DEPARTMENT CHAIRS HANDBOOK

2017 – 2018
(Last Updated 8.23.17)

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ACKNOWLEDGEMENTS

It's my pleasure to present this Department Chair Handbook – a comprehensive resource for Fresno State's newly appointed department chairs. The need for and production of this handbook has been a long-standing desire (decades!) of new department chairs as well as Provosts. And now, at last, thanks to the current Provost and Vice President for Academic Affairs, Dr. Lynnette Zelezny, I was given the opportunity and time to focus on bringing this handbook to fruition.

As comprehensive a description of what it means and what it entails to be a successful department chair at Fresno State, this handbook will never substitute for the personal guidance and support generously given by more experienced chairs, your dean, and other administrators and staff across campus who truly want you to succeed. But it does attempt to provide you with a foundational resource where you can easily access and find information and, hopefully, glean inspiration to assist you in fulfilling your role as one of Fresno State's leaders. It is intended to be "living document." Chairing an academic department will present you with many and various challenges. But, speaking from my experience as a department chair, a chair of the Council of Chairs and, subsequently, as an associate dean and an acting and interim dean who mentored other department chairs, I know that the information contained in this handbook will serve you well.

This handbook is an adaptation of the San Diego State University Chairs Handbook. I'm truly grateful to Dr. Joanna Brooks, Associate Vice President of Faculty Advancement at SDSU, for granting me permission to use our sister campus' handbook as the template for this one. More importantly, I'd like to acknowledge and credit the 2004 SDSU Chairs Task Force comprised of an interdisciplinary committee of eight department chairs who authored the SDSU handbook. While this adaptation is grounded in Fresno State's campus-specific culture, policies and practices, it retains a significant portion of the SDSU handbook especially as it relates to the CSU and to a range of matters common to department chairs across the nation.

It is my sincere hope that you will find this handbook useful and I wish you every success in leading your department to achieving its most important goals.

Sincerely,

José A. Díaz, D.M.A.
Special Assistant to the Provost   August 2016

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I.   ROLE AND RESPONSIBILITIES OF CHAIRS

The chair or head of a department … serves as the chief representative of the department within an institution …. 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.

American Association of University Professors (AAUP) Statement on Government of Colleges and Universities
https://www.aaup.org/report/statement-government-colleges-and-universities

First, thank you for agreeing to serve as Department Chair! Chairs and directors play a crucial role in shaping and implementing the academic mission of California State University, Fresno. You have a tremendous opportunity and responsibility to build a future for a department, its students and faculty, the discipline, and the university. Thank you for assuming this important role.

The roles and functions of department chairs and program directors are briefly addressed in the ***Academic Policy Manual (APM) 125 Policy on Department Chairs*** and in the Collective Bargaining Agreement between the CSU and the CFA. The excerpted statement at the top of this page is found in a document that was jointly formulated by the American Association of University Professors (AAUP), the American Council on Education (ACE) and the Association of governing Boards of Universities and Colleges (AGB) and endorsed or adopted by each in 1966. Fresno State continues to be a member of ACE. The AAUP was one of the Confederation of Faculty Associations (this organization no longer exists).

The entire paragraph from which the above quote was taken states:

> "The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. 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."

This statement is consistent with CSU documents and can, when interpreted in the context of ***APM 125 Policy on Department Chairs***, provide considerable direction to Fresno State chairs. As you help shape the future of your department, it may be

helpful to assess your department's strengths, challenges and potential growth areas and to identify where they are aligned with the campus' strategic plan. Being able to identify these alignments in conversations with campus leaders and with your own faculty can strengthen your ability to advocate for your department and its priorities.

Position Description
In the CSU System, department chairs are faculty members of a department and have all the rights and responsibilities of a faculty member. Department chairs serve as liaisons between the faculty and the administration, communicating the department's needs to the administration, and keeping the faculty and staff informed of university policies, procedures, and initiatives. Of primary importance is ta chair's ability to provide effective leadership and direction for academic programs, foster productive communication within the department, and facilitate the department's goals in all areas of responsibility. Managing the department's resources – human, fiscal, and physical – are central to this endeavor. In addition, chairs represent the department to outside constituencies in an effort to build relationships that strengthen program offerings and benefit the community.

It is in the best interests of the department and the academic programs that department chairs operate within the principles of shared governance (See Appendix III *APM 114 Policy on Faculty Consultation and Voting*). Maintaining positive working relationships with the faculty and staff is of the utmost importance. Communication should be open, honest, principled, and operate on a two-way exchange where faculty and department chair input is sought and respected.

Responsibilities of the Department Chair
APM 125 Policy on Department Chairs outlines the Responsibilities of the Department Chair at Fresno State. Below you will find a more descriptive and characteristic listing of activities you will perform in order to successfully fulfill your responsibilities. It is important to remember that the academic department chair operates in conjunction with the department faculty to manage the various components of a department's mission in accordance with established policies and procedures of the department, college, campus, and the CSU System. It is the responsibility of the department chair to always keep the faculty informed of departmental business. Below is an outline of the typical functions for which a department chair is responsible:

A. *Curriculum and Instruction*
- Implement periodic reviews of department's curricular offerings and its contribution to General Education (GE).
- Lead the department in carrying out required programmatic reviews of curricula and assessment of student learning outcomes.
- Work with faculty to create and maintain curricula that meets accrediting

and licensing standards where appropriate.

- In consultation with the faculty and the dean, develop course schedules that reflect the department's range of course offerings and other related activities, the needs of students, faculty professional development needs, and the mission of the department, college, and university.
- Supervise (or delegate) the operation of department-related activities such as clinics and laboratories.
- Initiate and facilitate long-range curricular and strategic planning.
- Review and maintain articulation agreements with community colleges and sister campuses.

B. *Faculty Affairs and Professional Development*
- Foster high-quality learning and teaching in the department.
- Provide guidance to faculty regarding the teaching, research, and service components of their workload as needed.
- Assist probationary faculty in understanding the evaluation process and criteria for retention, promotion, and tenure and in presenting complete, accurate, and effective Working Personnel Action Files (WPAFs).
- In conjunction with the faculty, review and maintain a current pool of potential candidates for temporary faculty positions.
- Evaluate temporary faculty according to college and university polices and provide feedback to these individuals.
- Exercise leadership in recruiting tenure-track faculty. Specifically, ensure that committees are elected, candidates interviewed, and appointments recommended in accordance with university policy and procedures.
- Keep faculty members informed of department, college, and institutional plans, activities, and expectations.
- Encourage and support faculty professional development including faculty applications for grants and sponsored research.
- Mediate conflicts and attempt to resolve problems among faculty, students, and staff.
- Foster collaborative and productive relationships with and between faculty and other campus entities.
- Although not required by CSU or campus policy, you do have the option to submit independent evaluations for faculty members undergoing retention, tenure, or promotion cycles.

C. *Department Governance*
- Work with faculty to develop and implement a strategic plan designed to meet the department's mission and goals.
- Coordinate faculty involvement in non-elective department responsibilities.
- Schedule, plan agendas for, and preside over department meetings.

- In consultation with the faculty, establish department committees.
- Represent the department to the dean and campus community.

D. *Budgeting and Resources*
- Manage department course offerings to meet FTES targets.
- Coordinate the development of a department budgetary plan and other resource needs and ensure that proper records are maintained on these matters.
- Administer the department budget.
- Work with appropriate university administrators in planning for use of new and existing facilities.
- Oversee the ordering of department equipment and supplies.
- Develop and implement appropriate procedures for the use, maintenance, and repair of equipment.
- Allocate faculty offices, and, if applicable, TA and GA offices.

E. *Students*
- Promote department activities (competitions, awards, scholarships, speakers, professional interactions, clubs, etc.) to help recruit and retain potential majors and minors.
- Encourage student participation in international experiences.
- Encourage student participation in research and creative activities.
- Work with all parties who advise students. Facilitate resolution of administrative difficulties that students may encounter.
- Consider and respond to student comments and suggestions about courses, instructors, and programs.
- Respond to student requests in a timely manner.
- Attempt to resolve complaints, differences, or grievances between students and faculty.

F. *Staff Personnel*
- Oversee the recruitment and appointment of all staff personnel, including student assistants working for the department.
- Supervise clerical and technical staff.
- Conduct staff performance reviews.
- Encourage and support staff training and professional development.
- Foster collaborative and productive relationships among faculty, staff, and students.

G. *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.

- Provide leadership in developing activities that link to and engage with the department's alumni.
- Improve and maintain the department's image and reputation outside of the university.
- Work with the dean's office, University Communications, and the college's or school's development staff to promote the department outside the university community.
- Take advantage of opportunities away from campus when you can to promote your department's excellence.
- Inform your college's or school's development staff of potential gifts (in-kind or monetary) to your department.
- Bring supporters of your program to the attention of your college's or school's development staff.

H. *Professional Development of the Department Chair*
- Attend and participate in the Council of Chairs meetings and network with other department chairs.
- Read materials and attend workshops, seminars, training sessions, etc. on topics pertinent to the roles and responsibilities of the department chair.
- Identify ways to improve communication skill, such as conflict resolution, conflict management, dealing with difficult situations.
- Maintain, to the best of your abilities, your disciplinary currency, teaching effectiveness, and research and creative activities.

II. LEADERSHIP

Academic leadership is unique in many ways. The chair of the department has to work closely with highly intelligent and creative individuals whose personal goals may sometimes not closely relate to department or institutional goals. This reality, along with the notion of academic freedom enjoyed by the faculty, at times can create challenges for the chair. To succeed as a department chair, and move the department forward, the chair may find the following guidelines helpful:

- An effective chair looks at the big picture and doesn't get bogged down in details.
- An effective chair conveys to the faculty the advantages of shared vision.
- An effective chair is a consensus builder.
- An effective chair builds trust by being honest and open-minded.
- An effective chair persuades the faculty to focus, collaborate and contribute, sometimes at the loss of personal recognition.
- An effective chair leads the faculty to articulate the long-term goals of the department.
- An effective chair accentuates the positive.

In order to have a maximum impact, an effective chair will work with the faculty to identify existing strengths and find ways to direct resources for the benefit of the whole department. A strengths-focused approach to processes like departmental reviews, strategic planning, recruitment, and development (fundraising) will guarantee success.

Excellent books, papers, and monographs about department chairs are available. A book that is worth reading is ***The Department Chair As Academic Leader*** by Irene W. D. Hecht published by ACE (American Council on Education)/Oryx Press series on higher education, 1999. This text presents issues, perspectives and practices on contemporary topics, as well as recurring issues in the academic world. It provides information on topics such as, effective uses of technology in teaching, and rethinking curricula to reflect the rapid changes in society. Ted Marchese, Vice President for American Association of Higher Education, writes in his foreword "this book covers just about every topic that will land on your desk, gives good advice on how to approach each one, and then provides list of articles for further reading."

The next page begins a listing of other excellent sources. The publishers' liner notes describing the contents of each text follow the titles:

Buller, Jeffrey L. ***The Essential Department Chair: A Comprehensive Desk Reference.*** 2nd edition (San Francisco, CA: Jossey-Bass, 2012).

This second edition of the informative and influential The Essential Department Chair offers academic chairs and department heads the information they need to excel in their roles. This book is about the "how" of academic administration: for instance, how do you cultivate a potential donor for much-needed departmental resources? How do you persuade your department members to work together more harmoniously? How do you keep the people who report to you motivated and capable of seeing the big picture?

Thoroughly revised, updated, and expanded, this classic resource covers a broad spectrum of timely topics and is now truly more than a guide—it's a much-needed desk reference that tells you "everything you need to know to be a department chair." The Essential Department Chair contains information on topics such as essentials of creating a strategic plan, developing and overseeing a budget, key elements of fundraising, preparing for the role of chair, meeting the challenges of mentoring to increase productivity, and creating a more collegial atmosphere. The book also explores the chair's role in the search process, shows how to conduct a successful interview and what to do when it's time to let someone go. And the author includes suggestions for the best practices to adopt when doing an evaluation or assessment.

The Essential Department Chair, Second Edition, contains a wealth of new, realistic case studies to equip leaders in this pivotal position to excel in departmental and institutional life.

Chu, Don. ***The Department Chair Primer: Lending and Managing Academic Departments.*** (Bolton, MA: Anker Publishing, 2006).

What do chairs need to know from their very first day on the job? Research has shown that most chairs receive little or no training to prepare them for the demands of their new roles. The Department Chair Primer provides the practical information that chairs need to do their jobs well. Many of the book's ideas come from practicing chairs and are proven strategies for dealing with a variety of issues. Each chapter details a particular problem chairs face, includes a brief introduction to the topic, provides tips on how to deal with the situation, and concludes with study questions. Its concise format is ideal for busy chairs that need a brief but informative resource they can turn to for solutions to particular problems. The book can also serve as the basis for group discussions on campus.

Crookston, R. Kent. ***Working with Problem Faculty: A Six-Step Guide for Department Chairs.*** (San Francisco, CA: Jossey-Bass, 2012).

Research shows that department chairs name "difficult people" or "problem faculty" as the most pressing issue they face. Rather than looking at the issue systemically as other books have done, Kent Crookston provides a practical, focused, on-the-ground approach to help chairs learn to deal with challenging colleagues. Based both on the literature and on his own research and experience, the author provides seven steps for successfully dealing with any kind of a challenging colleague.

Gmelch, Walther H. and Val D. Miskin. ***Chairing an Academic Department.*** 2nd edition (Madison, WI: Atwood Publishing, 2004).

"Academic leaders may be the least studied and most misunderstood management position in the world," authors Gmelch and Miskin state. Although chairs come to the position for varied reasons, few come with any specific leadership training. Once in the position, they are critiqued, judged, and evaluated by both their faculty and administrators—groups that frequently have conflicting criteria.

Based upon their extensive study of the demands on and needs of chairs, the authors have distilled their findings into a practical and highly accessible volume to guide chairs in their growth. Despite the varied paths to the position, the authors state that all chairs find themselves in an environment distinct from their former faculty situation.

Gunsalus, C.K. ***The College Administrator's Survival Guide.*** (Cambridge, MA: Harvard University Press, 2006).

Late one afternoon, as you are organizing your new office as department chair, one of the senior members of the department drops by. He affably informs you of his plans for the coming semester: that contrary to the published class schedule, he only teaches on Tuesday afternoon, Wednesday, and Thursday morning, so as to have the weekends free for travel; that he expects the office staff to start his coffeemaker by…

Gutiérrez y Muhs, Gabriella, Yolanda Flores Niemann; Carmen G. González and Angela P. Harris. ***Presumed Incompetent: The Intersections of Race and Class for Women in Academia.*** (Logan, UT: Utah State University Press, 2012).

<u>Presumed Incompetent</u> is a path breaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often-hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators. The narratives are filled with wit, wisdom, and concrete recommendations, and provide a window into the struggles of the profession.

Higgerson, Mary Lou. ***Communication Skills for Department Chairs.*** (Bolton, MA: Anker Publishing, 1996).

Department chairs are both faculty and administrators, but neither the skills of a faculty member nor the stature of an administrator can alone make an effective department chair. Because department chairs occupy a dual role, it is imperative that they establish and maintain credibility with both the faculty and the central administration.

On a lighter note:

Munger, Michael C. *Ten Suggestions for a New Department Chair.* Article published in the Chronicle of Higher Education, April 8, 2010. (http://chronicle.com/article/10-Suggestions-for-a-New/64963)

Universities are not very intentional or coherent in training administrators. Most of the rewards, and all of the prestige, go for publication and securing grants. And raises are more likely to reward those who receive outside offers, not the person who redesigned the undergraduate curriculum…

III. MANAGEMENT

Policies and Procedures

The Academic Policy Manual (APM) (http://fresnostate.edu/academics/facultyaffairs/forms-policies/apm/) is a comprehensive compendium of campus policies and procedures that encompasses everything from Organization and Governance to Academic and Curricular Affairs, Personnel matters, Student Affairs matters, Research and Instructional Support, Miscellaneous Polices, and a link to the Collective Bargaining Agreement between the CSU and the CFA.

In addition, colleges and schools have their policies and procedures with which you should become familiar. Moreover, all departments should have written policies and procedures that establish departmental protocols for internal operations or for any other important, albeit routine, department business and functions. All department policies should be approved by a majority of the department's faculty.

As a department chair, you will be considered the policy maven. Faculty will come to you with all kinds of needs: to seek approval for rescheduling classes or exams, to ask you about departmental policies on professional travel allocations, to question you about student and peer evaluation procedures, or to find out about scheduling field trips, among many other things. They will expect you to know the answers to their questions. Be as informed as possible about your departmental, college, and campus policies. Familiarize yourself with the New Faculty Survival Guide and Faculty Handbook (http://fresnostate.edu/academics/facultyaffairs/forms-policies/faculty-handbook.html) and consult with campus experts on any of your responsibilities with which you do not feel entirely comfortable. When in doubt, ask your dean's office for guidance. Adopt a phrase such as "Let me look into that and get back to you." Then be sure that you do in a timely way.

Class Scheduling

Class scheduling may be delegated, but the overall responsibility rests with the department chair. The Unit 3 CBA authorizes the "appropriate administrator" (the dean of the school or college) to make instructional assignments after consultation with the department chair and/or the individual faculty member.   In practice, this means that the chair, after consultation with the faculty, submits a schedule to the dean's office for review and approval. Faculty members have the right to express their preferences, and the principle of consultation is taken very seriously. Nonetheless, the final determination of what is best for the department and the students belongs to you and your dean.

Scheduling includes making individual faculty teaching assignments, selecting course offerings consistent with the degree plans you offer to ensure timely student progress to graduation, and allocating classrooms. Class schedules are built to a large degree to meet student demand, your degree programs' curriculum, FTES targets where applicable, and available funding. The chair needs to assure that the schedule balances high-demand General Education courses, required major courses for both undergraduate and graduate degree programs, and innovative curricula that addresses 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 university scheduling modules. Most faculty members prefer to concentrate their teaching in as few days as possible (TTH schedules are the most popular with faculty and students alike), but not all preferences can be met. Some chairs take seniority into account in designing teaching schedules, while others rotate unpopular times among the entire faculty. You may also want to consider how well a course draws: less popular courses may do well if scheduled at 11 AM TTH, while your bread-and-butter courses can be scheduled anytime and draw a full house. When there is only one faculty member with the qualifications and expertise to teach a course, you will have to consider how scheduling will impact a student's timely progress toward degree completion.

Classrooms typically roll forward from the last like semester, i.e. fall-to-fall, spring-to-spring. Colleges and schools typically allocate classrooms to each of its departments for its dedicated use during designated days and times. If a department does not utilize an assigned classroom, the dean's office may reassign the classroom to help another department meet its scheduling needs. If a course does not meet seating capacity in a department-allocated classroom, Academic Scheduling will work with the department to reassign the course to another classroom that will better accommodate its enrollment.

To schedule a classroom or any other university space for anything other than regularly scheduled classes, department administrative assistants can submit an Event Request using 25Live. 25Live is Fresno State's room request and event scheduling, calendaring and publishing application. One can check rooms for availability, submit a room request, view detailed information about the space, and publish an event to online calendars in employees' My Fresno State portal and the university's main webpage.

Some chairs delegate the scheduling of classes to the administrative assistant, but, if delegated, the chair should still provide oversight. The class schedule is like a jigsaw puzzle: the overall pattern many 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 courses.

Course scheduling is created in the department well in advance of the semester to which they pertain. Typically, the dean's office will require your course schedule for fall semesters to be completed and submitted in early January and for spring semesters in early August.

Workload Reports
Academic Planning Data Base (APDB) Reports are used by the Chancellor's Office (CO) to justify faculty workload and the need for additional positions, and to justify the use of facilities and the need for additional facilities. APDB Reports are prepared from information gathered from the following sources: Academic Transaction Forms, Class Schedules, Faculty Verification/Assigned Time, Supervision Reconciliation, and Adjust Forms. All the information gathered from these sources is used to produce a preliminary Faculty Assignments by Department (FAD) Report that department chairs receive after census and use to verify the accuracy of the workload for faculty members in their department. The FAD Report shows the courses taught and total workload units (a.k.a. weighted teaching units or WTU) for each faculty member including lecturers.

Tenured and probationary faculty members are generally restricted to 12 WTUs per semester of direct instruction. Three additional WTUs are assumed for indirect instructional duties such as advising and routine committee responsibilities, but these are not listed in the FAD Report. A full-time lecturer assignment is 15 WTUs. Faculty members also may receive 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. This credit is known as *assigned time*, and specific codes are used for each kind of assignment. Requests for assigned time must be in accordance with college and university guidelines. The FAD report shows the assigned time, as well as release time supported by grants or contracts. Each semester, the department chair or designee makes corrections and returns the FAD to the dean's office, which then sends the form on to Academic Scheduling.

It is permissible for tenure-track faculty teaching assignments to average 12 WTUs over an academic year. Full-time tenured and probationary faculty members are allowed to exceed 12 WTUs during any given semester to supervision workload. However, faculty in the Faculty Early Retirement Program (FERP), tenure-track faculty members on a reduced schedule (Permanent Reduction in Time Base or RTPB), and lecturers cannot exceed their appointment due to supervision.

