4.2.3.2. 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.

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

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

11.4.2.3.5. 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.

11.4.2.3.6. 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 (maintained on the Academic Personnel website) 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.
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.
ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-22

RESOLUTION ON UFPP 11.4.1: DEPARTMENT LEADERSHIP

Impact on Existing Policy: The policy enacted by this resolution expresses already established policy and practice dating back to CAM, and supersedes prior policy documents.

WHEREAS, The nature of department leadership has longstanding practice and place in policy dating back to use of Campus Administrative Manual (CAM); and

WHEREAS, Policies, definitions, and statements of responsibilities concerning department chair and heads reside in a document called “Differences Between Cal Poly Department Heads & Chairs” linked to the Academic Personnel website; and

WHEREAS, University Faculty Personnel Policies (UFPP) is the governing document for faculty personnel policies at Cal Poly; therefore be it

RESOLVED: The policy contained in 11.4.1 Department Leadership be placed in UFPP Academic Year 2022-23, and be it further

RESOLVED: By Fall 2022 Colleges revise chapter 11 of their personnel policy documents as needed to conform with 11.4.1.

Proposed by: Academic Senate Faculty Affairs Committee
Date: February 15, 2022

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(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.

(2) Indicate if this resolution supersedes or rescinds current resolutions.

(3) If there is no impact on existing policy, please indicate NONE.
**EXECUTIVE SUMMARY:** The Academic Senate Faculty Affairs Committee (FAC) proposes adapting existing policies concerning department chair and head appointments and guidance about their responsibilities into UFPP 11.4 Department Governance as 11.4.1 Department Leadership by means of an Academic Senate resolution.

**BACKGROUND:** The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for approval of updates to University Faculty Personnel Policies (UFPP) including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. This process uses Academic Senate resolutions to establish new policy, revise existing policy, or substantially reformulate existing policy.

### Summary

Cal Poly has long distinguished between two forms of departmental faculty leadership consisting of chairs serving terms and heads appointed indefinitely. These positions admit of varying forms of appointment, and varying ways of understanding the scope of their responsibilities. All these matters are currently expressed in the document “Differences Between Cal Poly Department Heads & Chairs” posted on the Academic Personnel website.

When the Academic Senate established University Faculty Personnel Policies (UFPP) as one of our governing policy documents, the structure of UFPP included a chapter on Governance with a proposed subchapter on Department Governance. The Senate action proposed here places an adaptation of existing policy and definition from the “Differences Between Cal Poly Department Heads & Chairs” document into UFPP in 11.4.1.

The topics covered in UFPP 11.4.1 include definitions of chairs and heads, the nature of their administrative appointments, the conditions under which faculty serve in these leadership roles, the main areas of their responsibilities, and their annual administrative review.

### Impact on Existing Policy

Policies concerning department chair and head appointments and accounts of these distinct leadership models, and descriptions of their responsibilities reside in a document called “Differences Between Cal Poly Department Heads & Chairs” posted on the Academic Personnel website. This document expresses long-standing norms, policies, procedures, and definitions, already in place at Cal Poly. Much of these policies and definition had been in Campus Administrative Manual (CAM).

*Any subordinate policy consistent with these existing university policies will remain consistent with UFPP 11.4.1. Subordinate policies inconsistent with UFPP 11.4.1 need revision.*

Faculty Affairs Committee
Implementation

UFPP 11.4.1 draws policy from that document so colleges and departments can utilize familiar UFPP reference standards for their policies about department leadership. Everything in 11.4.1 is already in place at the university level, so there is no implementation of policy in this Senate action.

Consultation

Since there is no implementation of new policy, FAC are engaging in consultation with the colleges simultaneous with the Senate process. Revisions will be possibly prior to the movement of the covering resolution to second reading.

What follows are the document linked to the Academic Personnel website and the policy text based upon that document.
11.4.1. Department Leadership

11.4.1.1. [policy history for 11.4.2: cite Senate resolution, which will cite CAM and AP document on chair/head responsibilities document.]

11.4.1.2. Department chairs and heads are faculty who have administrative functions as part of their assignment. Department chairs and heads serve at the pleasure of the dean. Appointment of chairs and heads are made by the dean after consultation with the faculty, the provost and the president.

