

SDSU CHAIRS & DIRECTORS ORIENTATION

2018 - 2019

PERSPECTIVES FROM CHAIRS & DIRECTORS

9 – 10 a

Perspectives from chairs & directors

- Damon Fleming (Accounting)
- Hala Madanat (Public Health)
- Betty Samraj (Linguistics)
- Allen Gontz (Geological Sciences)

What do you wish you knew when you started? What is the most helpful piece of advice you've received about chairing? What is one challenge your unit faces and how are you addressing it?

SDSU ACADEMIC PERSONNEL CONTRACTS AND POLICY

10 – 11 α: A brief introduction

Is it contract or policy?

CONTRACT

- ❑ Developed through collective bargaining with unit 3 (CFA) and unit 11 (UAW) employees
- ❑ Covers terms and conditions of employment

POLICY FILE

- ❑ Developed by SDSU University Senate
- ❑ Covers academic policies and provides procedural detail on academic aspects of employment-related processes

What is covered? Some examples

CONTRACT

- Basics of appointment, reappointment, evaluation, workload, leaves, layoffs, salary, benefits, holidays, grievances.

POLICY FILE

- Details on appointment and evaluation procedures; academic policies (eg., academic freedom, plagiarism, curriculum, records); academic unit organization and review; administrator appointment and review; workplace and personal conduct, including faculty-student relationships; facilities use policies; shared governance.

Fundamentals: Unit 3 (faculty) contract

- **PAF (Article 11)**
- A personnel action file (PAF) is established and maintained for each faculty member.
- Temporary faculty: Chair / director is custodian of the PAF. *It is essential that chairs, directors, or committee members sign the PAF log each time they access the PAF.*
- Tenured / tenure-track faculty: AVPFA is custodian of the PAF.
- Personnel Action File (PAF) for each lecturer must be reviewed at time of appointment and reappointment.

Fundamentals: Unit 3 (faculty) contract

- **Work assignment (Article 12)**
- Available work offered to temporary faculty according to an established “order of hire.”
- Must give “careful consideration” for available work to all current temporary faculty who are qualified and have been found “satisfactory.” *Baseline evidence of careful consideration: PAF Access Log signature.*
- Must offer available work up to time base entitlement to qualified three-year and one-year temporary faculty.
- May offer available work to new employees after giving careful consideration to all full and part time faculty within the order of hire in the academic unit. Faculty in the order of hire who are found to be qualified after careful consideration should be offered work up to 1.0 before new temporary faculty are hired.

Fundamentals: Unit 3 (faculty) contract

- **Order of hire for available work (Article 12.29)**
 - *Tenured and probationary faculty, including FERP, administrators, academic student employees, volunteers; then:*
 - Full-time three-year temporary faculty, up to 1.0;
 - Part-time three-year temporary faculty, up to their time base entitlement;
 - Three-year temporary faculty on the reemployment list, up to the time base entitlement of their most recent three-year appointment;
 - Part-time one-year temporary faculty, up to their time base entitlement;
 - Visiting faculty;
 - Temporary faculty without multi-year appointments who have been evaluated by the academic unit, who have applied for a position, and who have taught for the unit in the previous academic year, up to their time base entitlement;
 - Part-time three-year temporary faculty, up to 1.0;
 - Part-time one-year temporary faculty, up to 1.0;
 - Any other qualified candidate

Fundamentals: Unit 3 (faculty) contract

- **Best practices for assigning available work**
- *When it's time to make the schedule, take the files out, put them on your desk, review and sign each access log: your signature.*
- Some academic units find it helpful to prepare an annual chart listing temporary faculty members by contract status (full-time three-year, part-time three-year, part-time one year), indicating the time base entitlement for each temporary faculty member and listing courses previously taught.
- Seniority or length of service is not in itself a criterion for reappointment. Temporary faculty employees within each contract group (full-time three year, part-time three year, part-time one year) who after careful consideration are found to be similarly qualified for available work may be assigned work in an order to be determined by the chair. Chairs should strive to be consistent and evidence-based in such decisions.
- Use discretion in discussing temporary faculty work assignments.

Fundamentals: Unit 3 (faculty) contract

- **Evaluation (Article 15)**
- Always by committee of tenured faculty
- Performance review (RTP) for probationary faculty or faculty seeking promotion
- Annual evaluation of one-year temporary faculty; faculty employed less than one year may be evaluated at the department's discretion
- Cumulative evaluation of one-year temporary faculty at year six to qualify for initial three-year contract or year three of three-year contract for successor contract; includes review by Dean. Faculty found unsatisfactory should not be reappointed.
- Provide criteria and procedures within 14 days of semester's beginning; no changes after this point
- 10 day response / rebuttal period
- Only evaluate / cite what is contained in the PAF or WPAF
- Evaluation is filed in PAF and serves as the basis for future work assignments
- Periodic evaluations completed by late March as a basis for reappointment

Fundamentals: Unit 3 (faculty) contract

□ **Evaluation (Article 15)**

- Every academic unit should make a clear, simple statement of evaluation criteria and procedures available to all temporary faculty each semester in a readily accessible format (eg., web-based) within 14 days of the beginning of the semester.
- Criteria should not include details that cannot be assessed based on evidence or applied and monitored consistently.
- Temporary faculty should be evaluated on criteria that pertain to their contracted assignment. For temporary faculty appointed to teach, professional activities and service should be evaluated as evidence of currency and competency to teach.

