SDSU | San Diego State University

CHAIRS AND DIRECTORS HANDBOOK

ADDITIONAL CONSIDERATIONS RELEVANT TO COVID-19 RELATED ACADEMIC OPERATIONS, PLEASE SEE THE APPENDIX.

ACKNOWLEDGMENTS

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 or schools; 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)

Department chairs or school directors are faculty members of a department or school 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:

- **Shared Governance:** Communicate university news and policies to the department, organize and facilitate department or school meetings, coordinate committee staffing in consultation with faculty, and provide information and support so that faculty committees complete the work of the department or school (including evaluation and recruitment) in a timely, equitable, efficient, and policy-compliant way.
- **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 Success:** 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, and the mission of the department, college, and university. Direct student advising and supplemental instruction programs. Promote department or school 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.
- **Resource Management:** Administer the department or school instructional budget to meet FTES targets, and work with appropriate university administrators to allocate and supervise use of resources including equipment, space, and department or school 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 or school well, and work with the dean's office and University Relations & Development to promote the department or school 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 or school strengths. A strong department chair or school director takes stock of the status of the department or school 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 or school director will have a vision for the department or school 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.

As you develop your chairship, please work closely with your dean. The Dean is the designated leader of the College. Deans interact with the central university administration on all matters pertaining to the business of the College. In that role, they represent the departments or schools under their jurisdiction. They need to be well informed about a department's activities and plans. They need to be able to negotiate for the resources that enable a department or school to carry out its mission. Whether an issue concerns faculty, staff, equipment, travel or space, the Dean is the key gatekeeper as well as stakeholder in supporting and maintaining quality departments or schools. It goes without saying that the relationship between the Dean and a Department chair or school director needs to be cordial and professional in order to maximize department and college achievements. From time to time, each will need the support of the other in times of crises or conflict. Open communication between the two parties will go a long way toward creating a strong academic environment. Information needs to pass between the Dean and the department chair or school director on a consistent and timely basis. When negative information about the department comes to the attention of the Dean, he or she must feel comfortable dealing directly with the department chair or school director, who may, in turn, investigate the matter within the department. In general, your Dean's office, including the Associate and Assistant Deans and the administrative staff, can be your most valuable ally in running the department.

Recommended 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)

-----. *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia* (Logan: Utah State, 2020)

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)

Stone, Douglass, Bruce Patton, and Sheila Heen. *Difficult Conversations.* (New York: Penguin, 2010)

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, this term denotes a volunteer who may teach or conduct research to the benefit of the university. Some universities use "adjunct" to refer to lecturers or other 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 Websites, 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 full-time for 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: Provision 11.4 of 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 (academic student employees) 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 headcount.

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 are 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 Article 38 of 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 (with non-contingent appointments) or part-time (with contingent appointments), 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) (see below for WPAF): The PAF is the one official file for members of Unit 3 (faculty). 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 or schools. The Dean of Library and Information Access is custodian for temporary librarians. The Dean of the Imperial Valley Campus is the custodian for SDSU IV. 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). Anyone accessing a faculty member's PAF, must sign the PAF log and write a reason for access.

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, guided by Article 30 of the CBA, 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.

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 for tenure-track faculty.

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: Based on Provision 12.12 of the CBA, after six consecutive years of employment, lecturers are eligible to be appointed 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.

WebPortal: 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

Academic Labor Relations: (Alexander Chizhik, Assistant Vice President, sasha.chizhik@sdsu.edu, x4-1656) can advise chairs on policies and procedures related to the administration of CBAs for Unit 3 (faculty) and Unit 11 (academic student employees) as well as related SDSU and CSU policies. In addition, the office can consult on all matters of concern or conflict among faculty, regardless of rank or status. This process supplements, but does not replace, the University's formal channels, such as the grievance process (which the office also administers).

Analytic Studies & Institutional Research (ASIR) (Jeanne Stronach, Assistant Vice President, jstronac@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 Recreation 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 division includes Human Resources, Financial Services, Logistical Services, and Contract & Procurement Management,.. Central Stores, ReproGraphic Services, and Information Technology, are largely self-supporting. Financial Services maintains the campus support budget, managing the general budget, lottery funds, continuing education, housing, parking and trust funds.

Career Services 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. Career Services a zoom facilitated virtual front desk and is available through their website.

Counseling & Psychological Services (Jennifer Rikard, Director, jrikard@sdsu.edu) located in Calpulli Center Room 4401, provides services to help students in need of mental health treatment and referrals. Students should call for a consultation with a counselor x4-5200. Consultations are also provided to faculty concerned about students.

The Center for the Prevention of Harassment and Discrimination (Gail Mendez, Director, x4-6464) is responsible for overseeing laws and policies relating to unlawful discrimination, harassment and retaliation, including sexual harassment and sexual misconduct issues.

Enrollment Services (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 the Registrar, and Prospective Student Center.

Environmental Health and Safety (EH&S) (Gillian Marks, Senior Director, x4-2853) 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.

Faculty and Staff Diversity (Jennifer Imazeki, Associate Vice President, jimazeki@sdsu.edu): In collaboration with multiple units across campus, the Office of Faculty and Staff Diversity serves all students, staff and faculty of SDSU as well as alumni and community members when possible and appropriate. We aim to build the capacity of all to advance just institutional systems and an affirming campus culture based on the core values of excellence, equity, diversity, belonging and inclusion through evidence-based professional learning and development around issues of identity, bias and privilege; inclusive communication; equity-minded teaching and support services; and inclusive recruitment and evaluation; recruitment, hiring and retention of faculty and staff who are reflective of the diverse students and communities served by SDSU; promoting the use of data to deepen understanding and inform policies and practices to advance equity and social justice in all aspects of campus life; and development and support of infrastructure and communication channels to ensure the holistic integration of equity and inclusion in everything we do, across and within all campus units.

The Center for Human Resources (Thom Harpole, Director, tharpole@sdsu.edu, x4-0469; Labor and Employee Relations, Associate Director, Jeremiah Smiddy, jsmiddy@sdsu.edu, x4-5248; Benefits and HR Services, Assistant Director, Isidro Cervantes, icervantes@sdsu.edu, x4-1142; Employment Services, Assistant Director, Casie Martinez, cmartinez12@sdsu.edu, x4-3953; Payroll Services, Assistant Director, Devon Caturay, dcaturay@sdsu.edu, x4-4655) is responsible for staff labor and employee relations, benefits and employee services, compensation and payroll, employment and classification, employees' disability programs, ADA reasonable accommodations, and worker's compensation.

Instructional Technology Services (ITS) (Dr. Sean Hauze, Director, shauze@sdsu.edu, x4-1348) provides support and leadership to the university in the effective uses of technologies for

enhancing learning, as well as facilitating research and strategic initiatives. ITS fosters collaboration and innovation with faculty and university stakeholders in the design, development, and effective use of learning environments and educational media.

IT User Services (ITUS) (Chris Clements, Director cclements@sdsu.edu x43442) is responsible for the operation and technical support of Google Workspace (collaboration tools like Gmail, Calendar, Meet, Chat, Drive, Docs, Sheets, Slides, Forms, Sites, and more), Microsoft O365, SDSUid, ServiceNow, software licensing\distribution, application support\development, SSO azure application integrations, electronic document signing, and wireless troubleshooting. Desktop support services are also provided by the unit.

The International Student Complex (ISC) (Noah Hansen, Director, nhansen@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 Student Ombuds (Darrell Hess, Student Ombuds, x4-6578) assists students in resolving various student 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.

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 facilitiesservices@sdsu.edu, or submit a Work Request Form Monday through Friday, 7 a.m. - 4:30 p.m. Please note that Facilities Services oversees maintenance, while requests for renovations or remodels are facilitated through the Office of Project Management.

SDSU International Affairs (Cristina Alfaro, Associate Vice President, calfaro@sdsdu.edu x4-1354): The mission of International Affairs is to develop and inspire globally-conscious and ethical future leaders. International Affairs, in consultation with the Senate International Affairs Council, is responsible for coordinating and facilitating the comprehensive internationalization of the university. The International Affairs Complex houses the International Student Center, Global Education Office, Faculty International Engagement Office, and SDSU Passport Office. International Affairs is the primary contact for inbound international and exchange student services; outbound international and virtual global education; global learning outcomes and assessment; curriculum internationalization and global opportunities for faculty; and passport services for the San Diego community. The AVP for International Affairs represents the university on international matters to external agencies and institutions in San Diego, the transborder region, and around the world.

SDSU Global Campus is the principal education/training outreach liaison with the local communities of San Diego and Imperial counties. SDSU Global Campus is self-supporting and receives no general funds. All operating expenses including instructional salaries are generated from student tuition and fees. Over 22,000 SDSU Global Campus enrollments are generated each year in hundreds of credit and noncredit classes. Major programs administered/offered by SDSU Global Campus 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.

SDSU Research Foundation (Michele Goetz, Associate Vice President and Executive Director, mgoetz@sdsu.edu, x4-1862) is an auxiliary unit to SDSU and supports the research, education and community service mission of the university. The research foundation administers all the grants and contracts received by the university and provides a variety of pre- and post-award services to faculty and staff seeking funding and those already working on their funded projects. This includes identification of funding opportunities, budget development, proposal routing and submission, contract review, administration of awards, provision of space for certain programs, purchasing, human resources and other support services.

Student Ability Success Center (Erica Aros, Director, earos@sdsu.edu, x4-6473) 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 Student Ability Service Center 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 & Responsibilities (Lee Mintz, Director, lmintz@sdsu.edu, x4-3069) administers the Statement of Student Rights & 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 & Learning (CTL) (Michael Borgstrom, Director, mborgstr@sdsu.edu, x4-3563) 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 (or face challenges) in the classroom, or who are interested in innovative pedagogies. The CTL can also assist faculty in syllabus design, learning outcomes, and assessment.