11.4.1.3. In exceptional cases MPP administrators may be appointed as chairs or heads on an interim basis. Also, department chairs and heads may be appointed to MPP positions on an interim basis.

11.4.1.4. Department chairs receive three-year renewable appointments. The definite term of chair appointments allows for a rotation of department leadership providing new leadership, fresh ideas, shorter term action plans, and the opportunity for more faculty to rotate through this leadership role.

11.4.1.5. Department heads receive appointments over an indefinite period, providing long-term continuity of leadership within their department and college.

11.4.1.6. Deans determine whether a department chair or department head appointment best suits the needs of the department and college.

11.4.1.7. Department chairs and heads may have academic year appointments, 12-month appointments. The nature of the appointment depends on the nature of their duties in the academic year and during summer, as determined by the dean, and are compensated accordingly.

11.4.1.8. The responsibilities and priorities of department chairs and heads will vary across colleges, departments, and individuals. Departments have varying models of how the responsibilities listed below will be accomplished. Although there are many items listed as the department chairs’ and heads’ responsibilities, some of these items may be delegated to other faculty and staff depending on the size of the department, organizational structure, support staff and the fraction of the department chair’s or head’s assignment that is dedicated to administrative duties. The college deans will help the department chairs and heads understand the prioritization of these duties in conjunction with the college and department’s vision and goals.

11.4.1.9. Academic Personnel maintains a document describing in detail the responsibilities and priorities of department chairs and heads, including the following areas of management and leadership for the department:

- Administration of department affairs
- Budget development and administration
- Department personnel
• Academic programs and curriculum
• Student engagement and success
• Advocacy for the department’s interests
• Community engagement and development activities

11.4.1.10. Department chairs and heads are subject to annual administrative review. This administrative review is wholly distinct from faculty evaluations that are covered in UFPP 4-6. The administrative review of department chairs and heads is conducted by the dean.
A great deal of administrative and service work is carried out by department heads and chairs throughout the campus. Some deans determine that a department head, with an indefinite appointment, best suits the needs of a particular department, while in other cases, the three-year, rotating department chair appointment best suits the needs of the department.

Department Heads are appointed indefinitely while department chairs may serve one or more three year terms. By the nature of these different appointment types, department heads often are longer serving and provide continuity of leadership within their department and college. On the other hand, having a rotation of department chairs provides new leadership, fresh ideas, shorter term action plans, and the opportunity for more faculty to rotate through this leadership role. In accordance with the Campus Administrative Manual (CAM), the appointment of heads and chairs are made by the dean after consultation with the faculty, the Provost and the President. (For more information see Cal Poly Election Process for Internal Department Heads/Chairs (Feb. 8, 2018).) Both department heads and chairs serve at the pleasure of the dean.

Department heads and chairs may have academic year appointments or 12-month appointments depending on the nature of their duties, and are compensated accordingly. If there is a need for a full-time year round department chair, then the 12-month appointment is preferred. Full-time 12-month department heads and chairs accrue 2 days (16 hours) of vacation per month and are required to use vacation for any workday that they are not working. Some department heads and chairs have very limited or no summer term assignments. In these cases an academic year appointment is preferable with a fractional or no summer assignment as determined by the appropriate dean. Finally, department heads and chairs may be placed on a split assignment if appropriate. For example, they may be placed on a 12-month assignment for their administrative duties at a fractional timebase, and on an academic year assignment for their teaching at the remainder of their timebase (for example 40% administrative assignment 12-months and 60% teaching academic year).
The responsibilities and priorities of department heads and chairs will vary across colleges, departments, and individuals. This document lists various administrative and service work often expected of heads and chairs. Departments have varying models of how the responsibilities listed below will be accomplished. Although there are many items listed as the department heads’ and chairs’ responsibilities, some of these items may be delegated to other faculty and staff depending on the size of the department, organizational structure, support staff and the fraction of the department head’s/chair’s assignment that is dedicated to administrative duties. The college deans will help the department heads and chairs understand the prioritization of these duties in conjunction with the college’s and department’s vision and goals.

