Academic Policy Manual

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CSUB Mission Statement

Mission
California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development.

Vision
By 2014-15 CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

Purpose of Academic Policy Manual

The Academic Policy Manual is the principal source of definitions, policies, procedures, and guidelines relevant to the achievement of the academic mission of the campus. The Academic Policy Manual serves as a guideline for administrators and faculty of the University in the execution of their duties; it stipulates agencies of governance and consultative bodies; and it delineates personnel policies. It also describes the consultative process whereby changes and/or additions can be made to existing practices and policies.

Revisions to the Academic Policy Manual

The Academic Policy Manual is the operating manual for the University. Its procedures and policies are a reflection of a commitment to the concept of shared governance. Clear guidelines must exist on how decisions are made, and how changes can be enacted on current policy and to the Academic Policy Manual. To this end, the Academic Policy Manual should be the reference.

Although any constituency on campus may submit a resolution to the Academic Senate recommending a policy change, final changes in academic policy or to the Academic Policy Manual can be made only by means of the procedure delineated below:

a. Once the President receives a resolution from the Academic Senate, the President may approve it as received, reject it, or return it to the Senate with proposed modifications to secure presidential approval.

b. If the President rejects the resolution or returns it with proposed modifications, the resolution, accompanied by written explanation for the action, must be sent back to the Academic Senate (normally before its next meeting) for further discussion and action.
c. If the Academic Senate does not agree with the decision of the President, the President and the Executive Committee of the Academic Senate must meet within a timely period (normally by the next meeting of the Academic Senate) to attempt to remove the impasse.

d. If the President and the Executive Committee reach an agreement, the revised version of the resolution is resubmitted to the Academic Senate for final action.

e. If the Executive Committee and the President fail to remove the impasse, the President’s decision becomes final. The President shall inform the campus community of the final decision and its rationale.

All substantive changes to the Academic Policy Manual shall follow the procedures specified above. Editorial corrections and the incorporation of all approved changes into the Academic Policy Manual shall be performed jointly by the Provost and the Chair of the Academic Senate. Academic Senate approval for routine changes of the Academic Policy Manual will normally be handled as a consent agenda item at the first available meeting of the Academic Senate.

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Shared Governance

Section 3561B of the HEERA states: “The Legislature recognizes that joint decision-making and consultation between administration and faculty…is the long accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process.”

The CSU Board of Trustees Statement on Collegiality contains, among others, three notable statements:

a. Collegiality consists of a shared decision-making process;

b. Collegial governance assigns primary responsibility to the faculty for the educational functions of the university in accordance with basic policy as determined by the Board of Trustees. This includes, but is not limited to, admission and degree requirements, the curriculum and methods of teaching, academic and professional standards, and the conduct of creative and scholarly activities.

c. Faculty recommendations are normally accepted, except in rare instances and for compelling reasons.

The basic concepts of shared governance are crucial to the development of trust and communication among staff, faculty, administration, and students. The Academic Policy Manual embodies these principles.
Organizational Structure of the University

Statewide Organizational Structure
Responsibility for the 23 campuses of the California State University (CSU) is vested in the Board of Trustees. The Board of Trustees consists of Governor appointees, CSU alumni, CSU student and faculty representatives, and ex-officio members. The Board of Trustees appoints the Chancellor, who is the chief executive officer of the CSU system. The Board of Trustees, the Chancellor, and the Presidents develop system-wide policy through a broadly based consultative process of which the CSU Academic Senate is an active participant. The CSU Academic Senate is composed of elected representatives from the faculty of each campus in the CSU system. This body recommends academic policy at the system-wide level to the Board of Trustees through the Chancellor.

Local Organizational Structure – Roles and Responsibilities

CSUB President
The President is the chief administrative officer of the University, appointed by and responsible to the Board of Trustees of the CSU. The President is responsible for the educational effectiveness, academic excellence, and general welfare of the university. The President administers the University through various organizational units with the advisory assistance of consultative groups. Administrators, faculty, students, and support staff are incorporated within the University’s structure of governance in such a fashion that the University benefits from the information and perspectives of each group. The President communicates with the Board of Trustees through the Chancellor and provides the leadership for the development and implementation of policies and procedures for the governance of the University.

CSUB Academic Senate
CSUB campus policy is developed and implemented by the President through a broadly based consultative process in which the CSUB Academic Senate is an active participant. The CSUB Academic Senate is a body through which the faculty exercises its members’ collective knowledge, experience, and judgment to develop and recommend to the President policies and procedures that ensure the realization of the University’s mission. The Academic Senate plays a central role in the development of definitions, policies, and procedures for campus educational and professional matters not subject to collective bargaining. Specifically, the Academic Senate shall:

a. Carry out those responsibilities vested in the faculty by trustee policy and state law for developing policies and making recommendations to the campus President on the following matters:

1. Criteria and standards for the appointment, retention, and awarding of tenure, promotion and evaluations of academic employees, including preservation of the principle of peer evaluation, and the provision for the direct involvement of faculty in these decisions;
2. Curricular policies, such as admission and degree requirements, approval of new courses and programs, discontinuance of academic programs, and academic standards;

3. The awarding of grades;

4. Faculty appointments to institutional task forces, advisory committees and auxiliary organizations; and

5. Academic standards and academic policies governing athletics.

b. Be the primary source of policy recommendations to the President on decisions related to the following matters:

1. Establishment of campus-wide committees on academic or professional matters;

2. The academic role of the library;

3. Academic awards, prizes, and scholarships;

4. Academic conduct of students and means for handling infractions;

5. Development of institutional mission and goals; and

6. The academic calendar and policies governing the scheduling of classes.

c. Be a source of policy recommendations to the President on decisions related to the following:

1. Policies governing the appointment and review of academic administrators.

CSUB Cabinet
The Cabinet provides advice and direct administrative support to the President. The Cabinet advises the President with respect to the implementation of major policy matters, particularly those related to planning, budgeting, and allocation of resources, and to monitoring the operations of the various divisions of the University. The Cabinet consists of the following administrative officers: Provost and Vice President for Academic Affairs (P&VPAA), Vice President for Student Affairs (VPSA), Vice President for Business and Administrative Services (VPBAS), and Vice President for University Advancement (VPUA). All are appointed by the President through the consultative procedures outlined in this Academic Policy Manual. All members of the Cabinet report directly to the President. When appropriate, the President or designee reports its activities to the Academic Senate.

Organizational Structure of the University
(see http://www.csib.edu/president/resources/Charts/)
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Officers of the University

President (see also Section 105)
In addition to the Cabinet, two other individuals report to the President:

Assistant to the President for Diversity Initiatives and Special Projects
The Assistant for Diversity Initiatives and Special Projects assists the campus in accomplishing its diversity goals. The Assistant works with all administrative units in the recruitment of a diverse faculty and undertakes special projects at the direction of the President.

Assistant to the President for Planning and Institutional Research
The Assistant for Planning and Institutional Research develops and maintains campus databases on students, staff and faculty and prepares reports for use by the President and the campus at large. The Assistant also provides information descriptive of CSUB operations required by the CSU.

Provost and Vice President for Academic Affairs (P&VPAA)
The P&VPAA reports to the President and serves as the executive officer of all programs involving instruction and academic support. The P&VPAA advises the President on all matters of curriculum, courses and programs, budget and allocation, and on personnel matters involving faculty, staff, and administrators of the University. The P&VPAA also has executive responsibilities for all matters concerning academic personnel. The P&VPAA consults regularly with the Council of Deans (see 105.2 below) whose membership includes the Associate Vice President for Academic Affairs and Dean for Undergraduate Studies, the Dean for Graduate Studies and Research, the school deans, the Dean for Extended University, the Dean of University Library, and the Director of Athletics. The P&VPAA serves as President when the President is absent from the campus.

Associate Vice President for Academic Affairs and Dean of Academic Programs
The Associate Vice President for Academic Affairs and Dean of Academic Programs reports to the P&VPAA. The Associate Vice President for Academic Affairs (AssocVPAA) advises the P&VPAA on the development of new academic programs, inter-school programs, articulation agreements, accreditation, five-year program reviews, catalog, course schedules, educational equity, and faculty affairs, including orientation of new faculty. The Dean Academic Programs is responsible for general education, new baccalaureate degree programs, new minor and certificate programs, community service learning, student retention, advising of students, and orientation of new students. The AssocVPAA assumes other responsibilities as necessary, including serving as the Coordinator for Student Discipline and Judicial Affairs and overseeing the assignment of faculty offices and the scheduling of classrooms. The AssocVPAA serves as the VPAA when the P&VPAA is absent from the campus.
Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP)
The Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP) reports to the P&VPAA. The Assistant Vice-President is responsible for the oversight of all sponsored programs (grants and contracts) involving research, program evaluation, training, and outreach. The Assistant Vice-President provides support services for faculty seeking funding sources and preparing proposals for grants or contracts. As delegated by the P&VPAA, the Assistant Vice-President provides support services for the Institutional Animal Care and Use Committee (IACUC) and the Institutional Review Board for Human Subjects Research (IRB/HSR).

Assistant Vice President for Information Technology
As the senior technology officer on campus, this position is responsible for information technology strategic planning, program development, and overall coordination of all aspects of campus information technology resources and services. The Assistant Vice President for Information Technology (AVPIT) leads the University’s Administrative Computing, E-Learning, IRTS, Telecommunications, and Media/Network Services functions and is charged with coordinating the work of these units across the University, including instructional, research, and business functions. The position is responsible for expanding the scope of developing technologies, implementing innovative applications, and enhancing the University’s information technology function, particularly its focus on supporting teaching and learning. The position serves as the principal liaison for the University with the California State University system regarding technology issues. This position reports to the Provost and Vice President for Academic Affairs.

Director of Administrative Computing Services
The Director of Administrative Computing Services reports to the Assistant Vice President for Information Technology. The Director is responsible for academic and administrative computing services. The Director works closely with those offices requiring such services.

School Deans
All school deans report to the P&VPAA and provide advice on all academic and faculty issues. School deans are responsible for all budgeting, personnel, and instructional services and for administering all curricula and academic programs in their respective academic units within the framework of the policies specified in this Academic Policy Manual. School deans work cooperatively with various organizational units of the University and with the advisory assistance of different consultative groups, which may involve non-University agencies. As officers administering curricular policy, school deans provide leadership for their faculty in developing strong and innovative academic programs and in completing the requirements for accreditation, when appropriate. In matters relating to the development and implementation of curricular policy and academic programs, school deans act primarily on the basis of faculty recommendations. Faculty, students, and staff are incorporated within the collegial governance of each school so that the school benefits from the information and perspective of each group. School deans normally have regular meetings with their department chairs and program coordinators to receive...
advice and to discuss issues affecting the school. School deans have some teaching responsibilities.

**Department Chairs**
Department chairs report to their respective school deans and provide advice on all academic and faculty issues affecting the school. Department chairs are responsible for departmental operating budgets, curricula and academic programs of the department, advising of majors, assessment of student learning outcomes, instructional services, and departmental personnel (faculty and staff). Department chairs administer departmental curricula and academic programs consistent with policies specified in the Academic Policy Manual and elaborated upon by the school and department. Department chairs provide leadership in the search and screening process for new faculty, in the development of new curricula and academic programs of the department, and in the conduct of the five-year program review and accreditation, where appropriate. Department chairs consult regularly with their faculty on all matters affecting the department to discuss issues and to receive advice. Department chairs have major teaching responsibilities, which may vary with the size and complexity of the department.

**Program Chairs**
Program chairs report to their respective school dean and, like department chairs, provide advice on all academic and programmatic issues affecting the school. Program chairs are responsible for program operating budgets, coordinating course scheduling for inter-school degree programs or teacher credential programs, instructional services for the respective programs, advising students in the program, and supporting faculty teaching in the program. Program chairs administer program curricula consistent with policies specified in this Academic Policy Manual and elaborated upon by the school and program. Programs chairs provide leadership in the development of new curricula for the program and in the conduct of the five-year program review and/or accreditation, as appropriate. Program chairs consult regularly with the faculty teaching in the program on all matters affecting the program to discuss issues and to receive advice. Program chairs have major teaching responsibilities, which may vary with the size and complexity of the program.

**Dean of University Library**
The Dean of University Library reports to the P&VPAA. The Dean of University Library is responsible for the administration of the University libraries. The Dean coordinates the maintenance, budgeting, and development of the library collections and the technical and technology services needed to support these collections. The Dean of University Library will review all librarians and candidates in the search and screening process.

**Extended University**
The Dean for Extended University reports to the P&VPAA. The Dean is responsible for the administration of Open University programs, the Intensive English Language program, and all self-supported certificate, on-line, and regional programs. The Dean for Extended University works in cooperation with other school deans to seek appropriate approvals and provide for ongoing unit oversight for certificate, credential, and degree programs offered through the
Extended University. The Dean oversees the operation of the instructional television facility and other programs as assigned.

**Director of Athletics**
The Director of Athletics reports to the P&VPAA on all issues affecting the academic status of athletes, as well as to the President on all intercollegiate athletic issues. The Director of Athletics is responsible for the administration of all intercollegiate athletic matters and for the coordination of University and community support for intercollegiate athletics. The Director works closely with the Faculty Athletic Representative (FAR), Intercollegiate Athletic Advisory Committee (IAAC), Athletic Advisory Committee of the CSB Foundation Board, and the Roadrunner Club.

**Vice President for Student Affairs (VPSA)**
The VPSA reports to the President and is the executive officer for student personnel services for the University. The VPSA is responsible for admissions and records, outreach services, orientation of new students, testing, financial aid, counseling services, health services, childcare services, housing, career development, student activities, and student union. The following individuals report to the VPSA:

**Associate Vice President for Admissions and Records (AssocVPAR)**
The AssocVPAR reports to the VPSA. The AssocVPAR is responsible for all admission activities and maintenance of student reports. The AssocVPAR is responsible for the University’s outreach activities. The AssocVPAR also initiates and oversees special projects.

**Assistant Vice President for Student Life (AsstVPSL)**
The AsstVPSL reports to the VPSA. The AsstVPSL is responsible for student life activities. The AsstVPSL oversees the Student Activities Office, the Counseling and Testing Office, the Career Planning and Placement Office, and the Student Health Center.

**Vice President for Business and Administrative Services (VPBAS)**
The VPBAS reports to the President. The VPBAS is responsible for all fiscal affairs of the University, payroll and personnel services, engineering and energy management, facilities planning, physical plant development and maintenance, procurement services, and campus security.

**Assistant Vice President for Fiscal and Support Services**
The Assistant Vice President for Fiscal and Support Services (AsstVPFSS) reports to the VPBAS. The AsstVPFSS is responsible for preparation of budget reports for the President and the VPBAS. The AsstVPFSS oversees the Payroll Office and Procurement Services.

**Vice President for University Advancement (VPUA)**
The VPUA reports to the President and is responsible for the planning, development, and implementation of fund-raising programs to support the academic and cultural programs of the University and to support the expansion of the physical plant. The VPUA is also responsible for alumni affairs and public affairs/relations.
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Advisory Boards

Currently not numbered

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Administrative Consultative Bodies

CSUB Cabinet (see also Section 105)

Council of Academic Deans (CAD)
The CAD advises the P&VPAA on all academic and faculty matters. The Council is composed of the Associate Vice President for Academic Affairs and Dean for Undergraduate Studies, Dean for Graduate Studies and Research, school deans, Dean for Extended University, Dean of University Library, Director of Athletics, Director of the Faculty Teaching and Learning Center and the Director of Assessment. The Chair of the Academic Senate is an ex officio member of the Council. Other officers and staff of the University meet with the CAD as needed. When appropriate, the P&VPAA reports its activities to the Academic Senate. The P&VPAA serves as the chair of the CAD.

University Council
The University Council serves as a clearinghouse for identifying, airing, and discussing issues considered important to the University as a community. The purpose of the University Council is to foster creative and open discussion on these issues raised by any member of the University; it is not a policy-making body. After public discussion of an issue, the University Council may refer it to other relevant offices, groups, or individuals for further consideration. Membership on the University Council is both appointed and elected so that all parts of the University community are represented. The President serves as chair of the University Council. The P&VPAA chairs of the Council when the President is unavailable.

