SAN FRANCISCO STATE UNIVERSITY
SCHOOL OF NURSING

Faculty Manual
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Welcome to the faculty of the School of Nursing! Here are the steps and the links you will use to get yourself started. **Important! Steps 1 & 2 below are REQUIRED in order to have access to all University on-line systems.**

1. **Establish your Login to SF State Gateway** with your San Francisco State University ID (UIN) to set up your SF State password to gain seamless access to multiple online systems and applications. Please go to [https://www.sfsu.edu/online/auth/reset.htm](https://www.sfsu.edu/online/auth/reset.htm) to request SF State password.

   If you are having difficulties with the above, please visit [http://www.sfsu.edu/online/troubletips.htm](http://www.sfsu.edu/online/troubletips.htm) for SF State ID, SF State password and login assistance.

2. **Campus email address.** Create your email address at [https://www.sfsu.edu/online/sfsuemail.htm](https://www.sfsu.edu/online/sfsuemail.htm). You will need your UIN and your SF State Password. For email guide, please go to [https://its.sfsu.edu/guides/facultystaffemail#check](https://its.sfsu.edu/guides/facultystaffemail#check). If you encounter problems, please go to [http://tech.sfsu.edu/support](http://tech.sfsu.edu/support) for Help Desk assistance. **NOTE:** You can define your sfsu.edu email traffic to be forwarded to your personal email, but you want student and the School of Nursing email traffic to go to an “official” email address. Having a @sfsu.edu email for students means they don’t have to remember more than your user id if the domain name is always sfsu.edu. It also presents you as part of the SoN faculty and the larger SF State community.

3. **Faculty Center.** The faculty center is where you access your class roster list and students email addresses. You will need your SF State email address/UIN and SF State Password to login to any SF State systems.
   - Go to [https://inside.sfsu.edu/](https://inside.sfsu.edu/)
   - **Navigate to your Faculty Center**
     Once logged in, you will navigate to Class Services link, which is located on the main navigation, under Faculty/Staff. Click on the Faculty Center button to access your account.

   **Faculty Center Section**
   The Faculty Center is broken up into two main parts, the Faculty Center section and the Search section. Within the Faculty Center section there are three sub sections.
My schedule displays all classes for which you are identified as the instructor. Class roster allows you to view your class roster, check student enrollment status, and send emails to enrolled students. Grade roster allows you to enter final grades at the end of the semester. At the beginning of the semester, your grade roster may not be available. Grade rosters are generated by the Registrar’s Office several weeks after the semester begins.

- View Class Roster
  To view your class roster, click the Class Roster (people) icon located to the left of the class link. Within the class roster page you can see a section’s class roster, check student enrollment status, and email selected students or your entire class all at once.

- Email Students from the Class Roster
  Use the Notify column to select multiple students to email simultaneously. Once you have selected all students you would like to contact, click the notify selected students button located below the class roster list. An email notification box will open up on a new page. Compose your message within the Message Text box. Select the Send Notification button to send your message. Once finished, return to your Faculty Center by selecting the Faculty Center link.

- View Weekly Teaching Schedule
  Click on the View Weekly Teaching Schedule link located below the My Teaching Schedule list. A calendar with your teaching schedule will open on a new page. You can narrow the calendar to a specific date and time by using the search filters above the schedule. Select the week of, start time, and end time into the search boxes. Click the refresh calendar button next to the search filters. Once finished, select the Return to Faculty Center link to return to your faculty center.
4. **Logout**  
   To prevent others from accessing your account, be sure to logout of both your Faculty Center account and your SF State Gateway account.

4. **Access to iLearn.** Log in to [http://ilearn.sfsu.edu/](http://ilearn.sfsu.edu/). To learn how to use iLearn please visit: [https://athelp.sfsu.edu/hc/en-us/categories/200355657-iLearn](https://athelp.sfsu.edu/hc/en-us/categories/200355657-iLearn). Another great resource for faculty is AT’s iLearn video: [http://at.sfsu.edu/at/blog/post/1271](http://at.sfsu.edu/at/blog/post/1271). Students and faculty have five ways to get help with iLearn or any other Academic Technology service:
   - Phone: 415-405-5555 (x55555 from campus)
   - Email: ilearn@sfsu.edu
   - Drop-in: LIB 220 8-5, M-F
   - Chat inside of any iLearn class
   - SMS: 510-5iLearn

5. **University ID Card.** If you would like a SF STATE ID card to utilize our campus facilities, you can have your photo ID card done at One Stop in the Student Services Building directly behind our building (Burk Hall). The staff at One Stop will need your UIN and a photo ID.

6. **School of Nursing Faculty Resources.** Go to the School of Nursing website Faculty Resources page: [http://www.nursing.sfsu.edu/faculty_resources](http://www.nursing.sfsu.edu/faculty_resources) to review all the resources available to you.

7. **Clinical Badge.** If you are clinical instructor or your role will require you to go on-site at any of our clinical partner agencies you will need a clinical badge that identifies you as being part of the SF STATE School of Nursing. The instructions on how to request a clinical badge can be found on this link: [http://nursing.sfsu.edu/content/school-nursing-id-badges-clinical-faculty](http://nursing.sfsu.edu/content/school-nursing-id-badges-clinical-faculty)

8. **Grades.** The iLearn system allows you to grade individual assignments so you and your students can
track their progress in your class, but final grades are submitted through Faculty Center. Please discuss with the faculty of record for the theory course on how to submit the final grades for your practicum students.

9. **sfsu.box.com** SF State provides all faculty and staff with free 500GB of cloud storage through Box.com. To access your storage, go to [http://sfsu.box.com](http://sfsu.box.com) and follow the directions. You will need your SF State UIN and password prior to accessing this service because Box.com validates your employment by having you sign in as you would to get to Gateway. **Please note:** SF State will delete whatever you have in your sfsu.com account when you leave the employment of the University so remember to download and save any files you may wish to keep after you leave the university.

**Parking:** You can purchase a permit for the semester for $89.06 or daily permit for $3.00 up to 20 permits which can be purchased only on the first four weeks of the semester. If you need more than 20 daily permits and/or purchase the daily permit after the first four week of the semester, the rate for the daily permit will be $8.00. Please contact Yuli Diestel, ydiestel@sfsu.edu if you wish to purchase a semester or annual parking permit. Daily permit can be purchased directly in the Parking & Transportation Office. Please park on Levels 1 through 3 or on Level 4A-4H. These areas are called Lot 20 and are designed for hourly and or day parking. Level 4I Orange to 4N Orange and the roof level is called Lot 19 and is restricted to staff and faculty with an annual parking permit. If you park in Lot 19, you could be ticketed even if you have paid for parking in Lot 20. The parking permit should be displayed on the inside rearview mirror or on the driver's side of the windshield. The permit does not entitle a faculty member to park in any one particular space. Public Safety Officers, on twenty-four hour patrol, will issue citations to illegally parked vehicles and to vehicles or drivers who fail to abide by the California Vehicle Code, City and County of San Francisco traffic code, and special regulations promulgated by the President of the University for the control of motor vehicles. For more information about parking visit SF STATE Parking & Transportation web site: [http://www.sfsu.edu/~parking](http://www.sfsu.edu/~parking)

**CURRICULUM**

Curriculum Development and Implementation. Curriculum development at San Francisco State University is a joint, coordinated effort of the department faculty, academic deans, the appropriate committees of the Academic Senate, and the Office of the Provost and Vice President for Academic Affairs. Major curriculum proposals involving degree programs are reviewed at each level before recommendations are made to the Academic Senate, the President of the university, and, if necessary, to the Office of the Chancellor and the Trustees. Questions involving proposals for new, revised, or deleted courses are judged and resolved as expeditiously as possible within the university structure, under the aegis of the Provost and Vice President for Academic Affairs.

Detailed information on the curriculum at SFSU, includes guidelines for course review and approval. The Academic Senate Curriculum Review and Approval Committee (CRAC) has a critical role in curriculum development.

Academic Senate policy governs the delivery and assessment of the curriculum at SFSU. Relevant policies include:
Undergraduate Studies. The Office of Undergraduate Studies has administrative responsibility for General Education, the Liberal Studies program, and the Advising Center. For additional information about Undergraduate Studies, refer to the University Bulletin section on undergraduate education.

The General Education Program. See the relevant policies the SFSU General Education program. The General Education Council (GEC) is responsible for establishing policies and principles, which govern the general education program.

The Liberal Studies Council operating under the aegis of the Academic Senate, is a representative body responsible for planning, reviewing, implementing, and evaluating the policies, procedures, and programmatic design of the Liberal Studies degree program.

The Advising Center. For detailed information about the Advising Center, see their website.

Graduate Studies. The Office of Graduate Studies has overall administrative responsibility for graduate studies at SFSU. For additional information about Graduate Studies, see their home page or refer to the University Bulletin section on graduate education.

The Graduate Council. The Graduate Council serves as the primary advisory body to university-wide administrators in the area of graduate studies and graduate programs.

Academic Planning and Assessment. The Office of Academic Planning and Assessment provides services and support in the areas of academic and strategic planning, regional and specialized accreditation, and academic assessment.

INFORMATION RELATED TO TEACHING

Admissions

The Admission Office admits undergraduate students to the university. Any questions concerning the admission of undergraduate students or the amount of credit given for previous college work (Advanced Standing Evaluation) should be referred to the Admissions Office. The Admissions Office also evaluates and certifies all undergraduate students who apply for graduation.
The Office of Graduate Studies admits all post baccalaureate students to the university and evaluates and certifies graduate students who apply for graduation. Detailed information about all aspects of graduate studies, including the graduate culminating experience, can be found at their web site.

**Advising Responsibilities.**

One of the primary responsibilities of faculty is the advising of students, both undergraduate and graduate. Faculty are obligated to be available to students and to be knowledgeable about the requirements in the particular area in which they function as advisers and with university requirements and procedures.

Faculty members are expected to advise and consult with students about their academic program and goals. Effectiveness of advising will be evaluated as part of the normal work load of full-time tenured and tenure-track faculty.

**Class Lists.**

**First Week Class List.** A first-week class list is produced after Touch Tone Registration and distributed to faculty via the department chair's office. Faculty are asked to use this first-week class list to drop students (by use of "drop bubbles") who do not attend the first class meeting or who do not meet the published course prerequisites. It is the student's responsibility to contact the instructor if he/she is unable to attend the first class meeting. Faculty are not required to save space if the student does not make the necessary arrangement. Instructors have responsibility for and control of the add/drop process during the first two weeks of the semester. Since future student fees and refunds are based on enrollment at the end of the second week of instruction, it is important to accurately record drops on the first-week class list and submit all adds on the Add forms. All class lists must be submitted to the Registrar's Office by the end of the second week of instruction. Additional information, including dates, can be found each semester in the Class Schedule.

**Second-Week Class List.** At the end of the second week, faculty receive a computer-generated class list which includes names of all students officially registered in each class. This list is generated from the first week class list and the Add forms. Instructors must verify that all students attending the class are on the list. Any student whose name is not on the list should be referred to the Registrar's Office to clarify registration status.

Instructors are encouraged to use the second-week class list to administratively drop students who could have been dropped on the first-week list or who should be dropped for non-attendance. The second-week class list is the final opportunity faculty have to make changes prior to the census date (20th day of instruction). Students may continue to drop courses through Touch Tone up to the census.

**Fourth-Week Class List.** The fourth-week class list represents class enrollment after the drop deadline (census date). It cannot be used to drop a student for reasons of non-attendance. However, the list can be used to request administrative withdrawals for any student who stopped attending after the drop deadline but did not submit a withdrawal petition. It can also be used to identify registration errors. The fourth-week class list must be signed by the instructor by a specified date. Additional information will be provided by the department office and the
Registrar.

**Final Grade Sheet.** Prior to the end of the semester, instructors receive a computer-generated grade sheet. Instructors are required to submit the completed grade sheet within forty-eight hours after each final examination or final meeting of the course. All grade sheets are submitted to the department office. All students listed on the grade sheet must be given a grade regardless of whether they attended the course or not. The grade reported on the grade sheet cannot be changed except by petition. Petitions for grade changes, including the make-up of an incomplete, are available in the Registrar's Office. For additional information see the Academic Senate policies on

Withdrawal from courses

Retroactive withdrawal from courses

Use of the incomplete grade

Use of the –UII grade

**Class Schedule and Registration**

Students may register for classes via the Web Registration. The Class Schedule, listing all classes meeting during these hours, is available online.