Fundamentals: Unit 3 (faculty) contract

- **Best practices in evaluation**
- If performance is unsatisfactory, say so.
- Provide clear, direct, evidence-based feedback.
- Written text of evaluation should not refer to reappointment.
- Confidentiality of deliberations is essential to the integrity of RTP; candidates should not engage reviewers or committee members outside of the process.

Big issues in Unit 11 (ASE) contract

□ **Eligibility**

- Any ASE who does not maintain academic eligibility may be removed within first five weeks of term (Article 2)
- Appointment notice must include detailed description of duties (Article 2)
- Reassignment due to “operational need” is possible

□ **Workload**

- ASE work is not to be performed for class credit
- Training must be counted as part of workload (Article 22)
- GAs and ISAs are non-exempt employees: hours must be tracked; TAs are exempt (Article 26)

When challenges arise

- **Disciplinary process**
- To address faculty unprofessional conduct or violation of policy
- Progressive: 1. Verbal “counseling” in face-to-face meeting with chair or dean, with email follow-up to document meeting; 2. Written “reprimand” from dean or appropriate administrator in PAF with five-day filing notice; 3. “Disciplinary action” which may include suspension without pay, demotion, or dismissal.
- For reprimand and disciplinary action, contact your dean and / or Bill Eadie, Director of Academic Labor Relations.

When challenges arise

- **Research integrity inquiry**
- To address misconduct in research by faculty
- Inquiry by Dean and VPR-appointed committee, with sanctions determined by Provost (Policy File).

When challenges arise

- ❑ **Discrimination, harassment and retaliation**
- ❑ Discrimination covered by CSU Executive Order 1096
- ❑ Employee may file a grievance with CFA or a complaint with the Office of Employee Relations and Compliance.
- ❑ DHR should not be handled “informally.” Contact Dean, DALR, or OERC ASAP.
- ❑ Investigation conducted by OERC, with findings reported to and outcomes implemented by DALR / Provost.

When challenges arise

- **Grievance**
- To address alleged violations of or improper implementation of CFA / UAW contract by university
- Grievance filed by faculty member through CFA; hearing held by DALR or designee; “response” or settlement with CFA; if no settlement, proceed to CSU “level 2” hearing, and finally, arbitration.
- See also: statutory grievance.

When challenges arise

- **Student Grievance**
- Student has a complaint with academic experience
- See Student Grievance Procedure
- Student should meet with a) faculty member, b) chair, c) assistant dean, d) ombuds.
- If it is discrimination, harassment, or retaliation-connected, contact OERC.
- Please communicate to new faculty members that a student “grievance” is not a labor “grievance.”

Testing your knowledge

- *The department of sports is launching a new program in critical surf studies. They hope to appoint a temporary faculty program director who will teach courses and can build the program—maybe even receive assigned time for advising and programmatic development. This seems like a great opportunity to recruit a new full-time temporary faculty member. How should the department proceed?*
 - A. Post an advertisement on its website announcing the new full-time temporary faculty position, including criteria for appointment, background check requirement, and diversity information.
 - B. Give careful consideration to each temporary faculty member in the order of hire for work available in connection with the new program, and offer available work to qualified temporary faculty.
 - C. Assign the directorship to a tenured faculty member; temporary faculty should not direct programs.

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Testing your knowledge

- *The chair of the department of food studies is assigning work for the coming semester, including a new section of the popular GE course Food Studies 401 “Taco Tuesdays.” The full-time three-year lecturer has already been assigned a full course load, and time base entitlement has been met for all current lecturers. Which of the following part-time one-year lecturers should be offered work first?*
- Lecturer A: On a part-time one-year contract for two years, has previously taught 401, and has a “satisfactory” periodic evaluation that also documents concerns.
- Lecturer B: On a part-time one-year contract for three years, has never taught 401 (but is familiar with tacos), and has a “satisfactory” periodic evaluation that documents real excellence in the classroom.
- Lecturer C: Has taught just one semester for the department, taught 401 in her first semester, and no evaluations on file yet.

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STRAIGHTENING THE PATH TO TENURE

11 a – 12 n

Current tenure data at SDSU

- [Statistical summary of promotions AYs 15 / 16 / 17 here.](#)

How we can “straighten the path”:

Background reading: P. Matthew, ed., *Written / Unwritten: Diversity and the Hidden Truths of Tenure* (UNC Press, 2016).

