



SAN DIEGO STATE UNIVERSITY

**CHAIRS HANDBOOK
2018 - 2019**

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ROLE AND RESPONSIBILITY OF CHAIRS

*The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. ...The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures which involve appropriate faculty consultation. **Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.***

- AAUP Statement on Government of Colleges and Universities (2004)

Areas of Responsibility

Department chairs are faculty members of a department and have all the rights and responsibilities of a faculty member. Chairs must uphold the ethics of the professoriate and the principles of shared governance, fairly implement established policies and procedures, maintain positive working relationships with faculty and staff, communicate with openness and honesty, seek feedback, build consensus and shared vision, resolve conflict, and model best practices in teaching and research. Specific areas of responsibility include:

- **Faculty Advancement:** Recruit, support, mentor, and evaluate tenured, tenure-track, and temporary faculty, and create conditions supportive of faculty advancement in research and creative activities.
- **Student Achievement:** Work with faculty to create, review, and maintain curricula that meet disciplinary objectives, university goals, and accrediting and licensing standards, where appropriate, and to develop course schedules that meet the needs of students, faculty professional development needs, and the mission of the department, college, and university. Direct student advising and supplemental instruction programs. Promote department activities (competitions, awards, scholarships, speakers, professional organizations, and clubs) to help recruit and retain potential majors and minors and encourage student participation in transformational learning experiences including international study and research.
- **Shared Governance:** Communicate university news and policies to the department, organize and facilitate department meetings, coordinate committee staffing in consultation with faculty, and provide information and support so that faculty committees complete the work of the department (including evaluation and recruitment) in a timely, equitable, efficient, and policy-compliant way.
- **Resource Management:** Administer the department instructional budget to meet FTES targets, and work with appropriate university administrators to allocate and supervise use of resources including equipment, space, and department budget. Supervise, manage, and evaluate department staff and the operation of department-related activities, such as clinics and laboratories.
- **External Relations:** Promote academic discipline-based contact with appropriate off-campus groups, including community college faculty, high school teachers, community organizations, professional organizations, private companies, etc., develop alumni relations, ensure that the website and public-facing materials represent your department well, and work with the dean's

office and University Relations and Development to promote the department outside the university community.

A strong chair looks at the big picture and guides faculty to articulate long-term goals, conveys the advantages of shared vision, builds trust by being honest and open-minded, persuades the faculty to focus, collaborate and contribute, and identifies and works from department strengths.

A strong department chair takes stock of the status of the department as a whole along with the strengths and weaknesses of individual faculty members. The dynamics of interpersonal relationships within the department, including those among tenured/tenure-track faculty, lecturers, administrators, and staff, significantly influence the success of a department. A strong department chair will have a vision for the department and interpret that vision for the faculty. At the same time, a strong chair will encourage faculty members to articulate their vision and then coordinate both for the benefit of the department. If these perspectives are discordant or contradictory, the chair should negotiate with faculty to find a common ground.

Additional Readings

- Buller, Jeffrey. *The Essential Department Chair: A Comprehensive Desk Reference*. (Jossey-Bass, 2012).
- Chu, Don, *The Department Chair Primer: Leading and Managing Academic Departments* (Bolton, MA: Anker Publishing, 2006)
- Crookson, R. Kenneth. *Working with Problem Faculty: A Six-Step Guide for Department Chairs*. (Jossey-Bass, 2012).
- Gmelch, Walter H. and Val D. Miskin, *Chairing an Academic Department* (Madison, WI: Atwood Publishing, 2004)
- Gunsalus, C.K., *The College Administrator's Survival Guide* (Cambridge, MA: Harvard University Press, 2006)
- Gutierrez y Muhs, Gabriela, and Yolanda Flores Niemman. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. (Logan: Utah State University Press, 2012)
- Higgerson, Mary Lou, *Communication Skills for Department Chairs* (Bolton, MA: Anker Publishing, 1996)
- Hecht, Higgerson, Gmelch, and Tucker, *The Department Chair As Academic Leader* (American Council on Education, 1999)

FREQUENTLY USED SDSU TERMS

additional employment: Employment compensated by the CSU, including auxiliaries, that is in addition to the primary employment of the faculty member. Additional employment must be of substantially different nature than primary employment, and is limited to a 25% overage (overload) of a full-time position.

adjunct: At SDSU, a volunteer who may teach or conduct research to the benefit of the university. Some universities use “adjunct” to refer to faculty members not on a tenure line, but that is not the CSU usage. (See “lecturer” below.)

APDB (Academic Planning Data Base Reports): Workload reports upon which the Chancellor’s Office calculates and assigns faculty positions and new facilities.

ASE (Academic Student Employee): There are three classifications of ASEs: Graduate Teaching Associates (TAs or GTAs), Graduate Assistants (GAs), and Instructional Student Assistants (ISAs). The classification standards can be found on the Center for Human Resources website. In 2005, the ASEs were organized by the United Auto Workers, forming Unit 11 in the CSU.

assigned time: An individual faculty workload assignment is typically 12 units (tenure-track) or 15 units (lecturer). Any workload that is not direct instruction must be accounted for by assigned time. A 1976 document known as EP&R 76-36 set out the categories and codes for assigned time, including Code 22b (assigned time for research), Code 31 (advising), and Code 32 (committee assignments). Exempt ASEs (see below) may also be given assigned time in addition to instructional assignments.

ATF (Academic Transaction Form): This form triggers payroll activity. Every change in an employee’s status (hiring, separation, change in time base, etc.) must be accompanied by an ATF.

ATI (Accessible Technology Initiative): The implementation of an Executive Order requiring that all information technology resources and services be fully accessible to all students, faculty, staff, and the public. The ATI covers Web sites, instructional materials, and procurement of goods and services.

CBA (Collective Bargaining Agreement): In 1981, the Higher Education Employer-Employee Relations Act (HEERA) authorized employees of the CSU to select a bargaining representative and negotiate a contract. There are currently 12 units, represented by nine different unions. Generally, when faculty refer to the CBA, they are referring to the Unit 3 (faculty) contract.

census: The data used each semester to calculate official FTES and FTEF (see below).

CFA (California Faculty Association): CFA is the union representing the faculty unit, including tenure track faculty, temporary faculty, librarians, counselors, and coaches.

CSU (The California State University): Formed in 1961 under the Donahoe Act, the CSU is one of the three tiers of the state public higher education system (along with the University of California and the community college system). With 23 separate institutions and a central office of the Chancellor, the CSU is the largest public university system in the country. Some consider the CSU as one university with 23 campuses; others, especially at SDSU, consider it 23 universities under the umbrella of a central office.

exempt and non-exempt: Payroll categories that describe whether an employee works on an hourly basis, and is thus eligible for overtime, or on the basis of an assignment, and is thus “exempt” from overtime rules.

Faculty, administrators, teaching associates, and some graduate assistants are exempt employees. Most staff, some graduate students, and all student assistants are non-exempt.

FAD (Faculty Assignment by Department report): Like the APDB (see above), the FAD report is used to calculate faculty workload.

FERP (Faculty Early Retirement Program) ([Article 29](#)): permits a faculty member, upon retirement, to teach one semester in the academic year or half time throughout the year for up to five years. The faculty member must request a specific period of employment (e.g., fall or spring semester), and may change that period of employment by request to the President. FERP participants may request one leave of absence without pay for medical reasons, which does not extend their period of FERP. During their period of employment (that is, the semester or semesters they teach), FERP participants are required to perform normal duties and activities. They may serve on governance committees, including peer review committees, if the committee's assignment is normally completed during the period of employment. They also may vote on departmental matters.

five-day filing notice: The Unit 3 CBA requires that faculty be given a five-day notice before certain documents may be placed in their Personnel Action File (see PAF below). Incidentally, the Unit 11 CBA provides for a fourteen-day filing notice.

FTEF (Full-Time Equivalent Faculty): A full-time position is considered to be 12 weighted teaching units (See WTU below) for tenure-track, and 15 for lecturers. Funding and many other calculations are based on full-time equivalency, not head count.

FTES (Full-Time Equivalent Student): A full-time student is considered to be taking 15 units if undergraduate and 12 units if graduate. As above, funding calculations are based upon full-time equivalency.

FTMS (Full-Time Monthly Salary): All salary calculations are done on the basis of FTMS. If an appointment is less than full time, the actual salary paid is a percentage of the FTMS.

grant match: University funds or in-kind services is sometimes required by granting agencies to match grant funding.

GRSFIF or GRIF (Grant-Related/Specially-Funded Instructional Faculty): An appointment classification at a salary level above academic year or 12-month faculty salaries. To be eligible for a GRSFIF appointment, a faculty member must meet a number of criteria including obtaining substantial grant and contract funding from multiple sources.

H-1B visa: A nonimmigrant visa status that permits a foreign national in a specialty occupation to work in the United States while they are pursuing permanent residency/green card. At SDSU, H-1B visas are reserved for faculty positions.

IRA (Instructionally-Related Activity Funds): Student fee money, part of which comes back to Academic Affairs to support hands-on instructional programs.

J-1 visa: US Department of State Exchange Visitor Program that allows international scholars to temporarily participate in exchange programs in the United States with the intention of returning to their home countries to share their experiences.

Layoff: A formal process requested of the CSU by the university President that requires a set of procedural

steps including consultation with unions. Layoff would only occur when a lack of work or budget or a programmatic change necessitates the non-retention of faculty with permanent or unconditional appointments. Layoff procedures are strictly governed by the CBA, and are rarely evoked. The non-reappointment of conditional, part-time temporary faculty or staff is not a layoff.

lecturer: Faculty members who are not on the tenure track. They may be full-time or part-time, and may have multi-year contractual entitlements. Formerly referred to as “temporary faculty,” the term “lecturer” is generally preferred and more accurate.