**Classroom Assignments.**

For purposes of class schedule building, each college is given an allocation of standard time slots in which to schedule their classes. This allocation is based on an analysis of contact hours and utilization rates. The Office of Academic Resources uses a room scheduling software package called Resource25 to schedule approximately 2300 classes into university classrooms every semester. Academic Resources controls only those rooms that are designated as university classrooms, approximately 150 standard lecture rooms, ranging in capacity from 20 - 160. Academic Resources does not control scheduling of specialized space such as labs, gyms, or other types of activity rooms.

All University classrooms have the following standard audio visual equipment: telephone (campus access only), TV receiver/monitor or equivalent, projection screen, and data port. Sixty classrooms are outfitted with enhanced audio visual equipment, consisting of auxiliary inputs for video/sound (laser, disc, cd, etc.), PC/MAC interface (for computer screen projection), overhead projector, large screen projection system (equivalent to TV receiver/monitor), microphone connection, and video cassette recorder (VCR).

If an instructor wishes to teach in an enhanced classroom, s/he should make the request through the department office at the beginning of the schedule building cycle. The schedule building cycle for the spring semester begins in August; the summer semester cycle begins in November; the fall semester cycle begins in February. Instructors with physical disabilities are pre-assigned into suitable university classrooms based on their requests. These instructors should request pre-assignment through their department office and must have a —Reasonable Accommodation
Request Form on file in the Office of Disability Programs, located in SSB 109.

Course Requirements

According to Academic Senate Policy S82-90, a faculty member must prepare a Statement of Course Requirements for each course he/she teaches. Students must receive, in writing:

- A statement of scope, content, and expected learning outcomes of the course
- A list of texts and materials to be used throughout the course, including any additional fees or costs
- A description of grading policy and practices
- A description of teaching style (for example, fixed outline, lecture, discussion, class-directed, or evolutionary)
- A description of any substantive departure from the content published in the university Bulletin or Class Schedule

Field Trips

Instructors are urged to enrich their classes with suitable field trips on and off campus. Field trips should be considered as much a part of the learning experience as the more formal classroom activities, and students should be held responsible for the knowledge to be gained from the trip.

Final Examinations.

According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

Grading Policy. The university's grading policy is printed in full in the bulletin. All grades are recorded through the SFSU web grading system.

Grade Appeal. The university's grade appeal practices and procedures (Policy #1G) are available in the Academic Senate office. Colleges have also developed procedures that are on file in college offices – but the practices of the college must be in concurrence with university policy.

Graduation Ceremonies

Commencement. The policy of the university, as adopted by the Academic Senate, is that one-half of the full-time faculty attend commencement in alternating years. It is the faculty's professional responsibility to conform to that policy, in order to enhance the graduates' final university experience. Cap, gown, and hood rental may be arranged through the Bookstore. Ordering information is supplied to all faculty members prior to commencement. Commencement Ceremony is held in May.

Honors Convocation. In conjunction with the Office of the President and the Office of the Vice President for Student Affairs, the Office of the Provost and Vice President for Academic Affairs plans and coordinates an undergraduate Honors Convocation at the end of each academic year. Each department chair or his/her representative is expected to take part in this event.
Additionally, a graduate Recognition Ceremony is coordinated by the Graduate Division Office. Faculty representatives for this event are selected by the colleges.

**Registrar’s Office.** The Registrar’s Office serves the enrolled student. It registers students each semester and produces Class Lists, Grade Sheets, and Final Grade Reports. It also administers course add/drop procedures, including withdrawals from the university and requests for exceptions to university policy to the Board of Appeals and Review. Any questions regarding student enrollments should be addressed to this office.

**SFSU Bulletin.** Many of the questions faculty and students have regarding the workings of the university can be answered by referring to the Bulletin, published annually by the Office of the Provost and Vice President for Academic Affairs. The Bulletin includes general information, policies and procedures relating to admission, registration, grading, fees, student financial aid, General Education, undergraduate majors and minors, graduate degree programs, and requirements for graduation. Complimentary copies are distributed to full-time faculty. Students can purchase them at the Bookstore. The full text of the Bulletin is available online.

**SIMS/R.** SIMS/R (Student Information Management System/Relational) is the primary database at SFSU that houses student and course information. It is used for admissions, registration, grade assignment, official transcripts and graduation of students. All course information is also housed on SIMS/R, including course number, title, number of units, and grading method. When course information is combined with teaching assignments, meeting times, and location, SIMS/R is used to produce the class schedule for each semester.

**Student Forms.** Many of the forms used by applicants and students during their enrollment at SFSU are available online.

**Textbooks.** Faculty should check with department chairs regarding department policy and procedures for ordering textbooks. Instructors are encouraged to submit orders for the next semester as early as possible, preferably before the announced deadline. This ensures that the bookstore can buy used books from distributors or have the titles placed on the buy back list at the end of the semester, thereby giving students a chance to sell their books.

**STUDENT POLICIES RELATED TO TEACHING**

**General Policies and Procedures.** General university student policies and procedures, including observance of Bulletin requirements, registration policies, classification of students, class level of students, auditing courses, academic load, class attendance, cancellation of registration or withdrawal from the university, and transcripts are found in the University Bulletin.

**Board of Appeals and Review (BOAR).** All students at San Francisco State University, as they work toward their educational objectives, are expected to adhere to a number of regulations and policies which have been established by the State Legislature, the Board of Trustees of The California State University, and San Francisco State University.

In administering these regulations and policies, the university recognizes that it must at times
take into consideration the special needs of the individual student. The President, by virtue of his authority and responsibility for the administration of the educational program in the university, has delegated to the Board of Appeals and Review the responsibility for ruling on requests for special consideration. See Academic Senate Policy S84-121.

**Cheating and Plagiarism.**

Each faculty member who requires outside written work as part of course requirements should carefully define the meaning of plagiarism and outline the proper methods for using outside sources. Students should be cautioned about the consequences should plagiarism be discovered.

If cheating or plagiarism occurs, it is the instructor's responsibility to handle the situation. The grade assigned must be based on the student's academic performance and must not be used as a punitive measure. The Coordinator of Student Discipline in the Office of Student Affairs will assist the instructor and is responsible for determining whether formal disciplinary action should be taken.

As a result of faculty and student discussions, the following list of suggestions to prevent cheating on examinations has been developed:

- Proctor examinations in person as there is no honor system.
- Space students as widely as possible to avoid sharing information or misinformation during examination. (Call the college secretary if room is too small for satisfactory testing arrangements)
- Construct fair tests; e.g., their length, content, applicability to class assignments.
- Determine final grades on as broad a base as possible, not entirely upon the results of one or two examinations. Additional short tests and other supplemental means of evaluating student achievement are strongly recommended.
- Consider giving alternative forms of the same test where the order of questions is different for each form. This device is especially effective whenever there is occasion to use objective tests answer sheets that can be machine-scored. (For assistance in the construction of machine-scored tests, contact the Director of Testing)
- Confer with the department chair for further assistance on planning examinations, or for information about university resources for special help on examinations.

**Student Discipline Procedures.** The Student Discipline Officer, housed in the Office of Student Affairs, is responsible for administering the Student Disciplinary Procedures and should be contacted for further information. Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. For further information visit the Student Discipline section of the Supplemental Regulations and Procedures found in the University Bulletin.

**Student Grievance Procedures.** Detailed information about the procedures for student grievances is found in the Student Grievance Procedures section of the Supplemental Regulations and Procedures found in the University Bulletin.
CREATE A TURNITIN ASSIGNMENT THROUGH ILEARN

For online instructions visit http://at.sfsu.edu/support/how-create-turnitin-assignment

Turnitin is an online teaching tool that flags instances of possible plagiarism, over-reliance of cited resources, and improper citation for text-based files submitted by students online. This tool is commonly used to generate an Originality Report, or a report that compares a student’s assignment against a varied publications database, for a final draft.

NOTE: The following types of files may be submitted to Turnitin: MS Word (.doc or .docx), WordPerfect (.wpd), PostScript (.eps), Portable Document Format (.pdf), HTML (.htm), Rich Text (.rtf) and Plain Text (.txt). All files submitted to Turnitin must be text based. Papers which have been scanned must be sent through Optical Character Recognition (OCR) software before they can be submitted to Turnitin. The file size limit is 20 megabytes (MB) per upload.

1. Turn editing on
   Click on the Turn editing on button at the upper right corner of the page or the Turn editing on link located under the Course administration section of the Settings block.

2. Add an activity or resource link
   Navigate to the appropriate week or section/topic area and click on the + Add an activity or resource link on the bottom right

3. Add a Turnitin activity
   Select Turnitin Assignment listed under ACTIVITIES in the Add an activity or resource selection window and click on the Add button at the bottom of the window.
4. Name the assignment
   Enter a name in the Turnitin Assignment Name text field.

   NOTE: The text you enter in the Name field should be specific so that visually-impaired students who use screen readers know what resource they are viewing. If you refer to the resource in your syllabus, use the same exact name.

5. Enter summary information
   In the Summary text field enter a description of the assignment (i.e., when and how to submit or participate) including instructions and details about what you expect from the students and the type of file formats you will accept (i.e., MS Word, PDF, RTF).

   NOTE: To display the description on the course page select the check box located next to Display description on course page option.

6. Select a Submission Type
   Select the File Upload option (default) from the Submission Type pull-down menu. This option allows students to upload various types of text based files.

7. Choose the number of parts
   Choose the default number one (1) if students are required to submit one file for review.

   NOTE: If this is assignment requiring individual students to submit multiple files to complete a multiple-part assignment than choose the number of files each student will be required to submit.

8. Select the maximize file size allowed
   Select the file size allowance from the Maximum File Size pull-down menu (10 MB is recommended). This is the maximum file size allowed per student upload.

9. Set student ability to view originality reports
   Select your preference from the Student Originality Reports pull-down menu. This will either allow students to or prohibit students from viewing their Originality Reports.

   NOTE: It is recommend to select "yes" since is helpful for students to see their Originality Reports, which flags text with missing citations. These reports also help students gauge how much they rely on works written by other authors.

10. Modify the Turnitin Advanced Options
    Defaults settings are recommended. However, the following Turnitin Advanced Options may be modified when setting up your assignment:
1. **Allow Late Submissions**—Select from this pull-down menu to determine whether your students will be allowed to submit files after the due date. All submitted assignments are date-stamped and late papers are listed in red in the Turnitin Submission Inbox.

2. **Report Generation Speed**—Select one of the following options from the **Report Generation Speed** pull-down menu to determine when Originality Reports will be generated.

   - **Generate reports immediately, first report is final**—This option generates reports immediately after the student has submitted a file. Students may only submit one file for review, and are not allowed to resubmit work for the assignment until the instructor deletes the student's previous submission.
   - **Generate reports immediately, reports can be overwritten until the due date** (Recommended)—This option allows students to resubmit files as many times as they like up to the due date, replacing the previous submission each time. Originality Reports are generated immediately for the first file each student submits, but will require a longer processing time thereafter.
   - **Generate reports on due date**—This option delays the processing of Originality Reports until the due date.

3. **Store Student Papers**—Choose whether or not your students' papers will be added to Turnitin's nationwide database of student papers.

4. **Check against stored student papers**—If you would like your students' papers checked against Turnitin's nationwide database of other student papers for originality, select **Yes** from the pull-down menu.

5. **Check against internet**—If you would like your students' papers checked against active and archived web pages from the Internet, select **Yes** from the pull-down menu.

6. **Check against journals, periodicals and publications**—If you would like your students' papers checked against a repository of frequently updated content from professional journals, periodicals, and publications, select **Yes** from the pull-down menu.

7. **Exclude Bibliography**—Select your preference for including or excluding bibliographic materials when viewing Originality Reports.

8. **Exclude Quoted Material**—Select your preference for including or excluding quoted materials when viewing originality reports.

9. **Exclude Small Matches**—The default (zero) is set to not exclude small matches. If you wish to exclude small matches, enter the number of words or percentage (i.e., 10 for 10 percent), then select to exclude by either Words or Percent from the pull-down menu that follows.

10. **Enable e-rater grammar check** (Optional)—If you would like to use the Beta version of the e-rater to automatically check students' submissions for grammar errors, select **Yes** from the pull-down menu. An e-rater sidebar will appear in GradeMark displaying errors found by category (grammar, mechanics, style, usage and spelling errors). Customize your e-rater check by selecting from the options below:
11. **Select a grade option**
   Select the maximum points possible for this activity from the **Grade** pull-down menu.