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Academic Consultative Bodies

Academic Departments and Programs
School Curriculum Committees
CSUB Academic Senate (see Section 105)

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University Committees

STANDING COMMITTEES (For Complete Senate Bylaws See Section 124)

A. Regulations Governing Standing Committees
1. Standing Committee Chairs shall be elected by the Academic Senate from its membership at the Organizational Senate meeting at the end of Spring quarter.

2. The Summer Senate, shall appoint members of each Standing Committee, which shall be subject to ratification at the first regular Senate meeting of the Fall quarter.

3. Standing Committee operating procedures shall be as follows:

   a. At the request of the Academic Senate, each Standing Committee shall be responsible for formulating policy recommendations. All recommendations requiring a change in policy shall be presented in writing and in resolution form to the Academic Senate Executive Committee, which shall schedule items for the Senate agenda;

   b. Standing Committee recommendations that do not require a change in policy shall be reported to the Executive Committee by a memorandum.

   c. Topics for policy recommendations come to a Standing Committee only on referral from the Academic Senate Executive Committee or the Senate Chair. Notice of referral shall be included in the Academic Senate Log, which shall be attached to the next Senate agenda;

   d. Each Standing Committee Chair may appoint subcommittees without membership restrictions;

   e. All Standing Committee meetings shall be open. Committees may, by a simple majority vote, go into closed session to consider matters that are required to be held confidential, such as but not limited to appointments, recommendations concerning naming of facilities, or other similar items. However, regular business of each committee shall be in open session.

   f. The present of a majority of voting Committee members shall constitute a quorum. The exception to this shall be that a quorum requires a majority of voting members when the Academic Affairs Committee meets as the University Curriculum Committee.

   g. The Executive Committee will replace a Committee member who does not attend, without excuse or notification, three consecutive Committee meetings.

   h. Standing Committee Chairs shall provide progress reports on the work of their committees at the regular meeting of the Academic Senate.

   i. Standing Committee members shall identify to the Committee Chair an alternate who will attend meetings in the member’s absence.

4. All university-wide committees to which the Senate has major appointing responsibilities and on which there are designated Senate committee representatives will provide to the Senate an annual report of all actions taken by the committee.
5. The Executive Committee may organize university committees as necessary in coordination with other University segments.

B. The Standing Committees, their membership, and responsibilities shall be as follows:

1. Academic Affairs (AAC)

   a. The Academic Affairs Committee shall consist of the following voting members: seven faculty, and one student representing ASI. In addition, (a) representative(s) from the Office of Academic Affairs with responsibilities that include, but are not limited to, Peoplesoft, academic standing, academic master plan, course management activities, articulation agreements, general student program inquiries, graduate program coordination, and academic policies shall serve ex officio and non-voting.

   b. The Academic Affairs Committee functions shall be to review and report to the Academic Senate its recommendations regarding:

      i. All new academic policies, procedures, programs, and curricula having inter-school or all-university impact;

      ii. Proposed changes to the University Catalog that have inter-school or all-university impact;

      iii. The Academic Plan; and

      iv. Proposed changes in the implementation of the General Education Program.

   c. In addition, the Academic Affairs Committee shall serve as the University Curriculum Committee for interschool programs that have required courses for majors and/or minors (i.e., not electives) in more than one school; and shall

   d. Recommend to the Academic Senate action to be taken when there is disagreement among faculty involved in proposed changes to the Catalog and/or to academic policies, procedures, programs and curricula having inter-school or all-university impact.

2. Faculty Affairs Committee (FAC)

   a. The Faculty Affairs Committee shall consist of the following voting members: six faculty, including at least one librarian. In addition, the Associate Vice President for Faculty Affairs shall serve ex officio and non-voting.

   b. The functions of the Faculty Affairs Committee shall be to

      i. make recommendations to the Academic Senate on all policies and procedures concerning appointment, promotion, tenure, retention, evaluation, and other closely related matters;
ii. review and propose revisions to all sections of the Academic Policy Manual; and

iii. review and prepare recommendations concerning policies on faculty development, such as the University Research Council.

3. Budget and Planning Committee (BPC)
   a. The Budget and Planning Committee shall consist of the following voting members: six faculty, including at least one student services officer, one librarian, one staff member, and the President of the Associated Students or a designee. In addition, the Academic Senate Chair and the Provost shall serve as ex officio and non-voting.

   b. The functions of the Budget and Planning Committee shall be to make recommendations to the Academic Senate on all policies and procedures related to:

      i. setting institutional priorities,

      ii. allocating and utilizing University resources,

      iii. jointly with the Academic Affairs Committee, approving the Academic Plan and new academic programs and reviewing existing programs, and

      iv. responding to the needs of the University’s service region. The committee shall monitor the University’s planning processes and coordinate revisions to the Mission and Goals Statement.

4. Academic Support and Student Services Committee (AS&SSC)
   a. The Academic Support and Student Services Committee shall consist of the following voting members: six faculty, including at least one librarian, one student services professional and one staff member. In addition, the director of Academic Operations, the Vice President for Student Affairs, the Dean of Libraries, the Associate Vice President for Enrollment Management, and a Vice President of the Associated Students, Inc., or a designee shall serve ex officio, and non-voting.

   b. The Academic Support and Student Services Committee functions shall be to make policy recommendations to the Academic Senate concerning the library, media services, student services, international students, the cafeteria, the bookstore, the computer center, and the campus police. In the performance of this function, the committee shall monitor
the University’s academic support and student services programs and make recommendations to the appropriate administrator.

**Historical Main Committees:**

**Standing Committees of the Academic Senate**
- Academic Affairs Committee
- Academic Support and Student Services Committee
- Budget and Planning Committee
- Faculty Affairs Committee
- Public Affairs Committee

**Committees Reviewing Faculty Teaching, Research and Scholarship**
- Faculty Honors and Awards Committee (See Section 483)
- University Review Committee (See Section 460)
- Research Council of the University (See Section 483)
- Institutional Review Board for Human Subjects Research (See Section 511)
- Institutional Animal Care and Use Committee (See Section 522)
- Committee on Professional Responsibility (See Section 334)

**Committees Reviewing Curriculum and Academic Programs**
- Committee on Academic Requirements and Standards (See Section 201)
- University Program Review Committee (See Section 226)
- All-University Teacher Education Advisory Committee (See Section 205)
- Curriculum Assessment Council (See Section 109)
- Graduate Studies Committee
- Academic Integrity Review Committee (See ‘Integrity and Scholarship of Grades’ Section 234)

**Other University-Wide Committees**
- Budget Advisory Committee
- Intercollegiate Athletic Advisory Board
- University Information Resources Council
- Faculty Teaching and Learning Center Advisory Board
- Intellectual Property Review Committee
- Academic Petitions Committee
- Fee Advisory Committee

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**Academic Freedom**

(Approved by the CSU Academic Senate January 20-21, 2005)

Freedom of inquiry and the open exchange of ideas are fundamental to the vitality of our academic institutions. The current notion that freedom and national security are opposed denies the basic premise of a free democratic society where open exchange of information, public
access to vital information and ability to openly challenge governmental decisions without fear of reprisals, increases rather than hinders national security.

The principles of academic freedom are critical to ensure higher education’s important contribution to the common good. Basic academic freedom includes the ability to research and publish, the freedom to teach and the freedom to communicate extramurally. These freedoms have not been so challenged since The McCarthyism era of the 1950’s. The essence of academic liberty is profoundly threatened by background investigations, the monitoring of classrooms, the surveillance of library research and monitoring of e-mail communications.

The authority for academic freedom is broad based. The most recognized authoritative definition is traced to the American Association of University Professors 1940 Statement of Principles on Academic Freedom, with the 1970 and later Interpretive Comments (www.AAUP.org). This statement has been endorsed by most institutions of higher education. The U.S Constitution’s First Amendment is an additional primary source cited for academic freedom. The concept that constitutional law’s primary focus is to control the exercise of excessive governmental power highlights consistent judicial interpretations that apply the principles of the First Amendment free speech protections to academic freedom (Regents of Univ. of California v Bakke (1978); Widmar v Vincent (1981). Other authority for academic freedom is found in Federal legislative enactments, state constitutions and statutes, contractual rights and recognized academic custom and usage (an academic freedom common law).

In California, the Higher Educational Employer-Employee Relations Act (HEERA), section 3561(b), provides: “The legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process”. In a recent California case, Moosa v. State Personnel Board (2002), the Court of Appeals, 3rd District, found that academic freedom rights are often contained in institutional rules, letters of appointments, faculty handbooks, and collective bargaining agreements. Thus, academic freedoms can derive from many sources in addition to those provided by the Constitution.

The court will generally respect the academic decision making process and the professional judgment of faculty, giving deference to the special knowledge and expertise of faculty in matters concerning academic quality. This includes retention, promotion and tenure decisions and student assessment. (University of Michigan v Irving (1985) 474 US 214).

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Constitution of the General Faculty

Article 1 Name and Purpose

Section 1 The name of this organization shall be the General Faculty of California State University, Bakersfield, herein referred to as the General Faculty.
Section 2 The purpose of the General Faculty organization is to provide that the collective knowledge, experience, and judgment possessed by members be utilized to develop University policies and procedures which ensure the full realization of the University’s mission and to foster a spirit of unity and cooperation among its members.

Article 2 Membership and Voting

Section 1 The membership of the General Faculty shall be professors, associate professors, assistant professors, lecturers in full-time teaching positions, part-time faculty teaching a minimum of 15 WTUs in each of three preceding years, full-time librarians, and student services professionals-academic related (SSP-AR employees in Unit Three) who are not included in the Management Personnel Plan.

Section 2 Those named in Section 1 shall have the power to vote in meetings of the General Faculty, in faculty referenda, and in elections for representatives to the Statewide Academic Senate and to the University Academic Senate, but with the following exceptions: Only tenured and tenure-track faculty having full-time teaching responsibilities (including full-time librarians and all Department Chairs regardless of teaching load) may vote on policy matters relating to retention, promotion, and tenure or on the awarding of degrees.

Section 3 All members of the General Faculty on leave retain all powers to vote.

Article 3 Powers and Structure

Section 1 The General Faculty shall have the power to formulate, adopt, review, and revise recommendations relating to the policies and operation of the University. The General Faculty may consider matters subject to the provisions of the Higher Education Employee Relations Act (Chapter 744, Government Code) and in conformance with the policies of the Board of Trustees of the California State University, and in accordance with such other State laws as may be applicable.

Section 2 The General Faculty shall exercise its powers through the Academic Senate of the University elected by and representative of the General Faculty and subject to its review, except as noted in Section 3, below.

Section 3 The General Faculty shall consider such policy matters as are brought before it by the Academic Senate and may initiate discussion of policy matters of concern to the faculty.

The General Faculty shall, in accordance with Article II, Section 2, Subsection (2) of this Constitution, approve the list of degree candidates. In accordance with the provisions of the Constitution of the Academic Senate, the General Faculty may require that the Academic Senate reconsider its action(s).

Article 4 Officers of the General Faculty

Section 1 The officers of the General Faculty shall be a Chair, Vice Chair, and Secretary.
Section 2 The officers shall constitute the Executive Board of the General Faculty and shall perform its administrative functions.

Section 3 Only members of the General Faculty who have full-time teaching responsibilities (including all Department Chairs) may be officers of the General Faculty.

Section 4

   A. The General Faculty Chair and Vice Chair shall be elected by majority vote before the end of the academic year and shall hold office for the next academic year.

   B. The Secretary of the General Faculty shall be one and the same as the Academic Senate Secretary and elected according to the procedures established for the Academic Senate.

Section 5 The Chair and Vice Chair of the General Faculty shall serve concurrently as the Chair and Vice Chair of the Academic Senate.

Article 5 Duties of the General Faculty Officers

Section 1 The Chair of the General Faculty shall (1) preside over all meetings of the General Faculty; (2) carry out the directions of the General Faculty; (3) be the spokesperson for the General Faculty and its representative at formal functions of the University.

Section 2 The Vice Chair of the General Faculty shall exercise the powers and duties of the Chair in the absence of or at the request of the Chair.

Section 3 The Secretary of the General Faculty shall perform the usual duties of office, including keeping the minutes of the meetings of the General Faculty and distributing such minutes as soon as practicable following each meeting.

Section 4 No elected officer of the General Faculty shall be eligible to serve more than two consecutive full terms in the same position.

Section 5 The Chair of the General Faculty may appoint a parliamentarian to serve concurrently.

Article 6 Meetings

Section 1 All meetings of the General Faculty shall be open to all members.

Section 2 The General Faculty shall meet as often as necessary to transact its business.

Section 3 The General Faculty shall meet each year during the week prior to the beginning of classes in the fall quarter and shall at that time invite a State-of-the-University report by the President of the University.
Section 4 The General Faculty Chair shall have the power to call a meeting of the General Faculty on personal initiative, when requested to do so by a majority vote of the Academic Senate, or upon petition by 15 percent of the General Faculty, provided that each member in residence be notified of the meeting and the business to be transacted.

Section 5 One third of the total membership of the General Faculty in residence on the first day of classes of the current term shall constitute a quorum.

Article 7 Amendments to this Constitution

Section 1 Proposal of Amendments

A. The Academic Senate, whenever a majority of its membership present deem it necessary, shall propose amendments to the Constitution. Proposed amendments shall receive a first and second reading.

B. Amendments to this Constitution may also be proposed by a petition of twenty (20) percent of the General Faculty.

Section 2 Approval of Amendments

Amendments to this Constitution shall be by affirmative vote of two-thirds of the members of the General Faculty voting. A copy of proposed amendments shall be sent to every faculty member at least two weeks before voting takes place. Amendments are subject to approval by the campus President.

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Constitution of the Academic Senate

Preamble

The Academic Senate is a body by which the General Faculty exercises its powers as described in Article III, Section 2 of its Constitution. The Academic Senate shall perform all duties consistent with the formulation, adoption, review and revision of recommendations relating to the policies and operations of the University, within the limits prescribed by the constitutions of the General Faculty and the Academic Senate, the policies of the Board of Trustees, and the laws of the State of California.

Article 1 Membership

The Academic Senate shall be composed of the following members:

A. the General Faculty Chair and Vice Chair elected by the General Faculty;

B. two representatives to the CSU (statewide) Academic Senate elected by the General Faculty;
C. two representatives from each School, and one representative from the Antelope Valley Center, elected by the respective faculty members of the Schools or Center;

D. six at-large representatives elected from and by the General Faculty;

E. the ASI President or designee;

F. one representative of the Council of Academic Deans selected by the council;

G. the immediate previous Senate Chair, will serve for a period of one term, ex officio and on-voting; and

H. the Provost (and Vice-President for Academic Affairs) serves ex officio and non-voting.

**Article 2 Functions and Responsibilities**

**Section 1** The Academic Senate shall have the following functions and responsibilities relating to educational and professional matters not subject to collective bargaining:

A. The Academic Senate shall carry out those responsibilities vested in the faculty by Trustee policy and State law for developing policies and making recommendations to the University President on the following matters:

1) criteria and standards for the appointment, retention, awarding of tenure, promotion and evaluation of academic employees including preservation of the principle of peer evaluation and provision for the direct involvement of appropriate faculty in these decisions;

2) curricular policies, such as admission and degree requirements, approval of new courses and programs, discontinuance of academic programs, and academic standards;

3) the awarding of grades;

4) faculty appointments to institutional task forces, advisory committees, and auxiliary organizations;

5) academic standards and academic policies governing athletics.

B. The Academic Senate shall be the primary source of policy recommendations to the University President on decisions related to the following matters:

1) establishment of campus-wide committees on academic or professional matters;
2) the academic role of the library;
3) academic awards, prizes, and scholarships;
4) the academic conduct of students and means for handling infractions;
5) development of institutional missions and goals

C. The Academic Senate shall be a source of policy recommendations to the University President on decisions related to the following:

1) the academic calendar and policies governing the scheduling of classes;

2) policies governing the appointment and review of academic administrators.

D. The Academic Senate shall organize itself, adopt procedures, and appoint Chairs and members of its standing committees in accordance with its Bylaws.