Lecturers may be offered new or additional work that takes them over 15 WTUs. This is called the "16th unit" provision, and it was agreed upon by CSU and CFA in 2007. Lecturers cannot be paid on a basis greater than 1.0, but they can receive an unconditional, full-time contract as a result of a "16-unit" assignment. After they

have received a workload in excess of 15 WTUs for several semesters, they should be given assigned time in recognition of the additional time worked without compensation.

Budgeting
A department chair must primarily work with two kinds of budgets: the college or school allocation otherwise known as the Operating and Expenses (O&E) budget (Level C) and the Annual Fund (annual donations to your department).

Other sources of income can include: monies generated by student course fees (user fees and materials fees), proceeds generated by a philanthropic gift held in a trust account with the California State University Foundation, Continuing Education Revenue Funds (CERF) generated from courses taught in your department during summer and special sessions administered by the Division of Continuing and Global Education, Indirect Cost Recovery administered by the Division of Research and Graduate Studies and distributes monies earned by research activities, and revenues generated through public admission charges for theatrical productions, concerts, and venue rental.

Academic Affairs allocates the instructional budgets to the schools and colleges (Level B) and the dean allocates them to the departments (Level C). While it may appear to be a solid and reliable set of figures, in reality, the budget is relatively fluid. The California State Legislature is obligated to approve a budget by July 1 although it often misses that deadline, sometimes by several months. However, the university must establish its enrollment targets and class schedule much earlier. So the budget figures you may be given in the spring are best-guess estimates that may be adjusted, sometimes more than once, as the months progress. Budgets may be reduced in response to state funding priorities, or you may receive a windfall late in the scheduling process. In a department that seeks grants and contracts, an influx of grants funds can affect the allocation of the state budget. Grants and contracts can create a degree of uncertainty in the budget process, since you do not always know at the beginning of a school year if or when a grant may be awarded. Adjustments in funds and teaching schedules plus reimbursed time create a complex budgeting and scheduling system for a department chair to handle. Budget overruns by a faculty member on a grant also may create serious problems for the chair because the Division of Research and Graduate Studies will try to collect the difference from the department. Department chairs do not have much in the way of discretionary funding to deal with such shortfalls and may have to turn to the dean for an allocation from the college's resources. Chairs need to understand that they will never get enough state money to fund the department's needs. If you are fortunate you may be able to raise your own money to supplement state funds.

Budgeting also should be linked to the department's strategic plan. New programs will cost money. If there is no new money, the chair must figure out what can be eliminated in order to reallocate resources. Some departments establish budgets based on cost centers so it is clear what activities in the department are using resources. Budget decisions may then be made based on cost and outcomes for each cost center.

Curriculum
The faculty is responsible for designing, implementing, and evaluating the curriculum. The department chair is responsible for overseeing these activities. The chair's role is to support faculty as they carry out these responsibilities and provide the resources needed to implement curriculum. At times however, curriculum decisions may negatively impact the budget. This is when the chair and the faculty must jointly find a way to create needed change in a cost-effective way. If presented with the financial facts of the matter, faculty members often help find a creative solution. As in other situations, the faculty is a great source of wisdom and experience that can be counted on to pitch in and make things happen.

Procedures for Changes in Curriculum and Catalog Copy can be easily accessed under the Division of Academic Affairs webpage:
http://fresnostate.edu/academics/policies-forms/change-curriculum-catalog.html
You will also find a link to Graduate Program and Course Development on this page. Chairs may also contact the offices of the Undergraduate and Graduate Deans for assistance in preparing curricular proposals.

Once the department faculty approves curricular matters, proposals are forwarded to the school or college curriculum committee for review prior to forwarding to the dean for approval. After which, curricular proposals are forwarded to university level review.

The Dean of Undergraduate Studies and the Dean of Graduate Studies coordinate the university level review of all curricular proposals to include new courses, changes to existing courses, new programs, and revision to existing programs.

New faculty who recently earned doctoral degrees typically have not had much curriculum training or teaching experience in their doctoral programs. If so, the chair or the junior faculty member's department mentor should provide an orientation that not only lays out the role of a faculty member in the department, but also assesses how well they understand curriculum design, teaching pedagogy, and constructing reliable assessment tools. Once identified, you can refer new faculty to The Center for Faculty Excellence that will help fill in the gaps in their

preparation. Classroom technology such as Blackboard may be included in their orientation.

Assessment
As a department chair, one of your roles will be to help your department focus on student learning and to follow through with the department's assessment plan. You will be required to report on your department's assessment activities and outcomes in your annual report to your dean.

The Office of Institutional Effectiveness (OIE) maintains every department's Student Outcome Assessment Plan (SOAP) and their annual reports at: http://fresnostate.edu/academics/oie/assessment/s-prsoaps.html. The OIE website is also the campus' resource for information and guidance on developing degree program assessment plans, assessment methods, and maintains a library of assessment rubrics for a range of assessment activities that can be adopted for any discipline-specific use.

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

The dean allocates equipment funds for new and replacement equipment. Typically this is included in the Level C (O&E) allocation to the department. Some fund sources only allow purchases for equipment used by students. The definition of "replacement" is not always obvious so the chair should seek an interpretation from the dean's office before ordering. Equipment requiring a major investment may need special approval, but the dean can interpret the prevailing university policy on such acquisitions.

Professional Travel, Student Travel, and Absences from Campus
The university has established policies regarding professional and student travel and reimbursement. Professional activities that warrant travel during the academic year include trips made for recruitment, professional training, and most commonly, trips to professional meetings, conferences, workshops and colloquia. Student travel is always associated with a curricular requirement or co-curricular opportunity. It is incumbent upon the faculty member or group leader (in the case

of student travel) to submit travel requests well in advance of the anticipated date of departure. Faculty members should be reminded that the chair must approve all absences during the semester as well as any arrangements to cover classes or other assignments during a faculty member's absence. To familiarize you with the university's professional and student travel and reimbursement policies visit Accounting Services' Travel Information webpage:
http://fresnostate.edu/adminserv/accountingservices/travel/

Below is an overview of the travel matters that you will most often encounter:

- ***Travel Application Forms***
  All professional travel requires the submission of a Travel Application Form prior to departure – at least 10 days in advance for in-state and out-of-state travel and 45 days for foreign travel, even if reimbursement is not requested. If you support a faculty member's request for international travel, you must forward the details of the international travel request and your approval to the dean for review and approval. If the dean concurs with your approval, the dean will forward his or her recommendation to the Provost for approval. Once Provost approval is secured, travelers must complete and submit the International Travel Application and the Foreign Travel Insurance Form at least 45 business days prior to departure from the U.S. to ensure timely processing. It is important to note if the destination is listed on the California State University High Hazardous Country List because any travel to one of these countries requires Presidential approval. Again, the approval process is the same as above except that the Provost will seek the President's approval. Foreign Travel Insurance Forms and the High Hazardous Country List can be accessed through the Environmental Health and Safety office of Risk Management website:
  http://fresnostate.edu/adminserv/facilitiesmanagement/ehsrms/riskmgt/insurance/foreign.html.

- ***Reimbursement***
  Each college and school has its own travel funding and reimbursement policies. Chairs should remind faculty and staff that the colleges do not necessarily guarantee any reimbursement and that if travel funds are available in the college, they may be considerably less than the total cost of the travel. Faculty and staff members seeking reimbursement must submit within 30 days after completing their travel an itemized Travel Expense Claim Form along with supporting documents. Original receipts are required for reimbursement for conference registration, lodging, and transportation (e.g. airfare, shuttles, taxi, vehicle rental and gas), and for meal expenses. There is a daily maximum reimbursement cap of $55 for meals and incidental expenses. This cap is not to be treated as a per diem and receipts are required to substantiate reimbursement. Meals and incidentals are not

reimbursed for trips less than 24 hours unless the travel includes an overnight stay supported by a lodging receipt. After signing it, employees must then forward the travel claim to the department for your signature and then you forward it to the dean's office for processing. Typically, colleges and schools require that faculty and staff verify their conference participation by attaching a photocopy of those pages of the official program that list them as a presenter, panelist, discussant, or other type of participant to the travel claim. Employees are encouraged to arrange use of a rental vehicle to attend in-state meetings. However, if employees use their own private vehicle to attend in-state meetings, they may receive a per-mile reimbursement at the current rate published on the Accounting Services website.

- ***University Travel Advances***
  Travel advances may be issued to students and for student group travel only. An employee may request an exception to this policy in writing to the University Controller. Each request will be reviewed and approved on a case-by-case basis. The minimum amount for an advance is $100 and will be issued no earlier than 2 weeks prior to departure. Collection procedures will be initiated if a travel claim has not been received in Accounting Services within 30 days after completion of the trip.

- ***Vehicle Transportation and Car Rental***
  Anyone driving on university business is required to complete the online defensive driving course and obtain authorization from Environmental Health and Safety and Risk Management before traveling. Employees may make use of state-owned vehicles, car rental, or private vehicle. Enterprise and National are the only State authorized vehicle rental agencies. Reservations must be made through Concur to take advantage of a discounted rental rate than will be charged directly to the University incurring no out-of-pocket rental expense for the employee. Concur can be accessed in an employee's My Fresno State portal menu.

Academic Program Reviews
To maintain and strengthen the quality and effectiveness of academic programs, university policy mandates that program reviews be conducted every five years. The program review provides an opportunity for faculty to highlight program strengths and achievements, to identify needed improvements, and to address these needs through long-range plans that will endure through short-term administrative changes or budgetary considerations. Regular program review also allows the university to account publicly for its use of public resources and to develop support among its various constituencies. The Dean of Undergraduate Studies conducts

reviews of baccalaureate programs and the Dean of Graduate Studies conducts reviews of graduate programs. The respective dean will send a letter to the department chair informing him or her that the department is scheduled to undergo its review and will include specific instructions to guide the chair through the process. The program review team is comprised of one faculty member from the department's college or school, another faculty member from a different college or school, and an external reviewer selected from a list of qualified individuals in the appropriate fields submitted by the department chair. Although the entire process will unfold over the course of an academic year, the site visit itself takes place over a two or three day period. The department submits a self-study to the college or school dean for review. Upon approval, the self-study is forwarded to the undergraduate or graduate dean for processing prior to the review team's site visit. Information on the entire process is available in the Division of Academic Affairs' Program Review website: http://fresnostate.edu/academics/policies-forms/prog-review/

Working with the Dean
The dean is the designated leader of the college or school. Deans interact with university administration on all matters pertaining to the business of the college. In that role, they represent the departments under their jurisdiction. They need to be well informed about a department's activities and plans because deans negotiate with other administrators for the resources that enable a department to carry out its mission. Whether an issue concerns faculty, staff, equipment, travel or space, the dean is a key gatekeeper, as well as stakeholder, in supporting and maintaining quality departments. It goes without saying that the relationship between the dean and a department chair should 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 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, who may, in turn, investigate the matter within the department. In general your dean's office, including the associate dean and the administrative staff, can be your most valuable ally in running the department.

Working with Colleagues
Faculty and students are the heart of any department. Without a quality faculty, a department chair's chances for success are diminished. Good working relationships with faculty develop over time and take into account the hopes and goals of each member. Successful department chairs work to earn the trust and confidence of the department faculty and staff. An effective department chair takes stock of the status of the department as a whole along with the strengths and weaknesses of individual faculty members. The dynamics of interpersonal relationships within the

department, including those among tenured/tenure-track faculty, lecturers, administrators, and staff, significantly influence the success of a department. An effective department chair will have a vision for the department and interpret that vision for the faculty. At the same time, an effective department 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 the common ground. Communication in a department is critical to the morale and vitality of the organization. So long as all points of view are heard and respected that is the foundation of shared governance, it should be possible to articulate a mission that the faculty can support. When conflict is not resolvable the chair needs to seek advice from his or her dean.

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

Effective Meetings
Chairs should have a clear idea of what they want to accomplish in the meeting before it begins. Circulate agendas before meetings so those attending can anticipate what materials might be relevant to the discussion or even have some time to think about their own ideas on a given agenda item. All faculty members, but especially committee chairs, should notify the chair in advance as to what should be placed on the agenda. The chair should consult with the meeting secretary (typically the DAA or another faculty member) to review previous minutes for carryover items before the agenda is distributed. Some chairs prefer to limit discussion and list a time factor for each agenda item. In any case, it would be a good idea to monitor time spent on any agenda item to keep discussion moving along toward action or resolution. <u>Roberts Rules of Order</u> can be useful in dealing

with motions and other actions during the meeting, although many departments prefer to operate in a more informal manner. Because much time and energy is devoted to examining and fleshing out details of a proposal or recommended action during committee meetings, department meetings should be organized to produce results and outcomes. An effectively run meeting will ensure that faculty leave with having made informed decisions and making progress even if not everything is definitively resolved. Circulate minutes so that carryover items can be tracked and so those who are unable to attend can remain informed about discussions and actions taken during the meeting.

Communication
Communication is critical to the morale and vitality of the department. Email can be used effectively to facilitate communications to all faculty and staff. The better the information employees receive, the better the chance they can act on it appropriately. Research has proven that 10% of any group doesn't get a message, so don't be surprised if someone claims that he or she was never informed about an issue. Therefore, 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 important matters (even faculty and student achievements) can streamline communications and help faculty anticipate when and how important information will be delivered. Internal department memos regarding smaller matters need also to be written if communication is to be clear, particularly between two or three individuals. The likelihood of distortion of a communication is increased exponentially the further a message moves away from the source when passed from mouth to mouth. A written communication is likely to be better understood and can be reviewed if necessary and decreases the chances for distortion. From time to time issues involving conflict arise and faculty members might use email to voice their complaints with affected parties. It is critically important that the department chair avoid entering into such email confrontations and schedule a face-to-face meeting with the affected individuals to affect a satisfactory resolution. 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 wouldn't want the world to read.

Conflict Management
Conflict management is a necessary skill for department chairs. Those without prior experience or training may need to seek help from others who have these skills. Simply being in the position will set you up for some conflict and avoiding contentious issues will only make the situation worse. It is better to meet the conflict head-on and seek satisfactory resolution.

One of the basic requirements in handling conflict situations is to know where you stand and where your boundaries are. When you are responsible for the good of the whole department, it's not about you. It's about your institutional role, the mission you seek to carry out, and the constituencies you serve. Experts suggest that conflict management requires practical skills of negotiation and complaint management, and also conceptual skills such as self-knowledge and self-control. In any interaction, the only behavior you can control is your own, so you need to know what triggers your emotions. Emotions can get in the way of successful resolutions, and they are contagious. Aggression is the most contagious, so in responding to it, keep your own emotions in check. Voices should be lowered. Physical motion should be restrained. Understanding that you represent the institution may create distance and help keep your personal responses to a minimum. How you act powerfully influences the outcome of any conflict-laden interaction.

There are special challenges to leadership in the academic environment for which the department chair is often unprepared. The nature of the institution calls for shared governance, academic freedom, and job tenure. There is a decentralized authority structure. Norms of behavior are somewhat fluid and loosely defined. Add to that a "star" system with expectations of entitlement, and you have a milieu ripe for conflict. However, no faculty member should be permitted to wave the flag of "academic freedom" 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: https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure. This document and the AAUP Statement on Professional Ethics (1987) serve as the cornerstone for academic behavior: https://www.aaup.org/report/statement-professional-ethics.

APM 336 University Statement on Faculty Rights and Responsibilities is based directly on both AAUP statements cited above.

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:

- Don't take it personally.
- Never act on one side of the story.
- Nobody knows what EVERYBODY knows.
- When in doubt, leave it out of the report.
- Never attribute to malice that which incompetence will explain.
- Say what you will do; do what you say, and set time frames.
- In the absence of facts people make them up, so plan accordingly.

- Keep notes but stick to the facts. Don't include your opinion. Notes can be subpoenaed.
- Trust your instincts; don't let your fear guide you.
- Some problems require that formal processes be invoked.
- Be hard on the problem but soft on the people involved.

Here are some points that will help you manage a complaint:

- What is 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.

Negotiation is a more complex set of skills aimed at managing conflict. These skills require knowing what you want to get out of an interaction and what you have to bargain with. It involves preparation, searching for common interests, and depersonalizing the problem. Negotiation is voluntary. If one exercises the power of the office in the exchange, it no longer is a negotiation, but something quite different.

There is an extensive body of research on the topic of negotiation that may prove useful to a chair. For example, negotiators who ask more questions and listen more effectively get better outcomes. Listening more and talking less can go a long way in achieving a successful outcome. People process information differently when in a good mood than when in neutral or bad mood. Good moods promote creative thinking and openness to ideas. Focus first on establishing rapport and setting a positive tone for the negotiation.   Acknowledge a person's feelings and seek clarification as to why someone holds the position they do. Demonstrate understanding of the other's position. Look for common areas of interest upon which you can agree. Know the boundaries of your role and stay within it.

See Appendices IV and V for additional tips on mediation, conflict resolution, and communication.

Dealing with Problems
What do you do when conflict resolution fails? Not all situations can be ameliorated through rational conversation and compromise. Some individuals consistently create tension and drama, some personalities will inevitably clash, and most people will experience difficult periods in their lives to one degree or another. On rare occasion, you may need to address an especially serious matter such as sexual harassment, substance abuse, oral or written threats, or claims of retaliation. What do you do when a faculty member behaves inappropriately?

The most important word of advice any chair can receive is never to act alone. You cannot and are not expected to intervene in or resolve every problem that comes before you.   Here are some important things to keep in mind when a problem is brought to your attention:

- First, evaluate the situation and determine if you have the knowledge and skills and/or authority to address it. Is the problem something that can be readily resolved at the department level?
- Second, determine what information you need to assess the situation and who has it? Is the situation unique or a continuation of an ongoing problem? What, if anything, has already been done to address or resolve the problem?
- If the problem cannot be satisfactorily resolved at the department level, inform the appropriate administrator, who is almost always your dean. Your dean will provide guidance appropriate to the situation.
- Before a problem becomes too big for you to handle, consult with your dean!

Inappropriate Employee Behavior
You cannot and are not expected to intervene in your department's faculty or staff disciplinary matters. But you will be among the first to know about them when they occur.   Speak with the individual and impress upon him or her that his or her behavior is affecting other members of the department. Find out if there is a simple precipitating cause for the behavior. Perhaps your colleague is undergoing a personal crisis and simply needs a shoulder to cry on. Perhaps a probationary faculty member doesn't understand the culture of this campus, or is having difficulty making the transition from graduate student to professor. In many cases, a little extra mentoring from you could have a very satisfactory outcome for everyone. If a behavioral problem persists – if the problem turns into a problem employee – seek counsel and help from your dean.   If you are concerned that a medical condition is interfering with an employee's performance, you may be advised by your dean to consult with Human Resources.

On rare occasion, it may be necessary to discipline a faculty or staff member. The CBA for Unit 3 - Faculty (CFA) and the appropriate CBAs for your staff members' classification specify the processes and procedures for initiating disciplinary action. It is assumed that attempts will be made to resolve problems short of formal reprimands or disciplinary action. In most cases, this will be successful. But on those rare occasions that an employee consistently and repeatedly engages in unprofessional behaviors or commits an action so extreme as to warrant an immediate response, it is appropriate to employ the tools provided in the respective contract. Note that a chair is a member of the faculty bargaining unit, and is not considered to be an "appropriate administrator." Therefore, while you might place a letter of counseling in an employee's file, your dean will issue a reprimand and/or initiate disciplinary action.

The philosophy of discipline for both faculty and staff is that it should be swift, appropriate, and progressive. Discipline is most effective when it responds quickly to a transgression. It should also be of a scale or type appropriate to the behavior. Suspension is not appropriate for someone who might burst out in anger during a meeting. For a first offense of a minor nature, it is most reasonable to give a verbal warning. If a problem becomes repetitious, or it is of a more serious nature, the warning should be in writing and placed in the Personnel Action File (PAF) held in your dean's office. This must be done in order to establish a paper trail in case the employee persists with the behavioral problem. Always consult your dean before you take action. The next step would be a formal reprimand usually given in writing by the dean. Letters of reprimand are removed from the PAF after three years upon request of the employee. If a reprimand doesn't correct the problem, it may be necessary to take the next step and initiate disciplinary action. The Associate Vice President for Faculty Affairs or the Associate Vice President for Human Resources in consultation with the dean and the Provost coordinates disciplinary action. The purpose of all these actions is to make it clear that there is a standard of conduct to which university employees are expected to adhere and that there are consequences should an employee refuse to abide by these standards. The ultimate goal is to produce a collegial and respectful work and learning environment that enables employees and Fresno State students to thrive.

Recruitment of Tenure-Track Faculty
Fresno State's 2016 – 2020 Strategic Plan
(http://fresnostate.edu/president/strategic-plan/) includes as one of its four strategic priorities a priority to "…attract, develop, and retain a talented and diverse faculty." Moreover, the governor, the state legislature, the CSU System and Fresno State leaders have all made increasing tenure density a goal. To meet the campus goal, it is estimated that it would need to add 10 new (net) tenure-track faculty positions in each of the next 10 years. The university has completed an analysis of tenure density in each of the schools and colleges and discussions are underway to establish priority areas for new tenure-track faculty hires.   New hires are not to be confused with filling existing tenure-track vacancies.   This priority and emphasis on tenure density combined with the large number of qualified applicants with terminal degrees in many disciplines means that departments can and should search for outstanding teacher-scholars who can shape the future of their programs and departments. To recruit competitively, departments should take care to time their searches to coincide with the regular search season in their respective fields. Campus visits and offers should be expeditious.