**Academic programs/Curriculum**

- Assure development and direction of quality academic programs
- Work with department faculty in academic program planning and review
- Work with department faculty in curriculum development, review, and revision. Initiate and/or recommend changes in departmental curriculum.
- Act as the department coordinator for all applicable accreditation activities
- Support diversity, equity and inclusion in the development of curriculum and implementation of pedagogy
- Schedule classes to meet curricular goals and department needs
- Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the department, college, and university
- Lead or support the department in carrying out reviews of curricula and assessment of learning outcomes
- Use data to plan for and support student success (e.g., retention rates, graduation goals, scheduling classes to meet student needs, etc.)
- Supervise or support the operation of instructional activities such as laboratories
- Work with the university articulation officer to review and maintain articulation agreements

**Budget development and administration**

- Develop and effectively manage the department operating budget and other resources (assigned time, staff, facilities, labs, equipment, etc.). Recommend expenditures, including travel and equipment
- Oversee the department’s property and equipment, maintaining a property inventory for the unit
- Work to secure external grants oversee the administration of grants within the department

**Advocacy and leadership**

- Represent the department to the dean and the campus at large
- Address conflict and attempt to resolve problems between faculty, students, and staff
- Model respect for personnel matters and confidentiality regarding performance reviews, personnel decisions, grievances, etc.
- Keep the faculty and staff apprised of department, college, and university plans, activities, budgets and expectations

*Academic Personnel*
Work with the faculty to develop and implement a strategic plan that emanates from the department’s mission and goals
Learn the capabilities, motivations and goals of individuals within the department
Cultivate leadership within the department
Consistently communicate, coordinate and recognize efforts in the areas of diversity, equity and inclusion; support campus and college-wide diversity, equity and inclusion initiatives
Advocate for the department’s needs, vision, and goals to the dean and other campus administrators

Tenure Line Faculty--Retention, Tenure, and Promotion

- Ensure that new faculty are oriented to the department and campus-wide goals, processes, expectations, and administrative tasks.
- Be attentive to the workload and service expectations of new and newly tenured faculty, and provide them with resources and guidance to be successful
- Support faculty research by providing access to data, grant opportunities, travel/conferences, and time through work assignments
- Promote innovative teaching by supporting faculty development
- Promote faculty involvement in department, college, and university service, and in community and professional service activities
- Counsel faculty regarding the criteria upon which their performance will be evaluated and assist probationary faculty in understanding the evaluation processes, and in presenting an effective RTP dossier
- Conduct annual evaluation of tenure line faculty in accordance with university established schedules and contract requirements
- Use teaching, research, and service assignments as an opportunity for faculty development
- Be attentive to and make efforts to improve the retention of diverse faculty

Tenure Line Faculty--Recruitment

- Use curricular and programmatic to determine departmental priorities for future probationary hiring, and submit recruitment requests to dean when prompted
- Promote diversity, equity and inclusion in recruitment and hiring
- Establish search committees according to university policy, which include appropriate committee members, committee chair, and trained Employment Equity Facilitator (EEF)
- Ensure that recruitments are conducted in accordance with university policies and that candidates are treated equitably and fairly
- Provide a hiring recommendation to the dean

Lecturer Faculty

- Develop broad and diverse faculty part time lecturer pools through outreach, advertising and other activities
- Ensure that lecturers are oriented to the goals of the department and the mission of the university
- Counsel lecturers regarding the criteria upon which their performance will be evaluated and the process for lecturer range elevation
- Follow the collective bargaining agreement for the appointment of lecturers. Obtain training on the “order of work” to facilitate this process.
- Conduct annual evaluation of temporary faculty in accordance with university-established schedules and contract requirements

Academic Personnel
Administration of department

- Be available throughout the work week to attend to daily business of the department and to meet student needs
- Schedule and chair regular faculty meetings
- Attend all meetings of college chairs, and share information from those meetings back to the department faculty and staff
- Provide reports as requested on such matters as faculty workload, release time, assigned time
- Ensure proper maintenance of departmental records, including the security of those documents deemed sensitive or confidential
- Promote open communication, and encourage faculty involvement in the advancement of the department
- Review and approve faculty and staff absences, including sick leave, vacation and other time off, through the Absence Management Self Service (AMSS) system
- Review and approve faculty and staff master payroll

