PROPOSED RESOLUTION ON BEST PRACTICES FOR LECTURER FACULTY

Whereas: San Francisco State University has an educational mission focusing on fairness and inclusion, and a commitment to academic freedom and equity for all faculty, including lecturer faculty and regardless of faculty rank; and

Whereas: When faculty have inequitable and inadequate access to resources this directly impacts student instructional experience and, ultimately, student success; and

Whereas: San Francisco State University recognizes the ways in which strong teaching is a result of active professional development; and

Whereas: The percentage of lecturer faculty members at San Francisco State University has increased steadily to a current level of 54% of total faculty; and

Whereas: Lecturers provide a vital role across the university in departmental ability to provide courses that meet or expand their curricular goals; and

Whereas: Under very challenging conditions, lecturer faculty provide expertise in critical courses; their flexibility enables San Francisco State University to expand class schedules to serve more students; and their teaching helps our students to develop “real world” perspectives; and

Whereas: The Senate has adopted and published on its website “Principles Concerning Lecturer Faculty,” and this document seeks to reiterate and expand on those principles; therefore, be it

Resolved: That lecturers are professional educators who should be granted the same academic freedom over their teaching as tenure-line faculty. The right to exercise judgment over course material, testing, and grading is central to the educator’s role and should be inviolate, subject to the limitations of the law, the CBA, and university policy; and let it further be

Resolved: That as San Francisco State University’s strategic planning involves a commitment to support all faculty in maintaining excellence in teaching, research and professional practice, lecturers shall be given the opportunity to propose new courses that serve both their departments and their professional development, and as a courtesy, chairs should consult with each lecturer about the type of courses they are qualified to teach and when appropriate honor their requests, just as such consultation is made with tenure line faculty; and let it further be

Resolved: That to best serve our students, lecturers should have the same access to Departmental and College resources as do tenure-line faculty, including but not limited to: inclusion on departmental websites, mailboxes, office space, telephone extension and voicemail, functional and current computing resources, access to printing and other duplication amenities, resources to support professional development, business cards; and let it further be

Resolved: That lecturers should be informed of and have access to orientation programs to facilitate lecturers’ integration into the University, College, and Departments. Orientation programs should provide information about department, college, and university policies and practices, and delineate expectations of teaching. They should also include information about resources to support teaching and opportunities to contribute to the academic culture of the department, college, and university.