Fresno State's logo includes the byline "Discovery. Diversity. Distinction." The socio-economic and cultural diversity of Central California is strongly reflected in Fresno State's students, faculty, staff and administrators. Diversity is essential to the university's academic excellence. Departments should consider the diversity of our campus and its students as a strategic strength and as an area of opportunity for distinction. The university's ***Procedures for Recruiting Tenure-Track Faculty*** available on the Faculty Affairs website:
http://fresnostate.edu/academics/facultyaffairs/facultysearches/index.html
requires that search committees provide a detailed account of recruiting activities, especially with regard to recruiting a diverse candidate pool. Encourage faculty in your department to build relationships within professional networks that will enable them to recruit effectively among underrepresented prospective faculty members.

All successful searches are active rather than passive. Once your request for a search has been approved, you and your search committee need to do more than merely post the vacancy announcement and wait for the applications to come rolling in. You and your colleagues should make phone calls to friends and acquaintances in your discipline who might be aware of promising candidates. If you expect that you will be hiring in the following year, start notifying people now of a potential opening. You should even try to meet with promising doctoral candidates who are projected to finish their dissertation a year down the road at national conferences.

Letting potential applicants know that you are interested in them could be the factor that leads to a successful search.

Each college and school submits a limited number of tenure-track requests to the Provost. Colleges and Schools may have their own internal procedures for determining which vacancies will be forwarded for Provost consideration and approval. The Provost, after consultation with the Associate Vice President for Faculty Affairs and each dean will decide upon the positions allocated to each of the schools and colleges.

Your dean will inform you about the status of your position request once the Provost approves the school or college request. Upon approval of your department's request for a tenure-track search, you should immediately establish the search committee. ***Per APM 301 Appointment of Tenure-Track Faculty including the Award of Service Credit***, the search committee must be elected by the department and include an ex-officio (non-voting) Equal Employment Opportunity (EEO) Designee. You and your search committee should then access the Resources and Forms for Search Committees webpage under the Faculty Affairs website: http://fresnostate.edu/academics/facultyaffairs/facultysearches/index.html. There you will find ***The Procedures for Recruiting Tenure-Track Faculty*** handbook, all relevant academic policies, and all other required forms and documents to ensure a successful search. Searches that fail to adhere to the university's procedures as detailed in the handbook may be subject to termination.

Once your search committee has received approval to extend invitations for campus interviews, you should prepare your department's faculty and staff for an applicant's visit. Prior to your candidates' visits, schedule a meeting with all of your department's faculty and staff to discuss appropriate questions and behavior. It is the responsibility of the search committee to ensure that all applicants receive a professional and appropriate interview experience. Some departments encourage all faculty members - and sometimes students - to join the candidates for at least one meal during their visit, while other departments restrict meals to members of the search committee. Sharing a meal with a prospective new faculty member is an opportunity for the department to show its best face and this part of the interview will help you get a better idea of what the candidate would be like as a future colleague. Search committees should foster a positive attitude about our campus and community. In addition to learning about the candidate, the candidate is eager to learn about the university and the department. The decision to hire is two-way. We decide whether to extend an offer and the candidate decides whether or not to accept. Therefore, leave the candidate with a positive impression of our university and local community. Negative interview experiences can lead to the loss of your most desired candidate. Genuine signs of department collegiality and unity of mission and vision will impress candidates.

New Tenure-Track Faculty Appointment Procedures

Following all candidate campus interviews, the search committee will deliberate and forward its recommendation to you. You may concur or disagree with the search committee's recommendation. It is advisable that the department chair and the search committee chair collaborate on completing the nomination form. The nomination form is then forwarded to the dean for review and submits his or her recommendation to the Provost. The dean makes the final selection and initiates the offer of employment with the successful candidate. The dean may need to consult with you prior to making an offer of employment on any number of variables that may affect the outcome of the offer of employment. To avoid any unforeseen complications or unintended consequences during this process, it is critically important that you and your search committee refrain from announcing the name of the recommended candidate until a signed Offer of Employment is received.

Work Authorization and Visas
The CSU System's policy is to consider all applicants for employment – U.S. citizens and non-citizens alike – irrespective of work authorization status at the time of application. (HR 94-29). This policy allows campuses to consider unauthorized applicants, and then to assist them in obtaining appropriate work authorization before beginning employment. There is no valid reason to ask a candidate whether he or she is authorized to work in the United States. All employees must have authorization to work in the United States at the time of employment, not at the time of the interview. Candidate questions about work permits should be referred to Faculty Affairs.

The university will work with a candidate to facilitate his or her acquisition of the appropriate visa once appointed; however, responsibility for obtaining authorization to work belongs to the candidate. The university does not pay fees associated with obtaining a work visa, except for a $500 fraud prevention fee, which, by law, is the employer's responsibility. Appointees are expected to retain and pay their own attorney to assist them in the process.

Recruitment and Appointment of Temporary Faculty (Lecturers)
Most, if not all, departments rely on full-time and/or part-time temporary faculty members, commonly referred to as lecturers, to cover some of their courses. Maintaining a pool of competent lecturers will help you weather shifting course scheduling needs that arise for a variety of reasons (unexpected retirements or resignations, course buyouts, curriculum changes, etc.). Human Resources maintains job listings for all vacant administrative, faculty, and staff positions on campus including lecturers on its Fresno State Jobs website: http://fresnostate.edu/adminserv/hr/jobs/index.html.
If appropriate, you can post an open-ended lecturer vacancy announcement to develop a pool of qualified instructors describing in very general terms the expertise and qualifications required for potential hire. In addition, you can publish vacancy announcements in venues normally used in your particular discipline.

Individuals interested in teaching positions will likely contact you on their own. It is a good idea to maintain a file of potential lecturers with copies of their curriculum vitae. In addition, the Collective Bargaining Agreement (CBA) requires you to maintain a list of all lecturers who have been evaluated by the department including courses they have taught.

When you prepare to build your department's schedule of course offerings, you should establish an order of hire – a list of lecturers, ordered by contract status (e.g., three-year, one-year, etc.) and time base. Consult each lecturer's Personnel Action File (PAF) to review prior years' student and peer evaluations. Be sure to sign the individuals' PAF access log every time you access it. Offer available work to the lecturers on your list in order of status, striving to meet each faculty member's time base entitlement. Each individual on the list should receive "careful consideration" for work they are qualified to perform. "Careful consideration" means more than simply thinking about someone and deciding whether or not to offer that person a position. Appointments must be made on legitimate academic criteria such as professional quality of course material, degrees and other relevant certifications earned, professional activity, and student and peer evaluations over a period of time. Note that performance/discipline problems, whether or not documented in the PAF, are separate issues from "careful consideration." Performance/discipline problems should be addressed through due process.

Once you select a lecturer, the hiring process is rather simple. Your administrative assistant will process a Faculty Contract that will detail the lecturer's entitlements, teaching assignment, time base, and salary.

In the case of new lecturers, your administrative assistant will process an Application Form and a New Lecturer Form in addition to a Faculty Contract. A copy of the applicant's curriculum vita and three current letters of reference will be attached to this packet. Initial appointments are for one semester and may be renewed for an additional semester depending on available work, budget, and "careful consideration" of the instructor's PAF. Upon receipt of a signed contract, your administrative assistant will process key requests for the new lecturer if applicable; and the new lecturer will be issued a Fresno State ID card. To ensure your new lecturer feels welcomed and included as a member of your department, it is best practice to meet with the new lecturer prior to the start of the semester to introduce department staff, orient him or her to department mission and vision, go over course syllabi, student learning outcomes for the course(s) she or he will teach, and department standards and expectations for teaching effectiveness and any other considerations such as resources for instructional technology that would be important to ensure that your new lecturer is provided with an optimal working environment.

Appointment and evaluation of lecturers are among the most complicated sections of the CBA. If there is one section of the CBA that chairs should become familiar, it is Article 12. **APM 306 Policy On Temporary Faculty** aligns with Article 12 and is your best resource to understanding the complex set of lecturer employment conditions and considerations. In addition, you will find a clear description of the Three-Year Temporary Faculty Evaluation Process along with a Temporary Faculty 3-year Appointment Evaluation Form (that your dean will complete upon receipt of the department's recommendation) in APM 306A.

Lecturers have many rights in the CSU System. Assuming they have received satisfactory teaching evaluations, they have considerable workplace security. For this reason, it is essential that you and your colleagues write honest peer evaluations of your lecturers. If you sugarcoat evaluations of lecturers who do not perform well in the classroom, you risk not being able to replace them with more effective instructors. Evaluations should be evidence-based and provide clear information to guide future work assignment.

Although the similar assignment and three-year contract provisions give part-time lecturers considerable security, they cannot protect them entirely from budget reductions or curricular changes. At times, it may be necessary to reduce a lecturer's time base, even to zero. This is not considered a "layoff." Continuing part-time lecturers whose original time base must be reduced must be sent a letter and/or revised contract for each change, and the lecturer may also need to be placed on a re-employment list. The Associate Vice President for Faculty Affairs will provide guidance if this scenario emerges.

Courses may be cancelled any time. If a course is cancelled, the lecturer will be paid for class hours taught. If a course is cancelled after the third class meeting, the lecturer must be paid for the entire semester or be provided with an alternate work assignment. Full-time lecturer appointments are not conditional and may not be reduced due to budget or enrollment.

Mentoring
Fresno State is committed to providing the support necessary to give a new probationary faculty member every opportunity to understand and achieve the goals for retention and tenure. Central to this commitment is the mentoring process that is an integral part of the probationary plan process. **APM 324 Policy on Probationary Plans and Faculty Mentoring** clearly outlines the role faculty mentors play in supporting a successful path to retention and tenure of your department's new tenure-track faculty.   As required by policy, the department chair will appoint a tenured member of your department's faculty as your new faculty member's mentor. Some departments have adopted a practice of assigning more than one mentor (e.g., one appointed by the chair and another selected by the probationary faculty member).   Faculty mentors should be proactive in advising the

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junior colleague and should meet regularly with your new faculty member.

It is important that faculty mentors make themselves aware of specific issues often encountered by faculty members of color, LGBTQ+ faculty, and women faculty, particularly in disciplines where women are underrepresented. Issues such as *cultural taxation*, which is a term used to describe the additional service demands shouldered by underrepresented faculty because of their identity, including demand for serving on committees that need diverse memberships and mentoring diverse students or advising student groups who seek them out. All senior faculty can successfully mentor underrepresented colleagues by becoming aware of this and other issues, by listening and problem solving collaboratively. A good resource to learn more about diversity issues in its broadest definition and how to address them is on the website of the President's Commission on Human Relations and Equity (PCHRE): http://fresnostate.edu/president/pchre/.

Check periodically to ensure that a faculty mentor is in fact fulfilling his or her obligations with your junior colleague. Your department has a huge investment in the success of your new faculty and it is your responsibility to do what you can to help those individuals succeed.

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

The offices of Faculty Affairs and Learning and Wellness have initiated two mentoring programs in support of the campus' commitment to leadership development. The Faculty Mentor Program pairs a seasoned campus academic leader with faculty. It is open to all faculty at any level who are interested in serving in a leadership role on campus or in the community. The Staff mentor program pairs campus administrators with university staff. You can learn more about these two programs on the Faculty and Staff Mentoring Programs webpage: http://fresnostate.edu/adminserv/learning/mentoring/.

Personnel Files
The Personnel Action File (PAF) is the one official file for employment information and information relevant to personnel recommendations and actions. You should familiarize yourself with ***APM 323 Policy on Faculty Personnel Files***. Your dean's office maintains PAFs for all tenured and probationary faculty members as well as all temporary faculty. The dean is the custodian of all PAFs for faculty in his or her

unit, and is responsible for the security of the file and its contents. It is critically important to keep in mind that only the official PAF may be used as the basis for personnel actions. Administrators, including department chairs, and faculty members of peer review committees must always sign the access log when reviewing a PAF.

The dean is the only university official who is authorized to place material in a PAF. These materials include copies of student and peer evaluations, a copy of a probationary plan and a description of non-instructional assignments, retention and tenure forms, promotion applications, and any signed letters or other signed written comments regarding a faculty member's performance. A department chair may have occasion to forward to his or her dean material that he or she requests to be placed in a faculty member's PAF. These materials may include letters of commendation, complaints, warnings, or reprimands. Likewise, individual faculty members may place any information in her or his own file that she or he feels is relevant to her or his employment status. A faculty member must be given notification five days prior to the inclusion of any material submitted for inclusion in his or her PAF. The dean's office will process the notification. The faculty member has the right to respond to or rebut any information that has been placed by another individual in his or her file.

Department chairs, college and school deans, and other academic administrators may maintain private files. These files may contain correspondence, notes of meetings or conversations, and other data. The contents of these private files are not to be used under any circumstances as a basis of a personnel recommendation or action. These private files are maintained at the discretion of the individual responsible for the file.

Retention, Tenure and Promotion (RTP) Procedures
APM 325 Policy on Retention and Tenure and *APM 327 Policy on Promotion* detail policies, organizational structures, and procedures for retention, tenure, and promotion.

Below are all the relevant APM statements about department chair responsibilities in the RTP process:

- The department chair will ensure the election of the department peer review committee according to the procedures detailed in APM 325 and 327.
- After consultation with probationary and tenured faculty, department chairs may elect to submit an independent recommendation or to participate as a member of the department peer review committee.
- The department chair must submit his or her intentions in writing to the probationary and tenured faculty in his or her department prior to the date beginning the campus RTP process. A copy of this notification is placed in a

faculty member's Working Personnel Action File (WPAF). The WPAF contains all the required forms and materials needed for the RTP process and is the file used throughout the RTP review process. Only documents contained in the WPAF can be used to review a candidate's application.

- The chair must apply his or her decision to all RTP candidates in a given academic year.
- If the department chair elects to make independent recommendations, he or she cannot participate in the department peer review committee's deliberations and recommendations of all RTP candidates for that academic year.

- The department chair forwards a candidate's WPAF that includes the department peer review committee's recommendation, and his or her independent recommendation if applicable, to the college or school dean by the date specified in the Faculty Affairs Calendar.
- Although extremely rare at Fresno State, a department chair who has not earned tenure cannot make recommendations in the RTP process.

Periodic Evaluations (including Off-Year Reviews for Probationary Faculty)
Periodic evaluations differ from RTP reviews in that they do not culminate in a recommendation for any action regarding reappointment. These are strictly evaluations of professional competence. Three categories of faculty employees undergo periodic evaluations: probationary faculty in alternating WPAF review years (also known as "off-year reviews"), tenured faculty, and temporary faculty.

Probationary faculty members submit an off-year review subject to the periodic evaluation procedures developed and adopted by the college or school. School and college off-year review procedures can be accessed on the Retention, Tenure and Promotion webpage maintained by Faculty Affairs:
http://fresnostate.edu/academics/facultyaffairs/forms-policies/rtp.html
The off-year review is an "in-house" process intended primarily to mentor the probationary faculty member and identify any potential problems at the earliest possible moment. Consideration of student and peer evaluations that must be included in the off-year review is required and the department peer review committee, as does the department chair if she or he elects to submit an independent evaluation, produce a written Report of Periodic Review also available on the Faculty Affairs webpage. After the probationary faculty member receives a copy of the department reviews, the department chair then forwards the off-year review and report(s) to the dean for her or his review. The dean's Report of Periodic Review is forwarded to the probationary faculty member and then all documents are forwarded to Faculty Affairs. The off-year review is then placed into the probationary faculty member's PAF to be included in the following year's WPAF review.

Tenured faculty members receive a periodic evaluation at least every five years. As with the periodic evaluation of a probationary faculty member, an elected department peer review committee comprised of a minimum of 3 tenured full professors and the appropriate administrator (the dean) is responsible for conducting the evaluation. *APM 328 Periodic Evaluation of Tenured Faculty* details the evaluation process. Consistent with all other faculty evaluation processes (RTP and off-year) department chairs must submit an independent assessment if the chair elected to do so for other faculty evaluations within the department in a given academic year. As with off-year reviews for probationary faculty, the peer review committee's and chair's assessment and recommendations are shared with the tenured faculty member; after which all relevant documents along with any recommendations are forwarded to the dean. The dean's assessment and recommendation, if any, are then shared with the faculty member. The post-tenure review is then placed in the faculty member's PAF.

All temporary faculty members teaching shall be assessed on a regular basis according to the schedule and procedures outlined in *APM 322 Policy on the Assessment of Teaching Effectiveness* and the departmental policy on teaching effectiveness. The results of these assessments shall be placed in the lecturer's PAF. In addition, lecturers eligible for a new three-year appointment shall be evaluated in the academic year preceding the first year of a new three-year appointment. Details describing the Three-Year Temporary Faculty Evaluation Process are found in *APM 306A Temporary Faculty Review Form*. Your dean will solicit narrative comments from the department's elected peer review committee comprising of only tenured faculty based on the documents contained in a lecturer's PAF. Peer review committee narratives cannot recommend a satisfactory or unsatisfactory rating – only the dean can make such a determination based on all documents under review.

Separation
When a faculty member resigns, retires, or is otherwise no longer employed on campus (referred to as "separation"), he or she must formally checkout, which includes returning all university property. A Separation Checklist is available on the Faculty Affairs website: http://fresnostate.edu/academics/facultyaffairs/forms-policies/separations-retirement-ferp/index.html that articulates an electronic checkout process. Department chairs are responsible for department/school assets such as faculty laptops and any other special equipment purchased with state monies for the separating faculty member, parking decal collection, and absence management approval.

V. COLLECTIVE BARGAINING AGREEMENTS

California State University, Fresno is governed by collective bargaining agreements between the California State University and various employee unions. The California Faculty Association (CFA) represents the faculty (Unit 3), including tenured and probationary faculty, temporary faculty (lecturers), librarians, counselors, and other Student Service professionals Academically-Related (SSPARs), and athletic coaches. The contract between CSU and CFA is sometimes referred to as the Collective Bargaining Agreement (CBA) or Memorandum of Understanding (MOU). CBAs also exist with several staff bargaining units, and the Academic Student Employees (United Auto Workers): teaching associates (TAs), graduate assistants (GAs), and instructional student assistants (ISAs). The Associate Vice President for Faculty Affairs has been designated by the President to administer both the Unit 3 and Unit 11 agreements.

The Associate Vice President for Human Resources is charged with administering all other employee bargaining units. These include the Union of American Physicians and Dentists (Unit 1), the California State University Employees Union (Units 2, 5, 7, & 9), Academic Professionals of California (Unit 4), the State Employee Trades Council (Unit 6), Statewide University Police Association (Unit 8), and the International Union of Operating Engineers (Unit 10).

Grievances (Article 10)
The grievance process is a formalized means of conflict resolution provided for in the CBA. A grievance is an allegation that the terms of the CBA have been violated, misapplied, or misinterpreted by the President or administrative officers including department chairs acting in his or her name. Technically, all grievances are filed against the President.

A grievance can only be filed if the following conditions are fulfilled: (1) the individual filing the grievance is the aggrieved party; (2) the individual is prepared to demonstrate that material harm was done, and (3) the grievance is filed within the timelines specified by the CBA.

There are two types of grievances. A Faculty Status Grievance is filed for a dispute regarding (1) the denial of reappointment or tenure for a probationary faculty member or (2) a denial of promotion. All other grievances are referred to as a Contract Grievance.

Each type of grievance has its own timelines and procedures that are specified in Article 10 of the CBA. Therefore, a potential grievant should contact a representative of the local chapter of the California Faculty Association (CFA) for advice and possible representation. Faculty members are encouraged to seek informal resolution prior to

filing a grievance.

A faculty member has a right to file a grievance if she or he feels that their rights have been violated. There shall be no retaliation against an individual for filing a grievance.

Chairs may become involved in faculty grievances because of their specified roles under the contract. Since the chair is one of two reviewing entities at the department level of review in the RTP process, you might 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 that involve evaluations or appointments because of their responsibility for assigning faculty workload. For these cases, it is most helpful to familiarize yourself with CBA provisions, seek advice whenever you are the least bit uncertain, and maintain good records and files.

In most cases, grievances are resolved before they get to the point of arbitration.

If a matter does go to arbitration, the AVP for Faculty Affairs and/or University Counsel will carefully prepare you. Typically you may be asked to provide information and nothing else. Don't worry too much if you make an error; there is usually a reasonable solution that will satisfy all parties.

On rare occasion, a case may go outside the university and you will find yourself involved in a legal situation. Subject to certain exceptions, the CSU 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 (CA Government Code sections 995-996.6).