Students—Advisement and student success

- Ensure an effective and ongoing student advisement program for the department
- Oversee the maintenance of advising materials
- Advise students at the undergraduate, graduate, and credential levels concerning degree requirements and career objectives
- Ensure active involvement of the department in annual advising events such as transfer student orientation
- Ensure effectiveness of faculty and staff advising by securing their training as needed (for example, PeopleSoft training)

Students—Clubs and Organization

- Ensure student clubs and organizations are appropriately sanctioned and have faculty advisors
- Ensure that student club officers understand university policies and procedures including financial, hosting, safety, risk management and appropriate use of facilities
- Ensure that the Student Fee committee is established and meets regularly, communicates with student body, and provides input to the department chair/head

Students—Issues

- Assist in the resolution of faculty/staff and student interpersonal relationship problems when possible
- Recommend action on student petitions (withdrawals, etc.)
- Be fully familiar with campus support structures for accommodations, counseling, and crisis intervention
- Understand student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues
- Be attentive to and make efforts to improve class and campus climate
- Demonstrate awareness of and attention to student voice

Students—Recruitment

- Participate in and facilitate the participation of others in departmental and college recruitment, retention, and graduation efforts
- Ensure active involvement of the department in annual recruiting events such as Open House
• Communicate directly or indirectly the department’s academic goals, offerings, and requirements to prospective and current students
• Initiate and implement activities in support of student recruitment such as awards, competitions, scholarships, and clubs

Staff Administration

• Exercise leadership in the selection and appointment of staff personnel, including student assistants working for the department
• Supervise assigned administrative, clerical, and technical staff
• Approve requests for vacation, sick leave, and other time off
• Schedule and chair regular staff meetings
• Conduct staff performance evaluations in a timely manner
• Support staff training and development
• Model collegial, respectful, and productive relationships with staff
• Arrange for the proper supervision of student assistants

Advancement

• Support the college and University advancement initiatives and activities
• Initiate alumni communication, events and giving initiatives (typically higher expectation in this area for heads with 12-month assignments)
• Maintain an alumni or industry advisory board
• Ensure that appropriate communications materials are developed for the department, college and University

Community engagement and development activities

• Act as department contact for civic and professional organizations and when hosting on- and off-campus functions
• Publicize the department’s courses and programs to the community, especially to prospective students
• Work with dean and university advancement officers to promote the department to the community
• Promote discipline-based contact with appropriate groups, including community college faculty, high school teachers, community organizations, alumni, and others
RESOLUTION ON UFPP 11.4.3: CHANGES IN DEPARTMENT LEADERSHIP MODELS

Impact on Existing Policy: UFPP 11.4.3 supersedes the formulation of policy in AS-801-15.¹

WHEREAS, Deans are responsible for establishing the governance model for their colleges in their choice of appointing department chairs or heads; and

WHEREAS, AS-801-15 established that there shall be a meaningful consultative process with faculty and staff affected by a transition between chair and head models of departmental leadership; and

WHEREAS, University Faculty Personnel Policies (UFPP) is the governing document for faculty personnel policies at Cal Poly; therefore be it

RESOLVED: The policy contained in 11.4.3 Changes in Department Leadership Models be placed in UFPP Academic Year 2022-23, and be it further

RESOLVED: By Fall 2022 Colleges revise chapter 11 of their personnel policy documents as needed state their process for implementing any changes in department leadership models.

Proposed by: Academic Senate Faculty Affairs Committee
Date: February 15, 2022

¹ (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
EXECUTIVE SUMMARY: The Academic Senate Faculty Affairs Committee (FAC) recommends placing university policy on consultation with faculty and staff when changing department leadership models between chairs and heads, as established in AS-801-15, into UFPP 11.4 Department Governance as UFPP 11.4.3 Changes in Department Leadership Models.

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for approval of updates to University Faculty Personnel Policies (UFPP) including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. This process uses Academic Senate resolutions to establish new policy, revise existing policy, or substantially reformulate existing policy.

Summary

Cal Poly has long distinguished between two forms of departmental faculty leadership consisting of chairs serving terms and heads appointed indefinitely. Changes in the needs of departments and colleges may warrant transitions between these two department leadership models. Academic Senate resolution AS-801-15 established that efforts to change between leadership models include meaningful consultation between campus administration and the affected faculty and staff. President Armstrong accepted this resolution.

