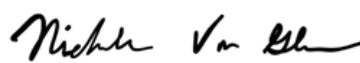


California State Polytechnic University, Pomona

Resolution in Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model

- Whereas, The primary professional responsibilities of unit 3 faculty members are teaching, research/scholarship/creative activities, and service to the University, profession and to the community;
- Whereas, Campuswide the mission, vision, and values of learn through discovery (LTD) polytechnic pedagogy require labor and time intensive high-impact practices such as intensive mentoring, dissemination of student work beyond the classroom, service-learning, and experiential learning, which exceed the capacity of faculty within current WTU assignment practices;
- Whereas, Cal Poly Pomona has one of the highest student-faculty ratios, an indicator of excessive teaching loads, in the California State University system -- the second highest among CSU campuses in 2019, at 23.17<sup>1</sup>;
- Whereas, Tenure-line faculty in general maintain a 12 WTU/4-4 teaching load and receive 3 WTUs for service and 0 WTUs for research/scholarship/creative activities beyond their first two years;
- Whereas, Temporary faculty members (lecturers) in general receive 0 WTUs for research/scholarship/creative activities and/or service to the University, profession and to the community;
- Whereas, Campuswide, lecturer faculty assert that their ability to deliver high-quality, time and labor labor-intensive LTD instruction and/or to obtain consideration for tenure-line positions under current practices is inhibited due to the following factors:
- Lack of compensation for research and publication assigned time which limits currency in the classroom and/or forces unpaid labor,
  - Lack of compensation for service assigned time which limits campuswide representation and collaboration and/or forces unpaid labor,
  - Lack of compensation for professional development which limits currency in the classroom, collaboration, and/or forces unpaid labor;
- Whereas, Campuswide, tenure-line faculty assert that their ability to deliver high-quality, time and labor-intensive LTD instruction is inhibited due to the following factors:
- Exponentially increased service demands which frequently necessitates more than forty hours per week in department, college, and university committee meetings, preparing reports, and transmitting e-communications, resulting in unpaid labor and undermining effective teaching, mentoring, advising, and supervision of students,
  - Inability to supervise undergraduate research due to excessive teaching loads,
  - Inability to adequately mentor and advise students due to excessive teaching loads,
  - Inability to conduct and publish research, which limits currency in the classroom;
- Whereas, Peer institutions, such as San Jose State, have endorsed campus senate resolutions alleviating excess faculty workload<sup>2</sup>;
- Whereas, Peer institution Cal Poly SLO has endorsed CFA-SLO Statement on Workload and Semester Conversion to address similar workload issues in the polytechnic context<sup>3</sup>;
- Whereas, Counseling and Psychological Services (CAPS) currently has one counselor per 2,900 students, which is out of compliance with the recommended ratio of one counselor for every 1,000-1,500 students per its accrediting agency, the International Accreditation of Counseling Services (IACS);
- Whereas, The University Library currently employs 7 tenure-line librarians, the smallest number in the CSU system with campuses that are comparable in FTES;
- Resolved, That the Academic Senate urges the Cal Poly Pomona administration to adopt a campuswide WTU allocation for lecturers in which lecturers have the option of being awarded 25% of their teaching load for service, professional development, and/or research (not to exceed a total of 15 WTU),
- Resolved, That the Academic Senate urges the Cal Poly Pomona administration to adopt a campuswide 9 WTU teaching load / 3 WTU service / 3 WTU research arrangement for tenure line faculty that faculty have the option to select; and be it also,
- Resolved, That the Academic Senate urges the Cal Poly Pomona administration to hire additional tenure-line counselors and librarians to improve the counselor/librarian to student ratios; and be it also,
- Resolved, That this resolution be distributed to the President of Cal Poly Pomona, the Provost of Cal Poly Pomona, Vice Presidents of Cal Poly Pomona, Associate and Assistant Vice Presidents of Cal Poly Pomona, Deans of Cal Poly Pomona, Department Chairs of Cal Poly Pomona, Unit 3 Employees of Cal Poly Pomona, Cal Poly Pomona Poly Post, CSU Chancellor's Office (CO), CSU Board of Trustees, Academic Senate of the CSU (ASCSU), CSU Campus Senate Chairs, California Faculty Association (CFA) Statewide President, CFA Chapter Presidents, CFA Cal Poly Pomona Chapter President, California State Student Association, ASI President of Cal Poly Pomona, and California State legislators.

Unanimously Adopted by the Academic Senate of California State Polytechnic University, Pomona, on Wednesday, April 5, 2023



Nicholas Von Glahn, Chair  
Academic Senate

References

<sup>1</sup> 2021/22 Summary of Campus Capacity: <https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/legislative-reports1/csu-report-utilization-of-facilities-instructional-and-faculty-office-space-summary-of-campus-capacity.pdf>

<sup>2</sup> [SS-S11-6, Sense of the Senate Resolution, Support for Research, Scholarship, and Creative Activity, SJSU, 2002](#); [SS-S02-6, Sense Of The Senate Resolution Endorsing The Attached Report: Alleviating Faculty Workload At SJSU, 2011](#)

<sup>3</sup> <https://www.calfac.org/cfa-san-luis-obispo/#SemesterConversion>