LWOP (Leave Without Pay): Leaves may be personal or professional, full-time or part-time, and available to both tenure-track faculty and lecturers. Under different circumstances, they may or may not carry service credit toward probation, sabbatical and difference-in-pay eligibility, and seniority. Chairs and deans may approve or not approve leave requests, but the final decision is delegated by the President to the Associate Vice President for Faculty Advancement.

outside employment/overload: Work that is not compensated by the CSU or its auxiliaries. Although the CBA does not impose any limits on outside employment, SDSU’s current policy on external professional activities limits them to the equivalent of a 20% overload. Outside employment must not interfere with the faculty member’s performance of his or her normal work assignments.

PAF (Personnel Action File) & WPAF: Personnel Action File and Working Personnel Action File. The PAF is the one official file for members of Unit 3. PAFs include all documents relating to appointments, salary, professional activities, and evaluation. They may also include disciplinary letters. Tenure-track PAFs are housed in the Office of Faculty Advancement; lecturer PAFs in the departments. The Dean of Library and Information Access is custodian for temporary librarians. The Dean of the Imperial Valley Campus is the custodian for IVC. The Director of the Center for Human Resources is the custodian for Unit 3 coaches. The Vice President for Student Affairs is the custodian for temporary SSPAR (Student Services Professionals, Academically-Related) counselors. All personnel decisions must be based upon the PAF (and its extensions).

periodic evaluation: Evaluations that do not lead to a personnel action (such as reappointment or tenure). Periodic evaluations are used for lecturers, probationary faculty in the first year of a two-year contract and the first two years of a three-year contract, and tenured faculty (also called post-tenure review).

performance review: Evaluations that lead to a personnel action: reappointment, tenure, and/or promotion.

probationary faculty: Sometimes called tenure-track faculty, they are faculty hired onto a tenure-line but not yet tenured. After a maximum of six years, they must request tenure and, after a final performance review, either be awarded tenure or reappointed to a terminal year. Once tenured, a faculty member has the strongest rights of continuation of virtually any job classification.

PRTB (Pre-Retirement Reduction in Time Base): This is a program that allows tenured faculty to reduce their time base evenly across the academic year while still paying full-time into CalPERS. Faculty are limited to five years of PRTB.

President’s Leadership Fund (PLF): Founded in 2002 by The Campanile Foundation, SDSU’s philanthropic auxiliary, to provide seed money to support innovation, rather than being another resource for renewable, operational dollars. Faculty members are particularly encouraged to apply with projects that leverage seed money to garner sustainable support, and those that directly benefit current SDSU students. To learn more, or to apply for funding, please visit www.sdsu.edu/plf.

reimbursed time: Faculty or graduate assistant time that is funded from grants or contracts. It differs from assigned time (see above) by being externally funded, not state funded.

RTP (Reappointment, tenure, and promotion): the core evaluative process of the university.

smart classroom: Classrooms equipped with a range of multimedia and computer technologies.

STC (Statement of Terms and Conditions): The contract used for faculty appointments. They are used for lecturer, TA, and GA appointments.

three-year contract: After six consecutive years of employment, a lecturer is eligible to be reappointed on a three-year contract. This gives them the strongest entitlements of any non-tenure-track faculty. Note that a lecturer hired initially on a multi-year contract, whether for three years or any other length of time, does not have the same “three-year” contract rights.

web portal: An interactive tool that allows SDSU students, faculty and staff to access a variety of enrollment and admissions resources online. Among many functions, the WebPortal allows students to pay their registration fees online, register for classes, download unofficial transcripts and degree evaluations, evaluate their faculty members, and vote in Associated Students elections.

WPAF (Working Personnel Action File): An extension of the PAF (see above), consisting of a file put together by the candidate for the purpose of conducting a performance review or periodic evaluation. The WPAF for RTP decisions has a centralized and formal structure. The WPAF for periodic evaluations is less formal, and consists of documents determined by the department. The WPAF is returned to the candidate after the review or evaluation. All personnel decisions must be based upon the PAF (and its extensions).

CAMPUS OFFICES AND RESOURCES

[Analytic Studies & Institutional Research \(ASIR\)](#) (Jeanne Stronach, ASIR Director, jstronac@mail.sdsu.edu, x4-8712) provides official university information to the SDSU community, the California State University Chancellor's Office and external agencies. Visit ASIR's website to access reports on applications, enrollment, student profiles, continuation and graduation rates, and so on.

[Associated Students of San Diego State University \(A.S.\)](#) (x4-6555) is an independent student-directed corporation that provides a wide range of services and programs for SDSU students, faculty, staff, alumni, and the general public. A.S. is the umbrella organization for student government on campus, which includes the College Councils and the student clubs that make up the councils. A.S. is also a corporation that runs the SDSU Children's Center, the Aztec Recreational Center, Viejas Arena, and the Open Air Theatre. A.S. offices are located in the Conrad Prebys Aztec Student Union, which provides meeting services for conferences and special events.

[Business & Financial Affairs \(BFA\)](#) generates new revenue streams for the campus, finds corporate partners and ways to reduce fixed costs, and delivers high quality, best-priced services and products to the campus community. The department includes [Financial Services](#), [Business Services](#), [Contract & Procurement Management](#), and [Enterprise Technology Services \(ETS\)](#). Central Stores, [ReproGraphic Services](#), and [Enterprise Technology Services](#), are largely self-supporting. General Fund monies are reserved for core service areas such as [Material Management](#), [Contract & Procurement Management](#), and [Enterprise Technology Services](#). [Financial Services](#) maintains the campus support budget, managing the general budget, lottery funds, continuing education, housing, parking and trust funds.

[Career Services](#) (James Tarbox, Director, jtbox@mail.sdsu.edu, x4-4379) provides information and resources to students and employers, including job listings, interview schedules, career fairs, and advice on choosing a major. There is a section on the website for faculty and staff.

The [College of Extended Studies \(CES\)](#) is the principal education/training outreach liaison with the local communities of San Diego and Imperial counties. CES is self-supporting and receives no general funds. All operating expenses including instructional salaries are generated from student tuition and fees. Over 22,000 CES enrollments are generated each year in hundreds of credit and noncredit classes. Major programs administered/offered by CES include Open University, which enables non-matriculated students to enroll in university courses on a space available basis, with the consent of the instructor, and Special Sessions, which provides a mechanism to offer departmentally approved resident credit courses that are not available through the general fund.

[Counseling and Psychological Services](#) (Jennifer Rikard, Director, jrikard@mail.sdsu.edu, x4-5220) located in Calpulli Center Room 4401, provides services to help students obtain support for a variety of presenting concerns, including counseling, therapy, workshops, and specialized programs.

[Office of Employee Relations and Compliance](#) (Heather Bendinelli, Director, hbendinelli@mail.sdsu.edu, x4-6464) is responsible for developing and implementing policies and procedures associated with state and federal affirmative action, Americans with Disabilities Act, and discrimination and sexual harassment issues.

[Enrollment Services](#) (Dr. Sandra Cook, Associate Vice President, Enrollment Management, scCook@sdsu.edu, x4-5384; Student Services West 1575), is responsible for class schedule production; faculty workload reporting (APDB Reports); and facilities scheduling, which includes allocation of university-wide classroom space, large lecture halls, and rooms for special groups. Enrollment Services also includes the [Office of Admissions](#), [Office of Advising and Evaluations](#), [Office of the Registrar](#), [Prospective Student Center](#), [The](#)

[Joan and Art Barron Veterans Center](#) and [Analytic Studies & Institutional Research](#).

[Environmental Health and Safety](#) (EH&S) (Terry Gee, Director, 594-2853) develops and maintains programs aimed at protecting the safety and well-being of the campus community. EH&S ensures compliance with local, state and federal statutes and regulations pertaining to health, safety and environmental protection.

The [Center for Human Resources](#) (Thom Harpole, Director, tharpole@mail.sdsu.edu, x4-0469; Benefits, Jennifer Acfalle, jacfalle@mail.sdsu.edu, x4-1142; Employment, Catherine Love, clove@mail.sdsu.edu, x4-5248; Payroll, Devon Caturay, dcaturay@mail.sdsu.edu, x4-4655) is responsible for benefits and employee services, compensation and payroll, employment and classification, training and development, employees' disability programs, and worker's compensation.

[Instructional Technology Services](#) (ITS) (James Frazee, Director, jfrazee@mail.sdsu.edu, x4-2893) provides support and leadership to the university in the effective uses of technologies for enhancing learning, as well as facilitating research and strategic initiatives.

The [International Student Center](#) (ISC) (Noah Hansen, Director, nhansen@mail.sdsu.edu, x4-4808) serves as a resource crossroads for international students seeking educational opportunities at SDSU, and for SDSU students seeking educational opportunities abroad. The ISC is responsible for immigration advising for the international student population and SEVIS (Student Exchange Visitor Information System) compliance for the campus. Any questions related F-1 or J-1 student visa statuses should be directed to an ISC advisor. (Questions about J-1 or H-1B visa statuses for visiting scholars and faculty should be directed to the [Office of Faculty Advancement](#).)

[Office of the Ombudsman](#) (x4-6578) assists students in resolving various matters including administrative procedures, appeals/waivers, and grade disputes. For information on handling student complaints, visit the [Procedures for Handling Student Grievances Against Members of the Faculty](#) page of their website.