University Police (Lt. Mike Hastings, Chief of Police, 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

PROMISING PRACTICES FOR IMPROVING DIVERSIFICATION: IMPROVING THE REPRESENTATION AND RETENTION OF MINORITIZED FACULTY

SDSU AVPs conducted an assessment of research-based strategies that have been shown to improve the representation and retention of faculty from minoritized groups. These findings were reviewed and approved by the Academic Senate Diversity, Equity, and Inclusion committee in 2019, and several have been implemented recently. The following strategies that have shown promise for improving the recruitment and retention of minoritized faculty:

- *Supporting employee resource groups to foster mentoring, co-mentoring, and visibility* (Follins et al., 2015; O'Meara and Stromquist, 2015; Zambrana et al., 2015; Yun et al., 2016): SDSU now has 17 ERGs for faculty, staff and allies of a range of identities.
- *Requiring department and college plans for hiring and retaining diverse faculty* (Guenter-Schlesinger, & Ojikutu, 2009; Turner, 2002): All college and department diversity plans must include such strategies in order to be approved by the Senate.
- *Using inclusive language in job advertisements, especially if the language links to the scholarly study of race or ethnicity, requires prior evidence of teaching and service to minoritized populations, or solicits a diversity statement from applicants* (Fradella, 2018; Smith, Turner, Osei-Kofi, & Richards, 2004; Turner, 2002): ALL faculty hires must now meet two of the eight Building on Inclusive Excellence criteria, and that requirement must be included in job ads. Samples language is available in the Faculty Hiring Handbook available via the Office of Faculty Advancement and Student Success.
- *Training for search committees and RTP committees on topics such as implicit bias, equitable hiring practices, inclusive recruitment, and microaggressions* (Bilmoria and Buch, 2010; Carnes et al., 2012; Turner, 2002): All college diversity plans now include the requirement that all search committee members must complete implicit bias training; all RTP committee members must view a video that includes discussion of bias in evaluation, and are strongly encouraged to attend more in-depth workshops.
- *Having a diversity or equity representative on search committees and RTP committee to ensure accountability throughout the process* (Mulitalo, Ackerman-Barger, Ryujin, & Lund, 2017; Stewart & Valian, 2018; McMurtrie, 2016; Smith et al, 2015): All college diversity plans now include the requirement that all search committees have an Inclusion Representative; all RTP committees are strongly encouraged to appoint a similar equity monitor.
- *Certification of applicant pools based on proportional representation among doctoral degree recipients or other appropriate markets* (Gasman, Kim, Nguyen, 2011): All search committees must now complete a pool proportionality worksheet that allows for the comparison of representation in applicant pools to available candidates.
- *Campus-wide training for faculty and staff on implicit bias, microaggressions, cultural competency, and other related topics* (Guenter-Schlesinger, & Ojikutu, 2009): The Center for Inclusive Excellence provides a range of professional development opportunities on these topics.

- *Developing strategies for improving climate in departments where underrepresented faculty have left due to climate issues* (Frazier, 2011; Kaplan et al, 2018): Most college diversity plans include specific strategies to improve climate; your own department diversity plan should align with college plans in this regard as appropriate.
- *Intentionally include satellite campuses serving diverse / underserved / underrepresented students and communities*: If your department includes faculty and programs at SDSU-Imperial Valley, be sure that you are including them in department activities and planning.
- *Reviewing teaching evaluations for "bias" in student comments and scoring for faculty from minoritized communities* (Anderson & Smith, 2005; Bavishi, Madera, & Hebl, 2010; Hendrix, 1998; Hornstein, 2007; Smith, 2009; Smith & Anderson, 2005). See the CIE webinar on *[Identifying and Responding to Bias in Teaching Evaluations](#)* for more information and strategies.
- *Prioritizing start-up funds for faculty members with a proven record of teaching, research, or service focused on underrepresented populations* (Turner, 2002).
- *In light of evidence documenting exceptional service loads carried by faculty of color, especially in connection with "cultural taxation"-related advising and mentoring, recaptioning "service" as "leadership" in faculty evaluations so as to improve the recognition and valuation of service as an intentional commitment to change-making.* [Baez, 2000; O'Rourke, 2008; O'Meara, 2016]
- *Conducting on-going / year-round recruitment especially in areas of excellence appropriate for cluster hires* (Brooks, R. R., & Purdie-Vaughns, V., 2007; Sgoutas-Emch, S., Baird, L., Myers, P., Camacho, M., & Lord, S., 2016; Lord, S. M., Baird, L., Friedman, J., Myers, P., Sgoutas-Emch, S., & Camacho, M. M., 2015.)
- *Offering short-term visiting scholar programs to support recruitment of prospective tenure-track faculty candidates* (Guenter-Schlesinger, & Ojikutu, 2009).
- *Inviting prospective faculty of color to campus to learn more about the institution, meet the faculty, and to present their research* (Lumpkin, 2007).

FACULTY WELL-BEING

Some faculty are reporting heightened levels of stress in connection with the global pandemic and other stressful emergent contexts. Heightened stress levels can initiate or exacerbate existing emotional, behavioral, relational, mental, physical, or neurological health concerns experienced and can be expressed in many different forms given the broad cultural differences among the SDSU community. This can negatively impact work and relationships between and among faculty colleagues.

Positive and genuine supportive messaging from academic unit leaders can help foster expectations for how colleagues treat each other in the workplace, build a community of understanding and support, and normalize or destigmatize conversations about emotional, mental, relational, or neurological health matters.

Chairs and directors in particular can lead their faculty by setting limits and boundaries on working hours and professional communications. Research clearly shows that the invasive nature of telework–for example, texting for work and emailing after hours or on weekends–makes it difficult for employees to have the "down time" or recovery time that allows them to reset, repair, and rest that is essential to their continued functioning.

Of course, chairs and directors are faculty too, and are likely experiencing the same stressors and concerns their colleagues are–if not more intensely. Please consider utilizing the same resources available to your faculty, and if you would like additional support, contact your dean, associate dean, or another trusted colleague.

If a faculty member self-discloses an emotional or mental health concern or diagnosis:

●   thank them for confiding in you.

●   assure them that their well-being is important and that they are not alone: many academics experience ups and downs in their emotional, mental, and neurological health over the course of their careers.

●   acknowledge the exceptional stressors of the pandemic.

●   encourage them to visit this site for information about ways to access care and campus support.

●   reflect upon how you can help improve working conditions within your unit to create a more supportive environment.

Under the law, individuals with health concerns, diagnoses or disabilities may voluntarily self-disclose to employers, supervisors, or co-workers. Self-disclosure does not authorize an employer, supervisor, or co-worker to discuss with others. However, if you are concerned that a colleague is in imminent risk of self-harm, please call sdsu campus safety: 619-594-9111.

To learn more about how to foster environments supportive of faculty with mental and emotional health concerns or diagnoses, read here and here.

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 & Student Success) 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 & Student Success, 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 & Student Success. Anyone accessing the file on official business must *sign the PAF access log, including writing down the reason for access,* which becomes part of the PAF. A sample access log can be found on the Faculty Advancement website under Personnel Action File.

Based on Article 11 of the CBA, a faculty member has the right of access to all materials in his or her PAF, exclusive of pre-employment material (e.g., 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 members also have the right to submit material to their own PAF, including rebuttals to materials that others place in their PAF.

FACULTY HIRING

Departments/Schools should develop long-range plans for the growth and change of their discipline and the needs of their students. New policy enacted by the SDSU Academic Senate requires that departments and schools have approved diversity plans to submit in connection with requests for hiring. For assistance, please contact the Associate Vice President for Faculty and Staff Diversity.

Refer to the Faculty Hiring Handbook for a detailed checklist of the hiring process, samples of required documents, active recruitment resources, and guidelines for asking questions during the search process. Search committees must also undergo implicit bias training and review candidate pools to ensure diversity proportional to the diversity of degree holders in the discipline. Search committees must use criteria from the Building on Inclusive Excellence award program in all faculty search advertisements and processes.

RECRUITMENT AND APPOINTMENT OF LECTURERS

The Temporary Faculty Hiring Guide is available on the Faculty Advancement website here. Most, if not all, departments or schools rely on full-time and/or part-time lecturers (temporary faculty members) to teach some of their classes, particularly lower-division introductory courses. Maintaining a refreshed pool of competent lecturers will help you respond to shifting scheduling dynamics. *We strongly recommend that your unit post a call for temporary faculty on Interfolio to build a robust and diverse pool. Instructions may be found in the temp faculty hiring guide. We encourage you to take advantage of the resources available to you through the SoCal Higher Education Recruitment Consortium (HERC). Jennifer Park (jpark10@sdsu.edu), the Campus Director of Inclusive Recruitment, is also available for consultation.*

In addition, Provision 12.7 of 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 PAF log and write "careful consideration" as the reason for accessing the PAF*—and establish an order of work assignment—a list of lecturers, ordered by contract status (e.g., three-year, one-year) 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 are offered work before lecturers (temporary faculty).

- ELIGIBILITY FOR SIMILAR ASSIGNMENT: Once a part-time lecturer has taught two consecutive semesters within one academic year in a department or school (including summer if the appointment is spring-summer only), they are entitled to being offered a similar assignment of work for which they are qualified (number of units, not specific courses) if reappointed within the same department or school for the next year. That means that if the lecturer taught 12 units during year one, and you hire the lecturer back for year two, you must offer that lecturer 12 units during the year (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. Since offering work meets the University's requirement for similar assignment regardless of whether a lecturer declines or accepts that work, chairs and directors should keep careful records of offered work. 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 while following the Collective Bargaining Agreement.

- ELIGIBILITY FOR THREE-YEAR CONTRACT: After teaching at least one semester in each of six consecutive years in a department or school, 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 cumulative evaluation and have no documented serious conduct problems. Entitlements in three-year appointments are determined by the time base during the year preceding the new three-year appointment. For three-year appointments that begin in AY 2021-22, based on a special [Memorandum of Understanding](), entitlements should be based on time-base from either AY 2019-20 or AY 2020-21, whichever is larger.