12. **Select a grade category (optional)**
    This option allows you to associate this Turnitin assignment to an existing category in the iLearn gradebook (i.e., Written Assignments, Homework, Participation)

13. **Modify the common module settings (optional)**
    - **Group mode**—This setting controls your group settings for the activity.
    - **Visible**—This setting makes the activity either visible or hidden from students.
    - **ID number**—This setting allows you to perform custom calculations for the activity in the Gradebook.

14. **Save the initial Turnitin settings**
    Click on the **Save and display** button to save your initial settings and view the **Turnitin Summary** page where you can review and edit the dates associated with this assignment (i.e., due date).

**NOTE:** The due date defaults to a week after the assignment was initially created.

15. **Review and edit the Start, Due, and Post dates from the Summary page**

   After you select your initial preferences for this assignment, and click on the **Save and Display** button. You will be redirected to the Turnitin assignment **Summary** page (Summary Tab). Review the **Start** date, **Due** date and **Post** dates. To edit the dates listed, click on the **Edit** icon (pencil) next to the Export column. Modify any of the following date and time options from the pull-down menus next to each item.

   - **Start Date**—The start date defines the earliest day and time a student can submit their assignment.
   - **Due Date**—This is the final date by which the student should have submitted their assignment.
   - **Post Date**—This is the date when marks/grades are first made visible to students.
16. Click on the Submit button
   Click on the Submit button to save your date and time preferences.

VIEWING A STUDENT’S TURNITIN ORGINALITY REPORT VIA ILEARN

The following information is also online at http://at.sfsu.edu/support/how-view-students-turnitin-originality-report

How to view a student's Turnitin originality report

Summary

This support document will show you how to view a student's Originality Report for work submitted through Turnitin.

1. Locate a Turnitin assignment
   In the week or topic area of the iLearn course page, locate the Turnitin assignment by name and click on the link or the adjacent Turnitin icon.

2. Click on Submission Inbox tab
   Click on the Submissions Inbox tab from the Summary page.

3. Click on Similarity index
   Under the Similarity column, click on the percentage listed for the student's submitted work. A new page will open displaying the Originality Report.
NOTE: The percentage listed under the similarity column is based on the amount of matching or similar text found by Turnitin. The ranges (0 - 100 percent) are color coded as follows:

1. **Blue** — 0% matching text
2. **Green** — 1% to 24% matching text
3. **Yellow** — 25% to 49% matching text
4. **Orange** — 50% to 74% matching text
5. **Red** — 75% to 100% matching text

4. **Review the originality report**
   The Match Overview sidebar shows a list of matching resources, the color and numbers of which will be highlighted in the student's paper.

NOTE: Other sidebar options include:

- **View sources** — Displays highest matches together.
- **Edit filters/settings** — Set exclusion options for quoted text, bibliographies, and small matches.
- **Excluded sources** — List of sources that have been excluded from the Originality Report.
- **Text-Only Report** — An alternative display of the Originality Report.

5. **Download Originality Report (Optional)**
   Click on the Printer icon at the bottom of the Document viewer, then click on Download PDF of current view for printing option. Select a download or save option.

**Reference**


**SF State SoN ePortfolio Project**

A well-organized portfolio can help students document their professional development, demonstrate achievement of expected nursing competencies, showcase their use of the latest evidence in making nursing practice decisions, and articulate their professional philosophy. A portfolio shows a sample of the breadth and depth of a person's work. It is a visual resource for the presentation of a
professional self in an engaging and accessible way. It allows students to define and highlight their own learning outcomes in ways that are meaningful to them and that are consistent with learner centered education and demonstrate achievement of School of Nursing expected student learning outcomes. Students develop the finished portfolio over time using examples from School of Nursing course work, examples from non-nursing courses, and from professional experience. Although many print-based materials can be displayed nicely in a paper-based format, use of a paper-based format presents some distinct limitations. For example, paper-based formats do not easily allow for the presentation of dynamic artifacts, such as video, audio, slides, or web links. It is difficult to share paper portfolios beyond a limited, local audience. Print-based portfolios also cannot be easily updated and kept relevant after graduation. In an effort to address the limitations identified above, the School of Nursing program is joining the ranks of other “early adopters” of electronic portfolios at SFSU. SFSU is a leader in the California State University (CSU) ePortfolio initiative and has been recognized as an ePortfolio Center of Excellence within the CSU system.

In this School of Nursing ePortfolio site, students can find guidelines and samples for the different competency areas required in their own ePortfolios.

1. Where can I find help to build my ePortfolio?
The SFSU ePortfolio website http://eportfolio.sfsu.edu is a great place to start.
For eFolio account, technical, and password help go to:
http://efolioworld.custhelp.com
Web Chat is available from:
7A to 9P M-F
10:00A to 4:00P Sat (CST)
9:30A to 3:30P Sun (CST)
Closed Holidays
Email: efolio@custhelp.com
Toll Free Phone: 1-800-456-8519 (They are 2 hours ahead of us)

If eFolio can't answer your questions contact the ePortfolio team in SFSU Academic Technology
Email: eport@sfsu.edu

Small group and one-on-one tutoring sessions can be arranged by appointment
Phone: 415-405-3536

2. What needs to be included in my ePortfolio?
All graduate students are required to include the content outlined below in their completed ePortfolio:

1) Welcome Page
2) Professional Development
   i) Career Goals/Professional Philosophy
   ii) Lifelong Learning (including CEUs, academic course work, etc.)
   iii) Credentials
   iv) Certifications
   v) Résumé
3) Advanced Practice Nursing Competencies
   i) Scientific Background
   ii) Leadership
      (a) Organizational
(b) Systems
iii) Quality Improvement/Safety
iv) Evidence-based Practice
v) Informatics
vi) Collaboration
vii) Population Health
   (a) Clinical prevention
   (b) Health promotion

Optional:
In addition to the requirements above, you might also want to create a Specialized
Projects & Initiatives page. On this page, you would showcase any accomplishments that go
beyond the basic requirements of the Nursing program. Examples include:
- Master's thesis
- Specialized training or certification
- Participation in faculty research projects
- Extracurricular activities that contribute to your professional development

Each section of the ePortfolio must include a reflective statement that conveys to the reader how
the materials you included in a particular section of the ePortfolio demonstrate achievement of the
competency that is the focus of that particular section. Faculty will evaluate the reflective statement
to determine your understanding of the competency and whether you have achieved an appropriate
level of knowledge, skill or attitude related to the competency.

Guidelines for the Welcome Page
Your ePortfolio may be visited by a variety of people. The welcome page provides context for your
visitors and is the first thing they will see. Your welcome page should introduce your ePortfolio, its
purpose and contents. Inform your visitors what they can find in your portfolio and how to navigate
it.

Guidelines for the Career Goals and Professional Philosophy Page
A statement of professional philosophy expresses your beliefs regarding your profession and
professional role. It communicates the core values underlying your professional practice and
conduct. This statement should be a dynamic document that evolves with your personal and
professional life.
There is no length requirement for your statement; however, you must clearly communicate the
following:
   1. Your short term and long term professional goals
   2. The core values guiding your work
   3. Description of how you promote exemplary nursing practices
   4. Commitment to your patients, community and profession

Guidelines for the Life Long Learning Page
This section of your ePortfolio speaks to the academic foundation underlying your professional
practice and to your commitment to lifelong learning. It should achieve two purposes. First, it should
validate the rigor of your academic training for potential employers, internship supervisors, and
faculty. Second, it should present your particular nursing interests and areas of intellectual
engagement.
To help you accomplish the first purpose, you can cut and paste expected student learning outcomes for your program (APO or graduate) onto the page. Following the list of expected student learning outcomes you will need to provide a reflective statement that conveys to the reader how you believe you have achieved the expected student learning outcomes.

For the second purpose, provide a description of other lifelong learning activities you’ve engaged in over time including participation in conferences, workshops and other professional development activities. In your reflective statement, identify at least one theme that links across your academic work and your professional development activities. Also, include a statement regarding what lifelong learning means to you and importance it has to your nursing practice and professional development.

Guidelines for the Credentials, Certifications and Résumé Page
This page should include a description of any credentials or certifications you have as well as your résumé. Your reflect statement must convey to the reader the linkages between your credentials, your certifications, your professional philosophy and your career goals.

Résumé
Post your résumé in this section. Working in an electronic medium makes it possible for you to make your résumé interactive. You can hyperlink items on your resume to other websites or embed relevant media. You are not required to do this, but it is something to consider.
Your résumé should include the following sections:

- **Contact Information:** Place your name, address, telephone number, and email address at the top of your résumé. (If you do not wish to share this information in your ePortfolio at this time, simply create placeholders, e.g., (xxx) xxx-xxxx.)
- **Educational Background:** List your degrees, schools, and dates of graduation in reverse chronological order. On the top should be your SFSU School of Nursing BSN or MSN degree.
- **Certifications and Licenses:** Include your Registered Nurses license information if you already have it.
- **Employment History:** List your employment experience in reverse chronological order. Include your title, the name and location of your employer, the dates of employment by year, and a description of your duties and accomplishments.
- **Honors and Awards**
- **Skills:** Describe any skills you've acquired that are relevant to the positions and settings you wish to enter.
- **References:** List the contact information of your references only with their permission.

Guidelines for the Nursing Competencies Pages
These pages of the ePortfolio provide you with the opportunity to provide examples from various courses that demonstrate achievement of specific nursing competencies. You can upload papers, presentations, case studies, etc. that illustrate work you have done to achieve a particular nursing competency. As with other pages in your ePortfolio, you will need to include a reflective statement for each competency that provides the reader with your understanding of the competency and how the supporting materials you have uploaded demonstrate achievement of the competency.

*It's important that you protect the confidentiality of your clients at all times. Erase all identifying information or replace it with pseudonyms. You must also obtain written consent before posting any*
pictures, videos, or audio recordings that include images or recordings of patients, families, colleagues, on your ePortfolio.

3. How will my ePortfolio be assessed?
The ePortfolio will be assigned as part of the required course work for specific nursing courses in your nursing program. The faculty who assign the ePortfolio for the course will develop a rubric that will be used to assess your work. Plan to discuss the grading rubric with your faculty so that you are clear about faculty expectations for the ePortfolio. You should discuss faculty expectations regarding the uploading of specific examples of work that demonstrates achievement of specific nursing competencies.

4. Who will see my ePortfolio?
Do I need to make my ePortfolio site public?
During ePortfolio assessment periods, you will need to make your ePortfolio "public" and submit your ePortfolio web address (URL) in order for the faculty to view your ePortfolio and to give you feedback. You will be notified when you need to make your ePortfolio public for assessment.

Who is the intended audience of my ePortfolio?
Your ePortfolio is meant to showcase your best work for the purpose of evaluation and feedback by your faculty. Furthermore, as you get ready to apply for internships and employment, your ePortfolio will also provide a collection of your work to present to potential employers. Your ePortfolio might also be viewed by other students in the Nursing program as a part of your coursework or program experience.

Will my ePortfolio be viewable by anyone online?
Your ePortfolio is not viewable when you make it private or disabled. When you change your ePortfolio setting to "public," it is technically possible for anyone to see your ePortfolio online, but unless you list your ePortfolio with one of the major search engines (e.g., Google, Yahoo) or link your ePortfolio to a website that is indexed by a major search engine, it would be difficult to find your site without having your URL. For these reasons, your ePortfolio is unlikely to be seen by anyone who has not had your URL sent to them.

5. What happens to my ePortfolio after I graduate from SFSU?
Currently your ePortfolio website will be hosted for 6 months past graduation. Plans are underway to allow alumni association members to keep their ePortfolio sites indefinitely. ePortfolios currently have no deactivation timeline.

6. Sample ePortfolio
You can access sample nursing ePortfolios at
Thanks to Dorte Lindharte, Suju Shresta, Maki Odaira Carlson, Jacqueline Moylan, Emily Chan and Julie McElhatton for developing sample ePortfolios.
San Francisco State University (SFSU) School of Nursing provides a supportive environment where Nurse Educators can take a personal interest in shaping nursing students into the best new nurses. Faculty participate in the planning, implementation, and evaluation of educational programs, courses and other experiences that will directly result in the educational growth of the students and support advancement of the vision, mission and values of the School of Nursing, College of Health and Social Sciences and the University. Faculty assignments may include a combination of day, evening, and/or weekend assignments. The School of Nursing curriculum is being offered through a department and college that are strongly committed to the "open door" concept serving a diverse student population.