When the Academic Senate established University Faculty Personnel Policies (UFPP) as one of our governing policy documents, the structure of UFPP included a chapter on Governance with a proposed subchapter on Department Governance. A place for this chapter in UFPP was guided by the expectation that the policy in AS-801-15 would reside therein.

The policy states that discretion over the leadership model for departments belongs to the dean, and that changes between leadership models involve meaningful consultation between university administration and the affected faculty and staff. The university policy also required colleges to specify in their personnel policy documents the process for such changes including the nature of the required consultation.

Impact on Existing Policy

The policies contained in 11.4.3 reflect the will of the Academic Senate validated by the administration in its acceptance of AS-801-15, and hence establishes no new policy concerning the change between leadership models.

*Any subordinate policy consistent with these existing university policies will remain consistent with UFPP 11.4.3. Subordinate policies inconsistent with UFPP 11.4.3 need revision.*

Faculty Affairs Committee
Implementation

UFPP 11.4.3 requires colleges to update their personnel policies to specify the nature of the consultative process with affected faculty and staff when the college sets out to change the leadership model for a department.

Consultation

Since there is no implementation of new policy, the FAC is engaging in consultation with the colleges simultaneous with the Senate process. Revisions will be possibly prior to the movement of the covering resolution to second reading.

What follows are the policy text and AS-801-15.
11.4.3. Changes in Department Leadership Models

11.4.3.1. [Policy history: cite AS-801-15]

11.4.3.2. The dean has discretion over the type of department chair or head appointments appropriate for the college and department.

11.4.3.3. Changes in department leadership models shall involve a consultative process with department faculty and staff.

11.4.3.4. Colleges shall specify in their personnel policy documents the process for implementing such a change in departmental leadership.
WHEREAS, Shared governance is a common value of Cal Poly’s faculty and administration; and

WHEREAS, College, school, and department personnel policy and criteria statements are a concrete expression of our mutual respect for shared governance; and

WHEREAS, Such a statement—once agreed upon by a department’s or a school’s faculty and their Dean, and then formally approved by the Provost and President—becomes official in the management of department or school personnel matters; and

WHEREAS, Such statements are endorsed by Cal Poly administration through its posting of these agreements on Cal Poly’s Academic Personnel webpage (http://www.academic-personnel.calpoly.edu/content/policies/criteria); and

WHEREAS, The Dean of a school is selected by and serves at the pleasure of the Dean of the college, Provost, and President; and

WHEREAS, Both department chairs and heads, are selected by and serve at the pleasure of the Dean, Provost, and President, but the faculty at Cal Poly recognize an important distinction between these two positions in the periodic selection/endorsement by a department’s faculty of its candidate for chair, whereas no such regular process occurs concerning a department head; and

WHEREAS, If a college’s or department’s personnel policy and criteria statement includes detailed material concerning the selection and the term of a department chair but makes no mention whatsoever of the position of a department head, any effort to install a department head, interim or otherwise, would therefore be contrary to the formal agreement its faculty have with the administration; and
WHEREAS, The absence of any material in a department’s or school’s personnel policy and criteria statement concerning a particular form of leadership position may be taken to indicate the department’s or school’s disinterest in that form of leadership; and

WHEREAS, When two parties enter into an agreement, each has the right to expect it to be honored; and

WHEREAS, The unilateral discarding by campus administration of any personnel policy and criteria statement originally sanctioned by them would represent a serious breach of shared governance and set an alarming precedent undermining faculty trust in the meaning of all such campus agreements; therefore be it

RESOLVED: That, consistent with the general tenets of shared governance, any intentions to convert department-chair positions to department-head positions at Cal Poly shall include meaningful two-way consultation between campus administration and the faculty of the departments and programs so involved; and be it further

RESOLVED: That all Dean-, Provost-, and President-approved college, school, and department personnel policy and criteria statements currently in effect or adopted in the future be considered fully binding unless and until such time as they are formally revised and approved by mutual agreement of a department’s faculty, their Dean, the Provost, and the President.