- WHEN WORK IS NOT AVAILABLE TO MEET ENTITLEMENT: 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 them in the first year of a subsequent contract, that lecturer shall be placed on a department reemployment list for three years. If work becomes available for which they are qualified, it must be offered to them after you have met the entitlements of all of your full-time three-year lecturers, continuing full-time multi-year lecturers and, subsequently, part-time three-year lecturers (see [Provision 12.29]() of the CBA).

- PERIODIC EVALUATION ESSENTIAL TO REHIRE: All lecturers on one-year contracts are to receive a yearly periodic evaluation. Such lecturers who seek reappointment are entitled under the contract to "careful consideration," which means you must review previous periodic evaluations—sign the PAF access log *and write "careful consideration" as the reason for accessing the PAF* —and base your hiring decisions on a reasoned assessment of the candidate's performance based solely on documents in the PAF.

- HOW TO ASSIGN NEW WORK: [Provision 12.29]() of the CBA 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, based on "careful consideration," 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 their academic background is clearly relevant to the course.

- WHEN A CLASS DOES NOT "MAKE": Classes may be canceled any time prior to the third class meeting. If a class is canceled, the employee shall be paid for class hours taught. If it is canceled 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 & Learning](#), as they are often left out of the channels of communication and can be uninformed about the university's mission and expectations.

FACULTY MENTORING

It is recommended that new assistant professors are connected to at least one faculty mentor at SDSU. The [Faculty Advancement](#) website has materials to guide faculty mentoring conversations. Following advice provided by the [National Center for Faculty Diversity and Development](#), we also recommend that each faculty member develop a [map](#) with many points of support and contact in each area of their professional life. Within the context of mentoring, it is also important that faculty mentors become aware of specific issues often encountered by faculty members of color, LGBTQ faculty, and women faculty. [Peer-reviewed research](#) (see also [here](#)) shows that these faculty may be more likely to experience abrasive or inappropriate workplace conduct from colleagues or students that may negatively impact their professional development.

Some faculty members express reservations about attempting to mentor faculty underrepresented in their disciplines because they feel they are not prepared as mentors to offer advice relevant to underrepresented faculty experience. However, every faculty member has something to offer by way of support and expertise and every faculty member can learn to appreciate and identify challenges specific to underrepresented faculty, including *[cultural taxation](#)*, which is a term used to describe the additional service demands shouldered by underrepresented faculty because of their identity—for example, 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. All senior faculty can successfully mentor underrepresented colleagues by becoming aware of these and other issues, listening,

and problem solving collaboratively. Departments and schools may also participate in training offered by the [Center for Inclusive Excellence](#).

Senior faculty may need mentoring as well. It is recommended that chairs regularly review student evaluations for tenured faculty. Chairs may also discover via post-tenure reviews or day-to-day interactions that a colleague is facing mid-career challenges in professional growth. One of the hardest tasks that a department chair or school director 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, your Dean, and / or the Office of Faculty Advancement.

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 SDSU Seed Grant [Program](#) , administered by the Division of Research Affairs. The Seed Grant Program is used to support scholarly research, 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 funds to cover summer stipends, student assistant funds, travel and equipment, and other research-related assistance. The [Division of Research and Innovation](#) (DRI) is the central university office with oversight of research management, [Research Advancement](#), [Research Integrity and Regulatory Compliance](#), [Undergraduate Research](#), 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 [Performance Reviews](#) 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 (14) 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.
- ensuring that faculty have access to training materials to guide reviewers and candidates, available at the Faculty Advancement website.

In addition to the universal administrative guidelines for evaluations, the pandemic in academic years 2019/2020 and 2020/2021 introduced an added layer of awareness in an effort to protect the integrity of the evaluation process for our faculty. Under the terms of a policy approved in Spring 2021 by the Academic Senate, "In extraordinary times when the

campus community is impacted by an emergency that would impact the typical career (e.g., natural disaster, significant campus disruption, and similar events), as determined by the President, for faculty candidates seeking reappointment, tenure, and promotion, evaluations and committees shall both apply published criteria and extend special consideration for the impacts of the emergency on the candidate's professional trajectory. Committees and evaluators shall in their recommendations assess whether on the basis of the information provided in the WPAF the candidate's trajectory would under normal circumstances meet expectations for reappointment, tenure, and promotion."

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. Importantly, based on Provisions 15.10 and 15.11 of the CBA, all RTP deliberations and subsequent recommendations are confidential. The chair has a responsibility to assure this confidentiality. Final RTP outcomes can be shared when the information is necessary for business processes which involve unit faculty or staff.

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. Complete information is available in the Periodic Evaluations sections of the Faculty Advancement website for probationary and tenured faculty and temporary faculty (lecturers).

- 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, since personnel decisions can only be made based on materials in PAFs. 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 "careful consideration" for 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.

Leaves

- Leaves of Absence with Pay ([Article 23 of the CBA](#)): 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](#) 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 of the CBA](#)): 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 of the CBA](#)): 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 do 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 of the CBA](#)): 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 of the CBA](#)): are non-competitive and 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.

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 scholars may be paid or unpaid. A minimum amount of funding is required each month for the J-1 scholar. J-1 scholars may receive payment from SDSU, government agencies, other organizations, or come on their own personal funding. Faculty sponsors should be prepared to work with the Export Control office to confirm information needed to run a Restricted Party Screening on the J-1 scholar and to determine whether there are any license or export issues. Each department that 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 [Immigration](#) page on the Faculty Advancement website. Additionally, each college has a designated immigration

representative to assist with the J-1 scholar request. If the scholar will be receiving funding through the SDSU Research Foundation, you will need to work with the SDSURF HR representative. See chart below for your college's immigration representative.

College of Arts & Letters	Susanna DiNorcia, sdinorcia@sdsu.edu
Fowler College of Business	Davette Kawachi, dkawachi@sdsu.edu
College of Education	Cecy Beltran, cbeltran2@sdsu.edu
College of Engineering	Amy Jensen, ajensen@sdsu.edu
College of Health and Human Services	Melanie Dumont, mdumont@sdsu.edu
College of Professional Studies and Fine Arts	Linaflor Alonzo, lalonzo@sdsu.edu
College of Sciences	Julie Scalisi, jscalisi@sdsu.edu
Imperial Valley Campus	Danielle Ingoglia, ingoglia@sdsu.edu
Library	Krista Thomas, kthomas3@sdsu.edu
SDSU Research Foundation	Victoria Kuebler, vkuebler@sdsu.edu

FOREIGN FACULTY MEMBERS

"Foreign faculty" is the term conventionally used within the CSU system to denote faculty members who may require a State Department visa sponsored by the University. Using the term "foreign" allows the University to provide visa processing support to these faculty members without initiating an inquiry into the citizenship status of any prospective or current faculty member. It also allows the University to distinguish between the many faculty members of international background or experience who do not require a visa sponsored by SDSU and those who do. Departments or schools who wish to appoint foreign 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 (ASEs) 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 Collective Bargaining Agreement. As managers and administrators, chairs need to do their best to ensure that the contract is abided, that faculty are engaging in responsible direction of academic student employees, and that ASEs are supporting department operations. 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 they arise 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 via SharePoint. As soon as is practical, 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. ASEs 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 them 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 outlined in [Article 6](#) of the CBA. Discipline is limited to a written reprimand, maximum of 21-calendar-day suspension without pay, 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 Academic Labor Relations.
- 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 chair and administrator. The department staff administrator 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 or schools (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 SUCCESS

NEW STUDENT SUCCESS HELP DESK, HANDBOOK, AND WEB HUB

Please share with your students, faculty, and staff these new resources housed at studentsuccess.sdsu.edu:

● Student Success Help Desk–email / Zoom / walk-in: a central academic success hub providing guidance and referrals: Admin 201 upstairs lounge or studentsuccess.sdsu.edu
● Student Academic Success Handbook: A great starting place for student questions about how to navigate the university and get help–downloadable, printable, etc.; visit studentsuccess.sdsu.edu
● Student Academic Success Web Hub: A great starting place for student questions about how to navigate the university and get help. Launching July 1 at studentsuccess.sdsu.edu.

CURRICULUM DEVELOPMENT

Curriculum Services coordinates the university-wide review and approval of all curricular proposals including new courses, changes to existing courses, new programs, and revision to existing programs. Curriculum Services also maintains the SDSU Curriculum Guide to assist faculty in preparing proposals for inclusion in the online catalog. As part of the transition to the new Curriculog proposal development platform, a detailed Canvas-based tutorial is accessible to all faculty and staff.

CLASS SCHEDULING

Scheduling includes making individual faculty teaching assignments, selecting course offerings, and allocating classrooms. *Class schedules are built first and foremost to support student success: to use available funding most effectively to meet student demand and achieve learning outcomes.* 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. *Neither tenured / tenure track faculty nor temporary faculty are entitled to dictate time slots or demand specific course assignments. If a temporary faculty member has been offered a course and is not available to teach a course at the time the students and department need it taught, the course may be offered to another temporary faculty member.*

At the discretion of the Dean, classes may be scheduled in a variety of modalities. The course catalog stipulates that for each credit hour of a course, instructors shall provide one academic hour (50 minutes) of "classroom or direct faculty instruction" or "academic activities as established by the institution." These activities may include synchronous (live) or asynchronous (recorded) lectures, discussions, tutorials, individual meetings with students, "laboratory work, internships, practicals, studio work, and other academic work." Assigned readings, projects, and other independent student efforts to prepare for class or complete studio or lab work shall count as "out-of-class activities" and shall not replace "classroom or direct faculty instruction" or "academic activities."

Please refer to the following categories of instruction. (For additional support or for questions about the balance of activities in their courses, faculty can reach out to their chair / director, associate dean, or dean for consultation and guidance appropriate to each discipline.)

Synchronous Virtual Instruction (S):
- Direct faculty instruction and academic activities at the times and days listed in the Class Schedule.
- Office hours must be provided outside of times and days listed in the Class Schedule.
- Live/synchronous instruction times and days must be posted to allow students to plan their work schedule, to avoid class time conflicts, and to allow instructors to have readily available time slots for exams and quizzes.
- The final exam time as scheduled by the university should be listed in the syllabus.
- Students are expected to attend the live sessions.