E. This outline of functions and responsibilities is intended to provide the essentials for a satisfactory system of shared governance but should not necessarily be viewed as a comprehensive enumeration of those functions and responsibilities.

Section 2 The Academic Senate shall act for the General Faculty to formulate and to recommend policies to the University President or to other appropriate agents. The Academic Senate shall also consider and respond to policy recommendations submitted by individual members, by the General Faculty, or by the University President. The Academic Senate may refer the matter to an appropriate committee for study and recommendation, or it may refer it to the General Faculty. If any matter is referred from any source to the General Faculty and the referred matter is not acted on by the General Faculty due to lack of a quorum, then such matters will be referred to the Academic Senate for final disposition.

Section 3 All members of the General Faculty have the right to attend Academic Senate meetings and may address the Senate with the consent of the Chair, but they shall not vote. Other persons may attend at the discretion of the Academic Senate. The Academic Senate, upon a two-thirds vote of its members present, may declare a closed session.

Section 4 Any action taken by the Academic Senate is subject to review by General Faculty. Any member of the General Faculty may require such review by (a) filing a notice of Intent to Seek Review with the Academic Senate office no later than five (5) calendar days after a report of the Academic Senate action has been distributed to the faculty and (b) filing a Petition Requesting Review, containing signatures of at least 15 percent of the members of the General Faculty, with the Academic Senate office no later than ten (10) calendar days after a report of the Academic Senate action has been distributed to the faculty. Execution of the Intent and Petition documents as specified shall result in the conduct of a referendum in which the General Faculty by vote of a majority of those voting may return the action to the Academic Senate for its
Section 5 Actions in the form of recommendations to the University President are forwarded to the President when any one of the following has occurred:

A. No notice of Intent to Seek Review is received at the Academic Senate office by the fifth calendar day following distribution to the faculty of a report of that action; or

B. No valid Petition Requesting Review is received at the Academic Senate office by the tenth calendar day following distribution to the faculty of a report of that action; or

C. A referendum fails to achieve a majority in favor of reconsideration of that action by the Academic Senate.

In order to provide for a timely review, actions taken by the Academic Senate shall be reported promptly to the General Faculty.

Article 3 Procedures

Section 1 The Academic Senate shall create committees necessary to the performance of its duties and shall establish rules and procedures for these committees.

Section 2 The Academic Senate, by vote of a majority of its total membership, shall adopt all bylaws necessary to the performance of its duties and amend them when necessary. Changes in the bylaws shall not be proposed and voted upon at the same meeting.

Section 3 The Academic Senate shall keep a record of its proceedings and shall distribute copies of minutes to the General Faculty and appropriate administrative officers of the University.

Article 4 Officers

Section 1 The Officers of the Academic Senate shall consist of the Chair, the Vice Chair, and the Senate Standing Committee Chairs. The Chair and Vice Chair shall be elected to serve for two years or until their successors are elected. No member shall hold more than one office at a time, and no member shall be eligible to serve more than six consecutive years in the same office.

Section 2 Chair

A. The General Faculty Chair, by virtue of election to that office, shall serve as the Academic Senate Chair.

B. The Chair may receive assigned time commensurate with the responsibilities of the office.

C. The duties of the Chair shall be as follows:
1) the Chair shall preside at the Academic Senate meetings;

2) the Chair shall also be the Academic Senate Executive Committee Chair;

3) the Chair shall be the liaison between the University President and the Academic Senate.

Section 3 Vice Chair

A. The General Faculty Vice Chair, by virtue of election to that office, shall serve as the Academic Senate Vice Chair.

B. The Vice Chair will receive assigned time commensurate with the responsibilities of the office.

C. The duties of the Vice Chair shall be as follows:

1) in the absence of the Chair, the Vice Chair shall preside at the Academic Senate meetings;

2) the Vice Chair shall be a member of the Academic Senate Executive Committee;

3) in the absence of the Chair, the Vice Chair shall be the liaison between the University President and the Academic Senate.

4) the Vice Chair shall ensure that comprehensive minutes of the Academic Senate proceedings and actions are prepared.

5) as soon as possible after each Academic Senate meeting, the Vice Chair shall ensure that the draft minutes are circulated to all members, alternates, and others as requested.

6) After the Senate has approved the minutes, the Vice Chair will be responsible for making them available to all members of the University, and keeping them on file in the Academic Senate Office;

7) the Vice Chair shall ensure that minutes contain the names of those present and absent at Academic Senate meetings;

8) the Vice Chair shall maintain a list of official committees for which the Senate has responsibility for recommending membership.
Section 4 Standing Committee Chairs

A. The Academic Senate Standing Committee Chairs shall be elected by the Academic Senate from its membership after the Senate Chair and Vice Chair have been elected.

B. Standing Committee Chairs will receive assigned time commensurate with the responsibilities of their offices.

Article 5 Term of Service and Recall

Section 1 Term of Service

A. Senators shall serve for a term of two years (with the exception of the representatives to the Academic Senate CSU who are elected for three-year terms), with terms so arranged that one-half of the Academic Senate shall be elected each year.

B. Each Academic Senate member, other than the officers, shall identify an alternate in the event the elected member cannot attend a Senate meeting. Standing Committee Chairs will have a representative of their Standing Committee identified as an alternate.

C. With the exception of the representatives to the CSU Academic Senate, no Senator shall serve consecutively for more than six academic years.

Section 2 Recall

A. Any Academic Senator or representative to the Academic Senate CSU shall be subject to a recall election by submission of a petition signed by 25 percent of his or her electorate. Alternatively, after an investigation requested by a majority vote of the Senate, the Senate may initiate a recall election by two-thirds vote.

B. A member of the Academic Senate or representatives to the Academic Senate CSU may be recalled by a two-thirds vote of the electorate.

Section 3 Absences

A Senate member who does not attend or have an alternate attend, without excuse or notification, three consecutive Academic Senate meetings will be replaced by an election by the appropriate constituency.

Section 4 Replacement

Should the Academic Senate Executive Committee determine that an Academic Senator should be replaced because of recall or resignation, or three-quarters leave, a replacement shall be elected by the same constituency that elected the Senator, to serve out the remainder of the term.
Article 6 Agenda
The agenda shall be circulated among the General Faculty at least two days prior to the Academic Senate meeting. Any General Faculty member may transmit topics or proposals to the Senate if the topics are within the Senate’s jurisdiction.

Article 7 Meetings
The Academic Senate shall hold regularly scheduled meetings at least twice a month during the academic year while classes are in session except when the Executive Committee determines that the flow of Senate business does not warrant a meeting. Whenever deemed necessary, the Executive Committee may also call special Academic Senate meetings.

Article 8 Academic Senate Committees

Section 1 Standing Committees

A. Standing committees shall make recommendations to the Academic Senate regarding matters of policy, within the limits prescribed for them by the Academic Senate, and by this Constitution and its bylaws.

B. The Executive Committee and the Elections Committee shall be sole standing committees established by this Constitution. Other standing committees shall be established in the Bylaws of this Constitution.

C. All standing committees shall report regularly to the Academic Senate concerning committee activities.

Section 2 Executive Committee

A. Membership: The Executive Committee shall consist of:

1) the current Chair;

2) the Vice Chair;

3) the Standing Committee Chairs;

4) the two representatives to the Academic Senate CSU

5) the immediate previous Senate Chair, will serve for a period of one year, ex officio and non-voting; and

6) the Provost (and Vice President for Academic Affairs) serves ex officio and non-voting.
B. Duties:

1) in addition to its other duties, the Executive Committee shall prepare the agenda for the Academic Senate meetings;

2) the Executive Committee shall interpret the meaning and intent of all articles of the Constitution and Bylaws, subject to approval by the University President;

3) the Executive Committee shall recommend the appointment of Standing Committee members to the Senate for approval;

4) during the Fall, Winter and Spring Quarters, whenever classes are not in session, a majority of the Executive Committee members shall act as an Interim Academic Senate. All policy decisions made by this body shall be reported to the next regular Academic Senate meeting for approval. During the Summer Quarter the Interim Academic Senate shall consist of the outgoing and incoming Executive Committee members.

**Section 3 Elections Committee**

A. Membership:
The Academic Senate Vice Chair shall serve as the Elections Committee Chair and be the representative of that individual’s constituent unit. The Academic Senate shall elect from its voting membership one representative from each remaining constituent unit.

B. Duties:
The Elections Committee shall administer all Academic Senate and General Faculty elections using the “single-transferable-vote system,” based on preferential voting as described in Robert’s Rules of Order.

**Section 4 Ad Hoc Committees**

A. Academic Senate Ad hoc committees may be established by the Academic Senate or by the Executive Committee with Academic Senate approval.

B. The University President may, upon a request from the Academic Senate, select one representative to membership on an ad hoc committee.

**Article 9 Amendments to this Constitution**

**Section 1 Proposal of Amendments**

A. The Academic Senate, whenever a majority of its membership present deem it necessary, shall propose amendments to the Constitution. Proposed amendments shall receive a first and second reading.
B. Amendments to this Constitution may also be proposed by a petition of 20 percent of the General Faculty.

Section 2 Approval of Amendments

A. Amendments to this Constitution shall be confirmed by an affirmative vote by two-thirds of the members of the General Faculty voting.

B. A copy of proposed amendments shall be sent to every faculty member at least two weeks before voting takes place.

C. Amendments are subject to approval by the University President.

Approved by the Academic Senate May 29, 2008
Amendments Voted on and Passed by General Faculty October 30, 2008

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Bylaws of the Academic Senate

As of Dec 8, 2014:
http://www.csub.edu/senate/_files/Senate%20Bylaws%20Updated%2002-07-11.pdf
Process Map of Academic Senate Resolutions:
http://www.csub.edu/senate/_files/Proces%20Map%20of%20AS%20Resolutions.pdf

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE BYLAWS

Sections
I. Governance of Meetings
II. Meeting Times and Dates
III. Order of Business for Meetings
IV. Standing Committees
V. Amendments

APPROVED BY THE ACADEMIC SENATE
AS AMENDED JANUARY 27, 2011
AMENDED VERSION APPROVED BY PRESIDENT FEBRUARY 7, 2011

SECTION I: GOVERNANCE OF ACADEMIC SENATE MEETINGS

A. Robert's Rules of Order, Latest Edition, shall govern the conduct of the meetings of the Academic Senate except insofar as the Bylaws may make express provision to the contrary.

B. The Senate Chair may appoint an Academic Senate Parliamentarian.
C. Normally, all members shall attend all scheduled meetings of the Academic Senate. The presence of a majority of the voting members of the Academic Senate shall constitute a quorum.

D. By the second meeting of the academic year, each member shall designate an alternate who may substitute for that member when the member must be absent. A member may be represented by an alternate at no more than five meetings. Proxies are not permitted. A member who does not attend or have an alternate attend, without excuse or notification, three consecutive meetings of the Academic Senate will be replaced by an election conducted by the appropriate constituency.

E. All meetings of the Academic Senate shall be open with the provision that the Senate may, by a two-thirds vote, go into closed session to consider matters which are required to be held confidential (such as appointments, recommendations concerning the naming of campus facilities, or other similar items) or to maintain order.

SECTION II: ACADEMIC SENATE MEETING TIMES AND DATES

A. Regular meeting dates and times for the next academic year shall be fixed by a majority vote at the organizational meeting of the new Academic Senate in the Spring.

B. The Academic Senate, by concurrence of a simple majority vote, may fix a different time for a regular meeting or call a special meeting.

C. The Chair of the Academic Senate may, with the concurrence of a majority of the members of the Executive Committee, call a special meeting.

SECTION III: ORDER OF BUSINESS FOR ACADEMIC SENATE MEETINGS

A. The regular order of business for Senate meetings shall be as follows, subject to change by a simple majority vote:

   1. Call to Order
   2. Approval of Minutes of Previous Meeting
   3. Announcements and Information
   4. Approval of Agenda Senate Bylaws Approved/Revised 02-07-11
   5. Statewide Academic Senators' Report
   6. Provost’s Report
   7. Committee Reports and Requests
   8. Resolutions
      a. Old Business
      b. New Business
   9. Open Forum Items
   10. Comments from the Floor
   11. Adjournment

B. Fifteen minutes prior to the stated time of adjournment of each regular meeting, the Chair shall ask whether any members of the General Faculty present have matters which they wish to
bring before the Academic Senate. Such matters take precedence during the final quarter hour of the meeting. If no such matters are brought to the Academic Senate, discussion will revert to the business at hand.

C. The deliberative process shall be as follows:

1. Business for consideration shall be addressed to the Chair, who will refer the item to committee, place the item on the Academic Senate Agenda, or consult with the Executive Committee in deciding the item’s disposition.

2. Executive Committee Minutes shall list all items and their disposition.

3. Except for items added in consequence of Section III. B., items may be added to a distributed agenda only when the agenda comes up for approval at the beginning of the meeting. Such unscheduled agenda items will require a second reading except when waived by a two-thirds vote.

4. Any changes in the Handbook or Bylaws will require a second reading.

SECTION IV: STANDING COMMITTEES

A. Regulations Governing Standing Committees

1. Standing Committee Chairs shall be elected by the Academic Senate from its membership at the Organizational Senate meeting at the end of Spring quarter.

2. The Summer Senate shall appoint members of each Standing Committee, which shall be subject to ratification at the first regular Senate meeting of the Fall quarter.

3. Standing Committee operating procedures shall be as follows:

   a. At the request of the Academic Senate, each Standing Committee shall be responsible for formulating policy recommendations. All recommendations requiring a change in policy shall be presented in writing and in resolution form to the Academic Senate Executive Committee, which shall schedule items for the Senate agenda;

   b. Standing Committee recommendations that do not require a change in policy shall be reported to the Executive Committee by a memorandum.

   c. Topics for policy recommendations come to a Standing Committee only on referral from the Academic Senate Executive Committee or the Senate Chair.
Notice of referral shall be included in the Academic Senate Log, which shall be attached to the next Senate agenda;

d. Each Standing Committee Chair may appoint subcommittees without membership restrictions;

e. All Standing Committee meetings shall be open. Committees may, by a simple majority vote, go into closed session to consider matters that are required to be held confidential, such as but not limited to appointments, recommendations concerning naming of facilities, or other similar items. However, regular business of each committee shall be in open session.

f. The present of a majority of voting Committee members shall constitute a quorum. The exception to this shall be that a quorum requires a majority of voting members when the Academic Affairs Committee meets as the University Curriculum Committee.

g. The Executive Committee will replace a Committee member who does not attend, without excuse or notification, three consecutive Committee meetings.

h. Standing Committee Chairs shall provide progress reports on the work of their committees at the regular meeting of the Academic Senate.

i. Standing Committee members shall identify to the Committee Chair an alternate who will attend meetings in the member’s absence.

4. All university-wide committees to which the Senate has major appointing responsibilities and on which there are designated Senate committee representatives will provide to the Senate an annual report of all actions taken by the committee.

5. The Executive Committee may organize university committees as necessary in coordination with other University segments.

Senate Bylaws Approved/Revised 02-07-11

B. The Standing Committees, their membership, and responsibilities shall be as follows:

1. Academic Affairs (AAC)

a. The Academic Affairs Committee shall consist of the following voting members: seven faculty, and one student representing ASI. In addition, (a) representative(s) from the Office of Academic Affairs with responsibilities that include, but are not limited to, Peoplesoft, academic standing, academic master plan, course management activities, articulation agreements, general student program inquiries, graduate program coordination, and academic policies shall serve ex officio and non-voting.
b. The Academic Affairs Committee functions shall be to review and report to the Academic Senate its recommendations regarding:

   i. All new academic policies, procedures, programs, and curricula having inter-school or all-university impact;

   ii. Proposed changes to the University Catalog that have inter-school or all-university impact;

   iii. The Academic Plan; and

   iv. Proposed changes in the implementation of the General Education Program.

c. In addition, the Academic Affairs Committee shall serve as the University Curriculum Committee for interschool programs that have required courses for majors and/or minors (i.e., not electives) in more than one school; and shall

   d. Recommend to the Academic Senate action to be taken when there is disagreement among faculty involved in proposed changes to the Catalog and/or to academic policies, procedures, programs and curricula having inter-school or all-university impact.