Clinical Faculty Responsibilities Include:

General

- Completing all university required paperwork so that faculty can access the university email system, iLearn, and classroom services (rosters and web grades).
- Attendance and participation in regularly scheduled semester/level meetings during the academic semester. Attendance at the Clinical Faculty Day each semester is mandatory.
- Identification of appropriate community (non-acute care) agencies that are able to provide students with suitable clinical experiences, if applicable. This includes coordination with School of Nursing personnel to assure that a contract exists with the agency and that the Board of Registered Nursing (BRN) has approved the clinical agency.
- Familiarity of university and School of Nursing policies as described in the Faculty Manual.
- Following the syllabus—no changes can be made to any assignments or assessment rubrics.

Simulation

- Participation in planning, scenario development, simulation workshops (including but not limited to: scenario development and debriefing), implementing and evaluation of simulation exercises appropriate to the content area the faculty person is teaching.
- Coordinating the simulation exercise for students in collaboration with the Simulation Program Coordinator including:
  o Preparing students for the simulation exercise,
  o Observing students during the simulation exercise,
  o Leading simulation debriefings during the simulation, and
  o Collecting and reading reflective statements by students following the simulation exercise.

At the clinical site

- On-boarding of students to the clinical site, which includes assuring that all required orientations are completed, providing the agency with required information so that students and faculty can access the EMR, etc. This needs to be done prior to the first day of the
semester. The School of Nursing provides the agency with a roster of students who will be on the agency’s campus as well as background check, CPR, drug screen, and required immunization information. All other information required by the clinical agency is to be provided by the faculty teaching the clinical course. Please contact Jabeen Karimjee, jaabenk@sfsu.edu, Clinical Placement Coordinator for questions.

- Provision of an orientation to the clinical site for students. Faculty are responsible for making room reservations for meetings and students at the clinical agency.
- On-site supervision of students in a clinical setting. This means being present and available to students on the nursing unit or at the clinical site. If the student is working with a preceptor, clinical faculty must be available by phone each clinical day in case an emergent or urgent issue arises.
- Providing students with opportunities to assume increasing responsibility for the nursing care of individuals, families, and populations in the clinical setting.
- Facilitating students in the clinical application of theoretical knowledge, critical thinking, and technical skills in providing nursing care in a clinical setting.
- Evaluation of assignments including clinical nursing care plans, formal written papers, peer presentations, and clinical performance using a standardized assessment rubric. All student evaluations, clinical performance evaluations and metrology exams must be submitted to the School of Nursing office for inclusion in the student’s academic file by the end of the semester.
- Submission of student grades by the deadline set by the university each academic semester.

**Equipment/Supplies Check-Out**

Due to the nature and number of our classes, as well as instructors and clinical sites, the faculty must share a limited supply of equipment. If a clinical site is able to provide equipment and supplies for activities, please use what they can offer. This will allow the faculty/students who don’t have access to equipment/supplies at the clinical sites to reserve the items that the SoN can provide. Faculty must be thoughtful and plan as far in advance for their equipment/supply needs as possible due to the potential for other faculty planning activities for the same dates.

- Equipment/supply requests will be honored as a “first requested, first served” basis. Equipment/supply requests cannot be guaranteed.
- Equipment/supply requests must be made by the faculty using the electronic or hard copy form provided by the Simulation Program Coordinator.
- Equipment/supply requests must include:
  - Faculty name, phone number & email contact,
  - Date requested,
  - Course number, clinical site,
  - Specific equipment/supply item,
  - Quantity needed,
  - Date/time to be picked up and date/time to be returned.
- Days/times the lab will be open for faculty checkout and return of equipment and supplies will be posted at the beginning of each semester by the Simulation Program Coordinator.
• Faculty may assign a student to pick up/return equipment but student's name/contact info must be written on the request form.
• Faculty members are responsible for all equipment. Equipment must be returned complete, intact and in working condition.

**FNP Clinical Faculty Responsibilities:**

1. Obtain SFSU e-mail address
2. Attend Clinical Faculty day each semester for training on SFSU iLearn site: permit numbers, posting grades: This may be done individually with FNP program administrator if unable to attend initial meeting.
3. Attend clinical faculty/student orientation on first day of each semester: students will be introduced to their faculty, permit numbers will be given to insure students are assigned to correct faculty.
4. Attend mid semester clinical faculty meeting at SFSU to discuss issues and bring evaluation forms to the nursing office.
5. Perform final evaluation at end of semester and submit to SoN office
6. Have student complete agency evaluation, preceptor evaluation, weekly hours’ logs, and course evaluation: submit all forms to the SoN.
7. End of semester dinner and debrief.
8. Enter grades into university site.
9. Initiate contact with site preceptor via email, phone, or visit at beginning of semester.
10. Initiate contact with student (this can be done at first day of class general meeting).
11. Review expectations with students.
12. Contact student after first few weeks of clinical to discuss any issues.
13. Provide ongoing consultation and support for student.
14. Respond to student and/or preceptor issues in a timely manner.
15. Visit the student at the clinical site and discuss clinical progression.
16. Observe student interaction with patient/staff mid-semester and end of semester.
17. Discuss student’s progress with preceptor.
18. Write student evaluation.
19. Notify FNP program administrator and/or director of any issues or concerns regarding student.

**INJURY WHILE IN CLINICAL SETTING PROCEDURE**

**Background:**

SF State employees in off-site clinical settings are covered under Workers’ Compensation in accordance with SF State Environment, Health, and Safety (EHS) Injury and Illness Prevention Program (see references).
Purpose:
To facilitate timely treatment and prophylaxis where appropriate, of employee injuries or microbial/viral exposures during clinical experiences.

Procedure:
1. The employee will immediately go to the on-site emergency room for triage and treatment for all levels of injury/exposure. If the injury/exposure is serious and there is no on-site emergency room and the facility cannot provide emergency treatment, the employee must call 911.

2. If the injury/exposure is non-emergent and there is no on-site emergency room and the facility cannot provide emergency treatment the employee should immediately go to the nearest Kaiser on the Job (KOJ). If the injury occurs after hours, the employee may be seen the next day as long as their appointment is within 24 hours of the injury/exposure.

3. If the employee chooses to go to their regular provider in lieu of following the procedure as outlined they will be ineligible for workers’ compensation medical treatments for their injury.

4. Within 5 working days following the initial exam the primary treating doctor must fill out a “Doctor’s First Report of Occupational Injury or Illness Form 5021,” The physician must fax this form to the Claims Administrator Sedgwick Claims Management Services: (916) 851-8089.

5. The employee must fill out the Workers’ Compensation Claim form (DWC 1) and Work Related Report of Injury/ Illness form. Please fax or deliver to Environment, Health, and Safety office within 24 hours of the exposure/injury: (415) 338-0597. Claim forms can also be found in the Environment, Health, and Safety office (ADM 260).

6. All follow up visits must be with the contracted workers’ compensation facilities the nearest Kaiser on the Job.

Procedure to Report a Hazard:
1. The employee completes fields #1-6 of the Employee/Student Hazard Report and forward the form to the Director of School of Nursing. The completed form will be submitted to the Environment, Health, & Safety Department.

2. If the employee needs a treatment, Employee/Student Hazard Report must be completed prior to the treatment appointment.

Environment, Health, & Safety
Administration Building
Room 260
(415) 338-2565
e-mail: sfehs@sfsu.edu

References (citations from other on-campus sources and/or best practice):
MAINTAINING A PROFESSIONAL AND RESPECTFUL WORKPLACE

This policy affirms the School of Nursing’s commitment to providing a work environment that is respectful, professional, safe, accepting of cultural differences, and free from inappropriate and abusive workplace behavior.

**Principle 1:** On a user-friendly campus, members of the community understand and act in accordance with the human desire for positive interactions with others. Typical interpersonal behaviors in such an environment reflect and support the following values, applicable without regard to differences in respect to rank, class, age, race, gender, disability, ethnicity, or sexual orientation: respect, courtesy/civility, appreciation, empathy, trust, inclusion, and consultation. On a user-friendly campus, the physical environment supports the appropriate goals of students, employees and visitors by providing:

(a) easily and fully accessible facilities, equipment, information, services, and other material resources necessary for students to meet their educational objectives

(b) a hospitable and inviting physical environment, offering public art and also information kiosks, shuttle buses and services which are appropriately accessible to visitors.

**Principle 2:** On a user-friendly campus, lines of reporting, of responsibility, and of accountability are clear.

**Principle 3:** On a user-friendly campus, there is a free flow of accurate information on policies and procedures, easily accessible to all members of the campus community.

**Principle 4:** On a user-friendly campus, academic and institutional policies and procedures are understandable and designed for ease of compliance.

**Principle 5:** On a user-friendly campus, the institution provides and maintains safe, clean, pleasant, comfortable, and fully accessible physical environment which also supports the development of a sense of community.

**PROFESSIONAL WORKPLACE BEHAVIOR:** Action and conduct that supports the values and mission of the School of Nursing and builds positive relationships with others, including respectful communications and accountability for maintaining a professional workplace.

**INAPPROPRIATE AND/OR ABUSIVE WORKPLACE BEHAVIOR:** Unwelcome or unwanted
conduct or behavior that objectively causes a negative impact or disruption to the workplace or the business of the School of Nursing, or results in the erosion of faculty or staff or student morale and that is not associated with an employee’s protected class status under federal, state or county laws or regulations.

(1) Examples of inappropriate workplace behavior include, but are not limited to, comments or behaviors to or from an individual or group that disparage, demean, threaten, intimidate, humiliate, abuse authority, sabotage work, or show disrespect for another faculty, staff, or student in the SoN, unless otherwise protected by law. The reasonable person standard shall be applied when determining whether this policy has been violated.

(2) Inappropriate workplace behavior does not include:
   (a) Counseling, disciplinary discussions or job performance evaluations, including constructive critique, coaching and feedback regarding an employee’s conduct or work performance and/or:
   (b) A direct or assertive style, including high workplace expectations; and/or:
   (c) Legitimate responses to situations that require immediate action and may require a stern and frank conversation; and/or
   (d) Differences of opinion and non-aggressive conflicts and problems in working.

POLICY

(A) Faculty and staff are personally responsible for creating and maintaining a work environment that is respectful, professional and free from inappropriate and abusive workplace behavior. All employees are expected to behave respectfully and professionally.

(B) Conduct: Faculty and staff should foster an environment that encourages professionalism and does not tolerate disrespectful behavior. All employees are expected to behave respectfully and professionally.

(C) Addressing Inappropriate Workplace Behavior:
   1) The Director or Associate Director should address inappropriate behavior that they observe, experience or become aware of, and should do so as close to the time of the occurrence as possible and appropriate.

   2) If a faculty or staff member observes or experiences inappropriate workplace behavior and the faculty or staff member feels comfortable in doing so, they should directly address the behavior by:
      (a) Redirecting inappropriate conversations or behavior to School of Nursing business; and/or
      (b) In a private setting, telling an offending individual his/her behavior is offensive and asking him/her to stop

   3) If a faculty or staff member observes or experiences inappropriate workplace behavior and does not feel comfortable addressing the issue directly with the person who is
exhibiting the behavior, he/she should report the situation to the Director and Associate Director.

(D) Responding to a Report of Inappropriate Workplace Behavior
Inappropriate workplace behavior must be addressed and corrected before it becomes pervasive, causes further workplace disruption or lower faculty, staff and/or student morale. Unless the School of Nursing decides it is not necessary, the continued inappropriate workplace behavior will be reported to Human Resources for further investigation. Human Resources is responsible for determining the consequences of reported inappropriate behaviors.

RETIATION

(A) The School of Nursing will not tolerate retaliation against any employee who reports known or suspected violations of this policy or who participates in any investigation of a complaint.

(B) Faculty or staff members who believe they are being retaliated against in violation of this policy should report the complaint to the Director and Associate Director for follow-up referral to HR.