Mostly Synchronous Virtual Instruction (MS):
- More than 50% of the online coursework is provided through direct faculty instruction and academic activities at the times and days listed in the Class Schedule, with additional time slots for office hours.
- Live/synchronous instruction times and days must be posted to allow students to plan their work schedule, to avoid class time conflicts, and to allow instructors to have readily available time slots for exams and quizzes.
- As usual, the final exam time as scheduled by the university should be listed in the syllabus.
- Students are expected to attend the live sessions.

Mostly Asynchronous Virtual Instruction (MA):

- Unless otherwise noted in the Class Schedule footnotes, instruction is provided through a combination of recorded and limited direct instruction with academic activities, quizzes, etc., at the arranged times and dates described in the footnotes and syllabus.
- Instructors must get approval from the Dean and/or the Associate Dean in order to use this teaching mode.
- Instructors are recommended to use a modular or online final exam with flexible or multiple time-window options in order to avoid time conflicts with other university scheduled final exams.
- The limited schedule for direct faculty instruction and academic activities should be described in the footnotes and syllabus to allow students to plan their work schedule, to avoid class time conflicts, and to allow instructors to have readily available time slots for exams and quizzes.
- Students are expected to attend live sessions such as office hours, problem-solving sessions, etc.

In addition to direct instruction and academic activities, as per Senate Policy, "Each faculty member shall hold regularly scheduled office hours and shall post a schedule of those hours and their contact information at their office location [or on their course platform] or within their syllabus." Schools / departments may request office hours from faculty so that they can post them on-line or provide them to students who inquire.

Faculty are expected to respond to direct email inquiries from students related to course operations or access within two working days.

For in-person synchronous course scheduling, classrooms roll forward from the last like semester, i.e., fall to fall, spring to spring. Departments or schools may use rooms that roll forward within their own department. This applies to all classrooms, including large lecture halls. Departments or schools have scheduling rights and responsibilities during the first three weeks of the initial phase of schedule building. Once the initial phase is over for departments or schools, 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 or school director 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 or school and the students belongs to you and your dean.

Faculty must teach courses assigned at the time and location indicated in the campus Class Schedule. The modality of instruction for each course is determined well in advance by individual colleges and included in the Class Schedule and WebPortal as well as communicated to each instructor as a part of the workload assigned for each semester. Students expect to be taught in the approved modality that is stated in the WebPortal and they planned for appropriate housing arrangements. Failure to provide instruction in the approved modality without receiving an official accommodation through Human Resources or without approval from the dean and the Provost's Office may result in disciplinary action. If instructors have unexpected health concerns, they can visit the Labor and Employee Relations website and complete the "Reasonable Accommodations" form for review. If approved, the deans will work with instructors to determine temporary accommodations.

COURSE SYLLABUS REVIEW

SDSU course syllabi must contain items mandated by the University Senate Policy File, including student learning outcomes. To be sure syllabi contain all required elements, faculty are encouraged to use this accessible syllabus template.Instructors must provide their department/school office with a copy of the most recent syllabus for each course they teach (See Senate Policy File, Faculty: Academic Responsibilities). At the Imperial Valley Campus, copies of syllabi should be provided to the associate dean. Chairs and directors should review syllabi for adherence to university policy, using this checklist.

APPROPRIATE NOTIFICATION, PREPARATION, AND ASSISTANCE FOR STUDENT PURCHASING OF PPE AND REQUIRED COURSE MATERIALS

The Senate Policy File requires timely notification of students as to required instructional materials. Academic units (colleges / departments) should work with the registrar to add documentation to the schedule indicating required materials (including web camera and microphone). These updates should be provided as soon as possible to ensure students have sufficient time to procure materials. Faculty and students should be mindful that COVID-19-related disruptions and delays may make it difficult to acquire course materials on-time; faculty should plan early semester course activities with this potential constraint in mind. The Office of the Registrar will notify students when the schedule has been updated. Faculty should publish information about required materials in their course-associated Canvas or Blackboard rooms as soon as possible. Faculty may consult with the Electronic Resources Librarian for suggestions regarding integration of e-reserves, streaming media, or other digital library resources, into their course sites, or for suggestions regarding the use of open access and open educational resources as part of the university commitment to promoting affordable

educational materials. Students who need financial and/or technology assistance may contact ECRT for support at any time.

ACCOMMODATIONS FOR STUDENTS

SDSU via the Student Ability Success Center (SASC) works with campus partners to provide reasonable accommodations for students with documented disabilities or medical conditions covered under the Americans with Disabilities Act (ADA). If a student has been approved for SASC accommodations, they will receive, as per SASC's typical process, an SASC Authorized Academic Accommodations letter and instructors may reference the letter via the SASC Connect instructor portal. Students are responsible for providing the letter to their instructors to receive SASC-approved reasonable accommodations.

SASC provides support to faculty and students with testing accommodations; for in-person courses, students typically take accommodated exams at SASC's Test Accommodation Center, unless arrangements have been made for the instructor to facilitate the accommodations in the classroom. In the virtual environment, students may need extra support to establish testing conditions that are responsive to their needs. In cases where students would typically require a separate quiet room or distraction-reduced environment as an accommodation in face-to-face instruction, SASC may approve an increase of extended time to compensate for noise and distraction students experience at home. SASC will work with faculty to provide instructions on how to extend exam time-lengths in Canvas and other learning management systems. Please do not hesitate to reach out to SASC Testing Accommodations Coordinator Peter Vu (peter.vu@sdsu.edu) for any matters pertaining to test accommodations.

"CHECK BEFORE YOU DROP"

When the semester begins, please advise your faculty that students may be delayed in getting campus clearance by no fault of their own--due to delays in international visas, or mandated isolation after a positive test, or (especially for Open University students) delays in getting clearance processed. Consequently, some students may be on a roster but not present in the first days of class. Before faculty use WebPortal to drop these students from your roster, they should "check" in with them via Canvas or email, extend these students consideration, and help them get up to speed when they return.

MINIMIZING POSSIBILITIES FOR ACADEMIC DISHONESTY

According to the Senate Policy File, "The instructor is expected to administer examinations or other exercises measuring the level of student attainment in a manner reasonably calculated to minimize the possibility of dishonesty by the student" (emphasis added).

Reasonable steps faculty can take to address academic dishonesty include:

- Include language on academic dishonesty and its consequences on syllabi and reiterate these expectations prior to each assessment. See the SDSU syllabus template for sample language.

- Recognize that the use of monitoring technologies may compound stress for some students, thereby increasing their cognitive load and impacting their performance. Take care to explicitly inform students on the first class day and in the syllabus if you plan to use monitoring technologies (e.g., Respondus) so that they can enroll in an alternate section or defer the course if they wish.

- Continue to design courses and assessments to support academic honesty. SDSU strongly recommends frequent, low-stakes assessment whenever feasible. Instructors are encouraged to utilize resources from Instructional Technology Services Flexible Course Design Toolkit. (To access the Toolkit via preview, use this preview link. To enroll in the course so that it is available via your Canvas Dashboard, please use this enroll link.) Faculty can also join the Center for Teaching & Learning (CTL) Faculty Homeroom on Canvas for guidelines on how to design course assessments that support academic honesty.

- Help students understand that, as faculty, our primary commitment is to the education of our students, and that exams and assignments are designed to promote learning. This can de-escalate the stressors connected to high stakes examinations that may incentivize academic dishonesty.

- In working with students, normalize academic challenge as an essential part of the learning process and encourage help-seeking from appropriate campus offices.

- Remember that heightened stressors make it imperative to handle potential instances of academic dishonesty with care and above all concern and consideration for the student and their well-being.

Technological tools used by faculty to address academic honesty issues may include:

Tool type	Examples	Supports available	Special considerations
Online assessments	Respondus 4.0, Canvas Quizzes	ITS	Potential technical glitches, particularly with unstable internet or older devices. Potential equity issue for students with older devices.
Plagiarism detection	Turnitin	ITS	
Browser management	Respondus LockDown Browser	ITS	Potential technical glitches, particularly with older devices including Chromebooks and older Macs. Potential equity issue for students with

			older devices.
Online Proctoring	Respondus Monitor	By prior arrangement with the Dean, ITS and CTL	Potential disability, privacy, economic, and student performance (cognitive load) impacts. Disabled students may seek accomodations from the Student Ability Success Center (SASC). Students facing economic hardships that prevent webcam acquisition should contact SDSU's [Economic Crisis Response Team (ECRT).](#) Please work with your Dean, ITS and CTL to ensure appropriate use of this tool.

UNDERGRADUATE ADVISING

For a quick reference guide on where to refer common advising questions, click [here](#).

Academic Affairs (FASS) and Student Affairs & Campus Diversity have established a coordinated campus approach to advising.

- [SDSU Navigate](#): SDSU has adopted Navigate from the Education Advisory Board (EAB) as an advising platform that will assist faculty and professional academic advisors in providing timely information and messaging to support individualized, proactive advising and student success. Trainings will be provided by the Office of Faculty Advancement & Student Success.
- Faculty/Staff Advising Homeroom: this online "course" hosted in CANVAS houses training guides, advising resources, and disseminates information. Academic advisor training and certification will be required for all individuals new to academic advising roles and encouraged for incumbents.
- The Office of Evaluations will provide homeroom oversight, to include development and coordination of content, and oversight of discussion threads. While the [Office of Evaluations](#) is not a student-facing office, they can provide assistance or clarification for academic advisors regarding graduation requirements, general education requirements, or university policies and procedures.

[Assistant deans](#) in the academic colleges play a critical role in addressing student success needs. They support department / school undergraduate advisors, who typically handle questions particular to major requirements, career prospects for the major, and graduate

educational opportunities. Except in the College of Education, assistant deans provide support primarily for undergraduate students. Graduate student support (academic, professional development, etc.) is assigned to program-level graduate advisors and/or the College of Graduate Studies.