Leaves (Articles 22, 23, 24, 27 & 28)
The CBA defines several types of leaves: leaves of absence with pay, leaves of absence without pay, sabbatical leave, difference-in-pay leave, and sick leave. Most leaves are not automatic, but must be granted by the President. *APM 360 Policy on Sabbatical and Difference-In-Pay (DIP) Leaves* and *APM 361 Policy on Faculty Leaves of Absence* details procedures and provisions.

- *Leaves of absence with pay* **(Article 23)** cover specific events and situations and chairs are rarely, if ever, called upon to do anything about them. Examples of reason for paid leaves are bereavement, maternity/paternity, jury duty, voting, absence as a witness, emergencies and military service.

  Maternity/paternity leave is of particular interest to chairs because such

leaves typically last longer than other leaves with pay and require more creative solutions to ensure the continuity of department operations. A faculty member is entitled to 30 working days of paid leave (roughly six weeks) and may be combined with an additional 10 days of sick leave. If a medical condition requires it, further sick leave may be granted.

What options exist for chairs when a faculty member is out for six to eight (or more) weeks during a semester? The chair must hire a substitute to teach the classes. Substitutes should be qualified to teach the course content and can be hired from existing department faculty (paid as overload) or, in certain circumstances, newly hired for this specific new and additional work.

- *Sick leave* **(Article 24)** is a benefit provided to the employee, and the contract specifies when the President or President's designee may authorize it. A faculty member is responsible for immediately reporting an absence to the appropriate administrator, in this case the department chair. When faculty are absent from his or her assigned duties for illness or injury, medical examinations, death or illness in their family, or an extension of maternity/paternity leave, he or she is expected to use sick leave. The university may require written documentation from a doctor. It is important to inform your faculty of their obligation to use the sick leave benefit as it was intended and to report absences on their monthly absence management report.

  On a related matter, faculty who are on 12 month assignments accrue vacation days, which should be used and reported on the monthly absence management report when the employee is out of the office for recreational purposes.

- *Leaves of absence without pay (LWOP)* **(Article 22)** come in two varieties: personal and professional. *APM 316 Policy on Faculty Leaves of Absence* details eligibility and procedures. A faculty member may use a combination of paid and unpaid leaves in a given year.

  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.

  Professional LWOPs are granted for the purposes of research, advanced study, professional development, or other purposes that benefit the university.

  Since individuals on a leave of absence without pay are not contributing to the Public Employees Retirement System (PERS), they are not accruing

service credit toward retirement.

The tenure clock stops when a probationary faculty member is on leave for at least 50% of one semester. It must be stopped when the faculty member is on a one-year leave for pregnancy/birth or adoption, for the duration of a personal leave without pay, or for one year of a two or more year professional leave with pay.

Temporary faculty (lecturers) who receive a leave of absence without pay retain all appointment rights as if they were in work status.

Faculty who wish to take a personal or professional LWOP must submit a Leave Without Pay Application available on the Faculty Affairs website: http://fresnostate.edu/academics/facultyaffairs/forms-policies/leaves/professional-leaves.html. The chair and the dean must approve the request.

- **_Sabbaticals_ (Article 27)** are paid leaves granted 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. **_APM 360 Policy on Sabbatical and Difference-In-Pay (DIP) Leaves_** details procedures for eligibility and application for a sabbatical and the application form can be accessed on the Faculty Affairs website: http://fresnostate.edu/academics/facultyaffairs/forms-policies/leaves/professional-leaves.html.

   The applicant submits his application to the department for review by an elected Professional Leave Committee consisting of at least 3 full-time tenured faculty who are not applying for a professional leave. In addition to the recommendation provided by the department's Professional Leave Committee, the chair must make an independent recommendation for a sabbatical proposal if she or he elected to make independent recommendations for all other personnel actions in a given academic year. All relevant documents are then forwarded to the school or college Professional Leave Committee for its review and its recommendation is added to the application for the dean's review and decision. As with all other personnel actions, the applicant is provided with a copy of the recommendations at each level of review.

   The university is required by CBA to grant a specific number of sabbaticals based on a percentage of eligible faculty members, prorated to the schools and colleges. Even in times of budgetary hardship, the university must fulfill its contractual obligations. Sabbaticals are competitive, and the number of

applications can exceed the number of available leaves.

All recommended sabbatical proposals submitted for one-half of full salary are approved. These applications are not included in the rankings of semester sabbatical leaves at full salary.

- *Difference-in-pay leaves (DIP)* **(Article 28)** are similar to sabbatical leaves except for how compensation is calculated. Faculty members (including lecturers) are eligible when they have served full-time for six of the preceding seven years, and at least three years have passed since their last sabbatical or DIP leave. The procedures for application parallel those of sabbatical leaves. As with one-half salary sabbatical proposals, DIP proposals are not ranked and uniformly approved.

Various leaves may affect PERS service credit and this information is noted on the application form. Faculty are strongly advised to contact the Benefits office for further information.

Faculty Early Retirement Program (FERP) (Article 29)
The Faculty Early Retirement Program (FERP) permits a faculty member, upon retirement, to teach one semester in the academic year or half-time throughout the year. Under the current CBA, faculty members may take advantage of this program for up to five years. The faculty member must request a specific period of employment (e.g. fall or spring semester or half-time), and may change that period of employment by request to the President. Although rare, the president may also determine that it is necessary, due to programmatic needs, to change the period of employment. Typically the President would do so upon the request of the dean who in turn would respond to the needs of the department. The President would attempt to reach a mutual agreement with the faculty member, but if it cannot be reached, it is the President's prerogative to make the final determination. The faculty member may also request a reduction in time base, but that reduction continues for the duration of the FERP appointment. 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 (the semester or semesters they teach), FERP participants are required to perform normal duties and activities. They may serve as advisors and perform committee work, but cannot participate in peer review (personnel) committee work. FERPers may also vote on departmental matters. FERP participants do not receive compensation for any state-funded additional employment or overload, but may do so through the Fresno State Foundation since it is not a CalPERS employer.

Salary (Article 31)

Salary matters are laid out in Article 31 of the CBA. The only specific role for the chair is that she or he receives applications for market adjustments (see ***APM 330 Policy on Market Based Salary Increases*** for procedures) and makes a separate recommendation to the dean.

Layoff (Article 38)
It is most important for chairs to understand what layoff is and what it is not. Layoff is the involuntary separation or reduction in time base of an employee when the university determines that there exists a lack of work due to insufficient funds or programmatic change. Only the President can determine the need for layoff. The President must inform the CSU that there may be a need for layoff, and the CSU in turn notifies the CFA. The two parties are required then to meet and consult on alternatives to layoff. Should attempts to avoid layoff fail, layoff proceeds by deliberate steps clearly laid out in the CBA. The CBA defines the unit of layoff (for faculty employees, it is the department or equivalent unit), the order of layoff, exceptions to layoff, and requirements for notice of layoff. There are also specified options in lieu of layoff and a description of recall rights and opportunities.

Not all involuntary separations or reductions in time base constitute layoff as defined by the CBA. *Part-time lecturers* with conditional appointments are laid off if budget or enrollment considerations eliminate their positions. Even if a part-time lecturer is in the midst of a three-year contract, the lecturer's appointment is still conditional upon budget and enrollment, and if the courses don't exist, the university is not obligated to declare layoff. However, the terms of the three-year contract remain in force, and the program is obligated to offer the lecturer courses to teach if these exist in the next year of the contract. For these reasons, it is important not to use the word "layoff" when referring to the separation of a part-time lecturer.

Note that *full-time lecturers* have unconditional appointments, so they can only be let go during the life of their contract through layoff. If the full-time lecturer has a one-year appointment, there is no obligation to rehire the individual the next year. But if the lecturer is in the first or second year of a three-year contract, she or he must be rehired or laid off.

Should the President conclude that budget reductions or programmatic change require the separation of any faculty employees other than part-time lecturers with conditional appointments, then all separations must be done under the layoff provision. This means that part-time lecturers as well as anyone else would have to receive notice of layoff. Only tenured and probationary faculty members have recall rights under the CBA.

Academic Student Employees (Unit 11)

Unit 11 covers three classifications: Instructional Student Assistants (ISAs) who are undergraduate or graduate students employed under the close supervision of a faculty member to assist in grading and tutoring; Graduate Assistants (GAs) (see *APM 312 Policy on Graduate Assistants*) who are provided with an apprenticeship experience under the close supervision of a faculty member, and Teaching Associates (TAs) (see *APM 311 Policy on Teaching Associates*) who are the instructor of record assigned to teach courses at the undergraduate lower division level under the close supervision of a faculty member. As managers and administrators, chairs need to do their best to ensure that the provisions of the agreement are met, that the faculty understands its responsibility under collective bargaining, and that the fundamental educational mission of the program remains pre-eminent. Academic student employees are both students and employees, and one of the chair's tasks is to distinguish when their grievances and concerns arise from their role as students and when from their status as employees. Only the latter is covered under collective bargaining.

The following paragraphs address some of the areas chairs will most often handle that pertain to Academic Student Employees.

- *Appointments, Posting, and Notification*
  The appointment process must be more formalized and regularized under collective bargaining. Academic Student Employee positions can be open, committed, or emergency. Committed positions are those offered to a student as a part of a recruitment package or that result from an existing advising or mentoring relationship with a faculty member. Emergency positions are those that begin less than a week after they are open. All other positions must be posted on the Fresno State Jobs webpage managed by Human Resources: http://fresnostate.edu/adminserv/hr/jobs/index.html In addition, positions may be posted elsewhere at the department's discretion. Once an appointment is made, the student employee must be sent a written notification from the department office. The appointment notification should also include a position description that sets forth the specific duties associated with the position.

  GA and TA appointments of one semester are not conditional. All ISA positions are conditional. Employees may be reassigned for "operational needs," which means that if you discover early in the semester that a TA cannot handle classroom duties, you can pull the TA out of the class and into other duties. An Academic Student Employee can also be removed for academic ineligibility within the first five weeks of the semester. However, if a problem arises from conduct, then you must use the discipline procedure as outlined in Unit 11's CBA. Discipline is limited to a written reprimand or dismissal, and may be taken to arbitration.

- *Evaluation and Personnel Files*
  AMP 311 Policy on Teaching Associates and *APM 312 Policy on Graduate Assistants* provide details on evaluation. Student and Peer Evaluations for TAs become a part of the student employee's official personnel file. A written assessment of a GAs performance should be placed in the student's academic file. A student employee who is unhappy with the content of an evaluation may submit a rebuttal, but can only grieve on procedural grounds (for example, because the student didn't receive a copy of the evaluation criteria and procedures) or if alleging a violation of the Unit 11 CBA nondiscrimination article.

  Academic Student Employee personnel files are similar to faculty PAFs; they are confidential and access to a student's personnel file is restricted to people with official business who must sign a log and filing notice must be given (**N.B.** *14 days* instead of the 5 days for faculty) when material is placed in the file. As with faculty PAFs, your dean is the custodian of all Academic Student Employee personnel files, and personnel actions must be based upon the contents contained in the file. Employees who disagree with anything in the file have 30 days to append material or request a correction of factual, non-evaluative information.

- *Grievance Procedure*
  The grievance procedure has two levels: informal steps and formal steps. The chair's responsibility comes at the informal level. The first goal is to attempt to resolve conflicts within the department. The student employee should meet first with his or her immediate supervisor to resolve the problem. If there is no resolution in this step, the employee must meet with the person designated by the university to handle informal step 2 meetings. In most cases, that person is the department chair. If the chair is the subject of the grievance, the dean or designee will conduct the informal step 2 meeting. If the grievance cannot be settled informally, the employee may file a formal grievance that will be heard by the Associate Vice President for Faculty Affairs. Ultimately the grievance may go to arbitration. Of course, we wish to do everything we can to avoid that conclusion, beginning with conscientious adherence to the terms of the collective bargaining agreement and continuing on to active and principled attempts to resolve any issues.

- *Instructional Material, Service and Support, and Training*
  Fresno State is required to provide an Academic Student Employee with access to workspace, texts, facilities, services, and instructional support that it deems required to performing work. The chair is the best person to determine what is necessary under the prevailing conditions within the department. For example, a TA must be provided a suitable space to hold

office hours and should have ready access to a computer and printer if the TA's work necessitates use of one.

The chair is also responsible for ensuring that Academic Student Employees receive training and orientation as appropriate to fulfilling duties listed in their position descriptions.

- ***Nondiscrimination***
  Academic Student Employee complaints of discrimination based on employment should be referred to the Office of Human Resources. Information regarding your role in handling of allegations of discrimination and harassment can be accessed on the Discrimination & Harassment Prevention webpage maintained by the Office of Human Resources: http://fresnostate.edu/adminserv/hr/eeodiversity/discrimination/index.html.

- ***Workload***
  Some GAs and all ISAs are non-exempt employees, which means that they are paid an hourly wage for all work assigned by their supervisor including work-related meetings. All TAs and GAs whose work involves research are exempt employees, which basically mean that, like faculty, they are hired into a specific position, and not on an hourly basis. Nonetheless, they must be assigned reasonable workloads, which are defined as the number of hours the university could reasonably expect a TA or exempt GA to satisfactorily complete the work assigned. The collective bargaining agreement states that reasonable workloads shall be measured by mean factors, including hours normally assigned (based roughly upon a 40-hour per week full-time standard), nature and quantity of work, number of students, type of instruction, level of support, enrollment demand, and WTUs. Clearly, there is no simple formula for a reasonable workload, and conflicts between the department and its student employees may arise. 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. As a general rule, no Academic Student Employee may work more than 20 hours per week.

VI. STAFF

Recruitment and Retention
Like the recruitment and retention of faculty, the hiring of new staff employees is an important responsibility of the department chair. The technical and support staff provides the human power that drives the academic engine. Staff employees are in the trenches dealing either with the day-to-day operations of the department or working with the faculty and students in laboratory settings. Staff employees are often the initial contact for students, parents, and the public seeking department information and are the liaison between the department and other units on campus. Because of their key role in the administration and operation of the department, it is important that appropriate time and energy are devoted to the recruitment of new staff members.

Staff employees belong to several different bargaining units and are represented by a number of different unions. The California State University Employees Union (CSUEU) represents Units 2, 5, 7, and 9. The CSUEU represents those staff members most likely to work in academic departments. Some academic departments may also have staff members who belong to Unit 4 represented by the Academic Professionals of California (APC).

New and replacement staff positions are requested through your dean. You will be asked for a written justification for the position as well as the time-base for the appointment. Depending upon operational needs and budgetary considerations, staff appointments may be made on a temporary or permanent basis. If approved, you will then need to develop a detailed position description and form a search committee. Search committees for APC (Unit 4) positions must include at least one Unit 4 employee, who may come from your own or another department. Since job classifications are governed by the collective bargaining agreement, you should review information regarding CSU Job Classification Standards available on the Classification & Compensation webpage maintained by Human Resources (HR): http://fresnostate.edu/adminserv/hr/class-comp/index.html. While minimum requirements should conform to these classifications, you may add specific duties, skills or experiences directly related to your discipline. You should work closely with your dean and HR as you craft the job description. Once approved by HR, the vacancy announcement is posted on the Fresno State website for a minimum of 14 days. For highly specialized staff positions, additional time and use of additional recruitment sources may be required.

Following the application deadline, HR will screen the applications for minimum requirements and then forward them to the department search committee for review. HR will provide the committee with an applicant-rating sheet to be used in evaluating applications. Per CSUEU collective bargaining provision Article 9.3,

preference for filling a vacant position must be given to current Fresno State employees who meet the qualifications for the position. HR can provide you with more information about this provision and how internal applicants must be considered. After reviewing applicants against the rating sheet, the search committee returns the names of the top candidates to HR for approval. Once approved by HR, the committee chair may schedule interviews. Interview questions, based on the posted vacancy announcement, should be developed by the search committee and approved by HR. HR in turn will create an interview-rating sheet based on the approved interview questions to be used during the interview. To help evaluate specific skills, it may be appropriate to create a performance exercise for applicants. You should work with HR in developing this exercise. Once the oral interviews and/or performance exercises are completed, justifications for hires and non-hires for all applicants are forwarded to HR for another round of review and approvals. Your search committee will be responsible for checking references and reviewing an internal applicant's personnel file. HR will make the offer to the successful applicant. Once an offer is accepted, you will be notified and can begin planning for the individual's arrival.

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 probationary period. Temporary employees in the CSUEU bargaining unit may also earn permanency after 4 consecutive years of service, while those in the APC bargaining unit may earn permanency after 5 consecutive years of service. A year of service is defined as an employee having compensable status for 275 days or more.

Performance appraisals should be carefully completed for probationary and temporary employees. Performance appraisals for probationary employees should be completed at the end of the third, sixth, and eleventh months to thoroughly evaluate the employee's progress in the position. Likewise, temporary employees should be evaluated periodically. Probation periods, permanent status, and the performance appraisal processes are delineated in the CSUEU and APC collective bargaining agreements.

Fresno State considers the retention and on-going education and professional development of staff a high priority. Various professional development opportunities for staff members are available and published regularly through campus email. If you or an employee is interested in finding out more about these programs, you can access the Professional Development Resources webpage on the Staff Assembly website:
http://fresnostate.edu/orgs/staffassembly/profdevelopment.html.

Staff Performance Appraisals & Skill Enhancement Plan
All temporary, probationary, and permanent staff employees must receive

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performance appraisals each year. As supervisor for all staff members in your department, it is your responsibility to complete and sign these appraisals. You may wish to consult with faculty and/or staff members who have more direct contact with the employee(s) you are evaluating. HR will send you an email during the month of September detailing the appraisal procedures and applicable due dates. Employees in all bargaining units are to be provided with an official performance appraisal for the year beginning October 1 of the previous year through September 30 of the current year. Appraisal forms are accessible through you're my Fresno State portal in the Forms Portfolio. Once inside your Forms Portfolio, enter into the Electronic Forms and you will find the Employee Performance Appraisal & Skill Enhancement Plan form under the Human Resources list.

These annual performance appraisals are an important process for the staff and a good time to discuss progress towards meeting previous goals and to develop new ones for the coming year. The Skill Enhancement Plan is where you will state these objectives. These appraisals are also important in decisions regarding performance based pay awards, range progression pay, and promotions. Exceptional work by staff members as well as areas of concern and recommendations for correcting them should be noted in the appropriate sections of the appraisal form. Before completing the performance appraisal, you should review the employee's report from the previous year(s).

The CSUEU CBA (Article 10) requires that you submit a draft evaluation to the employee for their input and discussion. The employee must be given 5 days to review the draft evaluation and provide input if she or he so desires. You may consider the employee's input in preparing the final performance appraisal. You may also request the employee complete a self-evaluation for consideration in the final report but this is not a requirement.

If you have a Unit 4 employee, the APC CBA (Article 18) requires that you use the special Unit 4 evaluation form. This form is found in the same location as the Employee Performance Appraisal & Enhancement Plan form noted above. As with all other staff employees, the CBA requires that you submit a draft evaluation to the employee for review and input. Unit 4 employees must be given 14 days to submit a rebuttal (if any) before the appraisal is finalized. An employee may elect to submit any such rebuttal (accompanied by the draft appraisal it rebuts) to his or her personnel file.

Once the performance appraisal is completed, you must arrange a meeting with the employee to go over the appraisal. After discussing the appraisal and making any mutually agreed upon changes, you and your staff member must sign the appraisal. The employee may include comments on the form or attach written comments. Normally the employee should be given a maximum of 3 working days to sign the appraisal and/or submit written comments before the appraisal is forwarded to the

dean's office for review and signature. If the employee refuses to sign the appraisal, you must indicate this on the form under Employee's Acknowledgement. Once the appraisal is signed, you must give your employee a copy of it and the original is forwarded to the dean's office. Once the dean reviews and signs the appraisal it is forwarded to the provost for review and signature and eventually the appraisal is placed in the employee's official personnel file. A copy should also be placed in the employee's department working file.

While these appraisals are completed on a yearly basis, unscheduled appraisals may be prepared at any time for any employee. Either the department or the college or school, or even the employee, may generate the request for a special appraisal. Contact HR for more information about special appraisals.

Probationary employees should be evaluated by the end of the third, sixth, and eleventh months of the probationary period.

Progressive Discipline
While the philosophy of progressive discipline in the same for staff as for faculty members, the collective bargaining agreements with the staff unions provide for different procedures. For all questions about standards of conduct, reprimands, and discipline in relation to staff, chairs should consult with their dean and HR.

VII. STUDENTS

Undergraduate Advising
Fresno State uses a robust student advising model. There are three sources of advising and students should be informed of and encouraged to take advantage of each.

The University Advising Center is the centralized academic advising home for all undeclared, exploratory students, and students in transition between majors at Fresno State. It assists students with major exploration, college transitions, academic recovery and success, student academic petitions and appeals, general education, special major advising, and four-year graduation plans.

Each school and college has its own professionally staffed *advising center*. Your college's or school's advising center can help your students with a range of academic advising and support services specific to your degree programs.

Department undergraduate advisor(s) are department faculty who provide degree-specific advising. Not all departments assign advising duties to faculty and prefer to forward students to its college's or school's advising center. But for those departments that do have undergraduate advisors, some distribute advising duties to each of its faculty members while others entrust advising duties to a single faculty member. Advising can be extremely time-consuming when done well and faculty members who accept this responsibility perform this role either as all or part of their semester 3 WTU for indirect instructional duties (advising and committee work), or budget permitting, with assigned time. ***APM 205 Policy on Undergraduate Student Academic Advising*** details the university's purposes and statement of responsibilities for academic advising.