WORKING AGREEMENT

1- Be present physically, emotionally, and intelligently
2- Celebrate successes
3- Plan to be on time and prepared to work
4- Respect other team members and their viewpoints
5- Commit to the work
6- Be clear and concise in communication
7- Practice active listening
8- Set time limits on discussions
9- When someone is speaking, no interruptions
10- Define the outcome for agenda items
11- Use critique without being negative
12- Debate is okay
13- Be flexible and open to change
14- Invite participation
15- Monitor non-verbal communication
16- Be open to new ideas
17- E-mail: Use ‘reply all’ judiciously
18- Meetings and decision will proceed, even if members are late or absent
19- Be open and share information
20- Chairperson/moderator is empowered to check inappropriate behavior/comments
21-Be honest
22-Adopt a default decision-making process (state at beginning)
23-Be positive
24-Everyone stays current in professional education and practice
25-Maintain focus on service excellence and student outcome
26-Follow through on decisions made
27-Prioritize tasks, goals, and knowledge of the group
28-Appreciate the expertise and knowledge of the group
29-Approach things with a sense of humor

GENERAL INFORMATION ABOUT SAN FRANCISCO STATE UNIVERSITY

SFSU Web Site. The San Francisco State University web site is an excellent and comprehensive source of information about the university. While this manual highlights selected information and web pages of interest to faculty, there is much more to be learned about SFSU through accessing additional information on the web. Some useful portals include:

SFSU Faculty:

The SFSU Faculty portal states: —SFSU is committed to providing a supportive and stimulating environment for all faculty. This page offers links to programs and services aimed at enhancing professional development and personal well-being among faculty members, thereby providing an environment conducive to the highest standards of excellence in teaching.

SFSU Students:

This site provides links that allow students to register for classes, access grades, keep track of class schedules, review transcripts, access test scores and financial statements, and a variety of other services.

SFSU Academics:

Links to information about faculty and student resources related to the academic enterprise of the university as well as general information about all SFSU academic programs.

SFSU Technology:

Links to all of the resources to support and enhance academic technology.

SFSU Campus Services:

Links to campus services such as the bookstore, library, disability resource center and more

About SFSU:
Links to a vast array of information about SFSU, including faculty accomplishments, student demographics, SFSU history, and FAQs.

**SFSU News Publications.**

*Campus Memo* is e-published every Monday during the academic year and every other Monday during the summer. It contains all official university announcements and general news of internal interest to faculty and staff, including a weekly calendar of university events.

*SFSU News* is updated daily and contains in-depth stories about faculty, student, and alumni accomplishments, links to the most interesting activities on campus, photos of recent campus happenings, and links to SFSU-related stories in newspapers from across the country and around the globe.

**San Francisco State University Policies and Procedures Guide:** This searchable site indexes campus-wide policies and procedures issued by the Executive and Administration and Finance areas, as well as a large number of policies from other campus units.

**A-Z of Web Sites:** An alphabetical listing of SFSU departments, programs, services, and facilities.

**Calendars:** The online *University Calendar* provides a searchable calendar of important dates and deadlines, university events, and more, available in a variety of arrays. The Executive Calendar lists all of the data required by university administrative offices, the date for submission, and to whom the data is submitted.

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**CAMPUS RESOURCES**

There are many on-campus resources that are available to faculty members. The following list is not inclusive, but highlights some of the offices and resources most commonly used by faculty.

**Audio Visual/ITV Center (AV/ITV).** The *AV/ITV Center* is the campus source for instructional media and related services. It provides all of the audio-visual services to the SFSU classrooms. The Center also supports teleconferencing, and *videotapes* classroom sessions, student presentations and special guest lecturers. The Photo department makes slides and the Graphics department helps create teaching materials for PowerPoint, transparencies or print.

**Childcare.** The *Associated Students Children's Center* provides the students, faculty, and staff of San Francisco State University with a high quality developmentally appropriate childcare program.

**Counseling and Psychological Services.** The *Counseling and Psychological Services Center* provides psychological counseling to students and consultation services to the university community.
Disability Programs and Resource Center. The purpose of the Disability Programs Unit (DPU) is to foster an environment in which aid, benefits, and services to applicants/employees with disabilities are provided in the most integrated setting appropriate. Identifying and implementing programmatic options that have the effect of increasing access while ensuring that all applicants/employees have full and equal opportunity to access the University's programs, activities, and services is the DPU's primary objective. The Disability Programs Unit provides consultation and coordinates activities in the areas of reasonable accommodation, employment, adaptive technology, physical access, resource development, and education and training. The Disability Programs and Resource Center (DPRC) is available to students to promote and provide equal access to the classroom and to campus-related activities. Students are provided assistance in coordinating a full range of support services in order that they may define and achieve personal autonomy at SFSU.

Human Relations. The Office of Human Relations (OHR) assists the University in fostering an environment that is welcoming and engaging for all people; that prepares and inspires its students for participation and leadership in a pluralistic society; and that promotes equal access for all to develop their full professional potential.

To support the environment described above, the OHR provides a range of services. The OHR works with other campus offices to develop or revise policies and procedures related to human relations. It provides consultation concerning complaint and dispute resolution. In collaboration with other departments, the OHR provides educational programs regarding diversity that enhance campus climate. The OHR also insures compliance with university, state and federal regulations with regard to equity and discrimination. The OHR includes the Affirmative Action/Employment Equity Programs and the University-wide Disability Programs and Resource Center.

Human Resources. The Department of Human Resources provides a wide variety of services and resources for current and potential faculty, staff, and administrators. Their web site includes extensive information about employment opportunities, benefit plans and programs, university policies, procedures and guidelines, payroll, financial planning and retirement, and links to relevant resources.

Information Technology. The Division of Information Technology (DoIT) manages the centralized campus systems, the campus network, telecommunications services, and provides consulting, training, and support, for instructional, Internet and business related applications. DoIT offers a wide-range of technology services to the campus community: Internet/e-mail accounts, 24-hour computing lab, help desk support, campus-wide software licenses, and online services via the Web. Students have access to online registration, grades, financial statements, class schedule searches, class schedules, address changes, transcripts and Internet/e-mail account requests. Internet/e-mail accounts can be used for e-mail, dial-in modem access, publishing a personal web page, programming coursework, and online research. Additional instructional computing tools are available to students in support of curricular activities provided through agreements with other CSU campuses: social science database archives, business databases, geographic information systems, etc. Some of the current campus-wide software licenses DoIT distributes include Microsoft Office and Visual Development Tools, Oracle databases and application development tools, and anti-virus software. Faculty have access to online class rosters which list student names, e-mail addresses, Web page links, and some prerequisite information. DoIT also provides instructional computing support to faculty requiring online coursework, video streaming, database administration, specialized IT training for classes,
and administering listserv.

DoIT offers free short courses and workshops throughout the year to faculty, staff and students on basic, intermediate and advanced skills in computers—from word processing and spreadsheets to graphics, databases and Web pages. In addition to the courses, technical assistance is provided to faculty via phone (x86825), e-mail, and walk-in (Administration West, Room 110).

For a complete description DoIT’s services and policies, visit their web site.

International Programs. The Office of International Programs (OIP) provides campus-wide leadership and coordination in implementing the university's goals for international education and exchange. It works closely with faculty, staff, students, scholars, the local community, and international alumni in supporting initiatives to internationalize the campus.

The Committee on International Programs is responsible for maintaining liaisons with departments, administrative units, institutes, and other offices or groups which affect, or are affected by, the operation of the university's international programs. These include, but are not limited to, international programs which are housed in the various colleges, exchange programs with foreign universities, and faculty groups interested in aspects of the curriculum which are directed to international studies or to international students. Members of the committee should keep themselves informed about the campus's involvement with international concerns. Members of the committee also should keep themselves informed about the needs of exchange scholars and of international students, and, if appropriate, they should bring such needs to the attention of the entire committee.

Library. The J. Paul Leonard Library web site provides links to the library’s online catalog, numerous online databases and full-text documents, information about research advice and instruction, information competence and the basic information competence requirement for students, other libraries and searching tools, and a wide variety of library services. A small amount of relevant information is summarized below:

Faculty Borrowing Privileges and Regulations

Using his/her faculty identification, a faculty member may borrow circulating books for one semester. If, after a four week borrowing period, another borrower requests that material, it must be returned within seven (7) working days after notification from the Library. Faculty may authorize one assistant, for a one semester period, to borrow library materials from most library units for the faculty member's use. This can be done by completing and filing a proxy authorization card for the main loan desk or for the service desk involved. Any borrower intending to leave the local area for more than two weeks should make arrangements to insure prompt return of all library materials charged to him/her if they are recalled. A faculty member who resigns or who will be away from the local area for his/her entire sabbatical leave or other reasons is required to return all library materials before leaving. There is no limit on the number of books a faculty member may borrow at any one time; however, they must be returned or renewed at the end of each semester. It is expected that books needed for continual consultation would be purchased by a faculty member and not provided by the library.
**Library Collections**

Faculty may recommend purchase of print and non-print items for the collections. Recommendations should be forwarded to the departmental library liaison or to the appropriate subject specialist librarian. Requests are considered carefully within the constraints of curricular needs and library allocations for departments and programs.

**Reserving Books**

At the request of a faculty member, the Reserve Book Service will place materials on reserve for student use in print or electronic formats. For further information, visit the [SFSU J. Paul Leonard Library Reserve Book web site](#).

**Inter-Library Services**

Books, journal articles, and other materials may be obtained by faculty members through document delivery services.

The Academic Senate Library Advisory Committee advises the University Librarian on the resolution of problems affecting the library in respect to its function as an all-university support service. The committee is responsible for attempting to obtain a balance between the library considered as an independent unit and the library considered as providing support service to the diversified clientele which comprises the university.

**Mail Services.** The university’s [Mail Services](#) maintains a central mailroom for the purpose of coordinating all in-coming, outgoing, and intra-campus mail. Outgoing mail must have a complete university return address, including the issuing department name. All university mail, unless otherwise marked, will be metered at the lowest possible postage rate. Call the Mail Services Manager to coordinate handling, and to determine the most economical rate, for large mailings. Postage, stamps, Fed Ex and United Parcel Service are available for sale to the campus community for their personal postal items.

For expedited processing, it is required that all incoming and intra-campus mail be addressed as follows:

**Incoming:**
Jane Jones  
Department of Chemistry  
1600 Holloway Avenue  
San Francisco, CA 94132  
**Intra-campus:**
Jane Jones  
Chemistry  
The building and office number should not be used as a destination address, since mail is sorted by department name.

**Public Affairs.** The mission of the Office of Public Affairs is to ensure that the university's constituencies have an informed and positive picture of the university and the role it plays locally, regionally, and nationally. It serves the campus in various ways: The office provides university
news and information through print and electronic media. Its staff regularly sends out information
as news releases, calendar items, feature stories, and public service announcements, and
maintains contact with education writers and other reporters. The office responds to calls from
reporters seeking faculty expertise on current issues in the news, and works with faculty in
developing op-ed pieces for newspaper and magazine editorial pages.

**Public Safety.** Call the Department of Public Safety, ext. 2222, to report any emergency that
occurs on campus. State the exact location and, if possible, the nature of the problem. Public
Safety will arrange for appropriate emergency treatment immediately. Accidents which occur
anywhere on campus or on a university-sponsored trip and which result in injury to faculty,
staff, students, or visitors must be reported to the Department of Public Safety. For additional
information about the Department of Public Safety, including crime prevention tips, crime
statistics, the CARE Program and the Emergency Preparedness Manual, see their web site.

**Publications.** The Office of Publications provides editorial, design and production services for
University departments and programs in need of printed materials. The staff offers campus
clients varying degrees of assistance -- editorial, design, and technical.

The office offers publications support for all-university publications as well as university
advancement efforts. For departments and offices preparing brochures or other publications,
Communications and Public Affairs offers advice and referrals about writing and production.
The office maintains photo files for use in university publications, and offers referrals for design,
desktop publishing, printing, photography, and more.

**Student Health Center.** The Board of Trustees of The California State University defines
those employee services which can be provided by the Student Health Center as:

- First aid treatment while on university premises
- First medical treatment of work injury
- Diagnosis and prognosis of work-connected injuries
- Some pre-employment, periodic, or OSHA-mandated physicals, or preventive measures,
  all by pre-arrangement with Human Resources

An injury or illness which would be expected to result in payment of temporary disability
compensation, industrial disability leave, or permanent disability benefits should be treated by
a State Compensation Insurance Fund-approved physician after the initial injury evaluation.
For additional information refer to the section on Workers’ Compensation or contact Human
Resources

**Telephone Services.** For information about telephone services, including directory
assistance, user guides, and department telephone services, visit the SFSU Telephone
Services web page.