2. Faculty Affairs Committee (FAC)

   a. The Faculty Affairs Committee shall consist of the following voting members: six faculty, including at least one librarian. In addition, the Associate Vice President for Faculty Affairs shall serve ex officio and non-voting.

   b. The functions of the Faculty Affairs Committee shall be to

      i. make recommendations to the Academic Senate on all policies and procedures concerning appointment, promotion, tenure, retention, evaluation, and other closely related matters; Senate Bylaws Approved/Revised 02-07-11 6

      ii. review and propose revisions to all sections of the Handbook; and

      iii. review and prepare recommendations concerning policies on faculty development, such as the University Research Council.

3. Budget and Planning Committee (BPC)

   a. The Budget and Planning Committee shall consist of the following voting members: six faculty, including at least one student services officer, one librarian, one staff member, and the President of the Associated Students or a designee. In addition, the Academic Senate Chair and the Provost shall serve as ex officio and non-voting.

   b. The functions of the Budget and Planning Committee shall be to make recommendations to the Academic Senate on all policies and procedures related to
i. setting institutional priorities,

ii. allocating and utilizing University resources,

ii. jointly with the Academic Affairs Committee, approving the Academic Plan and new academic programs and reviewing existing programs, and

iv. responding to the needs of the University’s service region. The committee shall monitor the University’s planning processes and coordinate revisions to the Mission and Goals Statement.

4. Academic Support and Student Services Committee (AS&SSC)

a. The Academic Support and Student Services Committee shall consist of the following voting members: six faculty, including at least one librarian, one student services professional and one staff member. In addition, the director of Academic Operations, the Vice President for Student Affairs, the Dean of Libraries, the Associate Vice President for Enrollment Management, and a Vice President of the Associated Students, Inc., or a designee shall serve *ex officio*, and non-voting.

b. The Academic Support and Student Services Committee functions shall be to make policy recommendations to the Academic Senate concerning the library, media services, student services, international students, the cafeteria, the bookstore, the computer center, and the campus police. In the performance of this function, the committee shall monitor the University’s academic support and student services programs and make recommendations to the appropriate administrator.

SECTION V: AMENDMENTS

Amendments to these Bylaws must be offered at the regular meeting prior to the regular meeting at which the vote is taken, and this requirement cannot be suspended. A majority vote of the total Academic Senate membership is sufficient to amend these Bylaws

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School-Wide Elections

School-wide elections shall be conducted by a school Election Committee, or in the absence of a properly-elected committee, by the Election Committee of the Academic Senate. The school Election Committees should be composed of two or more elected faculty with staggered terms. All university-wide and school-wide elections shall meet the following requirements:

a. All members of the general faculty, university-wide or school-wide, as defined in Article 2 of the Constitution of the General Faculty, shall be allowed to vote.
b. Elections shall be conducted in such a way as to ensure the confidentiality and security of all votes.

c. A minimum of five working days will be allowed for nominations.

d. A minimum of five working days will be allowed for voting.

e. The preferential voting system, Single-Transferable Vote, is used to count votes.

The Election Committee of the Academic Senate shall be responsible for conducting elections for members of the school Election Committees and will serve to settle disputes regarding school elections. Any elected faculty member may be subject to a recall election by submission of a petition to the relevant Election Committee signed by one fourth of his or her electorate. Alternatively, after an investigation requested by a majority vote of the Senate, the Senate may initiate a recall election by two-thirds affirmative vote of the Academic Senate. The faculty member is recalled by a two-thirds affirmative vote of his or her electorate.

**School Election Nominations**
If no nominations are received within the mandatory nomination period after two (2) successive calls for nomination of a faculty member from a given school to serve on a university committee requiring that school’s representation, the Election Committee of the Academic Senate shall call for nominations for that position from the general university faculty eligible to serve. The second call to the school shall contain a warning that the committee position, while elected by the school, will be made available to the general faculty of the university in the next call for nominations if no school nominations are received.

**201 General Education**

The General Education program will be governed by a General Education Curriculum Committee (GECCo), chaired by a Faculty Director. GECCo will have responsibility for administering the GE program and is seen as being inextricably connected to the Senate. The GE Faculty Director will provide monthly reports to the Academic Senate.

**Responsibilities of the General Education Curriculum Committee**
1. Work in coordination with the designated administrator
2. GE program review and GE program assessment
3. Training and Support of GE faculty
4. Faculty Interest Group (FIG) coordination
5. Skills Reinforcement Group (SRG) coordination
6. Review and revise program learning outcomes
7. Review and revise GE area, skill, theme and course requirement and student learning outcomes
8. Course appeal
9. General Education Modifications (substitutions and waivers)
10. Report to Academic Senate, including requests for any changes to GE structure
11. Certification and decertification of courses and instructors
12. Course review
13. Skill oversight
14. Theme oversight
15. Obtaining broad input from those involved in teaching in the GE Program and from the campus community.

Departments and school curriculum committees will initially approve course submissions. The General Education Curriculum Committee will have final course approval authority. Due to the volume of work relating to the GE program, we suggest that proper compensation be given to committee members.

Selection of the GE Faculty Director

The GE Faculty Director will be a tenured faculty member appointed by the Provost in consultation with the Senate Executive Committee. The committee will put out a call to the campus faculty and will interview candidates prior to making a recommendation to the Provost. Responsibilities of the GE Faculty Director (to be supported by the appropriate academic administrator:

1. Chair GECCo
2. Ensure that recommendations from GECCo regarding program funding and GE resource management are implemented
3. Support GE program review and GE program assessment
4. Coordinate training and support of GE faculty
5. Facilitate Faculty Interest Groups (FIGs)
6. Facilitate Skills Reinforcement Groups (SRGs)
7. Work collaboratively with department and program chairs and faculty to schedule GE courses to meet students’ needs.

See Senate Res 1314049 (March 11, 2014).

http://www.csub.edu/senate/_files/RES%20201314049%20GEIC%20Recommendations%20Governance%20and%20Transition.pdf

202 Baccalaureate Degree Programs

Departments, program committees, and relevant school deans administer the baccalaureate degree programs. The Dean of Academic Programs coordinates these programs.

203 Graduate Degree Programs

Department and program committees and relevant school deans administer the graduate degree programs. The Dean of Academic Programs coordinates these programs. The Dean, in
collaboration with the school deans and graduate coordinators, oversees the policies, practices, and operation of graduate programs. The Dean facilitates, coordinates, and supports activities for student seeking admission to graduate schools and financial support for graduate education.

204
Interschool Degree Programs

The University conducts several baccalaureate and graduate degree programs that utilize courses from more than one school. The Provost and Vice President for Academic Affairs (P&VPAA) determines which dean will serve as the administrative authority for each interschool degree program. The responsible dean (in consultation with appropriate deans and faculty) appoints a program chair and a committee of faculty to administer the program. The program coordinator reports to the responsible dean.

205
Teacher Education Programs

The University’s teacher education program is an all-university responsibility. The subject matter preparation programs are administered by H&SS, BPA, SOE, and NSM. The SOE administers the credential programs.

The University-Wide Teacher Education Advisory Committee, which is chaired by the P&VPAA, is charged with the responsibility to review all components of teacher preparation and to recommend policy and actions regarding these matters. Its recommendations for new programs and modifications to extent ones are reviewed by the Academic Senate and approved by the President before submission to the California Commission on Teacher Credentialing.

220
Responsibility for Academic Programs

The faculty have primary responsibility for academic policy and curriculum. Curriculum planning utilizes the experience of faculty, students, and administrators, as well as outside resources, to determine the programs appropriate for this institution.

221
Curriculum

The current University catalog contains the official list of approved curricula and courses. The Provost and Vice President for Academic Affairs (P&VPAA) maintains a list of programs developed and approved subsequent to the publication of the University catalog.
Development of New Programs

Recommendations for new programs are normally initiated by University faculty who then obtain department endorsements. Schools, the Division of Undergraduate Studies, the Division of Graduate Studies, or interested members of the service region may also propose new programs. After the proposed programs have been reviewed and endorsed by the school dean (if relevant) and the P&VPAA, the Academic Senate considers them and makes a recommendation to the President. If the President of the University approves the new program, he/she secures approval of the Chancellor, the CSU Board of Trustees, and, in some special cases, the California Postsecondary Education Commission. Processes and procedures for academic planning are provided in the “CSUB Academic Planning Manual.”

Changes in Degree Programs

Revisions to programs begin with the faculty of the department or of the inter-school program. Revisions require the approval of the school curriculum committees or, in the case of the inter-school programs, the Academic Affairs Committee.

Revisions Affecting Other Programs

When a department or an inter-school program proposes a curriculum change that affects a department or program in a different school, and the other department or person objects to the change, the P&VPAA shall seek reconciliation. When reconciliation is unsuccessful, the Academic Senate reviews the proposed change and approves or rejects it.

Revisions Affecting the University

The four schools report all program changes to the P&VPAA. The Provost informs the Academic Senate of those matters that have inter-school implications and thus require Senate approval.

Program Discontinuation

The decision to discontinue an approved program is an all-university responsibility. Program faculty, the University Program Review Committee (UPRC), a school or staff dean, or the P&VPAA can initiate the process for discontinuation.

Degree program discontinuance is a permanent decision in which the campus determines that it no longer wishes to offer the degree and, after a teach-out period, is no longer authorized to offer
the degree. A moratorium is a temporary program suspension. The policy and procedures for 
moratorium and discontinuance were established by the campus in the document cited below. In 
the spirit of open communication, the ASI President and Executive Director will be notified early 
in the discontinuance process.

See also: CSU Bakersfield Policy on Academic Program Moratorium and Discontinuance 2011- 
2012 RES030 (May 2012)

227
Accreditation

All academic programs shall be carried out in a fashion to secure and maintain appropriate 
accreditation for the University. The University’s goal is to secure accreditation for programs for 
which there is a national accrediting body. Program faculty and University administrators shall 
consider the impact of their curricular and staffing decisions on the likelihood of securing and 
maintaining such accreditation.

230
Oversight of Instructional Services

231
Revisions in Course Content and New Courses

Faculty shall teach all courses in accordance with officially approved course descriptions. 
Significant changes in course content and the creation of new courses require the approval of the 
school curriculum committee or, in the case of an interschool program, the approval of the 
Academic Affairs Committee.

232
Class Attendance

The University expects students to attend class regularly, turn work in on time, and provide 
timely notification for any deviation from the course schedule. The instructor is responsible for 
the attendance standards for each course, and should specify in the syllabus requirements for 
attendance, missed assignments and/or exams.
Purchase of Instructional Material

Instructors are expected to notify the University bookstore in a timely manner of any materials required for a course, and all course reading packets shall be sold through the University bookstore. Students shall not be required to purchase materials from which the instructor of the class derives monetary profit, unless approved by the faculty of the department or program in which the course is taught. Department and school curriculum committees are responsible for monitoring this policy.

Issues of Grading

Integrity of Scholarship and Grades
University faculty have adopted an Academic Honesty policy, which all faculty are expected to enforce. Instructors shall exercise care in the planning and supervision of academic work so that honest effort is positively encouraged. (See the University catalog and class schedule for the complete policy.)

When a faculty member discovers a violation of the policy, the faculty member is required to use the Academic Integrity Violation Reporting Form to notify the CSUB student conduct coordinator and the student(s) involved. A course grade of ‘F’ may be assigned or another grade penalty may be applied at the discretion of the course instructor. The student conduct coordinator will determine additional academic sanctions (e.g., probation, suspension, or permanent expulsion). Such decisions may be appealed by the student.

Grade Collecting and Reporting

Grade Change Policy
A change in letter grade may be made only in the case of a declared clerical error, that is, a mistake made in calculating or posting grades. Except for completion of work for an Incomplete grade, a grade change may not be made as a result of work completed or presented following the close of a grading period. (See “Procedures for Verifying Class Rosters and Posting and Changing of Grades” below.)

Grade Collection and Reporting: Procedures for Verifying Class Rosters and Posting and Changing of Grades

Verifying Class Rosters
Admissions and Records (A&R) will generate hard-copy class lists and distribute them to course instructors, who shall verify student’s enrollment and alert A&R to the following: students on the class roster who have not attended class; and any students attending class who are not on the official class list.
Posting Grades
Faculty members are responsible for posting term grades in the Banner system. The deadline for submitting grades is approximately seventy-two (72) hours after the last day of the final examination period.
If the grades from a class or classes are not posted in time, Banner is programmed to assign a grade of “RD” (Report Delayed) to students with missing grades. The instructor must then process each grade as a change of grade.
After grades have been processed, instructors can perform an online verification of the grades issued. If instructors desire a hard-copy list, one can be generated by their department.
Discrepancies in grading are to be reported to the appropriate dean for resolution.
If an instructor fails to assign a final grade, then the chair of the department in which the course was offered or, in the case of an interdisciplinary course, the department in which the instructor serves, should select a qualified faculty member to determine the grade and report it to the appropriate dean.

Changing Grades
Once a final grade has been assigned, it can be changed only in the case of a declared clerical error or through the auspices of a student academic grievance procedure. No grade change may be made as a result of work completed or presented following the close of the grading period, except for completion of work when “I” (Incomplete) “SP” (Satisfactory Progress) or “RD” was issued or, in cases of emergency, as approved by a dean.
Grade changes are made by completing a “Change of Grade” form. Both the instructor and the department chair or the academic dean must sign the completed form, except where the grade is being changed from an “I,” “SP,” or “RD,” which only require the instructor’s signature. The forms are turned into A&R by the dean’s office after being logged. If grade change forms are first received by A&R, they are returned to the appropriate dean for approval and recording.
A grade change form cannot be used to change a grade to a “W” (Withdrawal). Retroactive withdrawal procedures, as detailed in the university catalog, must be followed.
Grade change forms are not to be given to or left accessible to students. After the grade changes have been recorded, a copy of the “Change of Grade” form is sent by A&R to the student, the instructor, and the department (into the advising folder); one copy is retained in A&R (in the student’s folder).

Handling of “I” (Incomplete) and “U” (Unauthorized Withdrawal) Grades
Faculty may not enter either an “I” or a “U” grade into Banner.
For a grade of Incomplete, the instructor must complete a Request for Incomplete Grade form and turn it into the department office, which then enters the “I” grade. Faculty receive a copy of the form, and the other copy is kept in the department office; a copy is likewise sent to the student.
To assign a “U” grade, the instructor completes a “U” Grade form, making sure to ascertain—as best as possible—the last day the student attended class. If the student never attended the class, the first day of the term is entered. The completed form is submitted to the department office, where it is entered into Banner. Faculty receive a copy of the form; the other copy is kept in the department office.
APPENDIX D

STUDENT COMPLAINT AND GRIEVANCE PROCEDURES

(Revised by the Academic Support & Student Services Committee 4/27/00)

The policy and procedures specified herein deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to (1) an assigned final course grade, (2) administration of records, (3) admission to a program, or (4) requirements for program completion. Group grievances are not permitted.

Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal University disciplinary proceedings. Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student’s record rests solely with the faculty, academic administrators, or staff professional.

ARTICLE I – Definitions

Section A:

(1) “Complaint” is defined as any unwritten dispute arising with a student under terms of Article II. A “Complaint” may be any point of issue between a student and faculty, academic administrator, or staff professional, in which a student feels an abridgement of academic rights or benefits has occurred.

(2) “Grievance” is defined as a written dispute arising with a student under terms of Article II. A “Grievance” is a difference, presented in writing, that may arise between a student and faculty, academic administrator, or staff professional, with respect to, but not necessarily limited to:
   a. violation of established academic policies and regulations: defined as those policies and regulations outlined in the respondent’s course syllabus, the University’s current Catalog, and/or the University’s current Class Schedule. (e.g., examination policies, advisement policies, registration procedures, etc.) The violation must have resulted in a direct and adverse impact on the Grievant’s student record.

   b. Clerical error: A “clerical error” means an error made by the faculty, academic administrator, or staff professional, in reviewing, estimating, evaluating, or posting student records.

   c. Prejudicial evaluation: For prejudicial evaluation to be present, the faculty, academic administrator, or staff professional must have applied a different standard to the Grievant than applied to other students in the same situation. Also, the action must have adversely impacted the Grievant’s student record.

   d. Capricious evaluation: For capricious evaluation to be present, the faculty, academic administrator, or staff professional must have changed the standards of evaluation during the quarter. Since changes in evaluation standards can and do occur during a quarter, the change must have occurred abruptly and without apparent reason (e.g., two days after the mid-term
examination and without prior discussion, the faculty member declares there will be a series of short quizzes). Finally, for capricious evaluation to be present, the Grievant has to show that the change had a direct, singular, and adverse impact on the Grievant’s student record.