Graduate Advising
Graduate advising carries it's own unique set of tasks. ***APM 122 Policy on Graduate Coordinator/Director*** details the qualification and responsibilities of Graduate Coordinators. The graduate coordinator works with the department chair and graduate program faculty to direct and coordinate the graduate program, lead marketing and program recruitment efforts, coordinate procedures for admission or denial of graduate program applicants, provide initial graduate student advising, maintain departmental graduate student records, track all students in the program, handle graduate student petitions and appeals, lead graduate program planning and curriculum development, and coordinate program review and assessment.

Because of its demanding workload, the appointment as a graduate coordinator is typically accompanied with a course release.

Student Rights and Responsibilities
The California Code of Regulations regulates the California State University System. At Fresno State, there are three main sources for information on regulations that govern student behavior.

One is the *Academic Policy Manual*, especially the sections on Student Affairs and Academic and Curricular Affairs. The Student Affairs section includes the university's ***Policy on Disruptive Classroom Behavior (APM 419)*** that is used when a student is accused of violating university policies or codes of conduct, and ***APM 415 Dispute Resolution Policy*** that is used when a student alleges that the university or one of its employees has taken an action that is deemed harmful by the student. The Curricular Affairs section includes the ***Policy on Cheating and Plagiarism (APM 235)*** and ***The Honor Code of Academic Integrity (APM 236)***.

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 campus location. At Fresno State, the Division of Student Affairs has implemented an electronic method of recording and maintaining details of all incidents in PeopleSoft. The Report of Cheating/Plagiarism can be accessed from the Faculty Self Service folder located inside a faculty member's My Fresno State Portal. Instructions on how to complete the Cheating and Plagiarism Form can be accessed on the Academic Integrity webpage: http://fresnostate.edu/academics/academicintegrity/reducing/policy.html. The PeopleSoft database tracks students who have multiple infractions across departments and colleges. Remind your faculty that while individual professors are responsible for determining academic sanctions, they are also expected to report incidents and make recommendations on further disciplinary sanctions if so inclined. If the report/review requires a department hearing, the department chair will need to document details about the department hearing on the electronic form submitted by the faculty member.

EO 1098 Student Conduct Procedures is the Chancellor's executive order that defines and details how the university is to address a broad range of student disciplinary matters. A copy of this executive order is located in the Personnel section of the APM. Also included in the Personnel section you will find ***EO 1097 Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation Against Students and Systemwide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students***.

The second source is the Student Discipline section of the *Student Handbook* website maintained by the Division of Student Affairs and Enrollment Management: http://fresnostate.edu/studentaffairs/division/general/studenthandbook/discipline.html

Finally, the *General Catalog* (available online) has a section on Policies that includes some of what you will find in the first two sources, as well as additional information on grades, course credit, student records, graduation, etc. ***APM 247 Guidelines and Policies for Graduate and Postbaccalaureate Student Petitions/Appeals*** details policies and procedures of graduate and postbaccalaureate appeals and petitions.

Students are responsible for knowing the content of the General Catalog and abiding by the policies and regulations contained within.

As chair, you should help your faculty, especially your newest members; understand their options when faced with student misconduct or student complaints. You may also on occasion need to address unjustified behavior on the part of a faculty or staff member toward a student. You may need to mediate between irate or unhappy students and faculty. Familiarize yourself with the university's policies and relevant campus resources and authorities when faced with these situations. Always inform and consult with your dean who will help direct you to the appropriate campus authority and/or resource.

Complaints
Student complaints can arise from a large variety of situations. Students may disagree with their instructor's viewpoints in class, or believe that they have not been graded fairly on a particular assignment or over the course of an entire semester. A student may complain that the professor has an inflexible policy on make-up examinations or incompletes. Some students may communicate their concerns about a dysfunctional classroom environment, which might entail students feeling "unsafe" to express their opinions, rude or dismissive comments made by other classmates or the faculty member, or a pervasive air of hostility.

Whether undergraduate or graduate, students should first be encouraged to speak with the faculty member with whom they disagree. However, it is quite likely that the student has already attempted communication and felt rebuffed or misunderstood, is unwilling to approach the faculty member given that communication is already poor, or is only willing to talk with the faculty member if you are present as a mediator. Disputes of this nature are best dealt with quickly. If you receive a call or a drop-in visit from a student with a concern about a faculty member or a classroom situation, do not put off meeting with that student in the hope that the problem will disappear. By the time the student has garnered the courage to come speak with you, chances are the student is already dismayed and in need of being heard. Failure to listen and act swiftly increases the likelihood that the student will go to the dean or another university office with this compliant. Your perceived reluctance to help foster a negotiated resolution may reflect poorly on your faculty and your ability as a chair to handle these situations "in house." However, students DO have the right to go to the dean and other university administrators if they are not satisfied with the results of your attempted

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facilitation.

When a student makes a complaint you should:
- Keep a meticulous paper trail of dates, concerns, and all specifics that the student relates.
- Suggest that the student speak one-on-one with the faculty member involved, if the student has not already done so. If the student agrees to do this, it is advisable to call the faculty member, inform the faculty member that the student has met with you, and should expect a request for an appointment.
- Speak with both the student and the faculty member after they meet to evaluate if the situation has been appropriately resolved.

If the student wants you to mediate a meeting with the faculty member, set that up within two or three days. Letting time elapse aggravates an already impaired classroom environment and/or faculty/student dynamic. It is a courtesy to colleagues to inform them of the nature of the student's complaint before the meeting occurs so that the faculty member can collect necessary documents in order to facilitate a productive conversation. It is your goal as chair to work towards a negotiated settlement during this meeting. Leaving an individual faculty member (especially someone at a junior rank) to negotiate these situations alone is a bad idea. Suggest a couple of strategies to your colleague before the meeting to facilitate this negotiated approach. You may find, after speaking to the faculty member, that she or he is unmovable (for example, refusing to let a student make up a missed examination because of an illness that can be corroborated by a doctor's note), but you do not have the authority to overrule an individual faculty member in the conduct of their course and grading. However, few faculty members are that stubborn. It is the gray areas that you can be of the most assistance by encouraging the student to accept responsibility for his or her deeds (or lack thereof) and the faculty member to be flexible in resolving the situation. When persuasion fails, you should direct students to the Dean of Students, the next step in the student complaint process. Students also have the right to speak to the dean if they are not satisfied with the resolution of the situation.

If complaints about a faculty member are numerous, keep a paper trail. You should always inform your dean about recurring complaints about an individual employee. Do not try to manage difficult, stressful, or potentially dangerous situations by yourself with either students or faculty members. Your dean will advise and assist you in managing these situations. 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 position.

N.B.: If a student comes to you as chair with a complaint of sexual harassment, you MUST (you do not, by law, have the choice <u>not</u> to act) report this immediately (at

most within five working days) to your dean. Your dean will inform the appropriate campus authority who will then guide the student in the appropriate procedures from that point forward. Do not make the mistake of "covering" for someone or hoping the student will forget about it and not mention it again. As chair, you will also be required to take a mandatory two-hour online training course on harassment.

Disruptive Behavior
Faculty will, on rare occasions, have to deal with students they consider disruptive in class. If this happens repeatedly, the faculty member should inform the student that particular actions are considered disruptive, and that future recurrence is grounds to expel the student from the class. But know that faculty members do not have the authority to permanently remove a student from a class. They can, however, remove the student for a specific class period and then report the incident to campus police, if appropriate, and to you.   Campus police will follow-up with the student and initiate contact with the Dean of Students who will assess the advisability of permanent removal from the faculty member's course. It is important to remember that the standards of disruption, as defined by Title V, must be met before the university is able to enforce removal of a student. If the student's continued presence in the classroom is highly disruptive, the Dean of Students will take appropriate action that may include removing the student from the faculty member's course. If you feel there is a possibility of danger to the faculty member from a particular student, urge the faculty member to file a police report with Campus Police. Watch for danger signs such as invasive or inappropriate email, notes, or comments from the student, sexually suggestive or threatening remarks, and a pattern of disruptive or upsetting classroom behavior. This is unnerving to faculty, and in some cases, to other students – they will need your support and guidance when situations like this occurs.

In the event that a student is exhibiting odd, but not disciplinary-related, behavior, the appropriate referral might be to the Student Health and Counseling Center. It is usually more effective to accompany the student there than to leave it to his or her discretion.

Student Support Services
The Division of Student Affairs and Enrollment Management oversees a broad array of support services for students to help promote student engagement and success toward graduation. Its website:
http://fresnostate.edu/studentaffairs/home/financial.html lists all available services for academic support, health and wellness, financial matters and campus life. Knowledge of and familiarity with the following services will help you and your faculty address student needs in your department's efforts to promote student success:

- **Services for Students with Disabilities (SSD):** Provides specialized resources that help students with physical, psychological, and learning disabilities. Located in the Henry Madden Library, first floor, south wing, suite 1202. Call 559.278.2811 or visit www.fresnostate.edu/studentaffairs/ssd.
- **Counseling Center:** The Counseling Center offers free counseling to help with any issues that may interfere with student academic success. Located in the Health Center, Area E. Call 559.278.6738 or visit www.fresnostate.edu/counseling.
- **The Learning Center:** The Learning Center offers free peer tutoring to students in a variety of subjects, SupportNet Advising, and Supplemental Instruction. Located in the Henry Madden Library, Collection Level. For more information, call 559.278.3052 or check online at www.fresnostate.edu/learningcenter.
- **The Writing Center:** The Writing Center offers free help with planning, researching and referencing for class papers and projects. Located in the Education Building, Room 184. Call 559.278.0334 or access online at: www.fresnostate.edu/writingcenter.
- **Academic Technology:** Academic Technology (formerly TILT) serves students, faculty and staff by providing access and support for Blackboard, an online course management system used for delivering interactive online courses. Visit www.fresnostate.edu/academics/blackboard/ for more information.
- **SupportNet:** SupportNet is an early alert referral program to which faculty and staff can refer students who need academic or personal assistance. Students are encouraged to meet with a SupportNet advisor who will provide the appropriate academic assistance and university resources. Located in the Henry Madden Library, Collection Level. For more information, call 559.278.8370 or visit the website at www.fresnostate.edu/supportnet.
- **Cross Cultural and Gender Center:** Formerly known as the Center for Women and Culture, the Cross Cultural and Gender Center offers a variety of resources for Latinos, African Americans, American Indians (Native Americans), Asian Pacific Islanders, Gender Programs and Services, and LGBTQ+ Programs and Services. Located in the Thomas Building, Room 110. For more information visit http://fresnostate.edu/studentaffairs/ccgc/.
- **The Bulldog Pantry:** The Bulldog Pantry is a Fresno State student run food pantry. It provides groceries to students and families in need in the areas surrounding Fresno State. Open almost every Saturday from 9-10:30 a.m. during the school year. The Bulldog Pantry is located at 2311 East Shaw at the corner of Shaw and Jackson Ave.

Student Organizations

When you assume the responsibilities of chair your department may already have (an) intact student organization(s). A student-run organization can help you contact

your students should you need attendance at an upcoming event, feedback on a departmental issue, volunteers to meet with donors or community members, or contributors to a special department initiative. Leaders of a student organization can also serve as excellent recruiters for majors. If your department awards scholarships, having a working knowledge of your majors and minors can help you identify the students so that they are more than "just a name" on an application. Students who take an active role in the life of their department are more likely to stay in touch once they graduate and become supporters and donors themselves.

Students benefit greatly from student organizations. They foster a community of peers and networks among your majors and minors. This is crucial to helping students negotiate department and university bureaucracies. 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 and national conferences. This is particularly the case among graduate students, but many departments encourage undergraduates as well. In many cases, department-related student organizations can receive funding through the Associated Students, Inc. (ASI) to support scholarly and creative activities for students.

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 Student Involvement (University Student Union, Room 306) within the Division of Student Affairs and Enrollment Management. Registering as a recognized student organization entitles them to submit funding proposals to ASI for a budget with the ability to plan events and invite speakers. Your recognized student organization can co-sponsor activities offered by your department by contributing time, talent, and in some cases funding. Conversely, you are encouraged to co-sponsor their events as well.

Please note: Clubs and organizations should not be used a sponsors of events that are in fact being organized and presented by your department. It is important to understand that funding awarded to a student organization is entirely supported through student fees.

To start and/or nurture an ongoing student organization, take the "pulse" of your students. Do they have an established group? If yes, ask if they have applied for and received official recognition as an approved student organization. You can check the online listing of recognized student organizations at: http://fresnostate.orgsync.com/home. Student organizations must apply for on-campus recognition status with Student Involvement. You can learn more about starting a new student organization at the Starting a New Club webpage:

Faculty serve as student organization advisors. It is important that a faculty member who agrees to serve as a student organization advisor be genuinely interested in working with students, and is not someone who merely serves as a figurehead. Faculty advisors for a departmental student organization should be recognized as department service. Ask the faculty advisor to briefly report on the student organization's activities at a department meeting so all your faculty understand the value of this service as another means of fostering student community and engagement in your discipline. Encourage the faculty advisor to schedule an informal social event during the academic year for faculty to interact with club members outside of the classroom. Events like these make lasting impressions on students when faculty show a genuine interest in their efforts and concerns.

Student clubs and organizations should schedule on-campus events at least two weeks in advance with Student Involvement. Student organizations can reserve outdoor space as well as space in the University Student Union (USU). Information on space reservations can be accessed on the Clubs and Organizations webpage: http://www.fresnostate.edu/studentaffairs/studentinvolvement/clubs/index.html.

Department student organizations should be listed on the department website and linked to the club's webpage and other social media sites. Conversely, if the department maintains a Facebook account and/or Twitter account student organizations should be connected to these important sources of information. Student participation in department events is essential and student organization leaders can help facilitate the attendance of other students. Keep your students informed of departmental activities and develop strategies to keep them connected. Many departments make effective use of student listservs and a variety of social media to keep students engaged in department functions and activities. Getting involved on campus is time consuming for students but it creates an enhanced atmosphere for college life providing them a way to dialogue with their peers and reach out to others to educate a community about their ideals and dreams.

Building Alumni Networks
Building alumni networks begins with identifying your current and past students. Former majors and minors and current students at both the undergraduate and graduate level can be utilized as successful "recruiters" for your major or graduate program. It is reasonable to ask strong and reliable students (particularly at the graduate or upper-division undergraduate levels) if they are willing to speak to students interested in declaring a major or applying to your program. Prospective students greatly appreciate the opportunity to talk with a current student.

You can foster alumni networks by taking some of the following steps:

- Establish an alumni chapter through Fresno State's Alumni Association http://www.fresnostate.edu/alumni/index.html.
- Request a list of your department's graduates from your DOD or the Alumni Association.
- Appoint one faculty member (possibly the undergraduate advisor) to be the email contact for all graduating seniors.
- Create an "alumni news" webpage on your department website and invite alumni to contribute their notices.

- Schedule an occasional alumni panel to discuss with your current students job possibilities, career paths, and other strategic insights.
- Share your department's long-term vision with alumni via the mechanisms you develop to maintain connections with your graduates.
- Create a separate Alumni Facebook account.
- Encourage alumni and current students to connect through the Alumni Association's new Fresno State Career Connections: http://www.fresnostate.edu/alumni/careerconnections/index.html.

Alumni networks can be the foundation of many department initiatives including but not limited to successful fundraising efforts.

VII. COMMUNITY AND DEVELOPMENT

Fostering a Culture of Philanthropy
State funding is simply not sufficient to support the more ambitious projects of a department. At times, it is insufficient even to cover basic supplies and services. The university and college or school will have large projects that may involve your department or individual faculty members. You can play an important role in identifying methods and sources for raising funds that your department could use to meet its mission and vision.

The Council for Advancement and Support of Education (CASE) published a handbook titled **The DNA of Philanthropy: Growing your culture of philanthropy** that is accessible from the University Advancement website under the Culture of Philanthropy link: http://fresnostate.edu/advancement/about/index.html. The handbook presents survey results that will give you a foundational understanding about what motivates individuals to invest in higher education.

University Advancement
Fresno State's University Advancement facilitates the understanding, participation, and support of university goals through students, faculty, alumni, parents and friends, corporations, foundations, and legislators. University Advancement carries out its mission through the following operating units: Advancement Services, Alumni Association, Development, and University Communications.

Advancement Services maintains the advancement database for the university and its auxiliary corporations that includes recording all philanthropic giving, prospect research, donor relations and gift stewardship.

The Alumni Association unites and advances the interests and traditions of alumni and friends of the university. It also provides scholarship opportunities that attract and support highly motivated students. The Alumni Association maintains database records of more than 200,00 alumni, former students and friends of the university.

Development oversees the various areas of university development including Planned Giving, Corporate and Foundation Relations and the Directors of Development for each of the university's schools, colleges, the Henry Madden Library, and the Division of Student Affairs.

University Communications serves the strategic communications needs of the campus. It oversees all aspects of communication and integrated marketing across campus to ensure accurate, timely and consistent messages; oversight in the overall planning for campus administrative and academic development to ensure the

success of critical projects; and strategic communications needs of the university's fundraising efforts.

The California State University, Fresno Foundation
The Fresno State Foundation manages the financial activities relating to sponsored research grans and contracts, gifts and endowments (including related scholarship and loan accounts), and campus program trust accounts. It also provides oversight of Foundation Investments, including a $124 million dollar Endowment Portfolio, and serves as the fiscal agent of trust accounts.

Established in 1931 and governed by a Board of Governors, the Foundation is managed by an Executive Director. The Board of Governors includes a representative from the University's administration and local community representatives.

While an integral part of the University, the Foundation is a private, non-profit 501 (c)(3) corporation that serves as a contracting agent for the University. The purpose of the Foundation is to provide assistance to faculty and staff with the administration of grants, contracts and trust accounts.

The Foundation is legally and financially responsible for compliance with, and fulfillment of, any contract it enters into on the behalf of California State University, Fresno. Accordingly, the Foundation must operate within the guidelines, rules, and regulations of the California State Board of Trustees, Office of the Chancellor, and be in compliance with federal and state laws. When applicable, the Foundation follows the federal OMB circulars A-21, A-110 and A-133 regulations. Independent auditors conduct annual audits and report their findings to the Foundation Board of Governors, the President of California State University, Fresno and the California State University Board of Trustees.

Fundraising Priorities
The Campaign for Fresno State, concluded in 2012, was the first comprehensive capital campaign effort in the university's 100-plus-year history that exceeded its goal of $200 million dollars.   This fundraising effort supported the overall academic excellence of the university by raising new funds to further faculty research and build academic programs and facilities to provide greater learning opportunities for students. Although the campus is not currently engaged in a capital campaign, one is on the horizon.

The deans of each college and school as well as administrators of other campus units work closely with their respective Directors of Development (DODs) to identify annual, short-term and long-term fundraising priorities. You can access your college's or school's Action Plans (fundraising priorities on the University

Advancement's Annual Action Plans webpage:
http://fresnostate.edu/advancement/about/actionplans.html.

Prospect Management
It is imperative that the university community be in constant communication regarding any interactions with prospects and donors in order to present a united front and consistent messaging. The prospect management system is designed to coordinate and communicate prospect and donor assignments, activities and gift strategies. A prospect is defined as any individual, family, corporation, foundation or other entity identified as having the potential or inclination to make a substantial gift to the university. A major gift prospect is defined as an entity capable of making a minimum commitment of $25,000.

If you are interested in cultivating a particular individual or company in an effort to secure a gift for your department or program, you must meet with your college's or school's DOD before approaching the individual or corporation. Your DOD will help you determine whether the individual, corporation or foundation has already been cleared for cultivation or solicitation by another campus entity, and work with you to develop cultivation strategies.

Prospect Research
Advancement Services stores and retrieves relevant prospect and donor information and conducts the research that helps development staff assess a prospect's affinity for Fresno State (and specific colleges, departments and initiatives in particular) and financial capacity to make a gift to the university. Advancement Services maintains central files that are highly confidential and carefully secured. The colleges and schools and other campus units are expected to copy pertinent information to central files so they remain complete. If you receive correspondence from a donor or prospect, or come across other relevant information on a donor or prospect that might be of interest (e.g. news clippings, etc.) please send a copy of this documentation to your DOD who will then forward to Advancement Services for appropriate processing.

Donor Relations
Development communications, special events, and donor relations are vital components of University Advancement operations. The University Communications team works to educate and inform potential and current donors about the exciting things that are happening at Fresno State in order to persuade members of our community that the university is worthy of their investment of time, talent or treasure. Advancement Services and Development (this includes your DOD and your dean) seeks to sustain and deepen the relationship between the university and its donors through thoughtful acknowledgement, recognition, communication, and engagement. They strive to foster lifelong relationships with

donors and instill in them the trust that their gifts are an investment in the success of Fresno State that includes your department.