The [Office of International Programs](#) (OIP) (Alan Sweedler, Associate Vice President-International Programs, asweedler@mail.sdsu.edu, x4-1354) is the primary contact for international programs and visiting scholars, and represents the university on international matters to external agencies and institutions. It organizes workshops on Fulbright faculty grants and other opportunities. Twice each year OIP conducts a grant competition to support faculty international travel in order to enhance international study experiences for SDSU students through strengthening of existing SDSU programs or development of new programs. OIP has appointed International Programs Coordinators for most of the colleges. These faculty coordinators work closely with faculty to assist them in developing and expanding SDSU's overseas programs.

[Facilities Services](#) offers a comprehensive system of planned/programmed maintenance and tracks deferred maintenance. Facilities Services coordinates scheduling and completion of campus maintenance and construction projects, both ongoing and customer-generated. Call x4-4754, e-mail facilitieservices@mail.sdsu.edu, submit a [Work Request Form](#), or visit FS-100, [Facilities Services](#), in the northeast corner of campus, Monday through Friday, 7 a.m. - 4:30 p.m.

[Student Ability Service Center](#) (Dr. Pamela Starr, Director, pjstarr@mail.sdsu.edu, x4-1113) provides qualified students with disabilities equal access to higher education through academic support services, technology and advocacy in order to promote their retention and graduation. The [Faculty and Staff Resources](#) page on the SDS website provides various resources to discover opportunities for designing learning environments that are inclusive of all students. The page also provides important information about individuals with disabilities, recommended instructional strategies in the classroom, and creating

accessibility in your courses.

The [Center for Student Rights and Responsibilities](#) (Dr. Lee Mintz, Director, lmintz@mail.sdsu.edu, x4-3069) administers the Statement of Student Rights and Responsibilities including university policies on privacy, nondiscrimination, disciplinary policies and procedures, sexual assault, alcohol abuse, and smoking. The office receives reports of alleged student misconduct and investigates complaints in order to determine whether university disciplinary action is to be pursued.

The [Center for Teaching and Learning](#) (CTL) (Dr. Jennifer Imazeki, Director, jimazeki@mail.sdsu.edu, x4-5012) is designed to coordinate and/or inform the campus of events related to teaching and learning, bring together faculty with shared interests, promote workshops and lectures on teaching/learning topics, and encourage research into topics related to university curricula and classrooms. The CTL is the place to send faculty members who are having difficulties in the classroom, or who are interested in innovative pedagogies. The CTL can also assist your faculty in syllabus design, learning outcomes, and assessment.

[University Police](#) (Josh Mays, Chief of Police, jmays@mail.sdsu.edu, x4-7851) (or 911 for emergencies) is charged with safeguarding the academic process and the campus community through proactive professional law enforcement and services including prevention and investigation of crimes, escort service, key issue, fingerprinting, parking and traffic enforcement, emergency preparedness response, and much more.

FACULTY ADVANCEMENT

Faculty Hiring

Departments/Schools should develop long-range plans for the growth and change of their discipline and the needs of their students. Long-range planning should reflect SDSU's campus [commitment to diversity](#) in supporting the recruitment and retention of faculty whose research, teaching, and service enlarge historic institutional and disciplinary boundaries. A commitment to diversity is expressed not only through focusing on the background or identity of faculty candidates but also on the intellectual focus of their work.

The faculty hiring process is lengthy and requires various offices within the University to work together to ensure that recruitment and hiring are done correctly. A brief summary of the major tasks as well as the approximate timelines are outlined below.

Task	Timeline
Long-Range Academic Planning	Ongoing
Hiring Allocation/Authorization	Spring
Hiring Launch	Summer/Fall
Applicant Review	Fall
Interviews	late-Fall/Spring
Final Recommendation and Hire (Paperwork Processing)	late-Fall/Spring
Candidate Returns Signed Acceptance Letter	Spring – No later than May 30

Refer to the [Faculty Hiring Manual](#) on the Faculty Advancement website for a detailed checklist of the hiring process, samples of required documents, active recruitment resources, and guidelines for asking questions during the search process.

Recruitment and Appointment of Lecturers

Most, if not all, departments rely on full-time and/or part-time temporary faculty members, or lecturers, to cover some of their classes, particularly lower-division introductory courses. Maintaining a pool of competent lecturers will help you respond to shifting scheduling dynamics. Persons interested in obtaining lecturer positions will likely contact you on their own. It is a good idea to maintain a file of potential lecturers with copies of their curriculum vitae. In addition, the Collective Bargaining Agreement requires you to maintain a list of all lecturers who have been evaluated by the department, including the courses they have taught.

When you prepare to build your department's schedule of course offerings, you must take out and review PAFs for all lecturers—***it is critical that you sign the log***—and establish an order of hire—a list of lecturers, ordered by contract status (eg., three-year, one-year, etc.) and time base. Each individual on the list should receive “careful consideration” for work they are qualified to perform and available work should be offered to them up to their time base. If there is one section of the CBA that chairs should study, it is [Article 12](#), especially 12.3, 12.5, 12.6, 12.7, 12.12, 12.13, and 12.29. Here are the key points every chair must know:

- Probationary and tenured faculty, TAs, and volunteers may be offered work before temporary faculty.
- ELIGIBILITY FOR SIMILAR ASSIGNMENT: Once a part-time lecturer has taught two consecutive semesters within one academic year (including summer if the appointment is spring-summer only),

they are entitled to a similar assignment if reappointed the next year. That means that if the lecturer taught 12 units during year one, and you hire him or her back for year two, you must assign him or her 12 units (if they are qualified to teach the available courses) before you can hire someone new. These units can be distributed in any manner across two consecutive semesters, either fall/spring or spring/summer. Keep in mind, however, that lecturers lose their benefits if they fall below .40 in any semester, so, whenever possible, distribute their work equitably and compassionately.

- **ELIGIBILITY FOR THREE-YEAR CONTRACT:** After teaching one semester or two quarters in each of six consecutive years in a department, temporary faculty are eligible to receive three-year appointments. Initial and subsequent three-year appointments are issued to temporary faculty who have received a satisfactory evaluation and have no documented serious conduct problems. Entitlements in three-year appointments are determined by the time base during the third and final year of the previous appointment.
- **WHEN WORK IS NOT AVAILABLE TO MEET OBLIGATION:** If you do not have sufficient work to meet the similar assignment, you may offer whatever work is available, which establishes the new entitlement. Continuing part-time lecturers whose original time base must be reduced must be sent a letter and/or a revised contract for each change. A revised Academic Transaction Form must also be sent to Academic Affairs. Your dean's office should have electronic versions of sample letters to the lecturers to be attached to the Academic Transaction Form. If a lecturer's time base is reduced to zero in the third year of the three-year contract or there is insufficient work to offer him or her in the first year of a subsequent contract, that lecturer shall be placed on a department re-employment list for three years. If work becomes available for which they are qualified, it must be offered to him or her after you have met the entitlements of all of your three-year lecturers.
- **PERIODIC EVALUATION ESSENTIAL TO REHIRE:** All temporary faculty members are to receive a yearly periodic evaluation. When one-year lecturers apply for reappointment, they have the contractual right to careful consideration. You should be able to provide evidence that you looked carefully at previous periodic evaluations—**sign the PAF access log**—and based your hiring decisions on a reasoned assessment of the candidate's performance.
- **HOW TO ASSIGN NEW WORK:** Article 12.29 sets guidelines for assigning "new or additional" work, that is, work left over after you have made assignments to all current tenured, probationary, and temporary faculty members. Before you can hire new temporary employees, you must offer the work to your incumbent lecturers. Before the beginning of the academic year, offer new or additional work to three-year part-time lecturers, lecturers on the re-employment list, or other continuing multi-year part-time lecturers who are qualified to teach the courses. During the academic year, you must also offer work to continuing one-year lecturers. Any work that is left may be offered to any other qualified candidate. "Qualified" means that a lecturer has taught the course before at SDSU or another CSU campus, or that his or her academic background is clearly relevant to the course.
- **WHEN A CLASS DOES NOT "MAKE":** Classes may be cancelled any time prior to the third class meeting. If a class is cancelled, the employee shall be paid for class hours taught. If it is cancelled after the third class meeting, the employee must be paid for the entire class or provided with an alternate work assignment.

When you select a lecturer, the hiring process is rather simple. Your administrative coordinator will process a contract and an Academic Transaction Form (ATF). These should be attached to a copy of the applicant's curriculum vita and submitted to your dean's office. About a week before classes begin your new lecturer will have to report to the [Center of Human Resources](#) to sign in and get the necessary keys and an identification card. Please encourage your lecturers to contact the [Center for Teaching and Learning](#), as they are often left out of the channels of communication and can be uninformed about the university's mission and expectations.

Personnel Action File (PAF)

Every faculty member has a PAF. The custodian of the file (for temporary faculty—chairs; for tenured and probationary—the AVP for Faculty Advancement) is responsible for maintaining the accuracy, completeness, and security of the PAF. The PAF may be accessed by members of peer review committees constituted for the purpose of conducting a performance review or periodic evaluation, for determining a market/equity or merit-based salary increase, for recommending on range elevation, or for appointment or reappointment decisions. The PAF may be accessed by an appropriate administrator, such as the dean or AVP for Faculty Advancement, who may need to respond to an information request or grievance. No other faculty members should have access to the PAF; no one outside the university should be given access without the approval of the AVP for Faculty Advancement. Anyone accessing the file on official business must **sign an access log** which becomes part of the PAF. A sample access log can be found on the Faculty Advancement website under [Personnel Action File](#).