Proposed by: Academic Senate Executive Committee
Date: May 8, 2015
Revised: May 15, 2015
Revised: May 26, 2015
Memorandum

To: Gary Laver  
Chair, Academic Senate  

Date: June 30, 2015  

From: Jeffrey D. Armstrong  
President  

Copies: K. Enz Finken  
A. Liddicoat  

Subject: Response to Academic Senate Resolution AS-801-15  
Resolution on the Binding Nature of College and Department Personnel Policy and Criteria Statements  

This memo acknowledges receipt of the above-entitled Academic Senate resolution. I reaffirm my support of our campus shared governance model.

Please express my appreciation to the Academic Senate Executive members for their attention to this important matter.
RESOLUTION ON SUPPORTING AN INDEPENDENT INVESTIGATION INTO CHANCELLOR CASTRO’S HANDLING OF THE SEXUAL HARASSMENT ALLEGATIONS AGAINST FRANK LAMAS

WHEREAS, USA Today published an investigative report that has raised questions about how Chancellor Joseph Castro, while serving as President of Fresno State University, handled the sexual harassment allegations against Frank Lamas, former Vice President for Student Affairs at Fresno State University; and

WHEREAS, Chancellor Castro, on Friday, February 4th, 2022, sent an open letter to the California State University that outlined his handling of the situation involving Frank Lamas, but did not include supporting documentary evidence that provided a full context for his actions; and

WHEREAS, State and local groups, both within and without the California State University system, have called for an external and independent investigation of Chancellor Castro’s handling of the sexual harassment allegations against Frank Lamas; and

WHEREAS, The faculty and staff at Cal Poly, San Luis Obispo, support all members of the campus community who have been subject to sexual harassment, regardless of the privileged position of a perpetrator, and aim to create a culture of accountability on campus and throughout the California State University system; therefore, be it

RESOLVED: That the Academic Senate support an external and independent investigation into Chancellor Castro’s handling of the sexual harassment allegations against Frank Lamas; and be it further

RESOLVED: That the California State University System reexamine its policies regarding the separation of members of the Management Personnel Plan (MPP) who are subject to ongoing Title IX investigations or have been found in violation of Title IX policies; and be it further

RESOLVED: That this resolution be transmitted to the Office of the Chancellor, Board of Trustees, Academic Senate of the California State University, and Academic Senate Chairs of the California State University system.

Proposed by: Academic Senate Executive Committee
Date: February 15, 2022
To the California State University Community:

As many of you are aware, yesterday a story was published in the national media about the handling of sexual harassment allegations against Fresno State’s Vice President of Student Affairs and Enrollment Management Frank Lamas while I was serving as the campus president. I write to you now believing it to be of utmost importance that I immediately and directly address this matter with the entire CSU community.

Above all, I want to acknowledge the pain suffered by the members of the Fresno State community. To those who were hurt by Dr. Lamas’ behavior and actions, I am deeply and profoundly sorry.

In addition, I also recognize that aspects of Dr. Lamas’ separation from the university may have exacerbated this pain and caused understandable frustration among the campus community. I am sorry for this. I also want to provide some context in the hope that additional clarity will be helpful to those who are frustrated or confused by the circumstances of his departure.

In 2019, when a formal Title IX complaint was filed against Dr. Lamas, we acted immediately. To protect the campus community, he was removed from campus within four days. We then entered into settlement negotiations for two fundamental reasons: to permanently separate Dr. Lamas from campus as quickly as possible – without a prolonged legal fight – and to bar him permanently from future employment at Fresno State or any CSU campus. As part of the settlement agreement, which was mediated by a respected retired federal judge, I was required to provide Dr. Lamas with a letter of reference. I did so, and included language mentioning the progress the campus had made on student success and outcomes during his tenure. In hindsight, while my motives were to expedite Dr. Lamas’ permanent removal from the CSU, I regret agreeing to this aspect of the settlement, knowing that it caused additional pain.

Again, I am sorry for the pain caused by Dr. Lamas’ abhorrent behavior and actions, and for any additional hurt and understandable frustration brought about by aspects of the mediated settlement agreement.

I want you – the entire Cal State community – to know that your health, safety and well-being are my first priority. This includes fostering and sustaining an environment free from sexual harassment and all other forms of sexual misconduct. And it also means respectfully and intentionally holding space for all those affected by this behavior. To that end, I am encouraged by the work we have done over the past year, including launching a systemwide review of Title IX compliance and community awareness of Title IX rights and responsibilities – and addressing the so-called “faculty retreat rights” that complicated Dr. Lamas’ separation.