Alumni Networks
Fundraising often begins with your alumni, which is why it is important to build and maintain those networks. Of course, students who feel well educated and personally supported by their department are most likely to become lifelong supporters of their alma mater. You can involve your alumni networks in your philanthropic efforts in a number of ways:

- Establish a "Friends of [your Department]" listserv and send out a yearly "Letter from the Chair" to update your supporters and alumni on the department's current and upcoming activities and special projects inviting their participation or attendance.
- Identify a few key alumni who have distinguished themselves professionally and invite them to a luncheon to update them on your department's activities and goals.
- State the need for philanthropic support in order to envision and act creatively in all your department's publications.
- Hold an annual event where alumni who have become donors see their generosity appreciated. For example, if someone gives money for a scholarship, invite the donor to the event where the student receives the award.
- Ask students who have received a scholarship or grant from a donor to write a personal, handwritten note to the donor expressing their appreciation and describing the work they are currently doing.

Scholarships
The Scholarship Office within the Division of Student Affairs awards over 1,000 donor-sponsored scholarships. These awards provide recognition and financial assistance to students who have a high level of academic achievement. Depending on specific donor criteria, scholarship awards can be based on scholastic achievement, educational objectives, or field of study.

A prospective donor who wishes to establish a scholarship may approach you or a member of your faculty to initiate a conversation. Seek the guidance of your college's or school's DOD who can provide you with information that may be helpful to you during your meeting with the donor. More often than not, the DOD may want to accompany you to your meeting.

There are two additional campus auxiliary organizations dedicated to raise scholarship donations. The *Ag One Foundation*, established in 1979, has raised more than $17 million in endowed funds to support students, faculty, and programs in the Jordan College of Agricultural Sciences and Technology. *The Bulldog Scholarship*

Fund exists to give Bulldog alumni, fans and friends the opportunity to support the student-athletes who inspire them.

Formulating Your Department's Development Plan
Begin by consulting with other department chairs you'll meet at the Council of Chairs meetings who have been successful in attracting donors. Invite your DOD to a department meeting so that your faculty can offer ideas for funding opportunities and share names of potential donors for specific projects.

It is important to focus on one or two priorities for development. If you and your faculty have more than three projects clamoring for funding, your collective efforts will be fractured and likely ineffective. Identify your priority and work together with your DOD and your dean to pursue a development strategy to achieve the funding you'll need to successfully implement your project.

Allow yourself to "think outside the box." It is possible to identify donors who could be interested in a "Faculty Professional Development Fund" or a "Special Projects Fund." In all instances, with a respective donor, listen to her or his interests and priorities, and then craft an idea that appeals to the donor. Generic appeals are usually less successful than specific, finely honed ideas that resonate with a potential donor's individual priorities. If you have someone you believe might be a likely donor, invite that person to lunch on campus and familiarize your potential donor with your department and its activities. Be sure to arrange for colleagues and other necessary people to be available. Since you are offering hospitality, it makes a poor impression to knock on several faculty office doors and find everyone out of the office. Work with your DOD to identify local businesses or individuals who might be interested in sponsoring your specific project. The relationships that result in donations are often cultivated over time. Be patient and nurture the relationship. At best, a genuine reciprocity may develop.

Advisory Boards
Explore establishing an advisory board that meets once or twice a year. ***APM 109 Advisory Boards*** describes the university's protocol for establishing an Advisory Board.

The purpose of and advisory board should be project-specific (e.g. raise money for an annual lecture or offer advice on a particular issue). Advisory boards that meet without a specific goal usually fizzle out rather suddenly once the participants learn that their input is not vital. Your board can consist of active or prominent department alumni, key donors to your program, and community supporters. It is imperative that you have a critical mass of faculty (perhaps two or three) who make the commitment to meet with this board. If only you attend as chair, or worse yet, if no faculty from your department attends these meetings to provide camaraderie or direction, you've not only failed in your attempt to build a supportive network,

you've also inadvertently offended them. It is also useful to have current students on the board as a way of "bridging generations" and letting your current group share their enthusiasm with your board members.

Keep in mind that advisory board members require considerable and consistent nurturing, and some may become quite proprietary in their attitudes toward the department. You need to set clear boundaries between the appropriate work of the board and that of the department.

Newsletters
Newsletters are an excellent means for getting word out about current happenings in your department. Ask students who are involved in unique activities (research, travel, service learning, etc.) to write brief articles to appear in the newsletter under their byline. You can also list recently completed theses or projects or research efforts and creative activity. This acquaints your reading public with the scope of student work and may help recruit future quality graduate students. It is also a way to keep current donors informed about your activities and inspires potential new donors. Circulate the newsletter to community members at events and meetings. Your department website is also an excellent outlet for information about your events and activities. Make your web address public at every available opportunity and keep the site attractive, user-friendly, and up-to-date.

External Relations
As chair, you are often the public face and voice for your department both on campus and off. You may be called upon to attend public functions, speak on behalf of your programs to potential donors, be interviewed by local media or correspond with groups or individuals across the country regarding your department, faculty and students. These are important aspects of your duties as chair.

To help you better answer questions regarding your department, you should prepare a set of "talking points." What are your points of excellence? What are the strengths of your programs? What is the current research and creative focus of your faculty? What are the numbers (faculty, students, budgets, etc.)? Where are your graduates currently working? Who are your alumni? The list could go on and on. The important point is that you should be well versed in all aspects of your department and be prepared to speak on its strengths at a moment's notice. Nurturing a strong relationship with external constituencies is particularly important as state budgets decrease and the need for external funding sources grows. Potential donors are more likely to support your programs if they feel a personal connection with someone at the university. Oftentimes you are that person.

It is your responsibility to make sure all materials about your department are current and factual. It is particularly important that you monitor information on all

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department, *and university*, websites regarding your programs. University Communications professionals can assist you in creating print and electronic materials that convey your needs and conform to university standards. It is important to familiarize yourself with the university's Publications Review Policy and Campus Branding Standards that can be accessed from the University Communications website: http://fresnostate.edu/advancement/ucomm/. You'll also find information about media relations, photo and video services, and web communications. **APM 623 Web Policy** details the university's web standards and **APM 627 Policy on Publications** establishes the justification for editorial review by University Communications.

You'll also be asked to represent your department at university functions. You will be expected to attend your college's commencement ceremony as well as officiate at your department's commencement events, if applicable. Faculty retirement celebrations, staff awards ceremonies, university convocations, and student orientations/welcomes are some of the additional occasions when your services as chair may be needed. Never underestimate the ceremonial role of your title and the importance your attendance brings to any event.

The Division of Continuing and Global Education (CGE)
The Division of Continuing and Global Education (CGE) at Fresno State serves as the University's hub of access and innovation, providing educational opportunities to a wide array of audiences that would not be otherwise served by the institution. It accomplishes this purpose by offering a wide variety of educational programs, including bachelor's and master's degrees, certificates, continuing education and professional development courses, personal enrichment classes, and global education programs such as intensive language development, study abroad, and academic exchanges.

CGE is administered by the Dean for Continuing and Global Education in accordance with applicable Executive Orders, Title V, and the California Code of Regulations.

CGE is self-supporting and receives no general funds. All operating expenses including instructional salaries are generated from student tuition and fees. Enrollments are generated each year in hundreds of credit and noncredit courses. These enrollments come from such groups as: business and industry, international students, military and veterans communities, the regional workforce, working adults, and matriculated Fresno State students. Courses are delivered face-to-face or via technology to local and regional audiences.

In addition to coordinating and offering Winter and Summer Session courses for matriculating students, CGE's scope of programs includes undergraduate and graduate degrees, certificates, credit and noncredit professional development courses, study abroad, faculty-led short term international travel study, and

International Student Services and Programs. Major programs administered by CGE include:

- **Open University** – Enables non-matriculated students to enroll in university courses on a space available basis with consent of instructor.
- **American English Institute (AEI)** – A university-based English as a Second Language (ESL) program that provides English language instruction to Fresno State's international students. Courses are designed to prepare students for academic study at a U.S. college or university. Courses also prepare students for the Test of English as a Foreign Language (TOEFL) that is required for admission to most U.S. colleges and universities, including Fresno State. Courses also help students improve their communication skills for everyday life in an English-speaking country.
- **International Student Services and Programs (ISSP)** – Leads the university's international student recruitment efforts and supports international students throughout their study at Fresno State. Support services include international admissions, transfer credit evaluation, immigration advising, advocacy, and programming support.
- **Study Abroad and International Exchanges (SAIE)** – Assists students and faculty in learning about and participating in international activities both on campus and abroad. It participates with universities across the U.S. in several study abroad consortia, maintains student exchange partnerships with over 60 universities abroad, and assists faculty in organizing short-term group tours abroad to complement on-campus instruction.
- **OSHER Lifelong Learning Institute (OLLI)** – A program created for adults age 50+ who whish to continue learning and exploring for the sheer joy of it. Supported by the Bernard Osher Foundation, the OLLI is a vibrant learning community offering a rich array of workshops, short courses, and field trips to retired or semi-retired adults.
- **Early Start** – In 2012, the Early Start Program was launched as an admission requirement at every California State University campus for students who need to improve their English and Mathematics skills. Incoming freshman must meet Early Start requirements before beginning their first semester of college at any California State University campus.
- **Fresno State Downtown Center** - An exciting partnership between Fresno State and Bitwise Industries that brings professional development courses to Downtown Fresno. Fresno State maintains a pair of classrooms in the Bitwise South Stadium. These classrooms are available for new and ongoing Fresno State programs that best serve a downtown population.

Department chairs and faculty are encouraged to contact CGE to explore options for developing new programs, classes or workshops to broaden the educational experiences of matriculated students, to serve the needs of non-traditional learners, or to otherwise enhance the education, training, and learning experiences of the

greater Central San Joaquin Valley. More information about CGE can be accessed on its website: http://fresnostate.edu/cge/index.html.

IX. RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Research and creative activity are core values of faculty and serve to enhance educational experiences of graduate and undergraduate students. Although the approach to research, scholarship and creative activity (RSCA) varies across the university, the roles of the department chair are often similar, regardless of discipline.

Department continuity and productivity will be maximized if faculty members are empowered by the chair to undertake the highest level of research and creative activity possible. The chair can optimize this empowerment by striving to remove roadblocks that might confront the faculty in pursuit of developing and growing their research programs. Successful department leadership in the areas of original scholarship and creative activity requires the chair to serve as an effective role model: to lead the faculty in articulating a cogent, feasible, and challenging research, scholarly or creative vision, and to provide important administrative support.

Role Modeling
Faculty members look to the chair as a role model for RSCA achievements. Accordingly, the chair should make it clear to the faculty that she or he understands the needs and demands of research-active faculty. Because the chair generally has more responsibilities than other research-active faculty in the department, it may not be possible for the chair to carry out the highest level of research and creative activity in the department. However, the chair should strive to maintain a scholarly and/or creative program that is, at the least, at a level expected of most other faculty members. The faculty will then see that the chair still thinks highly enough of faculty RSCA to continue to dedicate the time and effort necessary to maintain an active research and creative activity agenda of his or her own in addition to all other responsibilities.

Vision
Consider working with faculty to develop a departmental RSCA vision. Such a vision will not only determine research and creative areas, but will establish a growth-oriented, forward-thinking culture focused on continual improvement of faculty and student RSCA programs. An RSCA vision can serve as a motivating force that gives faculty important contextual basis for growing their own programs, as well as for recruiting new faculty and guiding the emergence of new areas of scholarship in addition to encouraging faculty members' autonomous RSCA programs. The chair could lead the faculty in developing a departmental vision of original scholarly and/or creative activity, which can be developed via an executive committee format, at department meetings, or during department retreats. Whichever the format, the chair should ensure full faculty participation. The resulting plan should be realistic, modern, and forward thinking, taking into account current faculty strengths, as well

as planned hiring areas. The department should be open to modifying the RSCA vision as the discipline and institutional goals change.

Administration

Many colleges and schools have instituted the practice of requiring course release buyouts (instead of course backfills) in faculty applications for sponsored research (external funding) to support their RSCA agenda. A course release buyout generates the faculty member's portion of his or her full salary for a course he or she would have been teaching. This provides the necessary resources to hire a temporary faculty member to teach the faculty member's course and can make additional funding available to support the faculty member's research or creative activity. Course backfill, which is what is typically generated from campus and system RSCA calls for proposals (internal funding), funds only the minimum salary (or close to it) to pay a temporary faculty member to cover the course.

Chairs play a significant role in supporting faculty RSCA agenda through oversight of departmental commitments to support a strong research infrastructure and represent faculty interests and needs to the dean. Other administrative responsibilities range from providing appropriate space and equipment to establishing a culture among the staff of helping to foster faculty RSCA activities.

Faculty members are expected to develop and maintain RSCA agendas. New tenure-track faculty are provided with a course release each semester during their first year of employment to help jumpstart their RSCA agenda. The majority of faculty probationary plans (developed during a probationary faculty member's initial year) include a stated department expectation that faculty will apply for external funding during the course of their probationary period.

In some fields RSCA requires laboratory, studio, or performance space, which the chair or dean should provide. Depending on the field, other institutional resources may be required to maintain faculty research and creative activities, including research field vehicles, access to laboratories, equipment, production costs, and administrative and office support staff. Although it may be beyond the chair's purview or financial wherewithal to provide these resources, the chair can be of assistance in petitioning the dean for the necessary and reasonable resources not provided for through the grant award.

In addition to seeking external sources of funding, faculty, especially junior faculty, should be strongly encouraged to apply for internal sources of funding (Provost and School or College Research Activity Awards, CSU RSCA, and the Claude C. Laval Jr. Award for Technology & Research Awards) when available to support their RSCA agendas.

Policies

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One of the chair's RSCA administration responsibilities is to understand the policies that govern the submission of proposals, administration of grants, and intellectual property and patent development. This understanding can include serving as a resource for where faculty can go to obtain information about grants. All the policies found in the *500* series titled "***Research Compliance***" of the *APM* will provide guidance and information about general policies related to grants and contracts, protection of human and animal subjects, handling of controlled substances, and intellectual property.

Proposal Development
Fresno State provides an environment that fosters research and scholarship and creative activity across all disciplines. The Division of Research and Graduate Studies (ORSP) assists faculty in all aspects of proposal preparation, including: Identification of appropriate funding sources, preparation of proposal budgets, completion of all required assurances, certifications, and authorizations, and coordination for the delivery/transmission of proposals to the funding agency in accordance with their requirements and deadlines.   ORSP provides each college and school with a professional staff member who possesses the expertise needed to ensure that proposals conform to Fresno State and sponsoring agency regulations. You can access your college's or school's grant administrator by accessing the Division of Research and Graduate Studies website: http://fresnostate.edu/academics/grants/staff/index.html.

Faculty should seek the chair's advice on the steps involved in research proposal preparation and submission. The chair needs to understand the responsibilities each campus entity has, and on the Project Information Form (PIF) that accompanies all proposals, the chair will be responsible for agreeing to the submission of the proposal and all stipulations that impact the department. This includes faculty who need space to carry out research activities, as well as those who need course buyout and/or cost-sharing resources. By singing the PIF, the chair is approving the proposal in its current form and all stipulations relating to the department. Accordingly, if a faculty member is asking for more space or release time as a stipulation of carrying out a particular project, this should be stated in the PIF and by signing it, the chair agrees to fulfill those stipulations. The PIF is initiated electronically through BizFlow and once the chair approves the information contained in the PIF; it is forwarded to the dean for review and approval.

Project Administration
Upon award of a faculty member's proposal, Foundation Financial Services provides post-award administration and support services for sponsored programs (grants and contracts) awarded to the university. Typically, the Fresno State Foundation serves as the fiduciary of awarded grants and contracts for Fresno State. Foundation Financial Services provides and/or coordinates with the PI/Project Director (faculty member) the following services: serves as liaison between

PIs/Project Directors and the contracting agencies, assists with the budget, contract interpretations, and follow-up in resolving discrepancies, provides fiscal/accounting services and various monthly financial reports to PI/Project Director, facilitates personnel and payroll functions, prepares purchase orders, prepares and distributes checks for grant, contract and trust accounts payments, and monitors account expenditures for allowability, allocability, and reasonableness.

The efficient administration of awards is dependent on the relationship between the PI/Project Director and his or her assigned Grant Administrator. The grant administrator is also responsible for assisting the PI with the financial administration and compliance related aspects of the funds including budget monitoring and ensuring all funds are properly expended as dictated by the policies of the funding agency. Moreover, the grant administrator and the PI share the responsibility of completing any annual and project-end reporting that is required by the granting agency, documenting any matching funds or shared costs, and managing any sub-recipient agreements.

X. INTERNATIONAL PROGRAMS

Research Scholars and Exchange Visitors
Fresno State invites International Research Scholars from different countries to come to our university to conduct research. The presence of these research scholars enhances the international dimensions of the educational programs at Fresno State and allows our faculty the opportunity to work with colleagues from around the globe.

Oftentimes, international research scholars initiate their request to the chair or to individual faculty members in your department. There are two steps that an international research scholar must perform when applying for an affiliation with the university. The first step is to submit application materials listed on the Research Scholar and Exchange Visitor webpage maintained by International Student Services and Programs (ISSP): http://fresnostate.edu/academics/issp/research-scholar-ev/ to determine if the scholar's proposed research can be accommodated at our university. Once these documents are received, a packet of information will be sent to the appropriate academic department for review. If the department has the resources to support the scholar's proposal, additional information will be required to produce the visitor's appropriate immigration documents. In exchange for assistance from the academic department, and access to campus resources, the chair may expect the visitor to offer similar services to the department such as an occasional lecture or work on a departmental project. Each department who invites an international scholar to visit Fresno State should be prepared to provide individual assistance to the visitor and their family, especially upon arrival.

It is the visiting scholar's responsibility to apply for a J-1 visa at the U.S. Embassy or U.S. Consulate nearest their permanent residence in their country of origin. J-1 Exchange Visitors are allowed to teach, conduct research, observe, consult, and/or demonstrate special skills. The maximum stay in the U.S. in J-1 scholar visa status in the "Research Scholar" or "Professor" category is five years. "Short term Scholar" status is available to scholars who will be in the U.S. for 6 months or less. Their appointment is temporary and they cannot be considered as candidates for tenure-track positions.

Faculty Exchanges
The University is a member of the National Faculty Exchange and, as appropriate, will join and cooperate with other exchange programs. Faculty are encouraged to participate in exchange opportunities.

APM 363 Policy on Faculty Exchange details the university's role in facilitating and supporting opportunities for faculty to participate in faculty exchanges with other

institutions of higher learning, domestic and foreign, and with other appropriate organizations.

Fulbright Program and Other International Sponsors
The U.S. Department of State Fulbright program offers a variety of grant opportunities for both faculty and students in over 140 countries worldwide. Information about the Fulbright Program in addition to other international opportunities, such as the University Study Abroad Consortium (USAC), can be accessed at the International Sponsors webpage of ORSP: http://fresnostate.edu/academics/grants/proposal/resources/international.html.

Non-U.S. scholars or students must apply in their country of origin for consideration. Students who do not intend to enroll in a degree program need only have an affiliation with a department. Students who wish to enroll in a degree program apply through ISSP.

The Fulbright Scholar in Residence Program permits the institution (a department or college) to invite a scholar to be in residence for a semester or year to teach classes. Oftentimes, scholars in other countries wish to come to Fresno State and apply to a department for support for their Fulbright application. If the department agrees to host the faculty member, the chair writes a letter of support to Fulbright. Hosting is entirely the responsibility of the department. Fulbright handles the visa process for its visiting scholars.

International Agreements and Partnerships
APM 676 Policy on the Review and Approval of International Agreements details the procedure for establishing an international agreement. An international agreement involves an agreement with a partner where the CSU makes a commitment of resources to engage in activities with international students, universities or other persons or entities doing business outside of the United States. Such agreements include degree programs offered abroad, articulation agreements, agreements with agents or partnerships to recruit international students, student, staff and faculty exchange, and study abroad. CGE maintains a helpful webpage on International Agreements and Partnerships: http://fresnostate.edu/cge/international/agreements/index.html.

International Student Services and Programs (ISSP)
From the earliest inquiry about the admission process to enrollment, graduation and beyond, International Student Services and Programs (ISSP) is the key resource for international students at Fresno State. The office arranges for students to be welcomed at the airport when they first arrive and assists students with home stays and orientation prior to their first semester. Its multicultural professional staff assists with: immigration and personal advising; cultural adjustment; academic, social, financial, and vocational problem solving; and personal issues. International

students have many opportunities to share their cultures through the *Exploring Global Diversity International Coffee Hour series* and *International Culture Night*.

Study Abroad and International Exchanges (SAIE)
SAIE, a division of CGE, provides services to all students who want to study abroad as part of their educational experience at Fresno State. SAIE is committed to assisting Fresno State students and faculty in learning about and participating in international activities both on campus and abroad.

Fresno State maintains student exchange partnerships with more than 60 universities in other countries, participates with universities across the U.S. in several study abroad consortia, and in coordination with Division staff assists faculty in organizing short-term group tours of selected countries to complement on-campus instruction.