A faculty member has the right of access to all materials in his or her PAF, exclusive of pre-employment material (for example, letters of recommendation). A faculty member wishing to inspect his or her file must make an appointment, which shall be scheduled promptly during normal business hours, and has the right to be accompanied by another person. If a faculty member believes that any portion is inaccurate, they may submit a written request to the custodian of the file to correct or delete that material.

Faculty Mentoring

Assign new assistant professors a faculty mentor. Ideally, this mentor will be someone who has established a strong record in teaching and research. The [Faculty Advancement](#) website has materials to guide faculty mentoring conversations. It is also important that faculty mentors become aware of specific issues often encountered by faculty members of color, LGBTQ faculty, and women faculty in fields where women are underrepresented. These issues may include *cultural taxation*, which is a term used to describe the additional service demands shouldered by underrepresented faculty because of their identity, including the demand for serving on committees that need diverse memberships and mentoring diverse students or advising student groups who seek them out, and *microaggressions*, a term used to describe small, daily acts of insult and dismissal directed towards minorities. Taken together, these pressures can create what has been called *racial battle fatigue*. All senior faculty can successfully mentor underrepresented colleagues by becoming aware of these and other issues, listening, and problem solving collaboratively. [Articles](#) and [books](#) offer useful information on mentoring underrepresented faculty.

Senior faculty may need mentoring as well. It is not uncommon for tenured faculty to find themselves in a slump, either in teaching or professional growth. As department chair, you have access to teaching evaluations and student complaints, take part in post-tenure reviews, and may be privy to information about personal problems and low morale. One of the hardest tasks that a department chair faces is revivifying the career of a tired and disaffected long-term associate professor or a senior colleague who has not kept up with curricular or pedagogical advances. If you face such a situation, seek advice from your fellow chairs or from sympathetic administrators.

Supporting Faculty Research

Successful departmental leadership in the areas of original scholarship and creative activity requires the chair to serve as an *effective role model of research or creative activity*, to lead the faculty in articulating a cogent, feasible, forward-looking, and challenging research, scholarly, or creative vision, and to provide essential administrative support including assigned time, space, and funding via the dean's office or the [SDSU Research Foundation](#) (if sponsored research is involved). Internal support opportunities are available through the [University Grants Program](#) (UGP), administered by the Division of Research Affairs.

The UGP is used to support scholarly research, assist faculty at lower ranks to meet qualifications for retention, tenure and promotion, permit faculty to bring advanced projects to conclusion, and facilitate development of a research program that may be competitive for extramural funding. Faculty can apply for up to \$10,000, to include course release, summer stipends, student assistant funds, travel and equipment, and other assistance for RSCA. [Division of Research Affairs](#) (DRA) is the central university office with oversight of research management, regulatory compliance, research assurances, and activities related to intellectual property development and technology transfer, including [Research Integrity and Regulatory Compliance](#) and [Intellectual Property and Technology Transfer](#).

Reappointment, Tenure, and Promotion Procedures (RTP)

The university's policies on Reappointment, Tenure, and Promotion (RTP) are included in the [SDSU Policy File](#) under University Policies: Faculty in the following sections: Reappointment, Tenure, and Promotion: Procedures; and Reappointment, Tenure, and Promotion: Criteria. Helpful documents are available in the [Evaluations](#) section of the Faculty Advancement website. The chair of the department is responsible for:

- assuring that all faculty members are apprised of the criteria set out by the department, the college, and the university as soon as possible but no later than fourteen days from the beginning of the academic year;
- mentoring probationary faculty so that they make their best efforts to fulfill the criteria and put together a clear and convincing case for reappointment, tenure, and promotion; and
- providing a department-level review.

RTP is one of the most important responsibilities of a chair, and should be taken very seriously. Your recommendation is one of the pieces of evidence used by the Provost to determine whether a colleague shall remain at the university or not, or whether or not they shall be promoted to a higher rank. RTP decisions are based entirely on the written record, and, on occasion, the Personnel Action File. Personal assessments of a colleague's "collegiality," hearsay, observation, personal interactions or conversations, or other extraneous information not documented in the WPAF or PAF may not be considered.

Periodic Evaluations

All faculty who are to undergo periodic evaluation must be notified within fourteen days of the beginning of the semester of the procedures and criteria to be used. Procedures and criteria may not be changed subsequent to notification.

- Lecturers who have taught two or more semesters or on a one-year contract undergo annual periodic evaluations; lecturers on a three-year contract undergo evaluation in the final year of the contract. Assuming they have received satisfactory performance evaluations, they have considerable workplace security. For this reason, it is essential that you write honest evaluations of your lecturers. If you sugarcoat the evaluations of lecturers who do not perform their jobs well, you risk not being able to replace them with more effective instructors. Temporary faculty members may not be evaluated on research and service if these are not specifically contracted duties, except as they may pertain to currency in teaching. Evaluations should be evidence-based and provide clear information to guide future work assignment.
- Probationary faculty members in years 2, 4, and 5 also undergo periodic evaluations at the department or school level only.
- Tenured faculty members must receive a periodic evaluation at least every five years. As with the periodic evaluation of a probationary faculty member, a departmental peer review committee and appropriate administrator (the chair) conduct it. On occasion, the dean or associate dean may write an independent evaluation. Student evaluations are required if the tenured faculty member has

teaching duties, and the written report is filed in the PAF. A chair may use the evaluation meeting to urge improvements in performance or behavior, but cannot require the tenured faculty member to take any action. Nor may the chair initiate any punishment or retaliation no matter how poor the evaluation. Periodic evaluations can only be advisory, not disciplinary.

Information regarding periodic evaluations for probationary and tenured faculty members is available in the [Evaluations](#) section of the Faculty Advancement website.

Leaves

- [Leaves of Absence with Pay \(Article 23\)](#): covers bereavement, maternity/paternity, jury duty, voting, absence as a witness, emergencies, and military service. If a member of your faculty informs you that they are planning on growing their family through birth or adoption, please direct them to the Parental Leave form ([LINK](#)) on the Faculty Advancement website. Parental leave provides 30 working days, with possibility of additional time from sick leave usage. Please consult with your Dean's Office about replacement instruction. A faculty member on parental leave may opt to "stop the clock" or extend the probationary period.
- [Sick Leave \(Article 24\)](#): a benefit provided to the employee. A faculty member is responsible for immediately reporting an absence to the appropriate administrator, normally the chair, and completing and signing an absence form.
- [Leaves of Absence Without Pay \(LWOP\) \(Article 22\)](#): come in two varieties, personal and professional. Personal leaves may be for the purpose of unpaid sick leave, maternity/paternity leave, family care, or outside appointment. A personal LWOP may be 100% or a fraction thereof, for one or two semesters. When a faculty member takes a personal LWOP, they does not accrue service credit toward probation, sabbatical or difference-in-pay leave eligibility, salary service increase eligibility, or seniority (there are some exceptions, but a chair is not expected to know them).
- [Sabbatical Leaves \(Article 27\)](#): are granted through a competitive application / awards process for purposes that provide a benefit to the university, such as research, scholarship, or creative activity. Faculty members (including lecturers) are eligible for a sabbatical if they have served full-time for six of the preceding seven years, and at least six years have passed since their last sabbatical.
- [Difference-in-Pay Leaves \(Article 28\)](#): are similar to sabbatical leaves except for how compensation is calculated. Faculty members (including lecturers) are eligible when they have served full-time for six of the preceding seven years, and at least three years have passed since their last sabbatical or difference-in-pay leave. The procedures outlined in the Policy File (under Faculty: Leaves, Difference-in-Pay) parallel those of sabbatical leaves.

Information and forms regarding leaves are available in the [Evaluations](#) section of the Faculty Advancement website.

Foreign Exchange Visitors/Scholars

Foreign exchange visitors may come to SDSU to participate in research, consulting, teaching, etc. on a temporary basis for up to five years through the U.S. Department of State's J-1 Exchange Visitor Program. J-1 scholars must meet the minimum English language proficiency and financial support requirements. J-1 scholar may be paid or unpaid. The minimum amount of funding is \$1,600 per month for the J-1 scholar. If the J-1 scholar wishes to bring his or her spouse or children, they must demonstrate additional financial support—\$500 per month for a J-2 spouse and \$250 per month per child. J-1 scholars may receive payment from SDSU, government agencies, other organizations, or come on their own personal funding. Each department who invites an international scholar to visit SDSU should be prepared to provide individual assistance to the visitor and their family, especially upon arrival. For more information visit the [Information for Colleges and Departments](#) page on the Faculty Advancement website.

Foreign Faculty Members

Departments who wish to appoint international faculty into tenure or tenure-track positions may do so by bringing these individuals on an H-1B nonimmigrant visa status. The H-1B visa status may be requested for a maximum of six years, with the possibility of adjusting to permanent residency during those six years. Authorization for H-1B status is reviewed on a case by case basis in the Office of Faculty Advancement. For more information on the H-1B visa status, visit the [H-1B Specialty Occupation-Information for International Faculty](#) page on the Faculty Advancement website.

Academic Student Employees

Academic Student Employees include Instructional Student Assistants (undergraduate or graduate student workers whose employment includes at least 50 percent teaching, grading, or tutoring), Graduate Assistants, and Teaching Associates. All of these are represented by the UAW and are employed under a negotiated contract. As managers and administrators, chairs need to do their best to ensure that the provisions of the agreement are met, that the faculty understands its responsibility under collective bargaining, and that the fundamental educational mission of the program remains pre-eminent. Academic student employees are both students and employees, and one of the chair's tasks is to distinguish when their grievances and concerns arise from their role as students and when from their status as employees.