Specific assistant dean responsibilities include:
- serve as point of contact for students seeking leave of absence, late schedule adjustments, or retroactive withdrawals;
- participate in the new student orientations for first-year and transfer students;
- keep informed about changes in requirements for the major (these vary according to the year that an individual student declares the major), General Education, and be able to explain these changes to students;
- know which courses "articulate" (that is, are equivalent) between your department or school and local community colleges;
- know who your majors/minors are (you can generate a list using SDSU Navigate or request a list from Enrollment Services using a [Student Data Request Form](#));
- communicate with your majors/minors when necessary using regular mail, e-mail, SDSU Navigate, or WebPortal messages via the [Student E-Mail or WebPortal Message Request Form](#) or via a Canvas homeroom you can establish;
- obtain access to SDSU Navigate by submitting a request to "Add User/Access"in the [SDSU Navigate Help Desk](#);
- obtain access to 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 single disciplinary honor societies (solicitations are sent to the department or school chair or school director who can forward them to their undergraduate advisers);
- encourage undergraduates to apply for available departmental scholarships; and
- serve as the primary contact person between the chair/faculty and students once a student has declared a major.

GRADUATE ADVISING

Like undergraduate student advising, graduate advising has components are common to all degree programs, and others are unique to a particular degree type, field of study or department culture. Each post-baccalaureate program (master's, doctoral, advanced credential and advanced certificate) has a graduate advisor who is responsible for all program activities. This person is referred to as the "graduate advisor," or "program director" in the case of a doctoral degree. For brevity, this role is simply referred to as "advisor" in this section.

The [College of Graduate Studies](#) sets out expectations that include the following:
- The advisor is expected to be an Associate or Full Professor, appointed by the department chair, school director or equivalent. Other faculty or staff members are

sometimes (though rarely) assigned this role due to an absence of well-qualified individuals.

- With approval of the department chair (or equivalent), the advisor may assign routine tasks to another well-qualified staff or faculty member. Graduate Studies and other administrative units consider the advisor to be responsible for decisions on admissions, degree requirement exceptions, and all other program matters, even if another individual has been given "rubber stamp" authority for routine tasks or advising communications.
- Temporary or permanent advisor changes should be communicated to Graduate Studies prior to the transition by emailing Graduate Studies <gra@sdsu.edu>.
- The advisor is responsible for all admissions matters.
- The advisor is responsible for vetting and formally approving all major graduate student milestones.
- The advisor must ensure that the Catalog is up to date with current degree requirements and program policies.
- The advisor is responsible for initiating and approving course substitution or other degree exception requests to Graduate Studies.
- The advisor must maintain competence in reviewing and entering information in the student information system and a variety of other electronic interfaces.
- The advisor is expected to track student progress towards degree completion, and intervene as needed to advise students not making good progress.
- Advisors are often the first point of contact for vetting student complaints and grievances, whether course-specific or programmatic. The advisor will also be in a unique position to facilitate a resolution.

Additional policy explanations and advisor resources are included on the Graduate Studies website. Formal training and as-needed advice are available from Graduate Studies

The graduate program, its home department (or equivalent) and its academic College may establish additional expectations for advisors. These could include informational processes for both potential and current students, coordinating financial support for the program's students, professional development events, and oversight of the program's culminating experience (e.g., thesis, dissertation, portfolio, comprehensive examinations).

In summary, a graduate program's advisor/director is the primary point of contact with the College of Graduate Studies and other administrative units on campus. They are expected to maintain the academic integrity of their program, facilitate good progress, and counsel individual students. They must be advocates for the welfare and advancement of their students, and lead their colleagues in fostering a collegial and professional academic community. For many decisions and activities, the advisor will work closely with the department chair or equivalent.

Duties must be performed by the graduate advisor outside of the 9-month academic calendar. Specific job expectations and time base vary widely based on the graduate program's size, expectations for student activities beyond coursework, and available administrative support. Compensation for graduate advisors should be clearly explained at the time of appointment, and is provided by the department (or equivalent) and/or academic

College Dean's office. Compensation may take the form of service for RTP, assigned time (course release), and/or summer salary.

APPROPRIATE EXPECTATIONS AND SUPPORT FOR GAS AND TAS

Under the terms of the CSU-UAW contract, GAs and TAs shall be provided with their GA/TA assignment, specific duties and expectations as early as possible (2.9) so that they can access orientations and/or training offered from their department/school as well as any additional support provided through CTL. (Please access templates via Sharepoint.) Orientation and/or training shall be accounted for within the terms of their appointment (22.1), or under a separate appointment or extension of the appointment (22.3). Supervisors should assess the GAs/TAs needs relative to the class assignment in order to meet those needs, as the University is responsible for providing GAs and TAs with any and all instructional materials, services, and support (including technological tools and software) they need to perform their work (13.1) The GA/TA should be told the number of hours expected to work each week in their assignment, so that they do not go over said hours and have to stop working (see 26.6).

CTL, in conjunction with the Center for Inclusive Excellence and ITS, will provide GA/TA support parallel to those offered to faculty, including:
- Graduate Certificate in College Teaching program

    ○ Backward course design to aligning SLOs, assessments, and activities

    ○ Inclusive pedagogical practices, implicit bias, and microaggressions
    ○ Learning science, active learning student engagement strategies
- Students may self-enroll in the asynchronous, self-paced Flexible Course Design Institute for Graduate Students (TA / GA support Canvas homeroom here): https://sdsu.instructure.com/courses/45091.

- Additional workshops and panels for teaching professional development (e.g., How to Write a Teaching Statement, 1st-Gen Faculty Panel, etc.)

For more information, contact CTL Associate Director Allison Vaughn: avaughn@sdsu.edu.

STUDENT RIGHTS & 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 & Responsibilities (CSRR); and
- the General Catalog / Graduate Bulletin.

The Center for Student Rights & Responsibilities can direct students found culpable of misconduct 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 or schools 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 or schools encourage undergraduates as well.

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 or schools). If your department or school 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 or school 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 or school 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.

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 email list of recent and former graduates to facilitate communication; EAB Navigate is a very helpful tool in this regard. You could also devote part of your departmental web page to tracking the activities of the club and the careers of recent and past graduates. Notify your students of departmental activities. Creating social media accounts are good strategies to keep students informed and connected. Student participation in events is essential to creating intellectual community, and student organization leaders can help facilitate the attendance of other students.

STUDENT SAFETY: EHS CANVAS MODULE

Courses using hazardous materials or equipment must provide the appropriate safety training to students enrolled in the course(s). Environment, Health and Safety has implemented a new training module which can be incorporated into already existing Canvas courses. For instructions on how to do so, follow this link: Importing the EHS module into your Canvas course. Students must acknowledge they have viewed the training by responding to a one question survey. Instructors will be able to track which enrolled students have completed the survey on Canvas. Canvas will automatically retain the training records, so _retention requirements will be met with no further actions needed._ If you have any questions, please contact ehsoffice@sdsu.edu

CONSIDERATIONS FOR TEACHING IN THE VIRTUAL CONTEXT

Under the Senate Policy File (133), "Instructors shall ensure that audiovisual materials used in or for a course are significantly related to the announced structure and purpose of the course. Audiovisual materials, whatever their source (rental, purchase, private collection, guest lecture), shall be legally acquired and shall include captioning whenever possible." Questions and issues of audiovisual Fair Use should be directed to the Electronic Resources Librarian in the SDSU Library.

Faculty who plan to require web-cam use during course sessions should notify students in the syllabus and in advance of the examination. Students shall be allowed to turn off their webcam and anonymize their Zoom identity during sessions.

A faculty member cannot require students to use or stay on video during a class session (students may be concerned about being recorded themselves, for disability-related or religious reasons, or concerned for other family members, including children, who live with them in close quarters). The faculty member can engage students--cameras on or off--so as to

maintain their attention and assess their understanding, including calling on them or having them answer on-screen questions.

Instructors of courses with self-identified deaf or hard-of-hearing students are encouraged to record Zoom sessions to cloud and make transcripts available to SASC-accommodated students, as high demand for captioning has created delays in availability of captioned course presentations.

If a student has approved accommodations for video or media captioning (which means that all videos required for the course has captions visible on the video itself), instructors must email all videos to be properly captioned to video.captioning.sasc@sdsu.edu as early as possible, as the current turnaround time for video captioning processing is 10 business days. Videos should not be presented to the class without captioning if an enrolled student requires video captioning.

Faculty who plan to use Respondus must notify and receive approval from their Dean's office (policies on notification and approval may vary by college). SDSU's contract with Respondus requires Respondus to honor student privacy under the Family Educational Rights and Privacy Act (FERPA). Faculty and students with additional questions may review the Respondus privacy statement.

Teaching in the virtual context may present additional challenges for classroom management. The Student Conduct Code remains in effect in all modalities and prohibits disruptive behavior in the classroom. If you witness such behavior, or receive reports from other students regarding disruptive behavior, please report this behavior to the Center for Student Rights and Responsibilities by completing a General Incident Reporting Form, and notify your chair or director.

Faculty may, at their discretion, immediately end any class session that has been substantially disrupted and/or tell the disruptive student to leave the class immediately. Please contact your chair or director for support if you do so; they may be able to provide assistance in providing support resources for you and your students and preventing additional disruptions. If you do end a class session due to disruptive behaviors, or direct a student to leave the class immediately, please contact the Director of the Center for Student Rights and Responsibilities, Dr. Lee Mintz, immediately at lmintz@sdsu.edu and/or (619) 594-3069 to report the behavior. Dr. Mintz will attempt to mitigate the situation before the next class meeting and may direct the student not to attend the class until the matter has been resolved. Please note, faculty cannot remove a student from a class for disruptive behaviors or direct the student not to attend the class for the rest of the semester. Communication with CSRR is crucial in order to appropriately resolve the situation.

If you witness behaviors or receive reports from other students of an emergency during class time--for example, any disturbance that appears to threaten a class member or medical emergency--contact University Police at 619-594-1991 for immediate support.