SAIE coordinates the risk management program for all Fresno State students and faculty who travel in other countries. It ensures that all participants are adequately insured and prepared for maintaining optimal health and safety abroad, and for planning how to respond to a wide range of possible emergencies. The office also assists students and faculty in finding information on international travel scholarships and funding for faculty engagement. Detailed information about Study Abroad and International Exchange programs can be accessed on SAIE's webpage: http://fresnostate.edu/cge/international/abroad/index.html.

Faculty-Led Short-Term International Travel Study Programs
CGE provides guidance and oversight of faculty-led study abroad programs. It also coordinates and offers travel grant funding that can be applied toward the travel expenses for students. Proposal forms, a faculty handbook, request for travel grant funding, and other important information can be accessed on its webpage: http://fresnostate.edu/cge/international/travel/faculty.html.

CAMPUS RESOURCES

Academic Scheduling (http://fresnostate.edu/academics/scheduling/index.html)
is comprised of two units: ***Class scheduling and Event scheduling.*** Class
scheduling oversees academic course scheduling, maintenance of the curriculum
module of the student administration system (PeopleSoft), analysis and
maintenance of course attributes, and maximizing space utilization. Event
Scheduling maintains and manages the campus master calendar that provides
accurate information about campus events to both the local and campus
communities through collaboration with university administrative and academic
units. It is located on the fourth floor of the HML.

Academic Senate (http://fresnostate.edu/academics/senate/index.html) is located
on the third floor (south wing) of the HML. The Academic Senate is a body
composed of faculty members acting for the faculty of the University. It is
empowered to formulate, review, revise, and adopt for recommendation to the
President all University policies that relate to the educational mission of the
institution, including matters directly affecting the instructional budget. Each
department elects a faculty member to serve as its department senator. Senators
serve to communicate issues and concerns brought before the Senate to their
departments and represent their department's issues and concerns before the
Senate. Meeting agendas, minutes, actions and resolutions and other important
communications are posted on the Academic Senate website. In the historical and
proud history of Fresno State's commitment to faculty shared governance, it is
advisable to remain informed about the issues and concerns taken before the Senate
to ensure your department's participation in the process.

Accounting Services
(http://fresnostate.edu/adminserv/accountingservices/about/) is located on the
first floor of the Joyal Administration Building. It is comprised of five business units:
Accounts Receivable and Accounts Payable, ***General Accounting and Financial
Reporting***, ***Perkins and Nursing Loans***, ***Student Accounts***, and ***Bulldog Cards and
Imaging***. In addition, it oversees ***Cashiering Services*** and ***University Travel***.

Admissions and Records (http://fresnostate.edu/studentaffairs/are/index.html)
is located in the Joyal Administration Building. Under the supervision and
management of the Registrar, the office of Admissions and Records manages
undergraduate and graduate admissions, oversees ***veteran's services***, and
processes grade reporting and posting, ***student academic records and
transcripts***, ***change of major***, ***credit by examination***, ***excess unit petitions***,
registration holds, ***permission numbers***, ***class audits***, ***articulation agreements***,

course transfers, ***test credits***, ***degree applications*** and ***degree audits (evaluations)***.

Alumni Association (http://fresnostate.edu/alumni/index.html) is located on the second floor of the Smittcamp Alumni House. The Alumni Association unites and advances the interests the university's alumni and friends through engagement, scholarship, and recognition. It maintains the ***alumni database***, coordinates ***alumni chapters and clubs*** and ***alumni networks*** across the U.S. and abroad, solicits and awards more than $146,000 in scholarships, and produces the ***Annual Top Dog Alumni Awards Gala***, the university's most celebrated black tie event.

Associated Students, Inc. (ASI)
(http://fresnostate.edu/studentaffairs/asi/about/index.html) is an independent student-directed corporation that provides a wide range of services and programs for Fresno State students. ASI is the umbrella organization for student government that is made up of four elected executive officers and fifteen senators that includes one senator for each college or school. ASI plays an instrumental role in the allocating student fees for ***Instructionally Related Activities (IRA), Sponsored Activity Grants***, and ***rGrants***. In addition to providing a number of other services that support and engage students, its business office provides ***financial services for student clubs and organizations***. ASI's offices are located on the second floor of the University Student Union (USU).

Career Development Center (http://fresnostate.edu/studentaffairs/careers/) provides information and resources to students and employers, including job listings, resumé development, interview and job search preparation, and major and career exploration. There is a section on the website for faculty and staff with information about ***Internship Programs***, ***Community Service Scholarship Programs***, how employees can help students, and ***posting student assistant***, ***work study***, or ***research assistant openings*** in your department. The Career Development Center is located in the Thomas Administration building.

Center for Faculty Excellence (http://www.fresnostate.edu/academics/tilt/) Formerly Technology Innovations for Learning and Teaching (TILT) and Center for the Scholarly Advancement of Learning and Teaching (CSALT), the Center for Faculty Excellence provides faculty with tools to help improve teaching and learning through technology. It also provides ***faculty professional development***, ***technology training***, ***support and development of academic uses of technology***. It is located on the first floor of the HML.

Community and Economic Development, Office of
(http://fresnostate.edu/academics/oced/about/) connects the University to the community throughout the eight counties of the San Joaquin Valley. It ***connects the community to the resources of Fresno State***, through data, research, industry

insights, and connections to collaborators, investors, researchers, affiliates, and new markets. In collaboration with both public and private sector partners it contributes to aligning economic development strategies and maximizing regional impact. In addition to linking the Central San Joaquin Valley community with Fresno State resources, it administers the California Partnership for the San Joaquin Valley, the San Joaquin Valley Rural Development Center, the San Joaquin Valley Housing Collaborative, the San Joaquin Valley Regional Broadband Consortium, and the Community and Regional Planning Center that is located on the Fresno State campus. Its office is located on the second floor of the Student Recreation Center, Suite 230.

Council of Chairs
The Council of Chairs meets regularly throughout the academic year and, although attendance is not mandatory, every effort should be made to attend meetings when scheduled. In addition to being a forum for upper administration to communicate important information about a range of topics, the council offers chairs opportunities to *network* and *share best practices* with their peers across the university about a range of matters chairs will encounter during their term.

Dean, Office of the
It goes without saying that the Dean's office is a chair's *first point of contact* for resources and consultation about all matters pertaining to the day-to-day operations of the department. Chairs that schedule standing periodic meetings with the dean, separate from the college's or school's chairs council meetings, ensure the chair's success in attending to department matters.

Environmental Health and Safety, Risk Management and Sustainability
(http://fresnostate.edu/adminserv/facilitiesmanagement/ehsrms/) is located in the Plant Operations Building. It performs a variety of functions, which both enhance and maintain the health and safety of all members of the university community. The Office of EHS RMS functions include: *Environmental Management* that oversees air and water quality, hazardous waste disposal, and protection of public health safety; *Risk Management* that oversees liability-related issues in order to minimize risk; and Sustainability that coordinates and promotes university initiatives for recycling, and resource and energy conservation.

Faculty Affairs (http://fresnostate.edu/academics/facultyaffairs/index.html) serves and advises faculty and administration on all matters relating to academic personnel that includes but is not limited to, appointment, reappointment, tenure, promotion, leaves, and grievances. The Office of Faculty Affairs handles *all matters related to Unit 3 (Faculty) and Unit 11 (Academic Student Employees)*. It is located on the fourth floor of the HML.

Fresno State Police Department
(http://fresnostate.edu/adminserv/police/about/index.html) located at 2311 E. Barstow is operational 24 hours a day year round. It is comprised of two operational areas: ***Patrol Operations*** that is responsible for the overall safety of the campus community - its students, employees, and visitors as well as all aspects of law enforcement and, ***Traffic Operations*** that is responsible for parking and traffic management functions. They provide safety escorts, live scan digital and ink-rolled fingerprints, vehicle assistance, process parking citations, offer self-defense courses, maintain the campus lost & found, issue parking permits, and provide traffic control during peak ingress/egress times, as well as during emergencies and special events.

Graduate Studies, Division of
(http://fresnostate.edu/academics/gradstudies/index.html) is located on the fourth floor of the HML. The Dean of Graduate Studies works with faculty on ***academic planning and policy issues including curriculum development, program review, and graduate research***. The Dean sits on all committees dealing with graduate issues and policies and oversees the graduate admissions processes and the Graduate Writing Studio. In addition, the Dean oversees ***graduate financial aid resources*** that include graduate assistantships and teaching associateships, President's Graduate Scholars merit awards, the Graduate Equity Fellowship Program (a need-based award), various research awards, non-resident and international student tuition waivers, the Chancellor's Doctoral Incentive Program (a forgivable loan program), and travel grants for research presentations.

Human Resources (http://fresnostate.edu/adminserv/hr/)
Enhances the university community by attracting, retaining, and supporting a quality and diverse workforce to provide the highest level of educational experience for Fresno State students. The Director serves on the President's Cabinet and advises and guides the President and the campus on policy and practices related to employee and labor relations. Its services include oversight of ***employee benefits*** including worker's compensation benefits (faculty and staff), ***staff recruitment and employment***, ***staff classification and compensation***, ***facilitating labor relations***, payroll services, ***staff professional development***, oversight of Title IX laws, affirmative action, conflict of interests, mandatory reporting of child abuse and neglect, and disclosure of improper activity (whistleblower policy).

Institutional Effectiveness (OEI), Office of
(http://fresnostate.edu/academics/oie/index.html) located on the fourth floor of the Henry Madden Library (HML) provides leadership in developing a comprehensive, integrated program of planning, assessment and institutional research that assists the university in achieving its mission and goals. It ***supplies university data required for academic program reviews and accreditation self-studies***, assistance with data analysis, support for survey design, publish briefs and

reports for a variety of external agencies, and conduct workshops and presentations through the Center for Faculty Excellence.

Lyles Center for Innovation and Entrepreneurship
(http://fresnostate.edu/academics/lylescenter/index.html) acts as a bridge for the campus and community linking resources of both to achieve success in the marketplace. Among its many programs and services, it manages the ***Coleman Fellowship Program*** to support faculty from all disciplines who incorporate elements of entrepreneurship into their course work. A MakerBot 3D printer is available to all students for a nominal fee.

Payroll Services (http://fresnostate.edu/adminserv/hr/payroll/index.html) is located in the Joyal Administration Building. Besides administering pay transactions, it maintains the employment roster, processes court-assigned deductions, oversees leave and time usage reporting and balances, and enables various disability pay processes.

Plant Operations
(http://www.fresnostate.edu/adminserv/facilitiesmanagement/services/index.html) is a department within Facilities Management. Plant Operations oversees ***building maintenance and repair***, ***grounds and landscaping services***, ***key and access control***, ***energy management***; ***planning, design, and construction***, as well as ***custodial services***. It operates out of the Plant Operations Building located at 2351 E. Barstow.

Procurement and Support Services
(http://www.fresnostate.edu/adminserv/purchasing/index.html) is responsible for providing goods and services and a variety of support functions related to material and service acquisitions, printing services, warehouse and property services and mail services. There are four departments within Procurement and Support Services: ***Procurement***, ***Mail Services***, ***Warehouse***, and ***Property Services***. Procurement and Support Services is located on the first floor of the Joyal Administration Building.

Research and Graduate Studies, Division of
(http://www.fresnostate.edu/academics/gradstudies/) Located in the Thomas Administration Building provides faculty with ***assistance in identifying appropriate funding sources*** to support their research agendas, assistance in ***preparing proposal budgets***, assistance with completing all required assurances, certifications, and authorizations, and ***coordinates the delivery and transmission of funding proposals to the funding Agency*** in accordance with their requirements and deadlines. It offers ***grant-writing workshops*** for faculty and manages the CSU System's Research, Scholarship and Creative Activities (RSCA) program, Research Activity Awards (RAA), and the Claude C. Laval Jr. Award for Innovative Technology

& Research Award. It also oversees the Central California Research Symposium and the California State University Research Competition to promote excellence in undergraduate and graduate scholarly research and creative activity.

Services for Students with Disabilities (SSD)
(http://fresnostate.edu/studentaffairs/ssd/services/) provides a ***wide range of academic accommodations to students with verified disabilities*** who have registered with the SSD office. Services for each student are determined on a case-by-case basis. Services provided include: assistive technology, assistive computer lab, accessible testing services, reading/alternate media services, classroom services, sign language interpreting services, on-campus transportation services, disability management counseling, mentoring and peer support services. SSD is located in the HML.

Scholarship Office (http://fresnostate.edu/studentaffairs/scholarships/)
Is located on the second floor of the Joyal Administration Building. The Scholarship Office manages more than $3.8 million dollars in scholarship awards. Each year, the scholarship office will forward department chairs and deans with a listing and recommended award amounts for all scholarships pertaining to their disciplines and programs. Departments and deans review and supply the name(s) of student(s) for each award and return to the Scholarship Office for processing and official university notification of award.

Student Conduct (http://fresnostate.edu/studentaffairs/studentconduct/) is overseen by the Assistant Dean of Students and is located on the second floor of the Joyal Administration Building. The Office of Student Conduct develops, disseminates, interprets, and ***enforces campus regulations***, ***protects the relevant rights of students***; deals with ***student behavioral problems***, provides learning experiences for students who are found to be responsible for conduct which is determined to be in violation of institutional standards or who participated in the operations of the judicial system; and initiates and encourages educational activities that serve to prevent violations of campus regulations. Its goals are to: support appropriate individual and group behavior, protect the campus community from disruption and harm, foster the ethical development and personal integrity of students and, promote an environment that is in accord with the overall educational goals of the institution.

Student Health and Counseling Center
(http://fresnostate.edu/studentaffairs/health/) is located at 5044 N. Barton Ave. It provides walk-in care visits for a ***variety of medical services*** including illness & injury treatment, sexual health, sports medicine, and immunizations. Students can receive individual ***counseling***, group counseling, relationship counseling and ***psychiatric services***. It maintains an on-site pharmacy, x-ray and medical lab.

Technology Services (http://fresnostate.edu/adminserv/technology/faculty-staff/peoplesoft.html) is located on the first floor of the McKee Fisk building. It provides the full range of technology services for the campus community that includes:, *PeopleSoft Support*, *Networks*, *Desktop Support*, the *HelpDesk*, *Information Security*, *Pay for Print*, *Telephone*, *Wireless*, *Web Support*, *Classroom Technology*, *E-mail*, *Fresno State Mobile*, and *Instructional Technology* standards. Technology Services also oversees all university IT Liaisons. An IT Liaison is available to faculty, staff and students in the College, School or Division to provide first contact resolution, on-site consultation, and coordinate the response of central IT resources for service requests within a College, School or Division.

Undergraduate Studies
(http://fresnostate.edu/academics/offices/undergraduate/) is located on the fourth floor of the HML. The Dean of Undergraduate Studies works with faculty on *academic planning and policy issues including curriculum development, program review, general education, and undergraduate research*. The Dean sits on all committees dealing with student academic petitions and disqualifications and also oversees the Scheduling Office as well as the production of the *University Catalog.* The Dean also works with the directors of the *Smittcamp Family Honors College.*

University Advising Center (http://fresnostate.edu/studentaffairs/advising/) is the centralized academic advising home for all undeclared, exploratory students and students in transition between majors. Located in the Joyal Administration Building, it assists students with *major exploration*, *college transitions*, *general education* advising, *special major advising*, *four-year graduation plans*, *academic probation and disqualification* advising, *student academic petitions and appeals*, *returning students*, and the *60+ free waiver program*. It also schedules and programs Dog Days new student orientations.

University Catering (http://auxiliary.com/diningservices/catering/)
is a full-service, quality caterer that is overseen by University Dining Services. University Dining Services is the *exclusive provider of food and beverage service on campus.* University Catering provides services for a variety of campus events, from small social gatherings to large conferences. The application for *Use of Alcoholic Beverages on Campus* and the *Food Service Waiver Request* forms are accessed from its website. University Food Services is located on the ground floor of the Residence Dining Hall (RDH).

University Communications
(http://www.fresnostate.edu/advancement/departments/communications.html)
Is located on the fourth floor of the HML. University Communications coordinates all internal and external communications to provide accurate, timely, and consistent messages about Fresno State. Its services include *media relations*, *photography*,

video, ***design and publications***, ***branding and marketing***, ***development communications***, the Fresno State Catalog, and ***web services***.

University Student Union (USU) and Satellite Student Union (SSU) Reservation Center
(http://fresnostate.edu/studentaffairs/studentinvolvement/usu/reservations/index.html)
Located on the second floor of the USU, the Reservation Center ***schedules USU Conference Rooms***, the ***USU Balcony and South Patio***, the ***SSU and other outdoor spaces across campus***. In addition, it provides tables and chairs for your event.   It also assists registered student organizations with space reservations for their events.

Appendix II

COMMONLY USED ACRONYMS and TERMS

AAC&U: Association of American Colleges and Universities. AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. AAC&U comprises more than 1,350 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size. AAC&U organizes its work around four broad goals: *LEAP*: Liberal Education as a Global Necessity; *Quality*: 21st Century Markers for the Value of US Degrees; *Equity*: Innovation, Inclusive Excellence, and Student Success; and *Social Responsibility*: Integrative Liberal Learning for the Global Commons.

AANAPISI: Asian American and Native American Pacific Islander Serving Institution. AANAPISI is a federal government designation for universities that have significant enrollments of students who self-identify into these ethnic groups. A combined total of 15.2% of Fresno State's student population identify themselves as Asian American, Pacific Islander, or Native American.

AASCU: American Association of Schools, Colleges, and Universities. AASCU is a Washington-based higher education association of nearly 420 public colleges, universities and systems whose members share a learning and teaching-centered culture, a historic commitment to underserved student populations and a dedication to research and creativity that advances their regions' economic progress and cultural development.

ABJ: Adjusting Budget Journal. The Adjusting Budget Journal (ABJ) form is used to transfer General Fund Revenues and/or Expenditures between Accounts, Org ID's, or Projects.

Academic Student Employee: There are three classifications of academic student employees: Graduate Teaching Associates (TAs or GTAs), Graduate Assistants (Gas), and Instructional Student Assistants (ISAs). In 2005, the United Auto Works, forming Unit 11 in the CSU, organized academic student employees.

AD: Athletic Director.

Additional employment: Employment compensated by the CSU, including auxiliaries, that is in addition to the primary employment of the faculty member.

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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: A volunteer who may teach or conduct research to the benefit of the universities. Adjuncts are not paid employees.

AFSA: Asian Faculty and Staff Association. AFSA is a network of faculty and staff interested in supporting Asian and Asian-American issues and activities on campus.

APC: Academic Professionals of California (Unit 4).

APDB: Academic Planning Data Base Reports are workload reports upon which the Chancellor's Office calculates and assigns faculty positions and new facilities.

APLU: Association of Public and Land-grant Universities. APLU is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 236 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of *increasing degree completion and academic success*, *advancing scientific research*, and *expanding engagement*.

APM: Academic Policy Manual. The APM contains all policy documents relating to the university's organization and governance, academic and curricular affairs, personnel, student affairs, research compliance, and miscellaneous policies.

ARE: Admissions, Records and Evaluations. A unit of Student Affairs and Enrollment Management, ARE's primary function is to admit, register, and graduate students in addition to providing required student information to federal, state, system, and campus requirements.

ASI: Associate Students, Inc. The official name of Fresno State's student government. In addition to addressing student issues, ASI provides services and funding committed to enhancing the educational experiences of Fresno State students.

ASPIRE: A Strategic Plan for Inclusion, Respect, and Equity. This comprehensive plan was developed by the President's Commission on Human Relations and Equity (PCHRE) to ensure Fresno State's commitment to maintaining a campus dedicated to exploring the diversity of thought and discouraging marginalization.

Assigned time: An individual faculty workload assignment is typically 12 units per semester for tenured and tenure-track (except for first year of employment when it is reduced to 9 per semester). 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).

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

BCP: Business Continuity Planning. A process resulting in plans that address emergency preparedness for man-made disasters as well as natural ones. Information about a broad range of emergency procedures can be accessed on the campus' Emergency Preparedness website: http://fresnostate.edu/adminserv/emergency/prepare/.

BDF: Bulldog Foundation. The Bulldog Foundation is the fundraising arm of Fresno State Athletics and supports student-athletes as they strive for excellence in the classroom, in competition, and, in life.

BFSA: Black Faculty and Staff Association.   BFSA is a network of faculty and staff interested in supporting issues and activities on campus of Americans of African decent.

CAH: College of Arts and Humanities. CAH is comprised of 9 departments: Art & Design, Communication, English, Linguistics, Mass Communication and Journalism, Modern and Classical Languages and Literatures, Music, Philosophy, and Theatre Arts (including Dance).   The College is also home to KFSR, the Conley Art Gallery, the Wahlberg Recital Hall, the Concert Hall, the John Wright Theatre, the Woods Theatre, the Center for Creativity and the Arts, the University Press, The Normal School literary magazine, the Armenian Studies Program, the Middle East Studies Program, the Peace and Conflict Studies Program, the Ethics Center, the Bulldog Marching Band, and the Barking Bulldogs Debate Team.