- **Appointments, Posting and Notification:** Positions must be posted on a website or other accessible venue and include descriptions of terms and conditions. Once an appointment is made, the student employee must be sent a written notification. Template letters for TAs, GAs and ISAs are available on via SharePoint. As soon as is practicable, the department should provide the employee a job description that sets forth the specific duties of the position, using the "Description of Duties" form, available via SharePoint. Employees may be reassigned for "operational needs," which means that if you discover early in the semester that a TA cannot handle classroom duties, you can pull her or him out of the class and into other duties. An ASE can also be removed for academic ineligibility within the first five weeks of the semester. However, if a problem arises from conduct, then we must use the discipline procedure. Discipline is limited to a written reprimand or dismissal, and may be taken to arbitration.
- **Instructional Material, Service and Support and Training:** SDSU is required to provide an ASE with access to workspace, texts, facilities, services, and instructional support that it deems required to perform work. All required training and orientation should be considered part of workload, and therefore compensated, with the exception of pedagogy courses and other training required as a condition of employment. What specifically will fall under this exception is not clearly laid out in the agreement, so, when in doubt, consult with Faculty Advancement.
- **Workload:** All ASEs are non-exempt employees, which means that they **must be paid overtime for work more than 40 hours per week**. They must be assigned reasonable workloads, defined as the number of hours the university could reasonably expect a TA or exempt GA to satisfactorily complete the work assigned. Employees are expected to raise workload issues with their supervisors as soon as possible, and supervisors should take these concerns seriously and evaluate whether the assigned workload is reasonable. The chair, in particular, should step in when necessary to adjust student workload in compliance with the collective bargaining agreement and, more importantly, in the best academic interests of the student.

Separation

Separations (resignations and retirements) should be initiated by the department manager/supervisor. The department manager/supervisor should thoroughly review the [Faculty/Staff Separation & Clearance Process Guidelines](#) and provide the separating faculty member with the [Employee Separation Handout](#). The handout provides the employee with specific instructions on what to do prior to leaving the university. To complete the separation process, the department manager/supervisor must complete the [Faculty/Staff Separation & Clearance Process Form](#) so that other university departments (such as the Library, Key Issue, and TNS) are alerted to the impending separation. For more information, visit the [Separation and Clearance Process](#) section of the Center of Human Resources website. It is also advised that probationary and tenured faculty members separating from the University for reasons other than retirement schedule an appointment with the Associate Vice President of Faculty Advancement.

- An employee may request to maintain his or her email account for a period of up to six months, with the approval of the department. Upon the request of the department, longer term extensions may be granted, if there is an expectation that the employee will return to SDSU after that time.
- [California Government Code Section 8314](#) makes it unlawful for a state official, appointee, or employee to permit others to use public resources for a personal or other purpose not authorized by law. In addition, the [California Constitution at Article 16, Section 6](#) prohibits the state from making any gift of public money or thing of value to any individual, municipal or other corporation. This governmental and legal background forms the basis for SDSU's requirement that separating employees return all University equipment, keys, credit cards, identification cards, access cards, and cease their use of University property, such as office space.

STUDENT ACHIEVEMENT

Curriculum Development

[Enrollment Services](#) coordinates the university-wide review of all curricular proposals to include new courses, changes to existing courses, new programs, and revision to existing programs. It also compiles the SDSU [Curriculum Guide](#) to assist faculty in preparing proposals for inclusion in the [General Catalog](#), the [Imperial Valley Campus Bulletin](#), and the [Graduate Bulletin](#). Also included in the Curriculum Guide are instructions on how to submit proposals for new certificate programs, for a degree to be placed on the Academic Master Plan, and for special topic courses and General Studies courses to be included in the [SDSU Class Schedule](#) and [Extended Studies Catalog](#).

Class Scheduling

Scheduling includes making individual faculty teaching assignments, selecting course offerings, and allocating classrooms. Class schedules are built to meet student demand, learning outcomes, departmental FTES targets, and available funding. The chair needs to assure that the schedule balances high-demand General Education courses, required classes for the major and graduate programs, and innovative curricula addressing changing dimensions of the discipline. In addition, the schedule should provide classes across the full workweek (MWF, TTH, late afternoons and evenings, weekends if appropriate), and conform to standard time modules for undergraduate classes. Most faculty members prefer to concentrate their teaching in as few days as possible (TTH schedules are very popular with faculty members and students alike), but not all preferences can be met. Some chairs take seniority into account in designing schedules, while others rotate unpopular times among the entire faculty. You may also want to consider how well a course draws: less popular courses may do well if scheduled at 11am TTH, while your bread-and-butter courses can be scheduled anytime and draw a full house.

Classrooms roll forward from the last like semester, i.e., fall to fall, spring to spring. Departments may use rooms that roll forward within their own department. This applies to all classrooms, including large lecture halls. Departments have scheduling rights and responsibilities during the first three weeks of initial phase of schedule building. Once initial phase is over for departments, scheduling moves to the college level. Colleges may use roll forward rooms within the college to best utilize room usage. Colleges work with [Enrollment Services](#) when unable to find rooms. To schedule classrooms for anything other than regularly scheduled classes, department coordinators must submit the online [Classroom Request Form](#) to Enrollment Services. Once received, Enrollment Services will schedule a room, and send an email confirmation.

Tenured and probationary faculty members are generally restricted to 12 weighted teaching units (WTUs) per semester of direct instruction. A full-time lecturer assignment is 15 WTUs. Faculty members also may receive “assigned time” credit as part of their total 12 WTUs (for tenured/tenure track faculty) or 15 WTUs (for lecturers) for such activities as instructionally-related research, major advising assignments, extraordinary committee work, curriculum development, or assessment responsibilities. The FAD report shows the assigned time, as well as release time supported by grants or contracts.

The class schedule is like a jigsaw puzzle: The overall pattern may not emerge until the last piece is put in place. Unfortunately, at times, much to the chair’s chagrin, it turns out to be a house of cards. If it collapses, have courage, and begin again. The chair also has responsibility for hiring the faculty to teach the scheduled classes. The Unit 3 collective bargaining agreement authorizes the “appropriate administrator” (the dean of the college) to make instructional assignments after consultation with the department chair and/or the individual faculty member. In practice, this means that the chair, after consultation with the faculty, submits a schedule to the dean’s office for review and approval. Faculty members have the right to express their preferences, and the principle of consultation is taken very seriously in grievance arbitrations.

Nonetheless, the final determination of what is best for the department and the students belongs to you and your dean.

Undergraduate Advising

Students who need assistance or clarification regarding graduation requirements, general education requirements, or university policies and procedures should visit the [Academic Advising Center](#) (AAC) in SSW-1551. Questions particular to major requirements, career prospects for the major, and graduate educational opportunities are directed to the undergraduate adviser in the respective department. The departmental undergraduate adviser is responsible for assuring that the undergraduate program runs smoothly and that the department is meeting the needs of its students, including the following tasks:

- hold informational meetings to "recruit" new majors (assuming your major is not impacted);
- participate in the new student orientations for transfer students and freshmen;
- keep informed about changes in requirements for the major (these vary according to the year that an individual student declares the major) and be able to explain these change to students;
- know which courses "articulate" (that is, are equivalent) between your department and local community colleges;
- know who your majors/minors are (you can request a list from Enrollment Services using a [Student Data Request Form](#));
- communicate with your majors/minors when necessary using regular mail, e-mail, or WebPortal messages via the [Student E-Mail or WebPortal Message Request Form](#) or via a Blackboard homeroom you can establish;
- obtain access the SDSU WebPortal "adviser" role so that you can access unofficial transcripts and degree evaluations for your advisees;
- encourage students to form or participate in an undergraduate club or student association;
- schedule periodic get-togethers with the majors/minors and faculty members to foster a sense of community;
- recommend outstanding students for induction into the various honor societies (solicitations are sent to the department chair who can forward them to their undergraduate advisers);
- encourage undergraduates to apply for available scholarships; and
- serve as the primary contact person between the chair/faculty and students once a student has declared a major.

Graduate Advising

Graduate advising carries its own unique set of tasks. The graduate adviser may:

- make admission decisions if required by department (some have admissions committees);
- oversee advancement to candidacy and determine when students who have been admitted conditionally are to become classified graduate students;
- notify the Graduate Division when students have successfully completed a comprehensive exam if Plan B is an option in the program chosen by the student;
- work closely with Graduate Division evaluators to ensure students have approved Programs of Study on file and request formally any exceptional changes to be made to degree requirements;
- make recommendations to the chair and the Graduate Division regarding the reinstatement of students who have been disqualified;
- publicize the graduate program(s) to facilitate recruitment of the best caliber graduate students;
- negotiate with the dean's office as well as the [Graduate Division](#) about paid assistantships and out-of-state tuition waivers (these greatly facilitate the department's ability to recruit top candidates);
- serve as the primary contact person for prospective graduate students inquiring about the program;

- oversee—with the chair and other faculty members—classroom and research assignments;
- meet with graduate students to ensure they are “on track” with regards to degree requirements (i.e.: Program of Study, language fulfillment and completion of culminating experience);
- foster a sense of community by encouraging faculty to schedule and attend social events with graduate students (an early fall orientation off-campus is a good way to start off positively); and
- update the departmental newsletter or website on recently completed theses, research/travel study opportunities, and professional placement after graduation from SDSU.