SHARED GOVERNANCE

POLICY

The foundation of good shared governance is a shared understanding of and respect for established policies. Keep a copy of the university, college, and department or school policy files at hand for ready reference. When in doubt, ask your dean's office, Academic Labor Relations, 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 or school policy file includes RTP criteria and procedures, lecturer appointment and evaluation procedures, tenure-track search procedures, basic committee information (membership; term; responsibilities) and clear processes for evaluating and electing department chairs. Ensure that every member of your department or school 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 or school to identify needed updates or helpful ways to improve or streamline department or school 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 and establish ground rules or common agreements and an agenda to ensure that time is effective. Otherwise, faculty members feel that nothing gets accomplished, become frustrated and may not participate and/or attend. Faculty—especially committee chairs—should have the opportunity to propose agenda items in advance, and chairs should circulate agendas at least one full day before meetings so those attending can have some time to prepare. Ask a faculty member to take minutes and ensure that they are shared and archived. Some chairs prefer to limit discussion and list a time factor for each agenda item. In fact, some chairs limit their meetings to one hour. Robert's Rules of Order can also be useful in dealing with motions and other actions during the meeting, although many departments or schools 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.

It may be helpful to establish "common agreements" to guide conduct and support positive communication in meetings. Sample "agreements" follow:
- Share all relevant information
- Discuss difficult issues in a way that allows all to express uncertainty or vulnerability, ask questions, and offer perspective or expertise
- Focus on identifying needs, not solutions
- Listen as much as you speak, avoid interrupting, yield to those whose viewpoints may be underrepresented, and amplify and clarify to assure understanding.
- Explain reasoning and intent when you speak
- Accept critique graciously and offer it constructively
- Give credit where it is due
- Jointly design next steps
- Avoid sexual or discriminatory language and imagery at all times, and use preferred pronouns

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 or school chair or school director should avoid getting into the email 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. CAA conducts reviews of departments or schools with only baccalaureate or masters programs, and the Graduate Division conducts reviews of departments or schools with joint doctoral programs. The review office sends notification to the department chair or school director, following consultation with the College dean, informing them that the department or school is scheduled to undergo its review and includes specific instructions to guide the chair through the process. The review team is comprised 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 email information for each nominee. The department submits a self-study report prior to the site visit of the review panel. The review panel produces a report and the department responds to the reviewers' report in a written

rebuttal. The process culminates in a capstone meeting between the department chair and members of academic affairs.

RESOURCE MANAGEMENT

BUDGETING

A department chair works with a variety of budget resources: instructional budget (including temporary faculty salaries), non-faculty budget (staff salaries), supplies-and-services budget (office supplies, telephone bills, professional development), Campanile Foundation budget (donations to your department), and the Research Foundation budget (monies earned by departmental research activities). Academic Affairs allocates the instructional and supplies-and-services budgets to the colleges, and the dean of the college strategically allocates them to the departments. You should work with your faculty and your dean to address how some of the other resources (e.g., Open University funds funneled into your supplies and services budget) provided to you can best be used.

The initial budget allocation is an estimate that may be adjusted over the course of the fiscal year. Budgets may be increased or reduced in response to state funding priorities which may require you to make last minute planning changes. 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 the Department Chair. It is imperative for the Department Chair to monitor faculty grant activity so that spending overruns are avoided. The Research Foundation—the arm of the university through which research grants and contracts are handled—may try to collect the shortfall from the department. Discretionary funds are limited at the department level so you may need to ask your Dean for assistance if you encounter a grant overrun that the department is responsible to cover.

SPACE AND EQUIPMENT

Space allocations are made by your Dean. Requests for new space will be considered 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 a plan for equipment needs or space requests. If the need for space involves a new building or significant renovation of existing space, it will require collaboration with others outside of the College. You may be asked to work with the dean on a plan that will garner university support.

PROFESSIONAL TRAVEL

All professional travel requires the submission of a T2 form prior to departure. The form should be submitted at least ten days in advance for in-state travel or out of state travel, and forty-five days for foreign travel, regardless of whether reimbursement is 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 and coverage while abroad. For more information visit the Foreign Travel section of the BFA website. High-hazard countries are listed on the Alerts and Warnings section of the U.S. Department of State – Bureau of Consular Affairs' website, and the CSU "International Travel Warnings." There are also

restrictions on state-funded travel to states with laws discriminating against LGBTQ+ communities; more information is available [here](). The traveler and the department chair must sign all T2s, which are forwarded to the dean's office. The dean's office forwards the form to Faculty Advancement. For foreign travel, the form is forwarded to Business Affairs before finally being 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 available 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 of conference registration, lodging, and transportation (e.g., airfare, shuttles to and from airports). Receipts 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 for up to 80% of projected expenses. 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 provide significant support for the effective operation of the department and the related faculty programs. A key staff member is the administrative coordinator, who often serves as the office manager. This individual 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. It is imperative that the chair and the coordinator cultivate an open, trusting, and dependable working relationship. The chair sets the overall operational direction for the department and provides supervisory oversight as well as delegation of duties to the coordinator. The coordinator should be able to support the chair with minimum direction, as well as oversee other staff members, including student assistants, and maintain a positive working atmosphere in the department office. 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 conflicting directions on the job.

STAFF HIRING

New and replacement staff positions are requested through your dean's office. Written justification for the position is required as well as the time-base for the appointment. Positions are advertised through HR and undergo an initial screening before applicants are forwarded to the department for consideration. 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 annual evaluations. Your dean's office will send you a memorandum detailing the evaluation guidelines along with a date for forms to be returned to their office. Annual performance evaluations are a good time to discuss the employee's progress towards meeting previous goals and an opportunity to develop new goals for the coming year. Evaluations are also important factors to consider in making 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. 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. 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, it must be indicated 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 & DEVELOPMENT

[University Relations & 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. [The Campanile Foundation,](#) a CSU auxiliary organization, is the university's philanthropic tax-exempt foundation, serving as the cornerstone of SDSU's fundraising efforts. Comprising 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. Each college has a development plan developed in coordination with URAD and approved by the President. If you do engage in development or fundraising, please work closely with your dean and college development professional to ensure good communication and coordination of all efforts.

ALUMNI NETWORKS

Please contact the Dean's Office prior to contacting alumni and friends for philanthropic support to ensure College and University efforts are coordinated.

TROUBLESHOOTING

When challenges arise, seek advice and help. Start with your dean or associate dean. In some cases, you might need to contact a special office on campus such as the [Center for Human Resources,](#) the Center for the Prevention of Harassment and Discrimination, the Assistant Vice

President for Academic Labor Relations, and / or the Associate Vice President for [Faculty Advancement & Student Success](#). 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.

The university relies upon chairs to ensure that appropriate expectations for faculty-student relationships are clearly communicated to faculty members—temporary and tenured/ tenure-track. *Faculty members must not engage in affectional or sexual relationships with anyone over whom they have instructional, supervisory, or evaluative authority, including faculty peers of junior rank.* Faculty members should take care that their interactions with students follow the highest standards of professional conduct. Behaviors that an instructor may consider to be supportive, friendly, or jocular may be interpreted differently by a student. Faculty members should be especially cautious about socializing with students in environments that serve alcohol and should never drink with underage students. If you become aware of an inappropriate relationship between a faculty member and a student, please contact Academic Labor Relations Please help your faculty understand that "covering" for colleagues in inappropriate relationships with students can pose a significant risk to the student, their colleagues, and the university.

DEALING WITH ABRASIVE WORKPLACE CONDUCT BY FACULTY

Abrasive workplace conduct is interpersonal behavior that causes distress in others sufficient to disrupt organizational functioning. (The term "abrasive conduct" has been adopted by some universities in lieu of the term "bullying;" see for example the Consortium on Abrasive Conduct in Higher Education). This may include:

- use of abusive, insulting, or offensive language directed at a fellow employee or student;
- spreading misinformation about a fellow employee or student;
- 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. Exit interviews conducted by the Associate Vice President for Faculty Advancement & Student Success show that workplace abrasive conduct 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 and may create a hostile environment that affects others' abilities to be productive and feel safe in their workplace. Chairs and directors are encouraged 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 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 the 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, after being deemed accurate and relevant by the associate dean or dean, may be placed in the PAF with a five-day filing notice.
- If conduct persists, a letter of reprimand may be issued by the dean, in consultation with the AVP for Academic Labor Relations, and archived in PAF with a five-day filing notice.
- If conduct persists, disciplinary action, as outlined in the CBA, may be taken. This may include suspension without pay, demotion, or dismissal.

It is also important that Chairs / Directors check in with the person who has been the object of abrasive conduct, express a willingness to listen, and encourage them to document in a timely way any conduct that is concerning.

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. Please ensure your faculty members understand these policies. DHR is taken seriously by the campus. If you receive even an informal report that suggests a violation of 1096, contact CPHD or Academic Labor Relations (sasha.chizhik@sdsu.edu).

Conflict Management

Conflict is a normal part of any human community. Leaning into conflict around professional tasks can often lead to better task outcomes. Relationship conflict can often lead to a difficult work environment, while productive engagement in task conflict can often lead to improved processes and products. 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. Research shows that "recovery time" is needed away from work to support good practice in the workplace setting.

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 <u>you</u> 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?"
- "How have you attempted to solve 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 <u>not</u> to act) report this immediately to the [Center for Student Rights & Responsibilities](#) or the [Center for the Prevention of Harassment and Discrimination](#), 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, so that you can 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 Student Ombuds](#) 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. In case of an acute disruption that is perceived to endanger safety, contact University Police immediately. If student conduct is disrupting operations and interfering with the success of other students, work with the faculty member to contact the assistant dean of the college, who can in turn consult a range of campus offices and resources.

FACULTY 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 of the CBA. A faculty member must choose one of two paths: 1) statutory, in which a faculty committee hears the grievance after appeal due to a denial by a campus hearing officer; or 2) contractual, in which the grievance is presented before a hearing officer at the Chancellor's Office after appeal due to a denial by a campus hearing officer. If the grievance arises from a matter that is not covered by the Collective Bargaining Agreement, 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 under Provisions 10.27-29 of the CBA.