**Testing Center.** The Testing Center serves the university by coordinating and administering
educationally required testing programs to include scoring, recording, and reporting results of
tests required of students for admission (undergraduate and graduate); diagnostic and course
placement purposes; credit, certification, and graduation requirements. The center provides
information about all types of tests and supplies registration materials for many educationally
required examinations. The center administers tests to students referred by academic and career
counselors. The results are used to assist them in determining educational and career goals. The center provides support to faculty by offering computer scoring and statistical analysis of classroom tests, processing of faculty evaluations, and consultation in test design and measurement. The center staff aids in conducting evaluation studies pertaining to instruction and related test programs.

**THE FACULTY: EMPLOYMENT**

Faculty employment is governed by university regulations as set forth in the policies of the Academic Senate, the Agreement between the Board of Trustees of the California State University (CSU) and the California Faculty Association (CFA): Unit 3—Faculty (hereinafter known as the Collective Bargaining Agreement); system wide regulations which implement resolution of the Trustees; Title 5 of the California Code of Regulations; Executive Orders and policy directives issued by the Chancellor and his/her designee; the laws governing the CSU in the California Education Code; and other pertinent statutes and regulations.

In case of error or possible misinterpretation, it should be understood that the Collective Bargaining Agreement, pertinent government codes and statutes, Trustee and Chancellor policy, and officially approved university policy are controlling. The Collective Bargaining Agreement is used as an inclusive term, incorporating by reference all amendments ratified by CFA and CSU subsequent to the original Collective Bargaining Agreement. Unless otherwise stated, faculty in this manual refers to Unit 3 employees in Academic Affairs. The term dean includes the eight college deans and the University Librarian.

The dean of the college/university librarian, under authority delegated by the President, offers appointment to the faculty upon the recommendation of his/her department. Normally, these appointments are on either a temporary or a probationary basis, though in exceptional circumstances a faculty member may be appointed with tenure. During probation, a faculty member is reappointed for one year at a time until a faculty member receives tenure or a terminal appointment, and probation is defined as service rendered toward qualifying for tenure. Temporary faculty are appointed as lecturers.

**Hiring Tenure-Track Faculty**

The procedures for hiring of tenure track faculty are derived from Academic Senate Policy F02-158 And Academic Senate Policy #S94-120. The Faculty Recruitment and Hiring Handbook presents detailed procedures and guidelines for the recruitment and hiring of tenure-track faculty.

**Requesting a Position.** Departments submit written requests for new tenure-track position(s) to the Provost and Vice President for Academic Affairs via the college dean, who may make a request for a tenure-track position at any time. Normally, however, these requests occur at the beginning of the academic year and no later than the deadline established annually by the Provost and Vice President for Academic Affairs, who will notify the college as soon as possible after this deadline of his/her decision, to allow adequate time for a full and thorough national search. Departments begin to recruit for tenure-track positions after the Provost and Vice President for Academic Affairs has acted upon the dean's recommendation and allocated a position and after the Faculty Affairs and Affirmative Action Offices approve the position.
description, advertising copy, and recruiting plan for the position.

**Qualifications for Tenure-Track Hire.** The qualifications for tenure-track hires are governed by Academic Senate S89-159.

**Hiring Temporary Faculty (Lecturers) and Other Faculty**

**Temporary Faculty.** The hiring of temporary faculty is governed by Academic Senate Policy F99-160 and the --Guidelines for Assigning or Offering Work to Temporary Faculty is available from the Department of Human Resources.

**Volunteer Faculty.** The university is privileged to have the services of a large number of people in various segments of the professional community of the city and the university. Such services include supervision of interns, laboratory direction, teaching of a class or scheduled lectures, and other types of experience which enhance the educational program of the university. See Academic Senate Policy F99-160, for rules governing volunteer appointments.

**Adjunct, Clinical, Distinguished, and In-Residence Faculty.** The university has developed definitions and policies regarding the employment of adjunct, clinical, distinguished, and in-residence faculty.

**Graduate Teaching Associates (GTA).** San Francisco State University graduate students who are employed at this university in fields directly related to their advanced study hold the title of Graduate Teaching Associate, not that of lecturer. Although Graduate Teaching Associates are not part of the Unit 3 collective bargaining unit, the Office of Faculty Affairs processes their appointments.

**Honoraria.** An honorarium is a one-time payment for a special lecture/seminar given by an individual for a specific class or instruction program under the direction of a SFSU faculty member or administrator. See the Human Resources Practice Guideline governing honoraria.

**Immigration Reform and Control Act (IRMA) of 1986.** All new employees must verify employment eligibility and identity with the Immigration and Control Act of 1986 Coordinator in their college office by completing INS form I-9 (revised 11-21-91).

**Non U. S. Citizens.** Non-citizens who are permanent residents or possess a valid H-1 or J-1 visa (exchange visitor permit) are eligible for employment. Fully matriculated graduate students who possess a valid F-1 visa may be eligible for part-time employment only. It is the individual's responsibility to maintain a visa status which allows employment.

**Orientation.** The Center for the Enhancement of Teaching provides a comprehensive orientation for newly hired tenure-track faculty, lecturers, and graduate teaching assistants.

**Retention, Tenure and Promotion Policies and Resources**
For information on Retention, Tenure and Promotion, please go to:
Post-Tenure Review

**Purpose.** Evaluation of tenured faculty for professional development is consistent with the university's mission of educational excellence. The primary purpose of the evaluation of tenured faculty is to benefit the faculty member through peer review. The evaluation is the department's responsibility. The most positive effects of the evaluation will be obtained at the department level and accrue to the individual. The evaluation should encourage and recognize the accomplishments of tenured faculty, and make recommendations for correcting any deficiencies. In addition, the purpose of the evaluation of tenured faculty is to consider the relationship of the faculty member to new and on-going programs of the department. Academic Senate policy #S00-122 governs the evaluation of tenured faculty for professional development and faculty should consult this document directly for all questions regarding post-tenure review.

**Evaluation of Temporary Faculty.** The procedures for the evaluation of temporary faculty are found in Academic Senate policy F99-160.

**Evaluation of Teaching Effectiveness.** Student questionnaire evaluations are required for all faculty who teach. Consult the Retention and Tenure, Promotion and Evaluation of Tenured Faculty policies for the frequency of these evaluations. The Academic Senate policy on the administration and processing of teaching effectiveness evaluation forms outlines SFSU procedures.

**Personnel Files.** The Faculty Personnel Files policy outlines the procedures for the Personnel Action File (PAF) and the Working Personnel Action File (WPAF).

**Leaving Employment at SFSU.** Each faculty member must complete the employee clearance procedures prior to the last day of work. He or she should obtain instructions from either his/her College office or the Department of Human Resources. Information about clearance procedures is found at their web site. Faculty members must turn in items such as keys, audio-visual equipment, gym equipment, library books, and their photo identification cards, and be cleared by the Payroll and Accounting Offices. Final salary warrants cannot be released until clearance procedures have been completed.

**Retirement.** The Public Employees' Retirement System (PERS) is the State of California retirement system in which San Francisco State University participates. It is coordinated with Federal Social Security. Membership is mandatory for those persons employed full-time or at a time base of .50 for a period of employment of one academic year. PERS is a Defined Benefit Plan and the benefits are calculated using the following formula: (years of service) x (age factor) x (average salary). Employees may retire at age fifty with five years of service credit. Brief summaries about certain aspects of retirement follow. Detailed information about retirement is found at the SFSU Human Resources web site and faculty members considering retirement should meet with a Human Resources representative early on in their planning process.

**Social Security.** Social Security (OASDI) deductions are coordinated with Public Employees' Retirement deductions. All employees in one or more positions which total 50% or more are required to contribute to Social Security and the retirement system unless specifically exempted.
by the retirement law. All employees, whether or not contributing to Social Security, must contribute to Medicare.

**Pre- and Post-Retirement Work.** Faculty may be eligible to work under three types of employment plans related to retirement: Pre-retirement Reduction in Time Base Program; Faculty Early Retirement Program; and Post-retirement Program.

**Faculty Early Retirement and Pre-retirement Reduction in Time Base.** Under the Faculty Early Retirement Program, an eligible faculty member actually retires but, subject to certain conditions, is entitled to teach one semester a year at the preceding year's time base or two semesters a year at fifty percent of the preceding year's time base. Under the Pre-retirement Reduction in Time Base program allows academic employees to phase into actual retirement through reduction in time base to an average of two-thirds, one-half, or one-third of full-time while maintaining full retirement credit and other benefits for a maximum of five years. The two programs are quite different. If a faculty member is interested, he/she should contact the Department of Human Resources to explore the relative advantages and disadvantages of each one with respect to salary and benefits.

If a faculty member plans to participate in either the Early Retirement Program or the Pre-retirement Program he/she must submit a written statement to the Dean of Faculty Affairs via the department chair and college dean at least six months prior to the effective date. Participation in the Early Retirement Program must commence at the beginning of the academic year. The Pre-retirement Reduction in Time Base Program may start either at the beginning of the academic year or fiscal year. Both programs are limited to five consecutive academic or fiscal year's participation.

**Employment of Retired Faculty.** Public Employees' Retirement System (PERS) regulations contained in the Government and Education Codes permit the employment of retirees under certain conditions without reinstatement from retirement or loss of retirement benefits. Additional information about the employment of retired faculty may be obtained from the Office of Faculty Affairs. Information about retirement benefits may be obtained from Human Resources.

**Emerita/Emeritus Status.** At the time of full service retirement, the title Emerita/Emeritus shall be conferred on every tenured member of the faculty who has served the university for at least ten years in full-time employment or the aggregated equivalent of at least ten years of full-time in part-time employment.

**Salary, Benefits, Leaves, and Related Information**

**Overview**

An overview of salary and benefits information for tenure-track faculty has been developed by the Department of Human Resources.

An overview of salary and benefits information for lectures has been developed by the Department of Human Resources.

**Salary**
Faculty Salary Plan. Faculty salaries are based upon a schedule established by The California State University through procedures governed by Article 31 of the Collective Bargaining Agreement. For probationary and tenured faculty, the determination of salary depends upon academic rank.

Service Salary Step Increases (SSI). A Service Salary Step Increase are refers to upward movement on the salary schedules. Adjustments are determined by the parties to the Collective Bargaining Agreement during salary and benefit negotiations annually and are limited to eight (8) Service Salary Step Increases for probationary/tenure track personnel. In those years that the parties have specifically negotiated the award of SSI's, upon the determination by the appropriate administrator that an employee has performed in a satisfactory manner in carrying out the duties of his/her position, the employee shall receive such a salary adjustment.

Step Increases for Market Equity. The President may grant up to eight (8) steps to a probationary or tenured faculty unit employee to address market or equity considerations. Applications for market-based step increases shall include documentation supporting the market-based salary lag or bona-fide offer of employment from another college or university. Applications must be submitted to the department chair and President or designee.

Academic Year Faculty Salary Plan (Pay Warrants). Academic-year faculty work five months each semester. The calendar for each academic year is available in the department office. For each five-month semester of approximately eighty-two working days, faculty are paid six monthly salary warrants.

Temporary faculty employed for two semesters during the same academic year will receive twelve salary warrants, but will receive their final two checks on or about August 1 or September 1. Temporary faculty employed for one semester only will receive 1/12th of the annual salary for the first five months of that semester, plus a sixth salary warrant approximately a month after separation.

Pay Days. The Staff and Faculty Pay Day Schedule is available in department offices. College or department office coordinators distribute salary warrants in the afternoon of the last day of each pay period. The last day of each pay period does not always fall on the last day of the month. New faculty in attendance on the first scheduled academic work day of a semester will receive the first salary warrant approximately October 1 for the fall semester, approximately March 1 for the spring semester. Faculty should review each month the pay warrant deduction statement which accompanies their pay warrant to make sure their deductions are accurate. If any unexplained change occurs, the employee should notify the Department of Human Resources immediately.

Faculty Salary Docks. When faculty members miss a scheduled academic work day because of a late start in employment or an absence not covered by paid leave, it is necessary to dock the salary. A faculty salary dock occurs in two increments. The first increment, which is partial, occurs during the month in which the absence takes place. The second increment will occur during the month the sixth salary warrant is issued. The combination of the two increments will be equivalent to a reduction in salary for that semester by the fraction of academic working days missed during the total semester; i.e., if the semester has eighty-two working days, the total dock for one day missed will be 1/82nd of the salary for six months. For more specific information, please contact the Payroll Office.
The “August Hole”. The distribution of pay warrants requires that for academic-year faculty, the sixth salary warrant of the fall semester, normally due on or about February 1, is distributed on or about August 1. In this way, the faculty member avoids having two pay warrants on February 1, and none on August 1. This means, however, that faculty taking Academic Leave Without Pay in the fall semester will find themselves without a pay warrant in the succeeding August and should plan for that eventuality.