The graduate adviser also works very closely with the chair should any problems arise with graduate students, such as poor classroom performance, emotional or physical problems, trauma, economic hardship, or difficulty in adjusting to the program. The graduate adviser and chair frequently discuss and choose a course of action on issues such as these. Because of its demanding workload, the position warrants course release whenever possible.

Student Rights and Responsibilities

The California State University is regulated by the California Code of Regulations. On this campus, there are three main sources for information on regulations that govern student behavior:

- the SDSU Policy File, which includes the university’s Student Disciplinary Procedures (used when a student is accused of violating university policies or codes of conduct) and Student Grievance Procedures (used when a student alleges misconduct on the part of a member of the faculty, staff, or administration);
- the Student Conduct Code from the California Code of Regulations, accessible online at the [Center for Student Rights and Responsibilities](#) (CSRR); and
- the [General Catalog](#) / [Graduate Bulletin](#).

The [Center for Student Rights and Responsibilities](#) can direct students to alcohol and other drug programs, anger management courses, and interactive videos and reflective writing assignments if they have plagiarized or cheated. ***It should be noted that the Chancellor’s Office has issued an Executive Order that mandates reporting of all cases of academic dishonesty (cheating and plagiarism) to a central location. The CSRR has prepared a [form](#) for faculty to use, and will maintain a database that can track students who have multiple infractions across departments and colleges. Remind your faculty that while individual professors are responsible for determining academic sanctions, they will also be expected to report incidents and make recommendations on further investigation and additional judicial sanctions to the CSRR.***

Student Organizations

Student organizations offer a human-scale sense of community among your majors and minors. A departmental group helps students develop leadership skills, hone organizational abilities, and define their career goals more clearly. They provide formal and informal peer mentoring for incoming students, and a learning opportunity for specific skills needed for success in the classroom and beyond. Students may use these groups to organize panels of their own research for presentation at local/national conferences. This is particularly the case among graduate students, but many departments encourage undergraduates as well. In many cases, department-related student organizations can receive funding through their College Council to support scholarly activities for students.

A student-run organization can also help you contact your students should you need attendance at an upcoming event, feedback on a departmental issue, nominations for a paid work position off-campus, volunteers to meet with donors or community members, or contributors to your newsletter. Leaders of a

student organization can also serve as excellent recruiters for majors (perhaps a mixed blessing for some, but a real plus for smaller departments). If your department awards scholarships, having a working knowledge of your majors and minors can help you identify the students so that they are more than "just a name" on an application. Finally, students who take an active role in the life of their department while at SDSU are more likely to stay in touch once they graduate and become supporters and donors themselves.

Department-related student organizations can elect officers and apply for on-campus status as a recognized student organization in accordance with policies and procedures administered by the office of [Student Life and Leadership](#) (Conrad Prebys Aztec Student Union, Suite 210) within the Division of Student Affairs. This entitles them to submit funding proposals to Associated Students, through their College Council, for a budget, with the ability to plan events and invite speakers. Your recognized student organization can co-sponsor activities offered by your department by contributing a nominal honorarium and be listed as an official co-sponsor. Conversely, you are encouraged to co-sponsor their events as well. Organizations must submit a [Recognized Student Organization Application](#) online for on-campus recognition status.

The student organization requirements are as follows:

- must renew recognition status once a year (no later than the Fall semester);
- recognition is good from the date of approval through September 30 of the following year;
- undergraduate student officers must be enrolled in at least six units at SDSU and graduate student officers must be enrolled in at least three units;
- president and treasurer must maintain cumulative SDSU and total GPA of at least 2.0 and cannot be on academic or disciplinary probation;
- must have at least five officers and five members who are students at SDSU (these can be the same five students);
- one student officer must complete the mandatory student organization online orientation; and
- must have an eligible faculty or staff advisor who completes the mandatory online advisor orientation.

Student Communication

Keep a current e-mail list of recent and former graduates to facilitate communication. You could also devote part of your departmental webpage to tracking the activities of the club and the careers of recent and past graduates. Notify your students of departmental activities. Creating a Facebook page or Twitter account are good strategies to keep students informed and connected. Despite the demands we all face, we are trying to create an intellectual community. Student participation in events is essential, and student organization leaders can help facilitate the attendance of other students. Getting involved on campus is time consuming but it makes a new and enhanced atmosphere for college life, providing students a way to dialogue with their peers and reach out to others to educate a community about their ideals and dreams.

SHARED GOVERNANCE

Policy

The foundation of good governance is a shared understanding of and respect for established policies. Keep a copy of the university, college, and department policy files at hand for ready reference. When in doubt, ask your dean's office or Faculty Advancement. Adopt a phrase such as "Let me look into that, and get back to you." Then take care that you do. Ensure that your department policy file includes RTP criteria and procedures, lecturer appointment and evaluation procedures, tenure-track search procedures, and basic committee information (membership; term; responsibilities). Ensure that every member of your department has a copy of the policy file and that a copy is published online as well. Review the policy file with faculty in your department to identify needed updates or helpful ways to improve or streamline department governance. Any change must be approved by a majority of the faculty. Evaluation procedures may not be changed more than fourteen days after the beginning of the academic term in which faculty are to be evaluated.

Effective Meetings

Chairs should have a clear idea of what they want to accomplish in the meeting before it begins. Since so much time is spent in committee meetings, they should be organized to produce maximum outcomes. Otherwise, faculty members feel that nothing gets accomplished and become frustrated. Circulate agendas before meetings so those attending can anticipate what materials might be relevant to the discussion or even have some time to think about their own ideas on the subject. All faculty members, but especially committee chairs, should notify the chair in advance as to what should be placed on the agenda. Some chairs prefer to limit discussion and list a time factor for each agenda item. Robert's Rules of Order can be useful in dealing with motions and other actions during the meeting, although many departments prefer to operate in a more informal manner. It is also useful to summarize at the close of the meeting what has been agreed upon, and what next steps will ensue. People can then leave the meeting feeling that things are moving forward even if everything was not resolved. Circulate minutes so that carryover items can be tracked, and so those who cannot attend can keep up with the discussion and the actions taken in the meeting.

Voting Rights and Committee Service

Faculty in work status (including sabbatical) may vote and serve. Faculty on LWOP may vote but not serve. FERPers in work status may serve and vote only during the period of their work activity. Faculty "shall neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, promotion, salary, leave of absence, etc.) to members of their immediate families."

Committee type	Who may serve	How constituted
Search committees	Tenured and probationary; others (students, community members) may provide input but may not vote	Elected by tenured and probationary faculty
Personnel evaluation (periodic evaluation and RTP)	Tenured faculty only	Elected by tenured and probationary faculty
Sabbatical	Tenured faculty only	Elected by tenured and probationary faculty

Communication

Communication is critical to the morale and vitality of the department. Important information should be sent in multiple formats and possibly multiple times. Some chairs find that establishing a pattern of regular, brief weekly or monthly email bulletins providing information on deadlines, processes, and other information (even faculty achievements) can streamline communications and help faculty anticipate when and how important information will be delivered. From time to time, issues involving conflict arise and faculty members are likely to send angry messages back and forth. The department chair should avoid getting into the e-mail free-for-all on contentious issues. *If such messages have been exchanged twice, it is time to call a halt and schedule a face-to-face meeting to work out a compromise.* Keep in mind that all written messages, including those on email, are public documents and must be provided if subject to an information request or subpoena. Never put anything in writing, including an email, that you would not want the world to read.

Academic reviews

University policy mandates that academic reviews be conducted every five years. The [Division of Academic Engagement and Student Achievement](#) conducts reviews of departments with baccalaureate-only programs, and the [Graduate Division](#) conducts reviews of departments with graduate programs. The review office sends a letter to the department chair informing him or her that the department is scheduled to undergo its review and includes specific instructions to guide the chair through the process. The review team comprises of at least two members from outside the university and one member from the campus. The review office requests that the chair forward, through the college dean, a list of seven or eight distinguished individuals in the appropriate fields who are well-qualified to participate in the review; the list should include single-paragraph vitae, as well as current phone numbers for each nominee. The department submits a self-study report prior to the site visits of the review panel. Information on the self-study process and its integration with the WEAVE system is available on the [Program Assessment](#) website.

RESOURCE MANAGEMENT

Budgeting

A department chair must work with several kinds of budgets: the instructional budget (temporary faculty salaries), the supplies-and-services budget (pencils and telephone bills), the [Campanile Foundation](#) budget (donations to your department), the [Research Foundation](#) budget (monies earned by departmental research activities), and the [Extended Studies](#) budget (your portion of fees paid for your courses by Open University students). [Academic Affairs](#) allocates the instructional and supplies-and-services budgets to the colleges, and the dean of the college allocates them to the departments. Budgeting also should be linked to the department's strategic plan.

The budget figures you are given are best-guess estimates that may be adjusted, sometimes more than once, as the months progress. In California, the legislature is obligated to approve a budget by July 1, although it often misses that deadline, sometimes by several months. The university must establish its enrollment targets and class schedule much earlier than that. Budgets may be reduced in response to state funding priorities, or you may receive a windfall late in the scheduling process. Grants and contracts can create a degree of uncertainty in the budget process, since you do not always know at the beginning of a school year if or when a grant may be awarded. Adjustments in funds and teaching schedules plus reimbursed time create a complex budgeting and scheduling system for a department chair to handle. Budget overruns by a faculty member on a grant also may create serious problems for the chair, since the [Research Foundation](#)—the arm of the university through which research grants and contracts are handled—may try to collect the difference from the department. Department chairs do not have much in the way of discretionary funding to deal with such shortfalls and may have to turn to the dean for an allocation from the college's grant overhead funds.

