




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ACADEMIC SENATE POLICY

December 8, 2021

TO: Lynn Mahoney, President
San Francisco State University

FROM: Teddy Albinak, Chair
Academic Senate 

RE: **Senate Policy #F21-291 Temporary Modification of Academic Senate Policy #F15-160 Policy Resolution on Lecturer(Temporary) Faculty**

SOURCE COMMITTEE:
Faculty Affairs Committee

SENATE ACTION:

At its meeting on Tuesday, December 7, 2021, the Academic Senate approved **Senate Policy #F21-291 Temporary Modification of Academic Senate Policy #F15-160 Policy Resolution on Lecturer (Temporary) Faculty**

We solicit your concurrence. Thank You.

ecc: Jennifer Summit, Provost and Vice President for Academic Affairs
Carleen Mandolfo, Associate Vice President of Faculty Affairs and Professional Development
James Martel, CFA Chapter President
Deborah Masters, University Librarian
Deans and Associate Deans,
Dept Chairs

PRESIDENTIAL ACTION

APPROVED

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01/20/2022 | 4:07 PM PST
Date: _____



**SAN FRANCISCO
STATE UNIVERSITY**

Policy #: S22-291
Supersedes: S20-291
Senate Approval: 12/07/2021
Presidential Approval: 01/20/2022
Effective: Immediately
Last Review: Fall 2021
Next Review: Fall 2022

Temporary Modification of Academic Senate Policy #F15-160: Policy Resolution on Lecturer (Temporary) Faculty

Source Committee: Executive Committee

Unit(s) Responsible for Implementation: Division of Faculty Affairs and Professional Development

Consultations: AVP for Faculty Affairs, SFSU Chapter of the CFA, College Deans and University Librarian.

Rationale

As a result of the COVID-19 epidemic, SFSU suspended in-person classes in Spring 2020 and directed that faculty move to remote instruction. The suspension of in-person classes continued in Summer 2020, Fall 2021, Spring 2021, and Summer 2021. In Fall 2021, in-person classes resumed, but only 33% of classes were in-person, and these were affected by mask mandates and other university, city, state, and federal rules and regulations. In Spring 2022, SFSU plans to offer 50% of classes in-person. While these changes were instituted for good public health reasons, they have necessarily disrupted faculty work. As the Academic Senate of the CSU's Resolution AS-3500-21/FA recognizes, the impacts on teaching have been extreme. With respect to teaching, faculty have had to adjust to major changes, including the shift to online instruction, online student assessment, and masked teaching, along with reduced access to archives, libraries, laboratories, offices, studios, and other teaching-related resources and spaces. There have also been reduced opportunities to innovate with new course proposals.

Lecturer faculty are coping with a myriad of professional challenges and disruptions to their work caused by the viral and racial pandemics. The degradation of social support systems such as child care, elder care, educational facilities for school-age children, and health care systems that enable society to function compounds professional difficulties in this historical moment. The lack of separation between public and private life means that lecturer faculty are trying to teach while managing a mixture of often intense personal challenges.

Furthermore, the current crises mean that many lecturer faculty are engaged in high levels of emotional labor in support of students and colleagues beyond normal expectations. The negative impact of the ongoing health, environmental, and social

crises does not affect all faculty equally and research has demonstrated that faculty who are female and/or Black, Indigenous, and people of color are disproportionately affected and are called upon much more heavily to provide emotional labor support.¹

Policy

The Academic Senate reminds all department chairs, program directors and school directors to follow the requirements of Article 12.29 of the Collective Bargaining Agreement (CBA) that outlines the assignment of work order for all unit 3 faculty (including coaches, counselors, and librarians).

The Academic Senate calls for the following:

- A. The Provost shall place a letter in every faculty member's PAF that provides the context for understanding the circumstances surrounding the periods including Spring 2020, Summer 2020, 2020-2021, Summer 2021, and 2021-2022. The Provost's letter would be for ALL faculty, because teaching effectiveness and/or primary assignment; professional achievement and growth; and contributions to campus and community were affected during these periods.
- B. Inclusion of Student Evaluations of Teaching Effectiveness (SETEs) for Spring 2020, 2020-2021 (inclusive of Summer 2020) and 2021-2022 (inclusive of Summer 2021) in a lecturer faculty member's Personnel Action File (PAF) and Working Personnel Action File (WPAF) shall be at the sole discretion of the lecturer faculty member, subject to the rules below. Lecturer faculty may exclude SETEs from specific courses or specific terms during the period covered by this policy (Spring 2020 through Spring 2022). However, lecturer faculty may exclude SETEs from no more than five Fall or Spring terms; and those who are teaching in Spring 2022 must include SETEs from a minimum of one course in that term. No lecturer faculty shall be penalized in any way for exercising their right to exclude the results of their SETEs from Spring 2020, 2020-2021 (inclusive of Summer 2020), and/or 2021-2022 (inclusive of Summer 2021). Departments are encouraged to utilize other forms of authorized teaching assessments (including peer assessment, assessment of course design, student letters, and assessment of course materials) when lecturer faculty elect to exclude SETEs.
- C. In lieu of or in addition to SETEs, lecturer faculty are encouraged to solicit

informal, anonymous feedback from students during the semester regarding their experiences to help faculty to improve students' experiences. This feedback will not be included in the PAF. Departments are also encouraged to provide peer assessments to strengthen the teaching effectiveness of all faculty.

- D. Refer to Sections 15.23-15.34 of the Collective Bargaining Agreement for other aspects of the evaluation process for lecturer faculty.
- E. Those at all levels of review (peer review, department chair and college dean/university librarian) are urged to be as flexible as possible and remain cognizant of the disruption caused by COVID-19 in evaluating teaching effectiveness and/or primary assignment for lecturer faculty working at SF State during the 2020-2021 and 2021-2022 academic years.
- F. No periodic performance evaluations for lecturer faculty in either 1-year or 3-year appointments will be conducted for the 2020-21 and 2021-2022 academic years. All lecturer faculty will be presumed to have performed at a satisfactory level for purpose of annual review.
- G. In the event that SETEs are replaced by another method of student assessment of teaching, the provisions above will apply to the new method.

¹ McCoy, Henrika. 2020. "The Life of a Black Academic: Tired and Terrorized," *Inside Higher Ed*. June 12, 2020. Roberts, Laura, M. and Courtney L. McCluney. 2020. "Working from Home While Black," *Harvard Business Review*. June 12, 2020. Kramer, Jillian. 2020. "The Virus Moved Female Faculty to the Brink. Will Universities Help?" *New York Times*. October 6, 2020. Flaherty, Colleen. "Women's journal submission rates continue to fall." *Inside Higher Ed*. August 20, 2020. Oleschuk, Merin. "Gender Equity Considerations for Tenure and Promotion during COVID-19." *Canadian Review of Sociology*...August 2020; 57(3):502-515.