Chairs and directors 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 with grievances regarding 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, especially Article 12, seek advice whenever you are the least bit uncertain, and keep good records and files, especially associated with "careful consideration" when deciding on reappointments and assigning work. 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 occasions 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.

POLICIES AND WORKPLACE EXPECTATIONS

The law authorizing and controlling The California State University is Title 5 of the California Code of Regulations. The SDSU Senate, a body of some 95 members mostly elected by and from the faculty, with some representation from staff, students, and administrators. Key policies created by the Senate are codified in the [Policy File.](#) Other university policies and procedures are governed by the [Collective Bargaining Agreement (CBA)](#) negotiated between the Board of Trustees of The California State University (CSU) and the California Faculty Association (CFA).

PROFESSIONAL RESPONSIBILITY

The faculty at SDSU subscribes to the [1987 Statement on Professional Ethics](#) by the [American Association of](#) [University Professors](#). Collegiality is a hallmark of professional ethics; faculty members are expected to work cooperatively with their colleagues and to treat staff members and students with respect.

NONDISCRIMINATION/EQUAL OPPORTUNITY/DIVERSITY

SDSU is a Title IX, equal opportunity employer and does not discriminate against individuals on the basis of race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. SDSU policies also affirm the university's moral commitment to the rights of all persons to equal opportunity in an environment open to free access and expression. SDSU is a community that is diverse racially, ethnically, linguistically, culturally, in class background, national origin, religious and political belief, age, physical ability, and sexual orientation. The campus welcomes this diversity and is committed to celebrating the richness of ideas, traditions, and understanding that this diversity brings to its community.

EMPLOYEES WITH DISABILITIES

SDSU provides accommodations for faculty members with qualified disabilities. If you are in need of accommodations, please contact your department chair/school director or the or [Labor and Employee Relations](#) (x4-8322; chr.ler@sdsu.edu). The [Assistive Equipment/Auxiliary Assistance Program](#) is designed to provide one-time limited funding for accommodations or auxiliary aid to employees with disabilities.

HARASSMENT, DISCRIMINATION, AND RETALIATION

The CSU forbids harassment, discrimination, or retaliation against students, staff, and faculty members, including sexual harassment. All faculty members who directly supervise students must take a state-mandated two-hour online sexual harassment training course. If you believe you have been subjected to harassment, discrimination, and retaliation or witness or receive a report from a student of harassment, discrimination, or retaliation, please contact the Center for the Prevention of Harassment and Discrimination (x4-6464). At SDSU IV, students should contact the Assistant Dean for Student Affairs (768-5502).

FACULTY INTELLECTUAL PROPERTY PROTECTIONS

Faculty may include the following language in their syllabus or articulate it to students at the beginning of the course or class session: "Unauthorized recording or dissemination of virtual course instruction or materials by students, especially with the intent to disrupt normal university operations or facilitate academic dishonesty, is a violation of the Student Conduct Code. This may include posting of exam problems or questions to commercial on-line platforms. Violators may be subject to discipline."

WHISTLEBLOWER COMPLAINTS AND RETALIATION

California Government Code §8548 requires SDSU to inform employees of the California Whistleblower Protection Act. This law provides SDSU employees the opportunity to report improper activities to the California State Auditor. The State Auditor investigates illegal acts like theft, fraud, or conflicts of interest by state employees; misuse or abuse of state property or time by state employees; and gross misconduct, incompetence, or inefficiency by state employees. Employees may report incidents directly to the State Auditor via the California Whistleblower Hotline at 1(800) 952-5665 or by mailing concerns to Investigations, California State Auditor, P.O. Box 1019, Sacramento, CA 95812. Concerns about campus practices may also be reported to the Associate Vice President of Administration by calling x4-6017. In addition, the California Whistleblower Protection Act protects employees from unlawful behavior after concerns are reported. California State University Executive Orders 929 and 822 protect SDSU employees from retaliation for reporting such information. Concerns about retaliation should be reported to the Associate Vice President of Administration at x4-6017 or directly to the CSU Vice Chancellor for Human Resources, California State University Chancellor's Office at (562) 951-4455. See CSU Executive Orders 1115 and 1116 for more information.

NEPOTISM

SDSU judges persons appointed to academic and staff positions at SDSU on their merits only. Immediate family members of employees, including faculty members, may be considered for hiring to fill any position, academic or non-academic. However, faculty employees may not participate in any institutional decision involving a direct benefit such as appointment, retention, promotion, salary, or leaves to members of their immediate family. Nor may they directly supervise a family member. When a direct line of authority exists between two employees, CSU policy requires that a plan covering all personnel matters be developed with the dean or director. See SDSU Nepotism Policy.

PERSONAL RELATIONSHIPS IN THE WORKPLACE

Faculty members shall not engage in affectional or sexual relationships with anyone over whom they have instructional, supervisory, or evaluative authority. Faculty members should take care that their interactions with students follow the highest standards of professional conduct. Behaviors that an instructor may consider to be supportive, friendly, or jocular may be interpreted as harassing or stalking by a student. Faculty members should be especially cautious about socializing with students in environments that serve alcohol and should never drink with underage students. Faculty members who have family members at SDSU should consult with their chair about submitting a conflict of interest management plan to ensure that any evaluative, supervisory, or instructional conflicts of interest are managed.

ALCOHOL AND SUBSTANCE ABUSE

Alcohol is not permitted at events unless approval is requested under the [SDSU Alcohol and Other Drugs](#) [Administrative Policies and Procedures](#). The university prohibits the manufacture, distribution, dispensation, possession, promotion, sale, or use of illegal drugs or other illegal substances, illegal drug paraphernalia, or look-alike (simulated) illegal drugs while performing work for the university, on university property, or in university vehicles. See [SDSU Alcohol](#) [and Substance Policies](#).

SMOKING

San Diego State University is a completely [smoke-free campus.](#) Smoking is not permitted in or outside buildings, including auxiliary buildings and parking areas. See [SDSU Smoke-Free Policy](#).

POLITICAL ACTIVITIES

California Government Code §8314 states that it is unlawful "for any elected state or local officer, including any state or local appointee, employee, or consultant, to use or permit others to use public resources for a campaign activity, or personal or other purposes which are not authorized by law." SDSU faculty are government employees and may not use university resources (computers, telephones, printers, supplies, or other equipment) for personal or political purposes. This does not include "incidental and minimal" use for either personal or political purposes, such as receiving unsolicited political messages, making an occasional local telephone call, or playing computer solitaire during a break from your academic work.

LIABILITY

The CSU is obligated to provide employees with a defense in litigation where it is alleged that the employee did something or failed to do something within the scope of employment and where the conduct is not the result of actual fraud, corruption, or malice. If you are contacted by an attorney in connection with your work at SDSU, please do not respond before you contact the Associate Vice President of Administration, Jessica Rentto (x4-6017, jrentto@sdsu.edu).

OUTSIDE EMPLOYMENT

Additional outside employment shall not conflict with a faculty member's normal work assignments or satisfactory performance of duties. The faculty member may be required to provide a written statement that details the amount and distribution of time devoted to continuous outside employment to their dean's office each semester.

TRAVEL AND ABSENCE FROM CAMPUS

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.](#) There are also restrictions on state-funded travel to states with laws discriminating against LGBTQ+ communities; more information is available [here](#).

Meal receipts are not required for travel reimbursement, unless a university issued credit card was used. Holders of university-issued travel cards must obtain itemized receipts for all travel expenses.

QUICK REFERENCE RESOURCES FOR FACULTY

If a faculty member. . .	Contact
Needs up to date information about COVID-19:	Visit The Coronavirus (COVID-19)	Student Affairs	SDSU
Needs immediate intervention with an acute health or safety issue:	University Police-- 911; x41991
Has a concern related to health and safety:	Contact Environmental Health and Safety
Encounters a facilities problem:	Call Facilities Services x4-4754, e-mail facilitiesservices@sdsu.edu, or submit a Work Request Form.
Needs support with technologies related to teaching on-line:	Contact Instructional Technology Services
Needs support or assistance with teaching:	The Center for Teaching & Learning
Would like to request accommodations for a disability:	Please contact Labor and Employee Relations (x4-8322; chr.ler@sdsu.edu)
Needs assistance with their SDSU email account:	Enterprise Technology Services (ETS) Help Desk
Would like to locate gender neutral bathrooms:	Consult this list of locations around campus.
Needs lactation accommodations additional to their office:	Visit Women's Resource Center
Needs prayer or meditation space additional to their office, or foot washing facilities to support religious practice:	Contact the Center for Intercultural Relations.
Would like to connect with Employee Resource Groups for women, LGBTQ+, first generation faculty, or underrepresented minorities:	Visit Employee Resource Groups (ERG's)	Diversity	SDSU

Needs immediate and / or long-term support for an emotional health or substance use-related issue:	Employee Assistance Program
Believes that they have been subjected to discrimination, harassment, or retaliation on the basis of their identity (race, ethnicity, religion, gender, sexuality, nationality, etc.)	Center for the Prevention of Harassment and Discrimination: Gail Mendez, Director gmmendez@sdsu.edu x4-6464
Would like support when working with members of the news media, or would like their research/scholarship, major awards, grants or other work considered for internal or external promotion, including NewsCenter, SDSU's central news site:	Strategic Communications and Public Affairs
Would like to be added to the SDSU Experts Directory to serve as a contact for regional, national and international news reporters:	Strategic Communications and Public Affairs

RESOURCES FOR WORKING WITH STUDENTS

PLEASE DIRECT STUDENTS TO THE NEW STUDENT ACADEMIC SUCCESS HANDBOOK, WEB HUB, and the STUDENT SUCCESS HELP DESK at studentsuccess.sdsu.edu.