Space and Equipment

Space allocations and equipment funds are negotiated with the dean annually. Departmental requests for both are generally viewed more favorably if tied to department goals and program development. It is a good idea to keep future needs in mind and to have a well-formulated plan should an unexpected source of funds become available. Chairs often receive short notice to come up with equipment or space requests. Of course, if the needs for space involve a building or significant renovation, they will have to be approved well above the dean's level. In that case, both the dean and the chair may work together to argue the case and seek university support.

Professional Travel

All professional travel requires the submission of a [T2 form](#) prior to departure, at least ten days in advance for in-state travel and out-of state travel, and forty-five days for foreign travel, even if reimbursement is not requested. Travelers must complete and submit the [Foreign Travel Insurance Form](#) at least forty-five business days prior to departure from the U.S. to ensure timely processing. For more information visit the [Foreign Travel](#) section of the BFA website. Traveling to high-hazard countries requires forty-five days' notice. High-hazard countries are listed on the [Alerts and Warnings](#) section of the U.S. Department of State's website, and the [CSU Warning List](#). The traveler and the department chair must sign all T2s, which are then forwarded to the dean's office. The dean's office then forwards the form to Faculty Advancement. In the case of foreign travel, the form is then forwarded to Business Affairs before it is finally forwarded to Accounts Payable.

Each college has its own reimbursement policies and funding allocations. Chairs should remind faculty and staff that the colleges do not necessarily guarantee total reimbursement and that travel funds may be

considerably less than the total cost of the travel. Faculty and staff members seeking reimbursement must submit within thirty days after completing their travel an itemized [Travel Expense Claim](#), along with supporting documents. Original receipts are required for reimbursement for conference registration, lodging, and transportation (e.g., airfare, shuttles to and from airports); they are not required for meal expenses, although meal expenses are subject to set limits. At the employee's request, Accounts Payable may issue a **travel advance** up to 80% of expenses before travel is undertaken. This request should be indicated on the T2 form and submitted to Accounts Payable between seven and thirty days before travel commences. For more information on travel, visit the [Accounts Payable](#) website.

Staff

Department staff can provide significant support for the smooth operation of the department and the programs offered by the faculty. A key member of the staff is the administrative coordinator, who often serves as the office manager, handles the department's fiscal and physical resources, communicates with other university offices, provides general support to the faculty, and acts as the initial point of contact for the public. For the chair, the support of the administrative coordinator is an invaluable asset. It requires a shared trust and an open, dependable working relationship. While the chair sets the overall operational direction for the department and provides supervisory oversight, the coordinator should be able to work toward those outcomes with minimum direction. She or he also may be responsible for overseeing other staff members, including student assistants, and maintaining a harmonious working relationship and atmosphere in the department office. The chair sets the tone and is responsible for evaluating the coordinator and other staff members. The chair and the coordinator should clearly establish an understanding of what work is to be delegated to the coordinator. Where there are associate directors or chairs, the distribution of authority in relation to the staff needs to be made clear so the coordinator and staff are not getting mixed messages or conflicting directions on the job.

Staff Hiring

New and replacement staff positions are requested through your dean's office. You will be asked for a written justification for the position as well as the time-base for the appointment. Positions are advertised through HR and undergo an initial screening before being forwarded to the department. HR provides direct support through every step of the hiring process. Positions that are considered permanent require that the new staff member be hired as a probationary employee. Probationary employees who are hired full-time serve a one-year probation period. Performance evaluations should be carefully completed for probationary and temporary employees. Performance evaluations for probationary employees should be completed at the end of the third, sixth and eleventh month to evaluate the employee's progress in the position.

Staff Evaluation

As supervisor for all staff members in your department/school, it is your responsibility to complete and sign these annual evaluations. You may wish to consult with faculty and/or staff members who have more direct contact with the employee(s) you are evaluating. Your dean's office will send you a memorandum regarding these evaluations along with a date for forms to be returned to their office. These annual performance evaluations are a good time to discuss progress towards meeting previous goals and to develop new ones for the coming year. These evaluations are also important in decisions about performance-based pay awards, in-range progression pay, and promotions. [Article 10 \(Employee Performance\)](#) of the [CSUEU Collective Bargaining Agreement](#) requires that you submit a draft evaluation to the employee for their input and discussion. The employee must be given five days to review the draft evaluation and provide input. You may consider their input in preparing the final performance evaluation report. You may also request the employee complete a self-evaluation for consideration in the final report,

but it is not required.

Once the performance evaluation is completed, you should arrange for a meeting with the employee to go over the form. After discussing the content of the evaluation and making any mutually agreed upon changes, you should sign the final report. This report is then given to the staff member for their signature. The employee may include comments on the form or attach written comments to the form. Normally the employee should be given a maximum of three working days to sign the report and/or submit written comments before the report is forwarded to the reviewing officer (typically a representative of the dean's office) for signature. If the employee refuses to sign the report, you must indicate this on the form under Employee's Acknowledgment. Once signed, a copy of the report is given to the employee and the original is forwarded to the Center for Human Resources, for placement in the employee's official personnel file. A copy should also be placed in the employee's department/school file.

EXTERNAL RELATIONS

University Relations and Development

[University Relations and Development](#) (URAD) works with alumni, parents, donors, and the community to generate the external recognition, support, and financial resources the university needs to enhance academic quality and enrich the campus community. On July 1, 2007, SDSU launched The Campaign for SDSU, its first comprehensive fundraising campaign. The Campaign for SDSU began in order to make SDSU a top ten urban research university by raising funds that would allow the university to build on its strengths in teaching, applied research, and global engagement. As of January 2017, The Campaign for SDSU surpassed its \$750 million goal. [The Campanile Foundation](#), a CSU auxiliary organization, is the university's philanthropic tax-exempt foundation, serving as the cornerstone of SDSU's fundraising efforts. Comprised of prominent SDSU alumni, business and community leaders, as well as campus representatives, the board offers the expertise, oversight and advocacy necessary to increase private giving and manage the philanthropic assets of the university.

Prospect Management

A **prospect** is defined as any individual, family, corporation, foundation or other entity(ies) identified as having the potential or inclination to make a substantial gift to SDSU. A major gift prospect is defined as an entity capable of making a minimum commitment of \$25,000. It is imperative that the university community be in constant communication regarding any interactions with prospects and donors in order to present a united front and consistent messaging. The prospect management system is designed to coordinate and communicate prospect and donor assignments, activities and gift strategies for SDSU's campus-wide development program. If you are interested in pursuing a particular individual or company in an effort to secure a gift to your department or program, please contact the director of development in your college. If you do not have a development professional in your college, contact the office of [University Relations and Development](#) before approaching the individual or corporation. They will help you determine whether the individual, corporation, or foundation has already been cleared for cultivation or solicitation by another entity.

Alumni Networks

Fundraising often begins with your alumni, which is why it is important to build those networks. Major/minors and current students at both the undergraduate and graduate level can be utilized as successful "recruiters" for your major or graduate program. It is reasonable to ask strong and reliable students (particularly at the graduate level or advanced undergraduate level) if they are willing to speak by phone or e-mail to students interested in declaring a major or applying to your graduate program. Prospective students greatly appreciate this offer. You can foster alumni networks by taking some of the following steps:

- Contact the [Alumni Association](#) to ask for their most recent contact information for your program's recent graduates. The Alumni Association can also provide a list of majors and graduate students who have completed your program. They also have [alumni chapters](#), many of which are based upon specific academic disciplines and colleges. If your group is interested in starting a chapter, contact the Alumni Association.
- Appoint one faculty member (possibly the undergraduate advisor) to be the e-mail contact for all graduating seniors.
- Put a bold type insert in your newsletter that asks alumni to mail in their "updated news and activities." Any address updates should be sent to the Alumni Association.
- Schedule an occasional alumni panel to discuss with your current students job possibilities, career paths, and other strategic insights.
- Share your department's long-term vision with alumni via the newsletter, informal social gatherings, or events you sponsor for the community.

- Create a Facebook page for your alumni.

Of course, students who feel well educated and personally supported by their department are most likely to become lifelong supporters of their alma mater. You can involve those alumni networks in your philanthropic efforts in a number of ways:

- Establish a "Friends of [your Department]" Fund through the SDSU Campanile Foundation and send out a yearly "Letter from the Chair" updating your mailing list on the department's current activities and specific projects that need financial support.
- Identify a few key alumni who have distinguished themselves professionally and invite them to a luncheon to update them on your department's activities and goals.
- State the need for philanthropic support in order to envision and act creatively.
- Hold an annual event where alumni who have become donors see their generosity appreciated. For example, if someone gives money for a scholarship, invite the donor to the event where the student actually receives the award.
- Ask students who have received a scholarship or grant from a donor to write a personal, hand-written note to the donor expressing their appreciation and describing the work they are doing.

When working with alumni or other prospective donors, listen to their interests and priorities and craft an idea that appeals to them individually. Generic appeals are usually less successful than specific, finely-honed ideas that resonate with a potential donor's individual priorities. If you have someone you believe might be a likely donor, invite that person to lunch on campus and familiarize her or him with your department and its activities. Be sure to arrange for colleagues and other necessary people to be around. The relationships that result in donated money are often cultivated over time. Be patient and nurture the relationship. At best, a genuine reciprocity may develop.