(3) “Grievant” is defined as the individual lodging the complaint and/or grievance.

(4) “Respondent” is defined as the faculty, academic administrator, or staff professional most directly responsible for the alleged action(s) and/or decision(s) resulting in the complaint and/or grievance.

**Section B:** It is the desire of the University that any Grievance be handled in a timely manner. The Grievance procedures must adhere to the time deadlines stated in the grievance procedures.

**Section C:** This document is not intended to inhibit the resolution of a problem in any satisfactory informal way.

**Section D:** At any point in these grievance proceedings the Grievant may move to withdraw the Grievance or accept a solution.

**Section E:** The Ombudsman may be consulted by the Grievant at the earliest opportunity. Deadlines may be extended at the request of the Ombudsman to the relevant School Dean or the Academic Vice President (e.g., if the Grievant is in a course of the respondent the following quarter, an extension may be granted).

**Section F:** The University has a strict policy of zero tolerance of actual or implied violence. If at any time a Grievant engages in harassment or intimidation, the grievance will immediately become a disciplinary matter to be dealt with by campus security.

**ARTICLE II – General Provisions**

**Section A:** Complaints and/or Grievances may be brought against the actions and/or decisions of faculty, administrators, staff in admissions, records, financial aid, counseling, placement or other student service offices for failure to adhere to written campus policies or for procedures or actions that constitute arbitrary, capricious, or unequal application of those procedures.

**Section B:** A complaint and/or grievance may be initiated on the basis of a claim of: (refer to Article I for definitions)

(1) Violation of established academic policies and regulations
(2) Clerical error
(3) Prejudicial evaluation
(4) Capricious evaluation

**ARTICLE III – Complaint Procedures**

**Section A:** Before resorting to grievance, a student shall exhaust all complaint procedures herein at the department level. Grievance procedures, as outlined in Article IV, should not be invoked until the complaint has been thoroughly addressed at the department level.

**Section B:** The student shall first address the complaint to the concerned faculty, academic administrator, or staff professional most directly responsible for the alleged action(s) and/or
decision(s) resulting in the complaint. If the complaint cannot be resolved by the student and faculty, academic administrator, or staff professional, the student should meet with the Department Chairperson/Director to discuss their complaint.

Section C: If the student and the Department Chairperson/Director cannot resolve the complaint, the student should meet with the appropriate school or departmental Dean to discuss their complaint. If the complaint is still unresolved after this point, the student may then, and only then, file a written grievance as outlined in Article IV.

ARTICLE IV - Grievance Procedures
Section A: Before a student may invoke the grievance procedures specified herein, they shall first exhaust all complaint procedures as outlined in Article III.

Section B: A student may initiate formal grievance procedures by filing a Student Grievance Form with the Office of the Academic Vice President within a period of seven (7) working days following the date that the complaint procedures were concluded.

Section C: Upon receiving a written notice of grievance, the Academic Vice President shall inform the Presiding Officer of the Grievance Review Board, the Ombudsman, and the appropriate Dean of the School or Department in which the grievance occurred, of the grievance. The Grievance Review Board Presiding Officer shall verify that the student has complied with all procedures outlined in Article III.

Section D: At any point in these formal grievance proceedings the Grievant may move to withdraw the grievance or accept an informal solution.

ARTICLE V – Grievance Review Board

Section A: Be it that grievances may encompass both academic and non-academic issues, the Grievance Review Board shall be composed of seven persons: the Presiding Officer, two full-time faculty members, two full-time student-service professional staff members, and two full-time students.

Section B: The Presiding Officer shall be the Dean of Academic Programs or his/her designee. He/she shall be responsible for ensuring that all procedures are followed in the seating of the Review Board and in the conduct of its hearings and deliberations. The Presiding Officer shall vote only in case of a tie. The Presiding Officer shall also insure that all participants in each hearing are officially notified of the confidential nature of the hearing and all information and data presented therein.

Section C: The Grievance Review Board shall be a standing committee, with board members selected each academic year. At the beginning of each academic year, the Presiding Officer shall draw two names from the pool of currently enrolled full-time students, two names from the pool of full-time faculty, and two names from the pool of full-time student-service professional staff. Administrative-level Faculty and staff personnel will be excluded from the pool. University policy regarding definitions of full-time faculty, staff members, administrators, and students shall
apply. Upon selection, if a faculty, staff, or student declines to serve, another name shall be
drawn in their place.
Once the position is accepted, it will be for the duration of the academic year.

Section D: After the regular Board members are selected, alternates shall be drawn using the
same method. Two full-time faculty, two full-time student-service professional staff, and two
full-time students shall be selected as alternates.

Section E: Any board member, other than the Presiding Officer, may be permanently replaced
with an alternate during the academic year:

(1) if faculty or staff - are no longer employed by CSUB as a full-time employee;

(2) if a student - are no longer enrolled full-time or if placed on academic probation in any
quarter during the academic year of service.

(3) If absent from any scheduled meeting of the Grievance Review Board, in which member
notification and availability were confirmed, then the Presiding Officer may permanently remove
that member from the board at his/her discretion.

(4) If deemed to be exhibiting inappropriate behavior via a consensus vote of all remaining
members of the board.

Section F: If a board member is replaced with an alternate, then the Presiding Officer shall
immediately draw another name from the appropriate pool to fill the vacant alternate position.

Section G: A quorum shall consist of all current members of the Grievance Review Board,
excluding alternates.

Section H: All hearings shall be closed. The Grievant and the Respondent shall each have the
right to have the Ombudsman present as a non-participant observer at the hearings. Attendance
shall be limited to the Grievant, the Respondent, the Ombudsman, witnesses, if any, while giving
evidence, and the Review Board. Since this is not a legal action and grievant has ultimate legal
recourse, attorneys shall be excluded.

Section I: Formal grievance hearings shall not be held during the Summer or Christmas breaks
unless Grievant, Respondent, entire Board, and witnesses agree. Every effort shall be made to
resolve the grievance within the term filed.

Section J: The Presiding Officer shall inform all parties to the grievance of the time, date, and
location of the hearing, names of the presiding board members, as well as decisions on other
matters that may affect the hearing.

Section K: Both the Grievant and the Respondent then have two working days after the date of
notice of presiding board members in which they may each request to the Presiding Officer up to
one board member be temporarily replaced with an alternate due to cause. The Presiding Officer
shall immediately grant or deny such requests, and these decisions shall be final for all purposes. Those temporarily excused for cause shall regain their positions once the Review Board’s proceedings for that specific grievance have concluded.

**Section L:** The Board shall normally convene within fourteen (14) working days from notice of grievance. The Presiding Officer shall be responsible for meeting with the Board at an appropriate time before the beginning of the hearing to familiarize the members with the procedures.

**Section M:** The content of the proceedings in a grievance hearing is confidential, and the Board recommendations resulting there from shall not be made public by any participant in the hearings. In the event these matters should become public, the University, as are appropriate, may make such public statements. This policy of confidentiality shall not preclude such discussion of the case by the opposing parties as may be necessary to prepare for the hearings.

**Section N:** Subject to Section O below, both the Grievant and the Respondent may offer evidence and call witnesses, with the Grievant doing so first.

**Section O:** Within the guidelines established by these procedures, and subject to overrule by a majority of Board members, the Presiding Officer may establish necessary rules for the conduct of the hearing, including decisions involving procedural issues.

**Section P:** Any relevant evidence shall be admitted and the Presiding Officer shall have the discretion to rule out evidence if in his/her judgment such evidence is essentially repetitious or irrelevant.

**Section Q:** During the course of the proceedings the Grievant and the Respondent shall not discuss the case with members of the Review Board outside the hearings. If, in the judgment of the Board either Grievant or Respondent has harassed or attempted to intimidate the other or any Board member, the Board may initiate disciplinary procedures. (See Article VIII below)

**Section R:** Both parties may make an opening statement. The Grievant has the burden of proof, and shall demonstrate by a preponderance of evidence that he/she was directly wronged by the action that gave rise to the Grievance. After the opening statements, both parties shall answer questions the Board may have regarding the case. Both parties may then question each other, as well as all witnesses. Any documents submitted as evidence shall be made available by the Presiding Officer to both parties.

**Section S:** The Grievant or Respondent may sign a waiver allowing the Board to have access to confidential information pertinent to the case. However, the rights of privacy of third parties (such as other students in the course who are not involved in the case, or other faculty who may teach similar courses) shall be respected.

**Section T:** The Grievant and Respondent may request information from each other concerning the case. The Grievant, for example, may request a class list with student names and an overall grade distribution, but in no circumstance will the grades given to specific students in the course,
or student identification numbers, be released without their written permission. Moreover, the Board shall not have access to, nor consider, records of testimony about previous academic performance of the Grievant in other courses or in prior grievances.

**Section U:** The Board shall not have access to nor consider records of testimony about the previous use of sanctions by the Respondent nor previous instances of grievances.

**Section V:** A tape recording of the hearing shall be kept and filed in the Office of the Academic Vice President. It shall be retained for two calendar years, and then shall be erased. The tape recording is to remain confidential.

**Section W:** Each party may present a closing statement with the Respondent going first. Any closing statements shall be limited to the evidence presented. There shall be no questioning of the parties during or after the closing statements.

**ARTICLE VI – Grievance Review Board Decisions & Ad Hoc Assessment Committee**

**Section A:** The decision of the Board must be consistent with campus and CSU policy. The Presiding Officer shall notify the Grievant, Respondent, and the appropriate administrator of the Board’s finding.

**Section B:** If the Board found that a legitimate grievance has occurred, the Presiding Officer shall request the Respondent to reconsider the grieved action in light of the Board’s finding. If the Respondent agrees, he/she shall make the appropriate corrective action within seven (7) working days after notification of the Board’s finding.

**Section C:** If the Board recommends the change but the Respondent refuses, the Presiding Officer shall convene an ad hoc Assessment Committee composed of two faculty or two staff members whose field of expertise is appropriate for suitable evaluation. The Presiding Officer shall be a non-voting member of the Assessment Committee. The Presiding Officer shall inform the Respondent of the decision reached by the Assessment Committee.

**Section D:** If the Respondent refuses to comply with the decision of the Assessment Committee, he/she shall notify the Presiding Officer within seven (7) working days after receiving notice of the committee’s decision.

**Section E:** In the event the Respondent refuses to comply with the decision of the Assessment Committee, the Presiding Officer shall refer the matter to the University’s President for final resolution.

**ARTICLE VII – Appeals**

**Section A:** Either the Grievant or the Respondent may appeal the finding of the Grievance Review Board, but the Respondent may not appeal the decision of the Assessment Committee. The party wishing to appeal the finding of the Grievance Review Board must deliver a written appeal to the Presiding Officer, with copies to the opposing party. This appeal shall be delivered
to the Presiding Officer within fourteen (14) working days from the date of the receipt of the
finding of the Grievance Review Board.

**Section B:** The only grounds for appeal are:
1) Substantial departure from the procedures established in this document so as to seriously
prejudice the outcome of the hearing;
2) Prejudicial treatment by the Grievance Review Board.

**Section C:** The appeal document shall specify the following:
1) That it is an appeal;
2) The name and current address and telephone number of the person making the appeal;
3) The reasons for the appeal and the facts supporting those reasons.

**Section D:** The Presiding Officer may bring final resolution to the grievance by either electing to
reject the appeal based on lack of evidence, or by referring the matter to the University’s
President. The Presiding Officer’s decision to either reject, or refer, the appeal shall be final for
all purposes. If referred, the President’s decision shall be final.

**ARTICLE VIII - Grounds for Disciplinary Action**
**Section A:** Students and faculty are subject to disciplinary action if they knowingly make false
statements or act in any other way with malicious intent within the provisions of this document.

**Section B:** The Presiding Officer of the Review Board shall immediately bring all such cases
before the appropriate disciplinary bodies for review.

**ARTICLE IX - Procedures for Reporting**
**Section A:** At the end of the academic year the Presiding Officer of the Grievance Review Board
shall report to the Academic Senate the number of cases heard and the disposition of each case.

**ARTICLE X - Procedures for Revision**
**Section A:** These procedures are subject to change by majority vote of the Academic Senate.
The President is responsible for ensuring that any revisions conform to Executive Order No. 320
of the Office of the Chancellor.

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**Final Examinations**

Each non-seminar course shall include an appropriate instrument for comprehensive evaluation
of student performance. If an in-class written final examination is given, it shall be done during
the regularly scheduled final examination period. If a take-home final is assigned, it shall be due
during final exam week. CSUB policy provides that no student shall be required to take more
than two final examinations on the same academic day. If a student has more than 2 exams on
the same day, the student should contact the course instructors and request a special arrangement.
If no instructor agrees to reschedule, the exam in the lowest-enrolled course (s) shall be
rescheduled for that student.
Privacy of Grades

In compliance with the provisions of the Family Education Rights and Privacy Act of 1974, faculty may not distribute papers or publicize test results in a way that lets anyone except the student involved have access to them.

Philosophy Regarding Academic Freedom in the Classroom

The expression of different points of view in the classroom by faculty and students is not only a right but also a responsibility. Although we cannot control the interpretations of others, we must always remember why we are here: to enlighten, nurture and educate. It is our responsibility to try to provide an environment of mutual respect in which individuals can express their opinions. Instructors often present controversial opinions (some of which they do not personally believe to be true) in order to stimulate conversations and higher reasoning amongst students. This ability must not be eroded. Students do have the right to be graded fairly and the right for professors and the university to protect their academic freedom. Having an ideological divergent opinion does not constitute grounds for punitive action.

American Association of University Professors: CONTROVERSY IN THE CLASSROOM

A statement issued by the AAUP's Committee A on Academic Freedom and Tenure

Advertisements have appeared in the campus press by an organization, "Students for Academic Freedom," calling on students to report professors who try to "impose their political opinions" in the classroom. This is not the first time that self-appointed watchdogs of classroom utterances have focused on the professoriate: The John Birch Society undertook that role in the 1960s, an organization called "Accuracy in Academia" did so in the 1980s, and "Campus Watch" assumed that role for professors of Middle Eastern studies after September 11, 2001. What is different is that this organization purports to rely on AAUP principles in condemning the introduction of "controversial matter having no relation to the subject" and to take upon itself the mission of defining what is in and out of bounds.

The AAUP has long maintained that instructors should avoid the persistent intrusion of matter, controversial or not, that has no bearing on the subject of instruction. Any such practice would be expected to be taken up as part of the regular evaluations of teaching routinely conducted in higher education, evaluations that commonly include surveys of student experience. The advertised call goes well beyond a concern for poor pedagogy, however. It rests on a right, claimed in the name of academic freedom, not to be confronted with controversy in the classroom—not, at least, beyond what the organization conceives of as germane to the subject as defined by it. The project's stated purpose, as its ad puts it, is to rule out of bounds any reference to the war in Iraq in a course whose "subject" is not the war in Iraq, or statements about George W. Bush in a course that is not about "contemporary American presidents, presidential administrations or some similar subject."

Controversy is often at the heart of instruction; good teaching is often served by referring to contemporary controversies even if only to stimulate student interest and debate. If these watchdogs have their way, a professor of classics, history, ethics, or even museum administration
could make no reference to the Iraq conflict or to George Bush—in their courses on the Roman Empire, colonialism, the morality of war, or trade in the artifacts of ancient civilizations—because the "subject" of these courses is not this war or this president. Contrary to defending academic freedom, the project is inimical to it and, indeed, to the very idea of liberal education. (Posted 03/2/04)

239
Retention of Course Materials

To allow a path for resolving possible grievances, incompletes, legal proceedings, etc., course syllabi and materials related to student evaluation for each course must be retained by the instructor or in the case of adjunct faculty by the responsible academic program for two years. An off-line copy of On-line courses must be similarly archived for two years.