When a student . . .	Office	Contact
Needs immediate intervention with an acute health or safety issue	University Police	911; x41991
Wishes to purse a complaint about administrative or academic processes or outcomes	Student should meet first with instructor and / or department chair, then contact Office of the Student Ombuds; see also Procedures for Handling Student Grievances Against Members of the Faculty	Darrell Hess, Student Ombuds x4-6578

Needs help with an unforeseen financial crisis, is experiencing any level of food or housing insecurity, or is having trouble taking care of their basic needs.	Economic Crisis Response Team You or the student can reach out via email or submit a request through the website. The only information needed is the student's RedID; any additional information is helpful but not necessary.	Chelsea Payne, ECRT Coordinator ecrt@sdsu.edu x4-44133
Needs immediate and / or long-term support for an emotional health or substance use-related issue	Counseling and Psychological Services	Jennifer Rikard, Director jrikard@sdsu.edu x4-5220
Needs accommodations for a disability	Student Ability Success Center; see also their Faculty and Staff Resources webpage	Erica Aros, Director earos@sdsu.edu x4-1113
Has committed an act of academic dishonesty or other misconduct	Center for Student Rights & Responsibilities	Lee Mintz, Director lmintz@sdsu.edu x4-3069
Reports that they have been the victim of sexual violence, including dating or domestic violence	Center for Student Rights & Responsibilities	Lee Mintz, Director lmintz@sdsu.edu x4-3069
Believes that they have been subjected to discrimination, harassment, or retaliation on the basis of their identity (race, ethnicity, religion, gender, sexuality, nationality, etc.)	Center for the Prevention of Harassment and Discrimination	Gail Mendez, Director gmmendez@sdsu.edu x4-6464
Needs or seeks additional support in connection with issues specific to historically underrepresented / minority groups	Student Resource Centers	diversity.sdsu.edu
Needs guidance in career planning	Career Services	careerservices@sdsu.edu x4-6851

APPENDIX

COVID-INFORMED ACADEMIC OPERATIONS GUIDELINES

SDSU will continue to operate in accordance with all federal, state, and county public health guidelines, and in compliance with CSU policies. The university will prioritize the safety of students, faculty, staff, and community, while seeking to fulfill its educational mission. Visit the university's [COVID-19 website](#) frequently, as the site is updated with current information.

Please note that public health guidance and regulations--including masking guidance--continue to evolve. SDSU will continue to update this handbook and provide notification when it is updated via [State Up to Date](#). Please continue to monitor messages from the President and Provost.

As the global COVID-19 pandemic continues to evolve, CSU and SDSU have adopted an array of standards and practices to support the safety of the campus community.

- All faculty, staff, and students must have "clearance" to be on campus, either by providing proof of vaccination (including booster) or by receiving an approved exemption This clearance status is available in the [Health*e*Connect](#) portal. (Complete information on student testing is available on the [COVID-19 website](#).)

- Student Affairs and Campus Diversity is proactively monitoring the "clearance" status of all students and will enforce compliance with all COVID-19 policies and sanction accordingly. Faculty will be notified directly if a student who attended any of their courses tests positive, or if a student is being required to isolate away from campus due to an exposure.

- If a student disrupts class in connection with refusal to observe current campus guidelines for facial covering use or clearance requirements:
    - Offer a mask, or ask them to leave because they refuse facial covering and / or are not cleared.
    - If the student refuses to leave the class, call for a 10 - 15 minute break to allow you to address and de-escalate the situation, or end the class session or meeting.
    - If you need any additional support due to a significantly disruptive student, you can request a Community Service Officer by calling the Public Safety non-emergency line: 619-594-1991.
    - Report the behavior to the Center for Student Rights and Responsibilities for followup by calling 619-594-3069 or by completing the [COVID-19 Incident Report Form](#), or on the Center for Student Rights and Responsibilities website. This will immediately begin the student judicial process.
    - COVID-19 testing remains available for students, faculty and staff through vending machines available on campus as well as SDSU's Student Health Services (SHS). Information on available testing resources can be found on the dedicated [SHS COVID-19 Care page](#).

- Clearance "Medallions" are also available to all faculty, staff, and students on their handheld devices by logging into the Student Health Center Health*e*Connect application:

If a student on your roster or in your lab, office, or other instructional setting is indicated as not having "clearance" to be on campus, please know that they will have already been notified by other campus authorities and that you are not obliged to "enforce" campus policy. It is inappropriate for faculty or staff to inquire about a student's vaccination status. Faculty may, however, reiterate the expectation to students that they must have "clearance" to be on campus.

- Faculty, students, and staff who test positive for COVID-19 should be instructed to report their case to the University via the [COVID-19 Case Report Form](). If you learn from a student in your in-person class or lab that they have become ill or tested positive for COVID-19, notify the campus COVID Assessment and Response Team right away by using the online [COVID-19 Case Report form]().

- If you have any COVID-like symptoms, even if you believe them to be the result of allergies or another likely cause, please stay home and rest and do not come to campus, regardless of vaccination status. If you are scheduled to teach, contact your chair / director. They can help you find a substitute, or, alternately, ensure you have the support you need to teach your next session on Zoom or cancel.

- San Diego State University's [full facial covering policy]() is available online and will continue to be updated. Faculty can request N95, KN95 or surgical masks through our [Facilities Services portal](). We encourage our community to engage respectfully and with empathy around expressed individual preferences for facial covering use.

- Faculty may use their best professional judgment in determining the appropriate means for ill or quarantined students to complete their coursework. Contact [Instructional Technology Services]() for or [Testing Services]() (619-594-5216; emailing proctor@sdsu.edu).

Chairs and directors are not responsible for verifying the clearance status of undergraduate or graduate students in their majors or programs, or faculty in their units. Chairs and directors may be asked in limited circumstances to assist their Dean's Offices in communicating with faculty who are not responsive to campus notices.

A COVID Case in your <u>*Face-to-Face*</u> *Classroom: Frequently Asked Questions*

The information below provides guidance to the most common questions we receive after notifying instructors of a case of COVID in one of their courses. This guidance is based on public health guidelines and the public health actions outlined have been developed in partnership with epidemiology experts and partners from San Diego Health & Human Services Agency.

A student from one of my courses has informed me they've tested positive. What should I do?

First, please instruct them that they must stay home until cleared to return to campus. While most students are aware of this, and the COVID Assessment & Response Teamwill also notify students directly with instructions, you may be the first person they have reached out to after receiving their positive test results.

Ensure that the case has been reported to the university via the [COVID-19 Case Reporting Form](). Once the case has been reported, a case manager will contact the student and conduct a full [case assessment](). As part of this process, the case manager will work to assess whether the student may have been in class while infectious and any close contacts the student is able to identify. When close contacts are identified, the case management team contacts each individual to provide additional information and direction, to include instructions for quarantine if required per U.S. Centers for Disease Control and Prevention guidance. With high rates of vaccination amongst students, the risk of transmission is generally low in these situations. Also, as individual health/medical-related information is kept private, do not share specific student health-related information with others.

I've received a notice that a student was in my class while infectious. Do we all need to quarantine?

No. Once the case has been reported, a case manager will contact the student and conduct a [case assessment](). Once the assessment has been completed, and if the student was in the class while they may have been infectious, a notification will be sent to students in the course and the faculty with information. Students will be advised to not attend class if they feel unwell. Close contacts will be directly contacted to assess and to be given specific instructions as to whether they need to quarantine.

In general, faculty can continue to teach courses in-person after a COVID-19 case has been confirmed. With high rates of vaccinations and boosters amongst students , the risk of transmission is generally low in these situations.

Should I discuss the notification with my students?

We encourage you to acknowledge the message that was sent to students and remind them that they should never attend class when they feel unwell. Also remind students that they have access to [free testing on campus]() at Student Health Services and via various vending machines on campus. Additional [testing and vaccination information]() is on the COVID-19 site.

There were other guests in the class that day. What should I do?

If you are aware of additional guests in the classroom during the time period in question, please share the notification with them. This may include guest speakers or substitute faculty or teaching assistants.

Please also note that only the faculty on record and all students registered in the class are copied on the notification, based on the course roster. If there are graduate or teaching assistants who are present in each class, please share the notification with them.

What if there are more cases?

The COVID Assessment & Response Team will continue to monitor for any additional cases in the class. Should there be additional cases, they will be assessed to determine if they are potentially connected to the first case. Each situation is individually assessed. We work closely with our Epidemiology Team at SDSU as well as public health experts from the County of San Diego and Imperial County to determine any public health actions that may occur. Should actions be necessary, we will communicate with faculty regarding guidance on steps to take.

How will I know if a student is on a legitimate excused absence due to being required to isolate?

For those students who need to be away from the classroom due to a required isolation, a letter will be sent to faculty from the Vice President of Student Affairs & Campus Diversity's office. We also encourage students to directly reach out to their instructors to make arrangements for missed classwork.

When do student medallions change from green to red? And will I see the update on my roster?

Students are cleared to return to the classroom on an individual basis by a COVID analyst who reviews that student's specific circumstances. While this information will no longer be displayed in the course roster, the COVID Clearance Team will continue to monitor and respond to any issues related to campus clearance and advise individual community members on their clearance status through Health*e*Connect.

If I want to switch my class to a virtual modality, can I make that adjustment? If so, how?

Instructors should contact their chairs/directors and then their deans and request HR to consider accommodations based on medical reasons.

The student informed me of their situation, but they weren't out of the classroom for 10 full days. Why?

Per the guidance from the Centers for Disease Control & Prevention and our local health authorities, individuals must isolate for 10 days from the onset of symptoms or their test date if they are asymptomatic. Individuals may end their isolation prior to the 10th day only if they have a negative COVID-19 test and approval through the [online request to exit isolation](#), which is reviewed by the COVID Clearance Team. *The COVID Assessment & Response Team will work with the student and in partnership with the county to determine their isolation end date and clear them to return to campus at the end of that isolation period.*

What if I disagree with the date the student indicates they can return to class after being out of class?

While we cannot discuss the student's specific medical information, the University works with the county and individual students to confirm the end date (or return to class date) is accurate and in alignment with isolation requirements from the CDC and County of San Diego.

Who can I contact with more questions?

You can send questions related to COVID-19 cases to the Assessment & Response Team at covidcaseresponse@sdsu.edu.