- Promote transparency and clarity through published documents and workshops for candidates and reviewers
- Strengthen trust in evidence-based evaluation process by working with academic units to ensure that criteria are articulated in policy documents and (optional) to develop narrative profiles of successful candidates in time for 19 – 20 review cycle
- Work with academic units to ensure quality of formative periodic evaluations (years 2, 4, 5)
- Assess and strengthen the culture of mentoring
- Develop monthly meet-ups using NCFDD materials for faculty seeking promotion to provide support and accountability

How we can “straighten the path”:

- **Promote transparency and clarity through published documents and workshops for candidates and reviewers**

Please share: all forms and information are online at fa.sdsu.edu.

- August 28 RTP Workshop for Faculty Candidates (8 – 9 a, LL 430)
- August 29 RTP Workshop for Faculty Candidates (12 – 1 p, LL 430)
- August 30 RTP Workshop for Faculty Candidates (12 – 1 p, LL 430)
- September 12 RTP Workshop for Chairs/ Directors and RTP Committees, 12 - 1, Digital Humanities Center (SSW 1608)
- September 13 RTP Workshop for Chairs/ Directors and RTP Committees, 12 - 1, Digital Humanities Center (Library 61)
- September 18 RTP Workshop for Chairs/ Directors and RTP Committees, 8:30 – 9:30 a.m. (SSW 1608)

How we can “straighten the path”:

- **Strengthen trust in evidence-based evaluation process by working with academic units to ensure that criteria are articulated in policy documents in time for 19 – 20 review cycle and (optional) to develop narrative profiles of successful candidates.**
- Appropriate timing for this work (after current review cycle phases through your unit)
- Appropriate location for these criteria: department policy file (*Can you locate your policy file?*)
- Recommendations on how we do this?

How we can “straighten the path”:

- **Ensure quality of formative periodic evaluations by working with academic units.**
- Current periodic evaluation materials on-line at fa.sdsu.edu.
- *What feedback do you have on this process?*
- *What “unwritten” preconceptions still hold in your unit that make it difficult to elicit quality formative periodic evaluations?*

How we can “straighten the path”:

- **Assess and strengthen the culture of mentoring**
(After the break)

How we can “straighten the path”:

- **Develop monthly meet-ups using NCFDD materials for faculty seeking promotion to provide support and accountability.**

<p>1 SKILL #1: Every Semester Needs a Plan</p> <p>Watch Now</p>	<p>2 SKILL #2: How to Align Your Time with Your Priorities</p> <p>Watch Now</p>
<p>3 SKILL #3: How to Develop a Daily Writing Practice</p> <p>Watch Now</p>	<p>4 SKILL #4: Mastering Academic Time Management</p> <p>Watch Now</p>
<p>5 SKILL #5 Moving From Resistance to Writing</p> <p>Watch Now</p>	<p>6 SKILL #6: The Art of Saying No</p> <p>Watch Now</p>
<p>7 SKILL #7: Cultivating Your Network of Mentors, Sponsors, & Collaborators</p> <p>Watch Now</p>	<p>8 Skill #8: Overcoming Academic Perfectionism</p> <p>Watch Now</p>
<p>9 SKILL #9: How to Engage in Healthy Conflict</p> <p>Watch Now</p>	<p>10 SKILL #10: How to Manage Stress, Rejection & the Haters in Your Midst</p> <p>Watch Now</p>

How we can “straighten the path”:

- **Develop monthly meet-ups using NCFDD materials for faculty seeking promotion to provide support and accountability.**

Feedback on 16 – 17 workshops?

Recommendations for this year?

ASSESSING AND DEVELOPING SDSU'S CULTURE OF MENTORING

1 – 1:45 p

Assessing and Developing Mentoring Culture

- [Existing campus guidelines and practices](#)
- (See also your college guidelines.)
- [First-year “mentoring” meeting](#)
- Other regular mentoring meetings: [guidelines](#)
- Working with faculty to reimagine “mentoring” beyond the solo “guru” model
- Using the [NCFDD mentor map](#)

FOSTERING POSITIVE CLIMATE

2 – 2:45 p.m.

Keashly and Neuman, “Faculty Experiences with Bullying in Higher Education: Causes, Consequences, and Management” (2010)

- *What did you learn?*
- “Bullying” / “abrasive conduct” (See <http://www.cacheconsortium.org>)
- Existing resources on our campus: guidelines for addressing abrasive conduct (see [chairs’ handbook](#)), department-level codes of conduct, [AAUP Statement of Professional Ethics](#)
- What other opportunities for faculty and academic leadership development are desirable?: additional skills training for faculty leaders, campus communication codes ([UC Davis as a model—Hoover, 2003](#))