241
Dean of the Extended University Division

The Dean of the Extended University Division (EUD), in coordination with the school deans and the Provost and Vice President for Academic Affairs (P&VPAA), is responsible for the administration of the Extended University, including Non-Degree Programs, Summer Session, Open University, Intersession, Degree Credit Programs, and the campus Intensive English Language Center (IELC) program.

242
Non-Degree

The Non-Degree Programs of the EUD provide offerings both on and off the campus. They may be offered on-site or online or in a hybrid format. Programs typically serve the adult population who seek professional development. Courses may carry Continuing Education Credit (CEUs) that students can use to enhance their professional standing. Some programs prepare students to take professional association exams. The Non-Degree Programs unit also offers summer camps for local children.

243
Non-Degree Instructional Appointments

When appointing faculty to teach a course through the EUD, the Dean shall secure the approval of the appropriate school dean and department chair.

244
Concurrent Enrollment

CSUB students may enroll in courses offered through Extended University concurrent with their enrollment on the main campus or at the Antelope Valley Center. The campus overload policy,
however, shall apply to courses taken in a quarter regardless of the campus. Petitions requesting exceptions to this policy are processed as overload requests.

245
Open University

Open University allows non-matriculated students to enroll in regularly scheduled classes of the University on a space-available basis through Extended University. Students must have met all prerequisite requirements for the classes in which they enroll.

250
Purpose of Certificate Programs

Certificate programs expand educational opportunities in the service region and they provide important alternatives for the attraction and retention of students. The University thus encourages and supports the development of new certificate programs.

251
Feasibility and Cost/Benefit

The establishment of new certificate programs requires the use of both the human and physical resources of the University. The feasibility and cost/benefit of each program should be ascertained before submission of new programs for approval. Care must also be taken in the design of new programs so that standards of academic excellence are not compromised. The following issues must be addressed in the design of programs:

a. Academic integrity: consideration must be given to general educational goals in addition to the in-depth study appropriate to the particular program (this is particularly important with respect to CSUB certificates--see below);

b. Market or clientele for the program;

c. Admission requirements and procedures: course level and course prerequisites;

d. Source of faculty for the program;

e. Compatibility with existing programs;

f. Contribution to the overall picture of enrollment at the University;

  g. Residence requirements: generally no more than 25% of the program course-work may be transferred from another institution.
Kinds of Certificate Programs

The University may develop certificate programs both in the regular academic units of the various schools as well as in the Extended University. The former will be termed Certificate Programs and the latter Extended University Certificate Programs.

a. Certificate Programs
These certificate programs are comprised of courses in the regular curriculum that earn credit that is transferable to regular degree programs. Academic standards in these programs are the same as those of the University’s degree programs. CSUB certificate programs may be pre-baccalaureate or post-baccalaureate.

b. Extended University Certificate Programs
These programs are offered by, and are the responsibility of, the Extended University. Most of the courses in these programs will be numbered under 100 or above 800 and will thus earn no credit that is transferable to regular degree programs.

Approval of New CSUB Certificate Programs

CSUB Certificate Programs shall be approved in accordance with the regular procedures for the approval of new programs. After approval of the department or program faculty and of the appropriate school committee(s), the proposal shall be forwarded to the committees of the Academic Senate responsible for the approval of new programs, namely the Academic Affairs Committee and the Budget and Planning Committee. Finally, the Senate itself shall act on the proposal and make appropriate recommendations to the President. Proposals for new programs shall include background and purpose, admission requirements, residence requirement, course requirements, course transfer policy, comparison of proposed program with similar programs (if any) at other colleges or universities, program staffing, and program implementation and consultation process.

Special Requirements for Pre-Baccalaureate CSUB Certificate Programs Offered to Non-Degree-Seeking Students

1. Students must meet the regular admission standards of the University.

2. Students must achieve Area A.1 of the General Education program and, unless persuasive evidence is offered showing why they are not appropriate to a particular program, Areas A.2, A.3, and B.4.
Record-Keeping and Review of CSUB Certificate Programs

Record-keeping and review responsibilities for a certificate program shall be assigned to the academic unit responsible for instruction in that program. Each program shall be reviewed at least every five years with respect to the program’s ability to meet the educational needs of its students, to its effect on enrollment in related bachelor’s degree programs, and to its relationship to the mission of the University. This review shall be conducted by the academic units responsible for the program and shall be submitted to the appropriate school deans and the Academic Senate. The award of a certificate will not be entered on a student’s permanent record.

Issuing of CSUB Certificates

The Dean of Extended University in consultation with the school deans shall establish standard format and wording for certificates. The Dean of Extended University shall award certificates after documentation has been received from the appropriate faculty that all requirements have been met. A certificate fee shall be charged to cover administrative costs for the printing and issuance of the certificate. The Extended University shall collect this fee.

Development and Implementation of Extended University Certificate Programs

These certificate programs shall be developed and implemented by the Dean of Extended University in close consultation with the appropriate school deans, the faculty, and the constituencies that such programs are intended to serve. These programs shall meet specific educational needs in the University’s service area, and the program design will include a statement of prerequisites for enrollment. These programs may, when appropriate, include some courses that carry degree credit. In such cases, students will be expected to satisfy all prerequisites for these courses.

Standards and Review of Extended University Certificate Programs

The standards for admission and requirements for completion of these programs shall be established and monitored by the Extended University. Periodic reviews of all programs shall be undertaken by Extended University.

Issuing of Extended University Certificates

Certificates for these programs are issued by the Extended University and shall indicate that they are granted by the Extended University of California State University, Bakersfield.
301 Personnel Procedures

University personnel procedures comply with the provisions of Subchapter 7 of Title 5 of the California Administrative Code and provisions contained in the Collective Bargaining Agreement (CBA) between the California Faculty Association and the California State University. When the Academic Policy Manual or CBA do not cover a specific personnel situation, the President shall decide the outstanding personnel issue after consulting appropriate academic officers.

302 Appointment

The President or the President’s designee shall make all academic appointments, including initial appointments, re-appointments during the probationary period, and appointments for the terminal year. The President or designee shall also grant tenure.
Tenured faculty members participate in the appointment process in two ways: by developing job descriptions, soliciting and evaluating applications, and interviewing candidates; or, in the case of re-appointment, termination or tenure, by reviewing probationary faculty. In both cases, faculty make recommendations to the President or his/her designee.

303 Classes of Academic Appointment

Any individual who has responsibilities normally associated with those of a faculty member must be appointed to one of the ranks enumerated in section 302. Faculty may hold appointments in the following ranks, for which full-time service shall be considered probationary for tenure purposes: lecturer, assistant professor, associate professor, and professor; assistant librarian, senior assistant librarian, associate librarian, and librarian; and assistant counselor, associate counselor, and counselor. Persons appointed as probationary faculty prior to completion of their terminal degree are designated as lecturer until work for the degree is awarded. Faculty whose service will not be considered probationary for tenure purposes are appointed as lecturers.

Faculty
Consistent with the Collective Bargaining Agreement (2.13), the term “faculty member”, as used in this handbook, refers to a bargaining unit member who is a full-time faculty unit employee, part-time faculty unit employee, probationary faculty unit employee, tenured faculty unit employee, temporary faculty unit employee, coaching faculty unit employee, counselor faculty
unit employee, faculty employee, or library faculty unit employee. The term "faculty" includes all of those individuals who are faculty members. This definition of faculty does not take precedence over specific handbook or departmental requirements for addressing personnel matters, curricular matters, or committee assignments. Nothing in these policies shall limit the right of participants in the Faculty Early Retirement Program to serve on committees.
(Faculty revised 9-21-15)

Teaching Faculty
The teaching faculty of the University consists of those professional staff members holding appointments in academic rank. They have primary responsibility for developing University and School curricular policy as well as criteria. They are specialists in their chosen disciplines. They are involved, within the policies of the University, with instruction, scholarship, and professionally related community activities.

Tenured Teaching Faculty
Teaching Faculty may hold tenured appointments. Such appointments normally occur after the completion of a period of probation. Tenured teaching faculty may hold the rank of assistant professor, associate professor, or professor.

Probationary Teaching Faculty
Teaching faculty may hold probationary appointments. Faculty with such appointments ordinarily serve a minimum of two years to a maximum of six years with probationary status. Probationary teaching faculty may hold the rank of lecturer, assistant professor, associate professor, or professor.

Librarians
The librarians of the University consist of those professional staff members holding appointments in the Library that are equivalent to the academic ranks of the teaching faculty. They have primary responsibility for selecting, organizing, preserving, and disseminating the various information collections of the Library to support the academic programs of the University. They are specialists in their chosen areas. They are involved, within the policies of the University, with performance (including instruction for those with specific teaching assignments), professional growth (including scholarship), and professionally related community activities.

Tenured Librarians
Librarians may hold tenured appointments. Such appointments normally occur after the completion of a period of probation. These individuals may hold the rank of assistant librarian, senior assistant librarian, associate librarian, or librarian.

Probationary Librarians
Librarians may hold probationary appointments. Librarians with such appointments serve a minimum of two years to a maximum of six years with probationary status. These individuals may hold the rank of assistant librarian, senior assistant librarian, associate librarian, and librarian.
Counselors
The counselors of the University consist of those professional staff members holding appointment in the Counseling Center that are equivalent to the academic ranks of the teaching faculty. They have primary responsibility for providing professional counseling services to students so that they are able to achieve their academic goals and to mature as contributing citizens of our community. They are specialists in their chosen areas. They are involved, within the policies of the University, with performance (including instruction for those with specific teaching assignments), professional growth (including scholarship), and professionally related community activities.

Tenured Counselors
Counselors may hold tenured appointments. Such appointments normally occur after the completion of a period of probation. These individuals may hold the rank of assistant counselor, associate counselor, or counselor.

Probationary Counselors
Counselors may hold probationary appointments. Counselors with such appointments serve a minimum of two years to a maximum of six years with probationary status. These individuals may hold the rank of assistant counselor, associate counselor, or counselor.

Lecturers, Temporary Librarians, and Counselors
Lecturers, librarians, and counselors may hold temporary appointments for a specific period of time (e.g., one quarter, one year, three years), and may be full-time or part-time.

Coaching Faculty
Faculty may hold temporary appointments as coaches. The appointments are for a specific period of time (e.g., one quarter, one year, three years) and may be full-time or part-time.

Visiting Faculty
Individuals may hold one-year appointments as visiting faculty, visiting librarians, or visiting counselors. Such individuals normally would hold tenured appointments at some other institution of higher education. Such appointments must be consistent with the Collective Bargaining Agreement’s (CBA) provisions for the protection of temporary faculty, counselors, and librarians.

Adjunct Faculty
Individuals may hold temporary, part-time appointments as adjunct assistant professor, adjunct associate professor, or adjunct professor. Individuals appointed as adjunct faculty are usually professionals who have skills and knowledge necessary for campus academic programs.

Research Faculty
Individuals may hold temporary appointments as research faculty. The appointments may be part time or full time. Appointments as research faculty normally occur to complement the activity of a center or program.

**Joint Appointments**

Faculty may hold appointments in more than one department. The combined appointments shall not exceed a full-time assignment. The President or his/her designee shall determine the proportion of assignment of activity for individuals holding joint appointments. The appropriate school dean, after consultation with the faculty shall designate the unit responsible for conducting the RTP review. This is ordinarily the unit wherein the majority of the assignment is fulfilled. The appointment letter shall state the unit responsible. The President may change the proportion of an assignment during the duration of the joint appointment (CBA 12.1).

**304  
Terminal Degree**

CSU regulations (FSA 70-7) provide that “the doctorate or equivalent attainment shall be the desirable qualification for appointment to a University faculty position.” Except when a scholar’s preparation has been outside of the regular academic system or in certain professional fields where different criteria are recognized, university policy provides that appointment to the rank of assistant professor or higher (or equivalent rank for counselors and librarians) normally presupposes the possession of the appropriate terminal degree. The search and screening committee and the appropriate dean will determine exceptions to this policy.

**305  
Offer of Appointment for Tenure-Track Probationary Faculty**

The P&VPAA shall offer appointment to the candidate. If the candidate refuses the offer of appointment, the P&VPAA may offer the position to another candidate from the list of applicants acceptable to the school dean and the department. If no candidate is acceptable, the search may be re-opened.

**306  
Credit toward Tenure**

The offer shall inform the candidate that he/she may request up to two years of credit toward the award of tenure for previous service. The request shall be made prior to the start of the candidate’s initial academic year (see Section 403).

**307  
Duration of Appointments for Tenure-Track Probationary Faculty**

Initial teaching appointments that commence with the opening of a university year are effective as of September 1 and are normally for two academic years. Salary for an academic year is paid
on an annual basis in twelve equal monthly payments. Annual increments are paid on the anniversary of an individual’s appointment.

308 Policies and Procedures for Appointment and Re-appointment of Coaches

Requests for authorization of new coaching positions and filling of coaching vacancies are initiated by the Athletic Director. The P&VPAA shall appoint search committees after consultation with the Athletic Director. The committees shall include the Faculty Athletic Representative and one student, selected by the P&VPAA after consultation with the President of the Associated Students. The composition of the committees may be changed as the search progresses and the areas in which the coach-candidates may teach become better defined. Evaluation of teaching and service for renewal decisions originates with the unit committee for the academic department in which the coach is serving and proceeds through the department chair and school dean to the P&VPAA.

Evaluation of coaching for renewal decisions originates with the Director of Athletics and is sent directly to the P&VPAA.

Coaching shall receive the greatest weight, but unacceptable teaching shall be grounds for non-renewal of the teaching portion of the contract.

309 Initial Temporary Appointments

Temporary appointments may be either part time or full time. Procedures for the authorization of new full-time temporary faculty positions are specified in Section 361.

The department shall secure the approval of the school dean to appoint part-time temporary faculty. The letter of appointment for temporary faculty shall indicate the term of appointment and state that the term automatically expires at the end of the period specified and does not establish consideration for further appointment. Temporary faculty appointments may be for periods of a quarter, two quarters, or one or more years. The P&VPAA may at his/her discretion make appointments in excess of three years.

Full-time temporary faculty, except Coaching faculty, shall not be appointed on a conditional basis.

Part-time appointment may be on a conditional basis depending upon enrollment and budget considerations. If a class is cancelled the employee shall be paid for class hours taught. Classes may be cancelled any time previous to the third class meeting.
Full-time coaches may be appointed on a conditional basis, and the conditions shall be consistent with the by-laws and regulations of the NCAA.

Each department or unit shall maintain a list of temporary faculty whose teaching has been evaluated by the department or unit, and also the courses taught by each individual. In the event a member of that list applies for a position in the department or unit, his/her application shall receive careful consideration.

310 Appointments of Temporary Faculty With Six or More Years of Service

Temporary faculty employed during an academic year and having six or more years of consecutive service to the campus shall be offered a three-year appointment according to the following provisions:

a. The six-year eligibility period need not have been continuous as long as it was served in a single department;

b. The time base of appointment shall be consistent with paragraph three of 309;

c. The P&VPAA shall determine the type and extent of course offerings consistent with policies and procedures for the campus.

Temporary faculty holding three-year appointments and having six or more years of consecutive service may expect subsequent three-year reappointments except in instances of documented unsatisfactory performance or serious problems of conduct. If there is insufficient work to support the reappointment at the previous time base, the time base of the successor three-year appointment may be reduced to reflect available work for which the temporary faculty member is qualified.

311 Nepotism

It is the policy of the California State University, Bakersfield (CSUB) to seek for its administrators, instructional faculty, and support staff the most qualified candidates through appropriate search procedures preceding each appointment and promotion. There shall be no bars to the appointment of immediate family members in administrative, faculty or staff employment categories, in the same or different units or departments so long as the following standard is met:

No CSU employee shall vote, make recommendations or in any way participate in decisions about any personnel matter which may directly affect the selection, appointment, evaluation, evaluation,
retention, tenure, compensation, promotion, termination, other employment status or interest of an immediate family member as defined below.

If an employee is scheduled to participate on a selection committee or Qualifications Appraisal Board (QAB) and becomes aware they are related to an applicant, they must notify a representative of Human Resources immediately and prior to participation on committee or QAB.