Advisory Boards

Explore establishing an advisory board that meets once or twice a year. The purpose of this board should be project-specific (e.g.: to raise money for an annual lecture or offer advice on a particular issue). Your board can consist of active or prominent alumni from your department, key donors, and community supporters. It is imperative that you have a critical mass of faculty (perhaps two or three) who make the commitment to meet with this board. If only you attend as chair, or worse yet, if no faculty from your department attends these meetings to provide camaraderie or direction, you've not only failed in your attempt to build an alumni network, you've also inadvertently offended them. It is also useful to have current students on the board as a way of "bridging generations" and letting your current group share their enthusiasm with those no longer on campus.

TROUBLESHOOTING

When challenges arise, seek advice and help. Start with your dean or associate dean. In some cases, you might need to contact special office on campus such as the [Office of Employee Relations and Compliance](#), the Director of Academic Labor Relations, or the Associate Vice President for [Faculty Advancement](#).

No faculty member should be permitted to wave the flag of "academic freedom" or tenure over misconduct or unwarranted license. Familiarize yourself with the terms of the [AAUP Statement of Principles](#), written in 1940 and subsequently updated to deal with contemporary issues. That document and the [AAUP Statement on Professional Ethics](#) (1987) serve as the cornerstone for academic behavior. The [SDSU Policy File](#) statement on Professional Responsibility refers directly to the latter.

Dealing with Abrasive Workplace Conduct by Faculty

Abrasive workplace conduct is interpersonal behavior that causes distress in others sufficient to disrupt organizational functioning. This includes:

- use of abusive, insulting, or offensive language directed at a fellow employee or student;
- spreading misinformation;
- behavior or language that frightens, humiliates, belittles, or degrades;
- interference with personal property or work equipment;
- unwarranted physical contact;
- purposefully isolating or marginalizing a person from normal work activities; and
- overreaction, overcontrol, threats, humiliation, and condescension.

Abrasive conduct has sometimes been “overlooked” as an inevitable feature of academic culture. This perspective is costly. Workplace climate/bullying issues have been identified as a factor in about 25% of tenured/tenure-track resignations in AY 15-16 at SDSU, costing the university about \$.5M in implicit and explicit costs related to faculty replacements, and incurring additional costs due to lost productivity and deterred faculty advancement. Research shows that abrasive workplace conduct is disproportionately directed towards underrepresented faculty.

Chairs and directors may choose to address the conduct directly and informally through conversation with their faculty member. Suggested language:

- “There has been concern expressed about [describe particular conduct and incident].”
- “I want to understand your perspective on [conduct/incident].”
- “I need to make you aware that your conduct is making it more difficult for [your students/colleagues/the department] to function well.”

Chairs or directors may refer abrasive workplace conduct to the dean or the associate dean to be addressed through the disciplinary process as governed by [CA Education Code Section 89542.5](#) and [Article 19 \(Disciplinary Action Procedure\)](#) of the CBA:

- Notify the faculty member that you would like to address a workplace conduct issue with them and inform them that they may have a CFA representative with them.
- Provide a verbal counseling or warning: identify specific instances of the abrasive conduct, clarify expectations, identify gaps between faculty member’s conduct and expectations, and set expectations for future conduct.
- Provide via email a written summary of meeting capturing specific instances of unprofessional or abrasive conduct, clarify expectations (with reference to applicable university codes or policies), cite adverse effects of conduct on colleagues or students, and outline specific understandings for remediation. This document may be placed in the PAF with a five-day filing notice.
- If conduct persists, a written reprimand will be issued by the dean, in consultation with the DALR or by the DALR, and archived in PAF with a five-day filing notice. May include a management plan.
- If conduct persists, disciplinary action, as outlined in the CBA, may be taken. This may include suspension, demotion, or dismissal.

Dealing with Discrimination, Harassment, and Retaliation (D/H/R)

Discrimination against and harassment of employees, students, or outside parties on campus is expressly prohibited by the California State University [Executive Order 1096](#), as is retaliation against employees or students who participate in a university effort to investigate or address problems within the university. CSU EO 1096 also prohibits employees from “entering into consensual relationship with a student or

employee over whom s/he exercises or influences direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority.” Please ensure your faculty members understand these policies. The campus takes D/H/R allegations seriously. If you receive even an informal/oral report that suggests a violation of the executive order, contact the DALR or OERC.

Conflict Management

Conflict is a normal part of any human community. Learning to walk through conflict with equanimity is one of the greatest skills your service as chair will allow you to develop. It is critical to set good boundaries so that you can have the perspective and energy you need to fulfill your role: many chairs choose not to respond to emails or calls after a certain time of day, and many chairs opt not to make their cell phone number available for texting. Consider this practice. Reflect on your own emotions around conflict so that you can recognize them when they arise in the chair’s role and deal with them professionally and appropriately. It is critical to manage your own emotions so that you can fulfill your role. How you act powerfully influences the outcome of any conflict-laden interaction.

The practical skills of dealing with conflict may involve negotiation or complaint handling. Each calls for a different set of skills. First, be clear about the role you are playing as people approach you with problems. When dealing with complaints, there are certain guidelines to keep in mind:

- Do not take it personally.
- Never act on one side of the story.
- Never attribute to malice that which incompetence will explain.
- Say what you will do, do what you say, and set time frames.
- Trust your instincts and do not let your fear guide you.
- Some problems require that formal processes be invoked. So be it.
- Be hard on the problem but soft on the people.

Here are some key sentences that may help you structure productive conversations when complaints arise:

- “What seems to be the problem?”
- “What action do you seek from me?”
- “I need to find out how others view this situation. I will do that and get back to you.”
- “You need to do what you need to do!” (If given an ultimatum)

Student complaints

If a student comes to you as chair with a complaint of sexual contact—including verbal overtures—from a university employee or unwanted sexual contact from another student, you must (you do not, by law, have the choice not to act) report this immediately to the [Center for Student Rights and Responsibilities](#) or the [Office of Employee Relations and Compliance](#), which will guide the student in the appropriate procedures from that point forward.

In matters not related to discrimination, harassment, or retaliation, when a student makes a complaint you should:

- Make an effort to respond quickly, whether via a quick meeting or a response to an email. Let the student know that they have been heard.
- Keep a meticulous paper trail of dates, concerns, and all specifics that the student mentions.
- Suggest that the student speak one-on-one with the faculty member involved. If the student agrees to do this, it is advisable to call the faculty member, say you spoke with the student, and they should expect a request for an appointment.
- Speak with both the student and the faculty member after they meet to evaluate if the situation has been appropriately resolved.

- Inform the student that they have the right to go to the college dean and/or the [Office of the Ombudsman](#) if they are not satisfied with the results of your attempted facilitation.

If complaints about a faculty member are numerous, keep a paper trail. You may decide to suggest to a faculty member that they contact the [Employee Assistance Program](#). Note that you can only suggest, not demand, this course of action. You may also need to inform your dean about a recurring problem. Do not try to manage difficult, stressful, or potentially dangerous situations by yourself with either students or faculty members. There is a network at SDSU of people familiar with these situations that can intervene and assist you. As chair, you have countless duties, and demanding and disruptive students or colleagues should not be allowed to impair your ability to function in your job.

Faculty will, on rare occasions, have to deal with students they consider disruptive in class. If this happens repeatedly, the faculty member should inform the student that particular actions are considered disruptive, and that future recurrence is grounds to expel the student from the class. But know that faculty members do not have the authority to permanently remove a student from a class. They can, however, remove the student for a specific class period and then report the incident to the [CSRR](#) at which time CSRR can assess the advisability of permanent removal of the student or transfer to another class depending upon the circumstances. If you feel there is the possibility of danger to the faculty member from a particular student, accompany him or her to [Public Safety](#) while they files a report with the officers. In the event that a student is exhibiting odd, but not disciplinary-related, behavior, the appropriate referral might be to [Counseling and Psychological Services](#), not the CSRR.

Grievances

When an academic employee believes that there has been a violation or misinterpretation of the CBA or that she or he has been directly wronged in connection with any rights accruing to employment, they may file a grievance. The procedures for filing and adjudicating grievances can be found in [Article 10](#). A faculty member must choose one of two paths: 1) statutory, in which a faculty committee hears the grievance; or 2) contractual, in which the grievance is presented before a hearing officer. If the grievance arises from a matter that is not covered by the contract, the grievant may select only the statutory path. A permanent [Article 12](#) Umpire may hear grievances filed by temporary faculty members in a shortened and expedited procedure.

Chairs may become involved in faculty grievances because of their specified roles under the contract. Since the chair is one of two reviewing entities at the departmental level of review in the RTP process, you may be called to testify in an arbitration hearing over a reappointment, tenure, or promotion dispute. CSU and CFA arrange the arbitration in accordance with the provisions of the CBA. Otherwise, chairs are most likely to be involved grievances involving evaluations or appointments because of their responsibility for assigning faculty workload. For these cases, it is most helpful if you familiarize yourself with CBA provisions, seek advice whenever you are the least bit uncertain, and keep good records and files. In most cases, grievances are resolved before they get to the point of arbitration. You may be asked to provide information, and nothing else. Do not worry too much if you make an error; there is usually a reasonable solution that will satisfy all parties. If the matter does go to arbitration, University Counsel will carefully prepare you. On rare occasion a case may go outside the university, and you will find yourself involved in a legal situation. Subject to certain exceptions, the California State University will provide for the defense of a civil action brought against an employee or former employee on account of an act or omission in the scope of employment. See [CA Government Code Sections 995-996.6](#).