CATI: California Agricultural Technology Institute. CATI is a non-profit educational institution committed to improving the profitability of California agriculture. With a focus on applied research, CATI seeks to deliver immediate and practical solutions to problems facing all facets of the agricultural industry. It is comprised of three research centers: the Center for Agricultural Business, the Center for Irrigation Technology, and the Viticulture and Enology Research Center.

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.

CCC: Campus Children's Center also known as the Huggins Center. The Joyce M. Huggins Early Education Center provides early education and care services to children of Fresno State students, faculty and staff, and to the community.

Census: The date used each semester to calculate official FTES and FTEF.

CFA: California Faculty Association. CFA is the union representing the faculty unit that includes tenure-track faculty, temporary faculty, librarians, counselors, and coaches.

CFED: Committee for Faculty Equity and Diversity. CFED monitors faculty issues related to equal opportunity, discrimination, and harassment. In addition, its charge is to increase campus awareness and ensure compliance with policies and regulations.

CGE: Division of Continuing and Global Education. CGE provides educational opportunities to a wide array of audiences that would not be otherwise served by the institution. CGE offers a wide variety of educational programs, including bachelor's and master's degrees, certificates, continuing education and professional development courses, personal enrichment classes, and global education programs such as intensive language development, study abroad, and academic exchanges.

CHHS: College of Health and Human Services.   CHHS is comprised of 6 departments: Communicative Disorders and Deaf Studies, Kinesiology, Physical Therapy, Public Health, Recreation and Administration, and Social Work Education and Gerontology.   The College is also home to the School of Nursing, and 8 centers and institutes: the Central Valley Health Policy Institute, the Central California Public Health Consortium, the Central California Children's Institute, the Central California Institute for Healthy Aging, the Central California Center for Excellence in Nursing, the Collaborative Leadership Program, the Central California Sports Institute, and the Central California Social Welfare Evaluation, Research and Training Center (SWERT).

CIO: Chief Information Officer.   A university administrator that oversees Classroom Technology & Video Conferencing, Database Technology & Application Security, Desktop Support & Professional Services, Field Operations, Information Security, IT Liaisons, Network Engineering, PeopleSoft Financials, Human Resources, and Student Administration Support, the Service Desk, Service and Project Management, Systems, Storage & Infrastructure Applications, and Telecommunications. The CIO is a member of the President's Cabinet.

CO: Chancellor's Office.

COSS: College of Social Sciences. COSS is comprised of 9 departments: Africana Studies, Anthropology, Chicano and Latin American Studies, Criminology, Geography, History, Political Science, Sociology, and Women's Studies. The College is also home to Jewish Studies, the Community and Regional Planning Center, the Humanics Program, Los Danzantes de Aztlán, and the Mock Trial Program.

Cost Share: A phrase used to indicate that more than one sponsor will share in the costs associated with a project. The most common relationship is for an external sponsor to provide most of the funds and for the University to provide the remainder of the project funds. Matching is a form of cost sharing that generally defines a specific ratio of sponsor and University dollars. This type of cost share is usually an eligibility requirement stated in the RFP (Request for Proposal) and is most often provided from institutional resources. Typical cost share items are: **PI Salary and fringe benefits and the related facilities and administrative cost.** These costs are easily identifiable and documented. Cost sharing in excess of the amount required should be questioned and minimized at the departmental/college level. Cost sharing and matching are nearly synonymous and are often used interchangeably.

CMS: Content Management System.

CPC: Campus Planning Committee. CPC is an administrative committee, the primary function of which is to assist the President in the coordination, development and control of a long-range plan for the physical development of the campus as defined by the campus Master Plan, within a framework established by the Trustees of The California State University.

CSB: Craig School of Business. CSB is comprised of 6 departments: Accountancy, Economics, Finance and Business Law, Information Systems & Decision Sciences, Management, and Marketing & Logistics. The College is also home to Aerospace Studies (Air Force ROTC) and Military Science and Leadership (Army ROTC), the University Business Center, the Gazarian Real Estate Center, the Institute of Family Business, and the Lyles Center for Innovation & Entrepreneurship.

CSM: College of Science and Mathematics. CSM is comprised of 7 departments: Biology, Chemistry, Computer Science, Earth and Environmental Sciences, Mathematics, Physics, and Psychology. The College is also home to the Biomedical Research Infrastructure for Minority Institutions (RIMI), the Central California Analytical Facility (CCFA), the Behavioral Sciences Institute, the Geosciences METRO Center, the Institute of Climate Change, Oceans and Atmosphere (ICOA), the Science and Math Education Center (SMEC), the Cancer Center Partnership Program, the

Downing Planetarium, and the Moss Landing Marine Laboratory. In addition, CSM shares laboratories in the Jordan Agricultural Research Center.

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 (campuses) and a central office of the Chancellor, the CSU is the largest public university system in the country.

CSUEU: California State University Employees Union.   CSUEU is the union representing units 2, 5, 7, & 9.

DAA: Department Administrative Assistant.

DOD: Director of Development.

DARS: Degree Audit Reporting System. DARS is an automated system designed to assist students, faculty, and advisors to track progress toward degree completion.

DGS: Division of Graduate Studies.

EAP: Employee Assistance Program. EAP offers a range of services that include counseling, mediation & facilitation (conflict resolution), crisis intervention & management, and clinical assessments for alcohol and drug dependencies.

EO: Executive Order. EOs are issued from the Chancellor's Office and define policies and practices that are applicable to each campus within the CSU.

EOP: Equal Opportunity Program. EOP is the primary vehicle for the CSU to increase access, retention, and academic excellence of California's historically underserved students (low income and first generation).

ETF: Employee 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 ETF.

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. This program allows tenured faculty to work up to 50% after retirement for a maximum of five years. Faculty members in FERP are considered to be full tenured faculty during the semester(s) they are employed.

FERPA: Family Educational Rights and Privacy Act. FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Five-day filing notice: The Unit 3 CBA requires that faculty be given five days notice before certain documents may be placed in their Personnel Action File (PAR). Unit 11 CBA provides for a 14-day filing notice.

FML: Family Medical Leave. The California State University Family and Medical Leave (CSU FML) incorporates both the federal Family and Medical Leave Act (FMLA) and the state California Family Rights Act (CFRA). Employees with at least 12 months of service are eligible for a leave of up to 12 weeks in a 12-month period.

FTE: Full-time equivalent. FTE is a unit that indicates the workload of an employed person or student enrollment load. An FTE of 1.0 is equivalent to a full-time employee or a full-time student (15 units for undergraduates), while an FTE of 0.5 describes a half-time employee or a part-time undergraduate student enrolled in 6 units.

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

FTES: Full-time equivalent students. 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.
FTFTF: First-time Full-time Freshman.

GE: General Education. At Fresno State, a minimum of 51 units in GE is required. GE provides students with a foundation in the liberal arts and sciences and prepares them for specialized study in a particular discipline or program. It is an integrated curriculum of courses organized into four groups: Foundation, Breadth, Integration, and Multicultural/International.

Grant match: University funds for in-kind services sometimes required by granting agencies to match grant funding. See **Cost Share** above.

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H-1B: The immigration status that permits a foreign national to work in the U.S. while he or she is pursuing permanent residency.

HACU: Hispanic Association of Colleges and Universities. Established in 1986, HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain.

HCOP: Health Careers Opportunity Program. HCOP is academic/extra-scholastic student support and resources program that is dedicated to serving students from economically and/or educationally disadvantaged backgrounds who have an interest in pursuing a career in the health and allied health professions.

HR: Human Resources.

HSI: Hispanic Serving Institution. HSI is a federal government designation for universities that have significant enrollments of students who self-identify as Latino or Hispanic. Fresno State's student population is 38.8%.

ICA: Intercollegiate Athletics. Also known as Club Sports, Fresno State boasts an impressive listing of intercollegiate athletic teams under the oversight of Student Involvement.

IRA: Instructionally Related Activity Funds. Student fee money allocated to support activities that enhance curriculum and student educational experiences not provided for through state funds.
J-1 Exchange Visitor Program: Federal program that allows international scholars to participate in exchange programs in the U.S. and then return home to share their experiences.

IRB: Institutional Review Board. The IRB **protects the rights and health of human subjects used in research investigations while promoting free inquiry and research, and to assure compliance with governmental regulations as specified by the Office for Human Research Protections (OHRP) — U.S. Department of Health & Human Services and the Committee for the Protection of Human Subjects (CPHS) of the Office of Statewide Health Planning and Development.**
JCAST: Jordan College of Agricultural Sciences and Technology. JCAST is comprised of 7 departments: Agricultural Business, Animal Sciences & Ag Education, Child, Family & Consumer Sciences, Food Science & Nutrition, Industrial Technology, Plant Science, and Viticulture & Enology. The College is also home to the University Farm Laboratory, the Gibson Farm Market, the Fresno State Winery, the Campus Children's Center, the California Water Institute (CWI), the Water, Energy & Technology Center (WET), the International Center for Water Technology

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(ICWT), the Center for Irrigation Technology (CIT), the Center for Agricultural Business (CAB), the Student Horse Center, and the Jordan Agricultural Research Center.

KSOEHD: Kremen School of Education and Human Development.   KSOEHD is comprised of 4 departments: Curriculum & Instruction, Educational Leadership, Counselor Education & Rehabilitation, and Literacy, Early, Bilingual & Special Education.   The College is also home to the Bonner Center for Character Education and Citizenship, the Central Valley Educational Leadership Initiative (CVELI), the Fresno Family Counseling Center, the Huggins Early Childhood Education Center, and the Rehabilitation Counseling Program.

LCOE: Lyles College of Engineering. LCOE is comprised of 4 departments: Civil and Geomatics Engineering, Construction Management, Electrical & Computer Engineering, and Mechanical Engineering.   LCOE shares laboratories in the Jordan Agricultural Research Center.

LEAD: Learning for Excellence and Development.   Professional and leadership development programs designed to enhance skills and support ongoing career development for all employees. These programs are designed to offer a holistic approach to employee development and cultivating work-life balance.   Workshops are classified into four different series: **Navigating Fresno State, Developing A Healthy U, Enhancing Your Technical Skills and Lunch & Learn.** Online learning opportunities through Lynda.com and Skillport are also available resources for employees to improve competencies and skills in a wide variety of areas.

Lecturer: Faculty members who are not on the tenure track. They may be full-time or part-time, and may have multi-year contractual entitlements.

LFSA: Latina/o Faculty and Staff Association. LFSA is a network of faculty and staff who support issues affecting the Latina/o community at Fresno State.

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 or may not approve leave requests, but the President to the Provost delegates the final decision.

MAPP: Manual of Administrative Policies and Procedures. MAPP is a comprehensive reference of the most current policies issued by the university. Policy at this university is established by the President in consultation with faculty, managers, and students depending on the nature of the policy. The MAPP is

updated as policies or policy revisions are issued and are subject to change at any time.

MOU: Memorandum of Understanding.

MPP: Management Personnel Plan.   MPP is a system classification for university administrators.

M/S: Mail Stop.

My Fresno State: An interactive tool (web portal) that allows faculty and staff to access a variety of resources appropriate to their instructional, managerial, or administrative appointments online. Among many functions, My Fresno State allows students to pay their registration fees online, register for classes, download unofficial transcripts and degree evaluations.

NEA: National Endowment for the Arts.

NEH: National Endowment for the Humanities.

NSF: National Science Foundation.

OCED: Office of Community and Economic Development. OCED connects the community to the resources of Fresno State, through data, research, industry insights, and connections to collaborators, investors, researchers, affiliates, and new markets.

OCR: Office for Civil Rights. The U.S. Department of Education Office for Civil Rights (OCR) investigates complaints of unlawful harassment of students in educational programs or activities.

OIE: Office of Institutional Effectiveness. OIE provides data for program reviews and accreditation self-studies, performs data analyses for research, assessment, and evaluation, and provides consultation and support for formulating goals and objectives and establishing benchmarks for student learning outcomes and strategic plans.

OLLI: Osher Lifelong Learning Institute. OLLI is a non-credit bearing program created for adults age 50+ that offers a rich array of workshops, short courses, and field trips of particular interest to retired or semi-retired adults.

ORSP: Office of Research and Sponsored Programs. ORSP assists faculty and staff apply for and secure external funds in support of their creative ideas and professional interests.

Outside employment: Work that is not compensated by the CSU or its auxiliaries. Although the CBA does not impose any limits on outside employment other than to require faculty members to provide a written statement to the appropriate administrator when outside employment is expected to amount to more than 160 hours per semester for academic year (10 month) faculty and 120 hours per 3 month period for faculty holding 12 month appointments.

PAF & WPAF: Personnel Action File and Working Personnel Action File. The PAF is the one official file for members of Unit 3. PAFs include all documents relating to appointments, salary, professional activities, and evaluation. They may also include disciplinary letters. PAFs are housed in the dean's office. The WPAF is an extension of the PAF, consisting of a file put together by the candidate for the purpose of formal evaluation. The WPAF is returned to the candidate after the formal evaluation process concludes. All personnel decisions must be based upon the PAF and its extensions (WPAF).

PCD: President's Committee on Disabilities. PCD provides oversight on a broad spectrum of issues of interest to students, faculty and staff with disabilities, and assists with the implementation of strategies ensuring campus compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990.

PCHRE: President's Commission on Human Relations and Equity. PCHRE is focused on supporting acceptance and fairness at all levels within the University.

Periodic evaluation: These are evaluations that do not lead to a personnel action (such as reappointment or tenure). Periodic evaluations are used for lecturers, probationary faculty in off-year reviews, and tenured faculty (post-tenure reviews).

PIF: Project Information Form. An electronic approval mechanism used to ensure that the Department and College or School are aware of and approve of proposals prepared by a Principal Investigator or Project Director.

PO: Purchase Order.

PR: Purchase Requisition.

PRA: Public Records Act.

Probationary faculty: Also referenced as **tenure-track faculty**. These are faculty hired into a tenure line but not yet tenured. After a maximum of six years, probationary faculty must request tenure and, after a final RTP review, either be

awarded tenure or reappointed to a terminal year. Once tenured, a faculty member has the strongest rights of continuation of virtually any job classification.

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

R25: Live25 Scheduling Software.

RACE: Researchers and Critical Educators. An interdisciplinary organization of faculty, staff, and administrators united by common commitments and/or research interests to actively engage intellectual and applied issues related to academic excellence in the areas of race, ethnicity, class, culture, linguistic diversity and gender.

RDH: Residence Dining Hall.

Reimbursed Time: Faculty or graduate assistant time that is funded from grants or contracts. It differs from assigned time by being externally funded, not state funded.

RSCA: Research, Scholarship and Creative Activity. Originally a term for source of funding from the Chancellor's Office, RSCA is used describe faculty professional activities.

RTP: Reappointment, tenure, and promotion. This acronym describes the core evaluative process of the university.

SETC: State Employees Trades Council. SETC is the union representing unit 6.

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

SMC: Save Mart Center.

SSU: Satellite Student Union.

STAR Day: Staff Training and Recognition Day. STAR Day includes the Service Awards Luncheon and Service Awards presentation that celebrates and recognizes the milestones, achievements and contributions made by university staff.

STLT: Senior Technology Leadership Team.

Three-year contract: After six consecutive years of employment, a lecturer is eligible to be reappointed on a three-year contract. This gives them the strongest

entitlements of any non-tenure-track faculty. Note that a lecturer hired initially on a multi-year contract, whether for three years or any other length of time, does not have the same "three-year" contract rights.

TOE: Transfer of Operating Expenditures.

TOP: Transfer of Personnel.

TS: Technology Services.

UAL: University Agricultural Laboratory.

UFO: Untenured Faculty Organization. UFO provides support and opportunities for professional development to pre-tenure faculty.

UGS: Undergraduate Studies. UGS oversees undergraduate academic planning and policy issues including curriculum development, program review, changes to the general education program and undergraduate research.

URM: Underrepresented Minority.

USU: University Student Union.

VPA: Vice President for Administration. The VPA is a university administrator that oversees Auxiliary Services, Facilities Management, Financial Services, Human Resources, Public Safety, and Technology Services. The VPA is a member of the President's Cabinet.

VPAA: Vice President for Academic Affairs. Also titled Provost. The VPAA is a university administrator that oversees Academic Resources, the Office of the Vice Provost, the Office of Community and Economic Development, the Office of Continuing and Global Education, the Office of Faculty Affairs, the Division of Graduate Studies, the Office of Institutional Effectiveness, the Jan and Bud Richer Center for Community Engagement and Service-Learning, the Office of Research and Sponsored Programs, Study Abroad and International Exchanges, Undergraduate Studies, and the Center for Faculty Excellence. The VPAA is a member of the President's Cabinet.

VPSA: Vice President for Student Affairs. The VPSA is a university administrator that oversees the Office of Admissions, Records, and Evaluations, the Career Development Center, the Cross Cultural & Gender Center, the College Assistance Migrant Program, Dog Days, the Educational Opportunity Center, the Educational

Opportunity Program, Educational Talent Search, the Office of Financial Aid, the Student Cupboard, the Learning Center, the Office of Student Conduct, the Scholarship Office, Services for Students with Disabilities, the Health and Counseling Center, Student Involvement, the Student Recreation Center, the Trio Student Support Services, Summer Bridge, Supplemental Instruction, SupportNet, Testing Services, the University Advising Center, University Migrant Services, University Outreach Services, the University Student Union, and Upward Bound Programs. The VPSA is a member of the President's Cabinet.

VPUA: Vice President for University Advancement. The VPUA is a university administrator that oversees Advancement Services, the Alumni Association, University Communications, and University Development. The VPUA is a member of the President's Cabinet.

WASC: Western Association of Schools and Colleges. WASC promotes the welfare, interests, and development of education in the Western Region (California, Hawaii, and U.S. territories in the Pacific Basin). The central purpose of WASC Accreditation is to assure its stakeholders that a WASC-accredited institution has been rigorously evaluated and that it meets or exceeds the criteria required to maintain accreditation.

WCC: Woman's Campus Connection. WCC offers women faculty, staff and administrators an environment in which to socialize and build connections that provide professional and personal benefits for support and success at Fresno State and beyond.

Appendix III

POLICY on FACULTY CONSULTATION and VOTING
AMP 114

http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/114.pdf

Appendix IV

BASIC MEDIATION TIPS
From Manager's Took Kit
By Dr. John B. Franz, Prof. Emeritus of Social Work Education
September 2004

1. Meet privately and separately with each of the parties.
    -   Listen to their perspectives and concerns; see if you can find any common ground in their interests.
    -   Explain that you would like to invite them to make a commitment to be constructive in their conversation with you and the other party; to work, their options for solutions must be respectful and reasonable.
    -   Introduce the idea of "ground rules" and ask for their willingness to abide by them: e.g. no interruptions, no name calling, take turns, be willing to summarize, say if the process seems unfair, and allow you to lead the discussion.

2. Find a good time and place to meet.
    -   Choose a place that is private and where you can discuss things without distractions or interruptions.
    -   Key = a place where both parties will feel safe and confidential.
    -   A round table, note pad, and tissues are helpful to have available.

3. Follow a process in your discussion.
    -   Introduce the purpose of the discussion and remind both parties of their commitment to be constructive and their willingness to abide by some basic ground rules.
    -   Review the ground rules and ask for agreement.
    -   Brief description of the problem: Ask each person in turn to express their view of the problem, followed by the other person repeating their understanding of what they heard; check it out to seek if they got it right before continuing. (A describes, B summarizes; B describes, A summarizes)
    -   Negotiate options and interests: ask them to list at least three options for what it may take to resolve the problem between them; see if there is or are any that would address both of their concerns or interests.
    -   Consider writing the solution and read it back, modifying it until both agree. Consider having them sign it to heighten their commitment.

4. Summarize what you have accomplished or where you arrived at the end of the process.
   - If agree to disagree, say so.
   - At least obtain a commitment from them to act civil and professional toward one another in their work interactions…always a basic standard.

COMMUNICATION and CONFLICT RESOLUTION TIPS
Excerpted from
Manager's Took Kit
By Dr. John B. Franz, Prof. Emeritus of Social Work Education
September 2004

Basic Communication Styles

"I" messages – Clearest communication style; least likely to elicit defensive responses from others. (e.g. "I need…" "I want…" "I appreciate…" "I'm concerned…")

"You" messages – Tend to be heard as accusatory and to arouse defensive feelings in others, particularly in difficult or stressful situations.

Questions – Can be legitimate requests for information and received as such, can also arouse defensive reactions in others. Any question can be rephrased as an "I" message, which has a better chance of being responded to non-defensively.

"We" messages – Can create feelings of cohesion and teamwork but can also be received as manipulative.

"And" instead of "But" – The word "but" tends to negate what came before it while "and" allows room for conflicting evaluations, feelings, and feedback.

A Conflict Resolution Model

- Look for the need which underlies the demand or complaint; usually this is in the form of a *feeling*, e.g. feeling unappreciated, left out, discriminated against, etc.
- Honor that feeling, even if you don't understand or agree with it; *let the person know that you've heard their need* and that you appreciate their vulnerability.
- Brainstorm ways in which the need might be met; this can now include other ways than the one the person had presented as the original solution.
- Select a mutually agreeable plan of action and design specific ways to proceed. Follow up with a planned time to evaluate progress toward resolution.