In each of the following circumstances, special written provisions must be prepared for review and approval by the head of the organizational unit (e.g. Dean or Director)* before an individual may be appointed: (1) If the individual is to be assigned to a position under the supervision or control of an immediate family member who has or may have a direct effect on the individual’s progress or performance; or (2) If the individual is to be assigned to work for the same immediate supervisor as another immediate family member.

The special written provisions shall include a plan to ensure that personnel matters including evaluation, retention, tenure, promotion, wages, hours and other terms and conditions of employment, will not be decided based on the relationship as an immediate family member. The plan should provide that the head of the organizational unit is to review all decisions on personnel matters. In those cases where related employees will be working for the same immediate supervisor, the plan should include steps to be taken to alleviate any pressures toward favoritism that could occur as a result of supervising members of the same immediate family. The head of the organizational unit shall be responsible for investigating concerns about conflicts of interest or favoritism involving members of the same immediate family.

Regarding financial matters, the California State University is covered by the Financial Integrity and State Manager’s Accountability Act (FISMA, Government Code §§3400 et seg.), which requires separation of duties for financial transactions. These requirements can be found in the State Administrative Manual (SAM, chapter 8080).

*In those situations where this policy applies to the head of the organizational unit, the appropriate Administrator is to review and approve all decisions on personnel matters.

For the purposes of this policy, “immediate family member” is defined as a close relative including: parent, child, grandparent, grandchild, sibling, uncle, aunt, nephew, niece, first cousin, spouse, registered domestic partner, step-parent, step-child, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, and by guardianship and/or adoption or a person residing in the immediate household except live-in household employees or roomers. Relatives of domestic partners shall be treated as relatives of spouses. Exceptions to this policy are at the discretion of the President.

This policy applies to all staff and faculty covered by collective bargaining agreements, all employees in designated confidential positions, employees hired as administrators in the Management Personnel Plan (MPP) and those in excluded classifications, e.g., student assistants, work-study, special consultants, etc.
The Office of Human Resources is responsible for implementation of this policy on the CSUB campus. One portion of this policy notes the need for special written provisions from program center administrators before an individual may be appointed or given an assignment if the nepotism policy applies to that situation. (refer to Nepotism Compliance Agreement).

(Nepotism Policy Revised 3/20/08)

Conflict of Interest Issues Involving Evaluation
Faculty may not participate in the formal evaluation (such as assigning grades in university courses, participating in reviews on assessment panels, etc.) of any person who is their domestic partner or member of their immediate family, who is a member of their immediate family or with whom they have, or have had, a personal consensual relationship. Essentially, the issue is to preserve academic integrity and objectivity in the evaluation process, so any situation where a personal relationship could potentially compromise objectivity must be addressed. Normally, this situation is best handled by the department chair assigning an alternate faculty member who will be responsible for the grading or evaluation. In cases where the department chair is the person involved, the appropriate school dean shall assign the alternate.

315
Personnel Files

The University uses at least three types of personnel files: Human Resources File, Personnel Action File (PAF) and Working Personnel Action File (WPAF). Some departments or other academic unites also keep informal personnel files. The WPAF is commonly called the RTP File since it contains the materials reviewed by the different levels for the purposes of retention, the award of tenure, and promotion, but any personnel action must include review of the PAF because the PAF may contain items that are not contained in the WPAF. The PAF is described below in 316, and the WPAF is described in 322, “RTP Files.”

316
Personnel Action File (PAF)

The Personnel Action File (PAF) is the official personnel file for employment information and information relevant to the personnel evaluations and recommendations regarding a faculty member. Access to the PAF shall be limited to persons with official business. The contents of the PAF shall be held in confidence. The custodian for the PAF (see below) shall log all instances of access to a PAF. The PAF shall also indicate the existence and location of other documents regarding a faculty member to which the faculty member has access in accord with the CBA.

Custodian of the PAF
For each faculty member, the Provost and Vice President for Academic Affairs (P&VPAA) shall designate an office in which the PAF shall be maintained and shall designate a custodian for the PAF. In almost all cases, the custodian will be the dean or director of the faculty member.

Access to the PAF
A faculty member shall have access to all materials in the PAF, exclusive of pre-employment materials. A faculty member may schedule an appointment during normal business hours for the purpose of reviewing the PAF. The appointment shall be scheduled promptly following the request during normal business hours and shall be subject to reasonable conditions. With the invitation of the faculty member, another person may be present during the review of the PAF.

**Submission of Materials to the PAF**
The faculty member shall be provided with a copy of any material to be placed in the PAF at least five (5) days prior to such placement. This provision shall not apply to material referenced in matters of Temporary Suspension or Disciplinary Action as found in Articles 17 and 19 of the CBA.

**Correction of Materials in the PAF**
If, after reviewing the PAF, the faculty member believes that any portion of the file is not accurate, he/she may request in writing the correction or deletion of the inaccurate portion, or both.

a. Requests shall be addressed to the custodian of the file. The request shall include a statement regarding the corrections and/or deletions being requested, and the facts and reasons justifying the request. All requests shall become part of the PAF except when disputed material has been removed from the file. All changes, including removal of materials, shall be entered into the log.

b. If the custodian of the file denies the request for correction and/or deletion, the faculty member shall be given a written justification for the denial. Within seven (7) days after receiving notice of denial, the faculty member may submit a written appeal of the denial to the P&VPAA. The P&VPAA shall formally respond within 21 days after receiving the written appeal. If the P&VPAA supports the appeal, the PAF shall be revised in accord with the original request for correction and/or deletion of materials. The faculty member shall receive written notification of specific actions taken regarding the requested changes in the PAF. If the P&VPAA denies the appeal, the faculty member shall be given written justification for the denial.

**Contents of the PAF**
The PAF shall contain the following documents:

a. **Log Sheet**
The Log Sheet shall list each document placed in the PAF, date of insertion, original source, and person or authority responsible for inserting the document.

b. **Access Sheet**
An Access Sheet shall list each person having access to the PAF, reason for access, and date of access.

c. **CSUB Employment History**
The initial appointment letter and any subsequent appointment letters, past evaluations, and recommendations shall be placed in the PAF.

d. Current Vita
Faculty members are required to update their vitae and assignment sheets for each performance review cycle. A copy of each shall be placed in both the RTP File (WPAF) and the PAF.

e. Periodic Evaluations and Recommendations
Faculty members undergo periodic evaluations. The custodian of the PAF shall be responsible to ensure that a copy of the evaluations and recommendations from all levels for each review cycle be placed in the PAF. If the faculty member submits a written response to any of the evaluations and recommendations, the faculty member shall also submit a copy of the written response to the custodian for placement in the PAF.

f. Post-Tenure Review Evaluations
Tenured faculty members undergo a periodic 5-year review. All post-tenure evaluations, including any rebuttals, shall be placed in the PAF. The custodian of the PAF shall be responsible to ensure that both a copy of the post-tenure evaluations, and any rebuttals, be placed in the PAF.

g. Reprimands
The placement of formal administrative reprimands shall follow the guidelines of Article 18 of the Collective Bargaining Agreement.

h. Other Materials
The custodian of the PAF may place in the file other materials deemed relevant to the personnel evaluations and recommendations of the faculty.

322 RTP/WPAF Files

The WPAF (see 315) is commonly called the RTP File since it contains materials for the performance review of faculty, librarians, and counselors for the purpose of retention, the award of tenure, or promotion.

The RTP file may include information from members of the unit, school (or equivalent), students, and from any other appropriate source knowledgeable about the faculty’s performance. Materials based on hearsay, innuendo, or unsupported accusations or anonymous materials, except SOCI, shall not be placed in the RTP file.

Preparation of the RTP/WPAF File
The faculty, with advice from the unit chair or designee, shall be responsible for selecting appropriate materials to document performance in accord with the unit RTP criteria, organizing the materials for convenient review by all levels, and maintaining and updating the RTP file for each subsequent review cycle. The unit RTP committee, unit chair, and administrators shall be
Contents and Organization of the RTP/WPAF File
All RTP files shall include the following sections in sequence (details on each section are described below).

a. Log sheet – lists each document placed in the file, date of insertion, original source, person or authority responsible for inserting the document.

b. Access sheet – lists each person having access to the file, reason for access, and date of access.

c. Master index – lists each document in the file arranged chronologically within each area of review—teaching/performance, scholarly/creative activity/ professional growth, and professionally related service.

d. Assignments – list all courses taught, quarter-by-quarter (faculty) and all major responsibilities and professional activities (librarians and counselors).

e. Current vita.

f. Applicable unit RTP criteria.

g. Previous RTP evaluations and recommendations (all levels).

h. Personal statement (optional) – concisely describes personal perspective regarding performance in the three areas of review for the current RTP cycle.

i. Documentation of Teaching or Performance

j. Documentation of Scholarly/Creative Activities or Professional Growth

k. Documentation of Professionally Related Services to the University and the Community

l. Miscellaneous Section

Details:
In each of the following sections, each document must have a unique identifying code that is also displayed on the Master Index. When a section contains materials from quarter-to-quarter and/or year-to-year, the materials shall be organized chronologically, preferably “reverse chronology,” with most recent materials toward the front of the respective section.

a. Log Sheet
1. All documents placed in the RTP file shall be listed chronologically on the Log Sheet, with date of insertion, original source of each document, and person or authority responsible for inserting the material.

2. All documents removed from the RTP file shall be listed chronologically on the Log Sheet, with date of removal and person or authority responsible for removing the material.

3. The Log Sheet shall be prepared and maintained by the custodian of the PAF, normally the office of the dean or director of the faculty.

b. Access Sheet
   1. The names of all persons accessing the RTP file shall be recorded on the Access Sheet, with date(s) of access and reason for access.

   2. Each person accessing the RTP file shall be responsible for recording the necessary information on the Access Sheet.

   3. The Access Sheet shall be prepared and maintained by the custodian of the PAF, normally the office of the dean or director of the faculty.

c. Master Index
   1. All documents in the RTP file arranged chronologically within each section of the file shall be so listed on the Master Index, i.e., the Master Index shall be organized by section.

   2. Each document shall have a unique identifying code, which is also displayed on the Master Index.

   3. The Master Index shall be prepared and maintained by the faculty.

d. Assignments Sheet
   1. Faculty shall list all courses taught, quarter-by-quarter, since the last RTP review on the Assignments Sheet. In addition, faculty shall list all assigned time (including number of units for each reassigned activity), quarter-by-quarter, since the last RTP review.

   2. Librarians and counselors shall list all assigned responsibilities since the last RTP review.

   3. The Assignments Sheet shall be prepared and maintained by the faculty.

e. Current Vita
1. A current vita should contain the following information:

1) formal education, including dates of attendance and degrees awarded;

2) employment history, including position titles and dates;

3) prior teaching and/or professional experiences;

4) instructionally related activities, including, but not limited to, major advising responsibilities, supervising major tutorial programs, curriculum or program development;

5) scholarly or creative accomplishments or professional growth accomplishments, including, but not limited to, published journal articles, monographs, books, and presentations of peer reviewed papers at professional meetings;

6) funded grants and contracts, including consulting activities;

7) professionally related services to university and/or community, including, but not limited to, membership/leadership on university committees and task forces, professional associations and societies, and/or community organizations, and other activities contributing to the enlightenment and enrichment of the community;

8) major honors and awards, including special leaves or sabbaticals for professional development; and

9) other areas of assigned responsibilities.

2. The vita shall be prepared and maintained by the faculty.

f. Current Unit RTP Criteria

1. After consultation with the Department /Program Chair or Director, the faculty shall place in the file a copy of the unit RTP criteria being used for the current RTP cycle.

2. The unit RTP criteria may be those in effect at the time the faculty was hired or any subsequent revision, including those in effect at the beginning of the current RTP review cycle. The faculty has the responsibility and authority to make the choice.

3. The unit RTP criteria in the RTP file shall be used by all levels of review for that RTP review cycle.

g. Previous and Current RTP Evaluations and Recommendations
1. At each level of review, evaluations and recommendations pertaining to retention, the award of tenure, and promotion shall be placed in the RTP file, as well as entered into the Log Sheet.

2. The faculty shall receive a copy of the evaluation and recommendation from each level of review before the RTP file is forwarded to the next level of review.

3. The faculty shall have seven (7) days from the receipt of the evaluation and recommendation to file a written rebuttal or response.

4. All rebuttals or responses shall be placed in the RTP file and entered into the Log Sheet.

h. Personal Statement (Optional)

Faculty are encouraged to prepare a Personal Statement summarizing their perspective of their performance in each of the three areas for the current RTP cycle, highlighting their accomplishments, and addressing any criticisms, concerns, or suggestions for improvement made during previous RTP reviews or by students on the SOCI for the current review.

i. Documentation of Teaching or Performance

1. Teaching

   a) Careful documentation of teaching performance is essential. It is imperative to keep this section current, relevant, and orderly for faculty, teaching success is the principal requirement for retention, tenure, and promotion.

   b) Student evaluations of teaching (SOCl) for all courses taught during the probationary period must be included.

   c) Other evidence illustrating teaching effectiveness may include, but are not limited to, the following:

      1) representative syllabi, course materials and handouts, quizzes and exams;

      2) peer evaluations of teaching, including those conducted by the Faculty Teaching and Learning Center (TLC) staff;

      3) signed letters from current students or alumni;

      4) professional development activities for the improvement of teaching performance, including those conducted by the Faculty TLC;

      5) curriculum development—new courses and/or new pedagogy; and/or
6) significant advising of students in a major/program.

d) The use of information or other technologies and involvement in TLC and assessment activities, by themselves, will carry little, if any, weight in the judgment of teaching effectiveness. Reviewers should justify their evaluations regarding such activities and student learning.

e) Additional teaching through Extended University, including SOCI, may be included in this section.

f) Except for the SOCI, no anonymous materials, including letters, notes, e-mails, etc., shall be included in the RTP file.

2. Performance (librarians and counselors)

a) For librarians and counselors, performance is the principal requirement for retention, tenure, and promotion. Therefore, careful documentation of performance on all assignments during the probationary period is essential. It is imperative to keep this section current, relevant, and orderly.

b) Evidence illustrating high levels of performance may include, but are not limited to, the following:

1) assignments requiring significant leadership skills, analytical and organizational skills, and/or problem solving skills

2) peer evaluations of performance, including those conducted by the Faculty Teaching and Learning Center (TLC) staff;

3) signed letters from faculty, staff, current students, or alumni; and

4) program development.

c) The information should be in sufficient detail to substantiate the role of the faculty and his/her contributions.

3. Specific Suggestions for Organizing Teaching Materials

a) Materials for each course (SOCI, syllabus, handouts, quizzes and exams, peer reviews, etc.) should be included in a single “course file.” All course files should be organized in identical fashion.

b) All course files for a given quarter should be grouped together and labeled/coded in some fashion so that reviewers can easily discern quarter-by-quarter teaching.
c) All course files for a given academic year should be grouped together and labeled/coded in some fashion so that reviewers can easily discern year-by-year teaching.

d) Other evidence supporting teaching effectiveness (signed letters from students, professional development activities, curriculum development, advising, etc.) should be placed in a separate file distinct from course files.

e) Because of the volume of materials that will accumulate during the probationary period, it is absolutely essential that all materials regarding teaching be organized in the RTP file in chronological order, preferably “reverse chronology,” with the most recent materials (current review cycle) being in front.

j. Documentation of Scholarly/Creative Activities or Professional Growth

1. This section must show how the faculty is growing and developing through scholarly/creative activities within the discipline (teaching faculty or librarians) or through professional growth activities within the field (counselors).

2. Faculty should include evidence for scholarly/creative activities in accord with their unit RTP criteria, which may include, but is not limited to, published journal articles, monographs, books, papers presented at professional conferences, etc.

3. Faculty are responsible for obtaining outside reviews of unpublished scholarly manuscripts in a timely manner so that they can be included in the RTP file before the RTP review cycle begins.

4. Scholarly/creative materials that have been neither published nor reviewed by peers in the discipline will carry little, if any, weight in the review process.

5. When listing papers presented at a scholarly conference, the faculty must provide information as to whether the paper was selected through a refereed process.