### Distribution of Pay Warrants

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**Benefits**

Detailed information about benefits, including health, dental, and vision plans; life insurance; long term disability insurance; family and medical leave; and many other programs is available at the Human Resources Benefits web site.

**Leaves**

**Sick Leave.** Sick leave is governed by Article 24 of the Collective Bargaining Agreement. Faculty work and are paid on the basis of the total number of academic work days scheduled for the university, not just the days his/her individual classes are scheduled. Faculty are on work status on each academic work day. Full-time faculty members earn sick leave on the basis of eight hours per month regardless of the number of scheduled academic days in the month and regardless of the number of days they are assigned classes. Proportionate amounts are earned for part-time service. Sick leave is earned in each month for which a faculty member receives a pay warrant, including, for example, June, July, and August and during periods of leave with pay.
Sick leave may be accumulated without limit. It is not accumulated during periods covered by leaves without pay, though previous accumulation is retained.

When faculty members are ill and absent on any single academic work day, that day must be charged against accumulated sick leave. When faculty members are ill and away for several days, sick leave is charged for the total number of academic work days during the entire period of illness, not just the days on which the faculty member is assigned classes. Full-time faculty members are charged eight hours per day for each academic work day missed. Part-time faculty members are likewise charged for each academic work day, but at the proportionate rate at which they accumulate credit. A faculty member may be required to provide a physician’s statement or other appropriate verification for absences after three (3) consecutive days charged to sick leave.

Accumulated sick leave may, under specific conditions, be used for personal health problems, family illness or injury, family death, or an extension of the maternity/paternity leave benefit. It is the responsibility of each university employee to report the days he/she is unable to report to work. It is the responsibility of the supervisor of each unit/department/college to insure that absences from work are properly recorded on each employee's attendance report. The supervisor’s signature on the Monthly Attendance Report certifies the accuracy of the attendance information.

If a faculty member is absent and his/her classes are covered on an emergency basis by a teaching assistant or another faculty member, he/she still must be recorded as absent. If the employee requests that sick leave be used to cover the absence, it is the responsibility of the supervisor of the area/department/college to verify that it is appropriate to use sick leave.

Sick leave credit accumulates from the beginning date of employment, and it may be used after the employee has completed one month of continuous employment. Sick leave may be used in increments of one hour or more, but may not be used prior to the date on which it was earned. More than four consecutive days’ absence normally requires a doctor's note.

**Personal Leaves with Pay**

Personal Leaves with Pay are governed by Article 23 of the Collective Bargaining Agreement and include paid bereavement leave, paid maternity/Paternity leave, jury duty leave, leave to vote, absence as a witness, emergency leave and military leave. Information about personal leaves with pay is available at the Paid Leaves section of the Department of Human Resources Benefits web site.

**Professional Leaves with Pay**

Professional Leaves with Pay are governed by Articles 27 (Sabbatical Leaves) and 28 (Difference in Pay Leaves) of the Collective Bargaining Agreement. All procedures for sabbatical and difference in pay leaves are administered according to Academic Senate Policy S99-18, Leaves with Pay. Eligibility for these leaves is as follows:

**Sabbatical Leaves.** "A full-time faculty unit employee, except as modified by provision 27. 18, shall be eligible for a sabbatical leave if he/she has served full-time for six (6) years at that campus in the preceding seven (7) year period prior to the leave and at least six (6) years after any previous sabbatical leave or difference in pay leave. Credit granted towards the completion of the probationary period for service elsewhere shall also apply towards fulfilling
the eligibility requirements for a sabbatical. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements."

**Difference-in-Pay Leaves.** A full-time faculty unit employee shall be eligible for a difference in pay leave if he/she has served full time for six (6) years at that campus in the preceding seven (7) year period prior to the leave. Credit granted towards the completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for a difference in pay leave. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements, nor shall it fulfill the obligation in 28. 16. A faculty unit employee will be eligible for a subsequent difference in pay leave after he/she has served full time for three years after the last sabbatical leave or difference in pay leave and has satisfied the obligation in 28. 16. -

For further information sabbatical or difference in pay leaves, consult the Academic Senate Leaves with Pay Policy or the Office of Faculty Affairs and Professional Development.

**Personal Leaves without Pay**

Personal leaves of absence without pay may be granted by the President. A personal leave of absence without pay may be for purposes of unpaid sick leave, outside employment, maternity/paternity, family care leave, or other purposes of a personal nature. No service credit shall accrue toward probation, sabbatical eligibility, difference in pay eligibility, service salary increase eligibility, or seniority except as provided in provisions 22.22 and 22.23 of the Collective Bargaining Agreement.

Tenured/tenure-track faculty who voluntarily reduce their time base in order to pursue outside employment or other personal interests are considered to be on personal leave without pay, whether full-time or part-time.

Family care and medical leave shall refer to a leave for reason of the birth of a child; placement of a child in connection with adoption or foster care; care of a child, parent or spouse who has a serious health condition; or for one’s own serious medical condition. Maternity/paternity leave shall refer to a leave for the purpose of a parent preparing for the arrival of a new infant and the care of a new infant. Additional documentation is required for family care, medical, and maternity/paternity leaves without pay. Please contact a Benefits Coordinator in the Department of Human Resources.

Taking a leave of absence without pay has a substantial effect on the faculty member's benefits. Faculty members are strongly encouraged to contact the Department of Human Resources about the potential impact of leave without pay on their benefits.

It is the practice of the university to deny personal leaves without pay which exceed two years or when the leave is for the purpose of taking a tenured or tenure-track position at another university. Refer to Article 22 of the Collective Bargaining Agreement for further information about eligibility and other aspects of a personal leave of absence without pay.
Professional Leaves without Pay.

Professional leaves of absence without pay may be granted by the President. A professional leave of absence without pay may be for purposes of research, advanced study, professional development, or other purposes of benefit to the campus. Professional leave without pay may not be taken for outside employment. Outside employment, defined as remunerative activity that does not contribute to the campus, is considered personal leave without pay.

A faculty member on a professional leave without pay shall, when otherwise eligible, accrue service credit toward probation, sabbatical eligibility, difference in pay eligibility, service salary increase eligibility and seniority. Taking a leave of absence without pay has a substantial effect on the faculty member's benefits. Faculty members are strongly encouraged to contact the Department of Human Resources about the potential impact of leave without pay on their benefits.

It is the practice of the university to deny professional leaves without pay which exceed two years. Please refer Article 22 of the Collective Bargaining Agreement for additional information about maximum eligibility periods and other aspects of a professional leave of absence without pay.

Additional Employment. Article 36 of the Collective Bargaining Agreement governs additional employment. Additional employment is any employment compensated by CSU, funded by the general fund or non-general funds including CSU auxiliaries, that is in addition to his/her primary or normal employment as a faculty unit employee.

If the faculty member holds more than one appointment, primary or normal employment shall refer to an appointment of more than a fifty percent (50%) time base. If no appointment is greater than fifty percent time base, the normal employment shall refer to the appointment deemed normal by CSU.

Faculty must inform the President, at the time of appointment, of any appointments elsewhere in CSU.

The "25% overage" as used in the Collective Bargaining Agreement, is calculated as a percentage of full-time workload or, when appropriate, full-time time base. A faculty member's total additional employment shall not exceed a total of twenty-five percent (25%) overage.

See the Human Resources Practice Directive concerning additional employment.

Limitation on Additional Employment. The faculty member is limited in CSU employment to the equivalent of one (1) full-time position in his/her primary or normal employment. An "overage" of 25% of his/her full-time position shall be allowed if the overage employment:

- consists in employment of a substantially different nature from his/her primary or normal employment,
- is funded from non-General Fund sources, or
- is the result of the accrual of part-time employment on more than one campus.
**Outside Employment.** Outside employment is governed by Article 35 of the Collective Bargaining Agreement. Outside employment shall not conflict with normal work assignments or satisfactory performance of all duties of the faculty unit employee. Upon written request directed to an individual full-time faculty unit employee by the appropriate administrator, the faculty unit employee shall provide a written statement of the amount and approximate distribution of time devoted to continuous outside employment during the academic term to which he/she has been appointed. Such requests may be made when the appropriate administrator has determined that such information is necessary to ascertain compliance with provision 35.1 of the Collective Bargaining Agreement.

**Incompatible Activities.** Full-time employment within The California State University imposes upon each employee the obligation to devote that degree of effort and attention to the duties necessary to execute fully all the demands of the position, whether appointed on a nine-, ten-, or twelve-month basis.

Section 19251 of the Government Code (California) states:

"A state officer or employee shall not engage in any employment, activity, or enterprise which is clearly inconsistent, incompatible, in conflict with, or inimical to the duties as a state officer or employee or with the duties, functions or responsibilities of the appointing power or the agency by which he/she is employed . . . -

"Each state officer and employee shall during hours of duty as a state officer or employee . . . devote full-time attention and efforts to the state office or employment."

Full-time employment within The California State University imposes upon each employee the obligation to devote that degree of effort and attention to the duties necessary to execute fully all the demands of the position, whether appointed on a nine-, ten-, or twelve-month basis.

**Financial Disclosure/Conflict of Interest.** State law requires certain designated university officials to file an annual disclosure of certain personal financial interests and to disqualify themselves from participating in decisions involving financial self-interest. While most faculty members are not affected by the disclosure law, university policy does require all university employees to notify their supervisor of any pending decision in which a conflict is present or may arise, to enable the decision to be made by someone other than the employee confronting the conflict.

There is a detailed university policy on Conflict of Interest. A copy is available in the Department of Human Resources. It is prohibited to enter into private contracts with vendors or agencies without seeking prior authorization from the Purchasing Office and other appropriate administrators if the contract involves the use of university property or facilities.

**Layoff.** Layoff procedures are governed by Article 38 of the Collective Bargaining Agreement.
FACULTY GOVERNANCE

The Academic Senate. The Academic Senate, subject to established policies and regulations of the Legislature and the Trustees and the concurrence of the President of the University, formulates policies and procedures regarding:

- Appointment and review of academic administrators;
- Faculty appointment, retention, tenure, promotion, leave and dismissal;
- Curriculum and instruction;
- Library and research;
- Student affairs, admissions, retention, awarding of grades and graduation;
- Business and fiscal matters;
- Campus development;
- Academic and professional standards;
- Mission and goals;
- Other matters about the welfare and excellence of the University.

The Senate participates in five types of committees:

- Standing Committees
  - Academic Policies Committee
  - Academic Program Review Committee
  - Curriculum Review and Approval Committee
  - Faculty Affairs Committee
- All-University Committees
- Ad Hoc Committees
- Committees on which Senate has liaison representatives
- Committees for which faculty members are recommended by the executive appointment

See a list of all Academic Senate committees, with the committee charge and membership parameters.

For detailed information about the Academic Senate, including policies, meeting agendas and minutes, and resolutions, see their web site.

Temporary Faculty Participation in Governance. University governance involves participation in the decision making and administrative processes at all levels. Lecturers are encouraged, but cannot be required, to take part in the broad range of governance activities which are essential to the functioning of the University. Such activities include, but are not limited to, (1) the exercise of both voice and vote in department and school faculty meetings, (2) service on department, College and University Committees, (3) sponsorship of extracurricular campus groups and/or events, and (4) student advising beyond one's instructional assignment(s). For more information about lecturer participation in university governance, view the Academic Senate policy temporary faculty.
FACULTY RIGHTS AND RESPONSIBILITIES

**Academic Freedom and Responsibility.** Academic freedom for all members of the academic community demands that channels of administrative communication be open in both directions, and that they be used regularly and effectively. In 1969-70, the Academic Senate created a Committee on Academic Freedom, elected by the faculty. The committee formulated seven specific Guidelines for Academic Freedom and Responsibility. These guidelines were adopted by the Academic Senate on November 9, 1971.

**Affirmative Action**

**Academic Affirmative Action.** An Affirmative Action Policy for San Francisco State University was first issued in September 1971, in conformity with federal legislation. The current Academic Affirmative Action Statement is found at Academic Senate Policy S99-124. See the charge and responsibilities of the Academic Affirmative Action Committee.