But, of course, we must do so much more – to strengthen our survivor support services; to sharpen the tools we have to quickly and effectively respond to incidents that occur; and to appropriately address legal, administrative and procedural barriers that can impede action.

We must do more – and we will do more. I am fully committed to working with our campus presidents and the CSU Board of Trustees on these critically important issues, and I pledge to continue to do so until the California State University becomes a national model for the prevention and redress of sexual misconduct in all its forms.

Sincerely,

Joseph I. Castro
Chancellor
WHEREAS, the spring 2021 General Education Governance Board (GEGB) Languages Other than English ad hoc committee noticed that some of the current educational objectives and criteria for study abroad courses in languages other than English were inconsistent with other GE educational objectives and criteria; and

WHEREAS, in particular, some of the current criteria read more like educational objectives (e.g., current CR2, which says “Develop speaking, listening reading and writing abilities at an intermediate level or above”); and

WHEREAS, in fall 2021 faculty from World Languages and Cultures and Philosophy partnered with the Assistant Vice Provost of International Programs to revise the educational objectives and criteria for study abroad courses in languages other than English to ensure they are not only consistent in style and tone with other GE educational objectives and criteria, but also with the educational objectives and criteria for lower division Area C courses in languages other than English taught at Cal Poly; and

WHEREAS, the GEGB reviewed the revised educational objectives and criteria and agreed to support their submission for approval by the Academic Senate; therefore be it

RESOLVED: That the attached revised educational objectives and criteria for study abroad languages other than English be approved by the Academic Senate; and be it

RESOLVED: That these changes do not require the recertification of currently certified C2 courses in this subarea.

Proposed by: General Education Governance Board
Date: February 15, 2022
New Proposed Educational Objectives and Criteria for Study Abroad Languages Other than English Courses

C2: Study Abroad Languages Other than English – Lower Division Educational Objectives

Cal Poly study abroad courses (such as SPAN 141-142-143 and SPAN 241-242-243) would be included in this area. In compliance with EO 1100-R, these courses contain substantial cultural components because they are taken in the context of full immersion in the target language and cultures.

Upon completion of a qualifying C2 study abroad course, students should be able to:

EO1 Develop reading, writing, speaking, and listening comprehension competencies in the target language and cultures;

EO2 Identify and analyze relevant cultural text, audio, film, and image artifacts in the target language and cultures;

EO3 Examine and analyze relevant aesthetic, linguistic, historical, and social issues in the target language and cultures;

EO4 Use communicative and cultural competencies to participate actively in the target language and cultures in various performative settings

C2: Study Abroad Languages Other than English – Lower Division Criteria

The course proposal and expanded outline for lower-division Area C2 courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Area A;

CR2 Use primary sources authored within the target cultures such as texts, art, films, or music;

CR3 Instructional materials and course content incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR4 As appropriate, address issues of sustainability;

CR5 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements)
Current Educational Objectives and Criteria for Study Abroad Languages Other than English Courses

C2: Study Abroad Languages Other than English — Lower-Division Educational Objectives

Cal Poly study abroad courses (such as SPAN 141-142-143 and SPAN 241-242-243) would be included in this area. In compliance with EO 1100-R, these courses contain a substantial cultural component because they are taken in the context of full immersion in the target language and culture.

Upon completion of a qualifying C2 study abroad course, students should be able to:

EO1 Demonstrate communicative and cultural competence that will enable them to participate actively and appropriately in the target language culture;

EO2 Recognize cultural development reflected in changing language use, including the significance of evolving technology in the development of the target language;

EO3 Describe the social, cultural, and historical contexts specific to the language being studied, including differences between various registers of language use;

EO4 Identify and analyze diverse perspectives based on linguistic and cultural heritage.

C2: Study Abroad Languages Other than English — Lower-Division Criteria

The course proposal and expanded outline for lower-division Area C2 courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Area A;

CR2 Develop speaking, listening, reading, and writing abilities at an intermediate level or above;

CR3 Provide a wide variety of activities and materials designed to develop students’ communicative and cultural competence;

CR4 Emphasize an understanding of language in its socio-cultural context;

CR5 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR6 As appropriate, address issues of sustainability;

CR7 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).