

Regarding a faculty grievances policy and the registry of complaints.

1. Current Situation. Currently the CETYS University System does not have an institutional policy whereby teachers can express complaints of any nature within the scope of their employment relationship with the institution. Recognition of this situation shows an area of opportunity for assessing the relevance of a policy of this nature in the institutional policies.

The absence of such a policy has not been an impediment for teachers to express, to different levels, complaints of a various nature, arising from their employment relationship with the Institution. The route followed by teachers to express their complaints has been primarily via their school and academic deans, but also via their college deans, vice-president of academic affairs, campus deans and even the presidency has received complaints and addressed teachers. Complaints have been filed by teachers verbally, in writing (usually via email), individually or in groups in academy meetings. These complaints have not had a formal registration so that statistics may be lifted, to establish frequency and determine which solutions have been defined. This is another area of opportunity that the institution recognizes and must incorporate into its portfolio of information to evaluate its effectiveness. Complaints are scattered in academic meeting minutes, e-mails and in hard copy in various areas. The complaints by the teachers have referred to the following topics:

- ◆ Dissatisfaction with remuneration.
- ◆ Disagreement with academic workload.
- ◆ Malfunction of facilities and equipment in classrooms.
- ◆ Malfunctions or deficiencies in the operation of information systems (Blackboard, for example) or the hardware that hosts them (bandwidth and restricted rights to manage their computers, for example).
- ◆ Disagreement with the results of the evaluation of teacher performance and evaluation system itself (SERP).
- ◆ Dissatisfaction with the opportunities as well as development and promotion activities for teachers.
- ◆ Disagreement with issues arising from the treatment, service or support to the student: low academic achievement, loss of financial support and regulations, low level of preparedness of students and others.
- ◆ Dissatisfaction with institutional policies for assignment of grades.
- ◆ Lack of resources and time to participate in expert forums and research projects.
- ◆ Dissatisfaction with the treatment, level and type of service they receive from support areas such as IT Department, Library, Human Resources, Maintenance, etc.

2. Processing of complaints from teachers. Usually when a complaint is received by a faculty member in any of the above forms, we proceed to follow up and provide a solution as soon as possible, through the school dean or equivalent authority. The solution is sought depending on the scope and magnitude of the complaint and of the areas or processes involved.

If the answer to the complaint can be resolved directly by the school dean because it falls within the scope of his or her authority, then a decision is made to respond immediately, taking as a reference institutional policies and regulations.

If the solution requires the involvement of other areas and / or departments related to the complaint, then these are invited to participate in the solution, either through direct request, or by calling a meeting for a joint solution.

Usually, when a solution is reached, it is communicated to the faculty member who filed the complaint. This communication is made directly, verbally or through written communication (usually email). However there is no systematic scheme for complaints processing. This is another area of opportunity for improvement that the institution recognizes that should be addressed.