**Nondiscrimination.** It is the policy of the CSU to provide equal employment opportunities to all applicants and employees regardless of race, color, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability, disabled veterans or Vietnam era veterans' status. Employment, retention and advancement of employees shall be based on merit and be responsive to the needs of the CSU for quality and excellence.

**Faculty Affirmative Action Program for the Disabled, Disabled Veterans, and Vietnam-Era Veterans.** It is the policy of San Francisco State University to assure equal employment policies and practices for faculty who are handicapped in conformance with Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries about the provisions of this Act should be directed to the campus Affirmative Action Office.

This policy provides that persons who are covered by this Act are assured of equal consideration in the areas of recruitment, hiring, promotion, award of tenure, rate of pay, fringe benefits, terminations, and privileges of employment,

**Definitions.** “Handicapped individual is any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities; b) has a record of such impairment; or (c) is regarded as having such an impairment. A person is "substantially limited" if he/she is likely to experience difficulty in securing, retaining, or advancing in employment because of a handicap.

**Reasonable Accommodation.** This Act also provides that the campus shall make "reasonable accommodation" to the known limitation of an otherwise qualified handicapped applicant or employee unless the accommodation would impose an undue hardship on the campus.

"Reasonable accommodation" may include (a) making facilities used by employees reasonably accessible to and usable by handicapped persons, and b) job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions (Section 84. 12).

Faculty who wish to make requests under the reasonable accommodation provision must do
so through their department chairs or college deans.

**Assigned Time.** Assigned time permits a reduction in the classroom teaching load for the particular semester in which it is awarded. A faculty member may be awarded assigned time according to the categories listed below. At the end of the semester in which assigned time is awarded, he/she must submit a brief report about his/her use of the assigned time. Completed reports must be signed, compiled, and sent to the office of the Dean of Faculty Affairs by the date specified on the Executive Calendar.

**Categories of Assigned Time are:**

- Excess Enrollments
- New Preparations
- Course or Supervision Overload
- Non-traditional Instruction
- In-service Training Activities for K-12 Personnel
- Credit by Examination/Evaluation
- Instructional Support for Graduate Students
- Special Instructional Programs
- Instructional Experimentation, Innovation, or Instructionally-Related Research
- Advising Responsibilities
- Instruction-Related Committee Assignments
- Curricular Planning or Studies
- Accreditation Responsibilities
- Instructional-Related Facilities Planning
- CFA Activities

Assigned time for school-related responsibilities must be reviewed and approved by the college dean. Questions about the availability of college assigned-time should be referred to the college dean. The Vice President for Academic Affairs awards assigned time for certain all university assignments, such as service on the Academic Senate, University Promotions Committee, or General Education Council. See EP&R 76-36 for a complete definition of assigned time.

**Attendance.** The work year for faculty members is defined by regulation as beginning on Monday of the week preceding that in which instruction begins in the fall semester and ending following commencement exercises in the spring. Faculty are expected to be on duty during the registration periods at the beginning of each semester, and are expected to meet classes at the scheduled hours and places. Any anticipated absence or change must be reported to and approved by the department chair in advance. Arrangement can then be made for a substitute. In the case of emergency absence, the department or college office should be informed in sufficient time to make appropriate arrangements to cover classes.

**Department Chairs.** Administration and leadership of each academic department are provided by a chair who is a member of the department's faculty. The department chair also serves as representative and advocate for the department within the college, university, community, and profession.

**Grievance Procedures.** Article 10 of the Collective Bargaining Agreement establishes
grievance procedures for alleged contract violations and faculty status matters. A "grievance" is defined as "an allegation concerning a claimed violation, misapplication, or misinterpretation of a specific term or provision of this Agreement." A "faculty status matter" is defined as "a dispute involving solely a decision not to reappoint, promote, or tenure." Faculty unit employees should refer to the Collective Bargaining Agreement for detailed procedures governing grievances. The President has designated the University Counsel to have general charge of the administration of faculty grievances and to represent the university in grievance matters at the campus level.

Intellectual Property
On January 8, 1997, the California State University and the California Faculty Association reached tentative agreement on a memorandum of understanding on the subject of intellectual property rights.

Academic Senate policy #S01 governs the policy and procedures concerning the intellectual property associated with the creation of online instructional materials in any format.

Nepotism. See the SFSU policy on nepotism.

Office Hours. Faculty are expected to keep a minimum of four office hours per week, during which they will be available for conferences with students and advisees. Where non-teaching obligations require additional office hours, these should be provided. Each faculty member should post office hours and teaching schedules on the office door, supply the department secretary with similar information, and adhere strictly to the schedule posted.

Part-time faculty are expected to maintain one office hour per week for each three-unit class.

Progressive Discipline

Reprimands. Refer to Article 18 of the Collective Bargaining Agreement. Written reprimands require five days prior notification to the faculty member before the reprimand is placed in the Personnel Action File. Faculty have the right to request a meeting and to attach a rebuttal to the written statement.

Disciplinary Action Procedure. Faculty are subject to discipline for those actions or conduct that exert a harmful effect upon the academic functions of the university, those that adversely affect the teaching process, students, other faculty members, or the proper administration of the university. The President initiates the Disciplinary Action Procedure and designates an appropriate administrator to review the matter.

Refer to the Collective Bargaining Agreement for detailed procedures governing formal disciplinary action.
SEXUAL HARRASSMENT POLICIES AND PROCEDURES

The university’s policy and procedures related to sexual harassment are found in University Executive Order #95-18.

Whistleblowing. Resources and contacts are available to report improper governmental activities. For campus policies and procedures fraud, refer to University Executive Directives 02-25 and 02-26 or see the Whistle Blower Hotline Information [PDF].

Workload.

- The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession, and to the community.

  Faculty members have additional professional responsibilities such as: advising students, participation in campus and system wide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions.

- The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.

- The professional responsibilities of faculty members include research, scholarship and creative activity which contribute to their currency, and the contributions made within the classroom and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.

It is the professional responsibility of each faculty member to meet classes (including the final examination period) according to specified departmental/university schedules; to know and to observe departmental, college, and university deadlines for such obligations as class verification reports, grade reports; and to act in a timely fashion upon student petitions involving their class requirements.

The assignment of a librarian may include, but shall not be limited to, library services, reference services, circulation services, technical services, on-line reference services, teaching in library subject matter, service on system-wide and campus committees and task forces, and activities that foster professional growth, including creative activity and research.

Rules governing faculty workload are governed by Article 20 of the Collective Bargaining Agreement.
FACULTY PROFESSIONAL DEVELOPMENT

Office of Faculty Affairs and Professional Development. The Office of Faculty Affairs and Professional Development serves the faculty in a variety of ways, including coordination of hiring, retention and tenure, post tenure review and promotions processes; administration of internal grants and awards programs; provision of professional development programs and workshops, and individual consultation to faculty. The Boyer Model of Scholarship serves as the conceptual framework for all of the activities of the Office of Faculty Affairs and Professional Development.

Under the aegis of the Academic Senate, the Professional Development Council (PDC), serves as the primary advisory body for faculty professional development in research, scholarship, curricular and instructional development, and creative activities. In addition, the PDC evaluates and recommends funding of proposals for internal award programs pertaining to faculty professional development.

Internal Grants and Awards. A list of internal grant and award opportunities for faculty at San Francisco State University in the areas of teaching, research, scholarship, and creative activities provides summary information. Detailed information and online applications are available through the Office of Faculty and Professional Development. Faculty members should also check with their department chairs and college deans about other funds that may be available for research and special projects.

Faculty Professional Development Resources

Many SFSU offices and department are committed to providing a wide variety of faculty development opportunities. Among them are:

Center for the Enhancement of Teaching. The CTFD promotes and supports teaching excellence by responding to the needs of the San Francisco State faculty as they meet the demands of teaching, conducting research, and working in and for an urban community defined, in great part, by its diversity. Through workshops, consultations, seminars, discussion groups, and one-on-one support, CET provides intensive support for teaching and learning at SFSU.

Office of Community Service Learning. The OCSL is responsible for coordinating and promoting campus efforts to incorporate community service learning into the curriculum at San Francisco State University. The Office provides a link between as well as on-going support to faculty, students and community agencies involved in community service learning. For more information about community service learning and OCSL, visit their web site.

Office of Research and Sponsored Programs. The ORSP helps SFSU faculty members obtain and manage funds to support research, student training, and community-based projects. Pre-award services include assistance in finding funding and guidance in proposal submission. Post-award services include personnel administration and assistance with compliance with externally funded project policies and procedures. For detailed information about ORSP, including required forms and checklists and the services offered, visit their web site.

University Development Office. The University Development Office (http://www.sfsu.edu/~develop/mission.htm) submits proposals for funded projects to private
foundations and corporations.

San Francisco State University Foundation, Inc. The San Francisco State University Foundation, Inc., formed in 1946, is a non-profit, tax-exempt corporation established under the corporation code of the State of California to administer the fiscal and legal aspects of funds received for research and other project activity. The Foundation is governed by a nine-member Board of Directors. The Foundation is tax exempt under Internal Revenue Code Section 501 (c) (3). Donors and grantors may give gifts to San Francisco State for specific university purposes and obtain tax benefits.

Committee for the Protection of Human Subjects. The Committee for the Protection of Human Subjects (CPHS) is an administrative committee of the university charged with the responsibility for reviewing research and related activities involving human subjects in order to assure that the rights of such subjects are safeguarded.

University Animal Care and Use Committee. The University Animal Care and Use Committee (UACUC) is an administrative committee of the university charged with the responsibility for reviewing research and related activities involving animals in order to assure that appropriate care is taken in their handling. Several protocols direct the use of human or animal subjects in research.

San Francisco Urban Institute. The SFUI is a nonprofit research and action project of San Francisco State University. Its purpose is to bring together resources from both the university and the community to address the most critical issues of San Francisco and the Bay Area: economic development, work force preparation, urban environmental restoration, inner-city education and health, business and community development. The Urban Institute provides a variety of workshops and services for faculty who are pursuing their scholarly agendas in the community. For detailed information about the programs and services of the Urban Institute, visit their web site.

Faculty Development Days. Except for the possibility of a general faculty meeting, Faculty Development Days shall be devoted to matters focusing on teaching, research, and/or curricular development. Faculty members, individually or in groups, shall be expected to file their developmental plans with their department chairs. Faculty members of departments or programs may decide to use all or part of the week to explore matters of curricular change or pedagogical development and will be expected to participate in Faculty Development Days.

HIGHER EDUCATION IN CALIFORNIA

San Francisco State University is one of twenty-three campuses in The California State University system, all of which operate under a Master Plan enacted by the California State Legislature in 1960. Under the plan, the principal policy and administrative responsibilities for The California State University system were vested in the Trustees of The California State University and in its administrative-executive arm, the Office of the Chancellor. The Trustees form a board consisting of sixteen members appointed by the Governor, and five ex officio members: the Governor, Lieutenant Governor, Superintendent of Public Instruction, the Speaker of the Assembly, and the
Chancellor, who serves as the chief executive of the system. Terms of the Trustees are presently set at eight years. While the Trustees and the California State University and the Chancellor set broad policy for the system, they delegate much responsibility to presidents at each of the twenty-three campuses which comprise The California State University system. A Statewide Academic Senate composed of representatives of the faculty at each campus consults with the Chancellor and makes recommendations to him/her regarding academic matters. Under the provisions of the Master Plan, the three main divisions of California higher education have the following foci:

**Community Colleges**

Instruction in these institutions includes standard collegiate courses for transfer to higher institutions, pre-employment vocational and technical training, and general or liberal arts courses. The community colleges may confer the degree of Associate of Arts upon the satisfactory completion of the required units and courses.

**The State University**

The State University instructs undergraduate and graduate students through the master's degree level, in liberal arts and sciences, in applied fields, and in the professions, including the teaching profession. Under special arrangement, doctoral degrees may be awarded jointly by The California State University and the University of California.

**University of California**

Like The California State University system, the University of California also instructs in liberal arts, sciences, and professions, but in addition has exclusive jurisdiction in law, graduate instruction in medicine, dentistry, veterinary medicine, and architecture, and is the state's primary agency for research, although the system is permitted to make reasonable provision for the use of its libraries and research facilities by qualified faculties of other institutions of public higher education in the state.