6. When listing co-authored books, articles, research projects, and grant proposals, the faculty must clearly indicate the extent of his/her contribution to the joint effort.

7. In general, grant/contract proposals that have been funded carry more weight than those that have not been funded. Grant/contract proposals that have been submitted for review but have not yet been evaluated carry little weight in the review process.

8. Consulting work (paid or unpaid) in of itself carries little, if any, weight in the review process. Consultant reports, if they have received outside peer review, may carry some weight.
9. Reviews of book manuscripts, journal articles, papers being considered for presentation at professional meetings, etc., may carry some weight if there is documentation of the faculty’s contributions.

10. Under ordinary circumstances, work on accreditation applications and reports should be considered under the category of service to the department and university rather than as scholarly activity.

However, in those instances where the products of the accreditation process can be worked into a larger research strategy or design that can lead to or result in the production of an article or monograph published in a peer-reviewed journal, such activities can be considered scholarship.

11. Activities currently “in process” or being “planned for the future” may be listed, but such activities carry some weight only in the early stages of the faculty’s probationary period. If these activities are listed in this section, then the faculty is obligated to inform all reviewers regarding the outcome of these “in process” or “planned” activities in subsequent review cycles.

12. Specific suggestions for organizing materials in this section

   a) Materials must be organized in chronological order, preferably “reverse chronology,” with the most recent materials (current RTP review cycle) in front; and

   b) Versions or revisions of published papers or articles must be carefully cross-referenced in the RTP file (including Log Sheet and Master Index). Earlier versions should be purged from the file to keep physical size manageable.

k. Documentation of Professionally Related Services to the University and to the Community

   1. This section must show the type and extent of professionally related services the faculty provides to the campus and/or to the community.

   2. Faculty should include evidence for professionally related services to the university and to the community in accord with their unit RTP criteria, including, but not limited to, membership/leadership of university committees and task forces, professional associations and societies, and/or community organizations, presentations to community groups, involvement in community projects, etc. Supporting documentation from others knowledgeable about the faculty’s level of performance should be included in this section.

   3. The professionally related services listed in this section should be related to the faculty’s teaching area, field of scholarship/creative activities, or professional assignments.
4. Teaching for additional pay through Extended University (and other similar academic arrangements) shall not be listed in this section.

5. Consulting activities for which the faculty was paid shall not be listed in this section.

6. Activities for which special assigned time arrangements have been made shall be counted in this section only to the extent that the faculty’s performance was exemplary or his/her efforts significantly exceeded the amount of assigned time. In either case, supporting documentation from others knowledgeable about the assigned time arrangements should be included in this section.

1. Miscellaneous Section (optional)

   1. An additional section may be appended to the RTP file to include such materials as:

      a) large, bulky items, e.g., audio or video tapes, CDs, award plaques, photographs, paintings, and creative “artifacts;”

      b) unpublished or unreviewed manuscripts;

      c) unreviewed grant/contract proposals;

      d) letters/articles published by the local media;

      e) information on professional conferences, meetings, workshops attended (as opposed to those where a paper was presented); and

      f) signed thank you notes and cards from other faculty, staff, students, alumni, or individuals from the community.

   2. Since these materials are usually not considered as significant evidence of the faculty’s performance, good judgment must be exercised in creating this additional section.

Completeness of the RTP File
The Unit RTP Committee and the faculty undergoing review shall be responsible for ensuring that the RTP file is complete and accurate before the start of the review process. No level of review may require that additional materials be included in the file other than those specified in the Unit RTP criteria document or Academic Policy Manual. Further, if any level of review believes additional material needs to be included for a full evaluation, that request must go through appropriate campus processes: modification of Unit RTP criteria or the Academic Policy Manual.

Once the Unit RTP Committee has determined that the RTP file contains all required elements, any materials to be added to the RTP file must be approved by the University Review Committee (URC) and shall be limited to items that became available only after the date of completion of the file. Only RTP evaluations and recommendations completed by each level of review, any
minority reports, and any responses to the evaluations and recommendations may be added to the RTP file without prior approval by the URC. A copy of all added materials shall be provided to the faculty. Reviewing authorities may disregard any added material that could have been included in the original file at the beginning of the review process.

If the URC approves the addition of newly available materials to the RTP file, the file shall be returned to the unit RTP committee for reconsideration of its initial evaluation and recommendation before subsequent levels of review begin their respective evaluations.

During the review process, no material shall be removed from the RTP file.

See also Section 311 of this Academic Policy Manual in reference to Nepotism and Evaluation

326 Storage of Performance Review Materials

Faculty shall keep and store all relevant materials documenting the three primary areas—Teaching or Performance, Scholarly/Creative Activities or Professional Growth, and Professionally Related Services to the University and community—between RTP cycles.

331 Duties of Teaching Faculty, Librarians, and Counselors

Tenured and tenure-track teaching faculty are expected to be on campus from the beginning of the academic year as designated by the President, through the day of commencement in the spring quarter. In addition to teaching students, they share other obligations such as advising students, providing informal counsel for students, serving on departmental, school, and university committees, and appearing at academic functions.

Full-time and part-time lecturers are expected to teach the scheduled courses specified in their letters of appointment and, in addition, to be available outside of scheduled class time for consultation with students.

Librarians and counselors are usually appointed for 12 months and, therefore, are expected to be on campus the entire calendar year, exclusive of approved vacations. Librarians have obligations for selecting, organizing, preserving, disseminating, and teaching the various information collections of the Library to support the academic programs of the University. The Counseling Center is to provide services to students and to the University community that promote retention and graduation. Such responsibilities are complementary to the work of the instructional faculty.

Teaching Assigned Courses

Faculty shall teach their assigned courses in accord with the officially approved course descriptions provided in the current university catalog.
Meeting Assigned Classes
Faculty shall meet their assigned classes at the times and places formally scheduled except when advanced written notice of deviations from the published schedule has been formally approved by the department chair with notice sent to the appropriate school dean.

Scheduling Office Hours
As members of the campus community, faculty members are expected to be regularly present on campus and available for interaction with students and colleagues. Full-time teaching faculty shall schedule office hours so they are on campus and available to their student and colleagues at least five hours per week, and for at least one hour per day at least three (3) days each week of the academic term, including finals week. Deviations from this policy that would result in fewer days and/or hours per week require the formal written approval of the department chair and the appropriate school dean.

Teaching faculty shall schedule office hours at times convenient for students, and these shall be included in course syllabi and clearly posted on or near the faculty member’s office door. Faculty members shall also make reasonable efforts to meet with students and colleagues who are not available during scheduled office hours.

Part-time teaching faculty shall schedule office hours at the rate of at least one hour per week and with an additional 20 minutes per week for each WTU taught above 3. These are minimum expectations, and department policies may specify expectations for additional office hours.

Teaching on-line courses does not reduce the expectation for being present on campus.
(Scheduling Office Hours revised 6-12-15)

Accommodating Religious Days
Faculty are encouraged to be sensitive to students’ religious observances that may, upon occasion, conflict with course requirements (such as examinations) and to make reasonable accommodations for those students.

Course Syllabus
Faculty shall provide a course syllabus to students in each of their classes which, contains at least the following information:

a. Instructor name:

b. Course name and number, section number, and unit count:

c. Day (s) of class;

d. Time of class;

e. Office hours;

f. Office phone number;
g. Office location;

h. Email address;

i. Location of class;

j. Exam policy;

k. Description;

l. Course student learning outcomes;

m. Required text(s) and course materials;

n. Due dates for assignments and exams;

o. Class attendance policy;

p. Policies for turning in late assignments and making up exams;

q. Grading policy, including components to be included in the calculation of the final course grade and their respective weights;

r. Course standards for academic integrity, at a minimum including the statement “Students are expected to do all the work assigned to them without unauthorized assistance and without giving unauthorized assistance. For the complete policy, see the university catalog;

s. A statement regarding academic accommodations for students with disabilities, such as “To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. You must have an accommodations letter from the SSD office documenting that you have a disability; present the letter to me during my office hours as soon as possible or in the first class period”.

t. Other issues in accord with departmental guidelines and practice.

**Revision of Obligations and Duties**

Faculty may formally request a revision of their respective obligations and duties as specified in 331 by providing justification for the exception. Approval by the respective department/program chair and academic dean is required.

**332 Outside and Additional Employment by Faculty**

Faculty accepting outside employment shall report this to the appropriate administrator in accord with the requirements of the CBA (Article 35). Additional employment that is compensated by
the CSU or CSU auxiliaries shall be limited in accord with the requirements of the CBA (Article 36).

333
Notice of Termination of Appointment by Faculty

Faculty desiring to terminate an existing appointment or to decline a reappointment shall give appropriate written notice before the end of their final academic year. Lecturers and assistant professors (or equivalents) shall give notice not less than three (3) months prior to the end of their service, and associate professors and professors (or equivalents) shall give notice not less than four (4) months prior to the end of their service. In each case, notice shall be in writing to the appropriate administrator. Faculty may properly request a waiver of this requirement in case of hardship or in a situation where substantial professional advancement would otherwise be denied.

334
Professional Responsibilities of all CSU Faculty Members

Faculty members are expected to be guided by the Statement of Professional Responsibility as approved by the CSU Academic Senate and Trustees.

The professional responsibilities of a faculty member may be considered from five major perspectives: 1) as a member of the teaching profession; 2) as a teacher; 3) as a colleague; 4) as a part of an institution; and 5) as a member of a community.

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Statement of Professional Responsibilities for CSUB Faculty

Note: Parenthetical references and footnotes at the end of this section identify documents from which items have been taken, most of which are presented word-for-word in the language of the original document.

a. As a member of the teaching profession, the professor:

1. seeks and states the truth as he/she sees it (SPE)1;

2. devotes his/her energies to developing and improving his/her scholarly competence (SPE);

3. accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge (SPE);
4. practices, fosters, and defends intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus (SPE and SFR); and

5. avoids allowing his/her subsidiary interests to hamper or compromise his/her freedom of inquiry (SPE).

b. As a teacher, the professor:

1. encourages the free pursuit of learning in students (SPE);

2. holds before the students the best scholarly standards of the discipline (SPE);

3. demonstrates respect for the student as an individual (SPE);

4. adheres to the proper role as an intellectual guide and counselor (SPE);

5. makes every reasonable effort to foster honest academic conduct (SPE);

6. makes every reasonable effort to ensure that evaluation of students reflects their true merit and is based on their academic performance professionally judged and not on matters irrelevant to that performance, whether personality, sex, race, religion, degree of political activism, or personal beliefs (SPE and SFR);

7. respects the confidential nature of the relationship between professor and student (SPE);

8. does not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course (SFR);

9. refrains from forcing students by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society (SFR);

10. does not persistently intrude into the presentation of subject material that has no relation to that subject (SFR);

11. presents the subject matter of all courses as announced to students and as approved by the faculty in their collective responsibility for the curriculum (SFR);

12. allows students the freedom to take reasoned exception to the data or views offered in a course of study and to reserve judgment about matters of opinion (SFR); and

13. avoids any exploitation of students for private advantage (SPE);

14. complies with provisions of the American with Disabilities Act and in particular with the university policy as outlined in the Instructional Materials Accessibility Plan (IMAP). (see Section 345).
c. As a colleague, the professor:

1. respects and defends the free inquiry of associates (SPE);
2. shows due respect for the opinions of others in exchanges of criticism and ideas (SPE);
3. acknowledges academic debts (SPE); and
4. strives to be objective in professional judgment of colleagues (SPE).

d. As a member of an institution, the professor:

1. seeks above all to be an effective teacher and scholar (SPE);
2. observes the stated regulations of the institution provided they do not contravene academic freedom (SPE);
3. maintains his/her right to criticize regulations and seek their revision (SPE);
4. determines the amount and character of the work done outside the institution with due regard for his/her paramount responsibilities within it (SPE);
5. recognizes, when considering the interruption or termination of his/her services, the effect of his/her decision upon the program of the institution and gives due notice of his/her intentions (SPE)5;
6. requests a leave of absence or resigns his/her academic position when acute conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of students, colleagues, and institution, on the other, preclude the fulfillment of substantial academic obligations (SFR)6;
7. refrains from calling attention to grievances in ways that significantly impede the functions of the institution (SPE); and
8. accepts a fair share of faculty responsibilities for the governance of the institution (SPE)7.

e. As a member of a community, the professor:

1. measures the urgency of obligations as a citizen in light of responsibilities to his/her subject, students, profession and institution;
2. makes every effort, when speaking and acting as a citizen, to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to indicate that he/she does not speak for the college or University (SPE and SEU)8;
3. promotes conditions of free inquiry (SPE); and

4. furthers public understanding of academic freedom (SPE).

**American Library Association Code of Ethics**

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information.

We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV We recognize and respect intellectual property rights.

V We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
VIII We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession. (Adopted by the ALA Council; June 28, 1995)

1 “Statement on Professional Ethics” is the primary source of items in this statement. AAUP Bulletin, Vol. 55, No. 1, Spring 1969, pages 86-87. Parenthetically referenced as SPE.


4 An expanded statement of confidentiality is contained in “Joint Statement on Rights and Freedoms of Students,” especially the section entitled “In the Classroom.” AAUP Bulletin Vol. 54, No. 2, Summer 1965.

5 See also “Statement on Recruitment and Resignation of Faculty Members” and “A Report from Committee B: Late Resignation and Professional Ethics.” AAUP Bulletin, Vol. 54, No. 3, Autumn 1968, pages 362-364.


336 Professional Responsibilities for Librarians

The American Library Association recognizes the importance of codifying and making known to the public and the profession the ethical principles that guide librarians. See Appendix F for details of the American Library Association Code of Ethics. Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. The university has a special obligation to ensure the free flow of information and ideas to present and future generations.
Professional Responsibilities for Counselors

The Counseling Center is the division of Student Affairs charged with the responsibility to “assist students with developmental issues, value information, and the resolution of personal and academic problems which may impede the learning process. Overall, counselors provide either directly or through collaboration and referral a variety of counseling services (e.g., individual and group counseling, career development, crisis intervention, short term psychotherapy), faculty and staff consultation, professional training and supervision consistent with the educational mission of the university. (CSU Student Services Master Plan, 1989)

One member of the Counseling Staff has been formally designated as the University Ombudsman, who acts as an impartial facilitator when assisting students with various academic policy issues, including student discipline matters.

The counselors adhere to all applicable Federal and State Laws. The published ethical codes of the American Psychological Association, the California Association of Marriage and Family Therapists, and the Organization of Counselor Center Directors in Higher Education are the accepted standards for determining ethical conduct among counselors.

Alleged Breaches of Professional Responsibility

The fundamental purpose of the statement of professional responsibility in Appendix F is to establish a guide for responsible performance that is consistent with the highest ideals of the academic profession. It thus establishes an ideal to which faculty members can and should aspire, rather than a minimum standard to which faculty members must adhere. Hence, the statement is not intended to serve primarily as a reference for disciplinary action. Nevertheless, when cases of gross disregard for principles of professional responsibility occur, the faculty has both a right and a duty to call the breach to the attention of the individual concerned and to expect that the irresponsible behavior will be discontinued.

Most departures from responsible professional behavior are likely to be minor breaches that can be corrected simply by calling the matter to the attention of the person involved. Ordinarily, such matters are handled within the faculty member’s academic unit. If a breach of professional responsibility is alleged that cannot be or is not adequately handled informally within the basic academic unit, the matter may be referred to the Committee on Professional Responsibility. Any member of the academic community may refer allegations of unprofessional conduct to this Committee. Such allegations shall be submitted in writing and signed by the person making the complaint.

The procedures described in this section provide a formal process whereby faculty members can resolve disputes regarding professional responsibility without resorting to a disciplinary process.
It is expected that in most instances, the weight of an adverse conclusion by the Committee on Professional Responsibility will bring about a correction of irresponsible behavior.

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Additional Resources for Faculty:
The Ombudsman Option and Whistleblowing Option

The Ombudsman Option

The Whistleblower Option

The California Whistleblower Protection Act (Government Code § 8547 et seq) authorizes the California State Auditor’s office to accept complaints from state employees and members of the public regarding alleged improper governmental activities by state agencies, departments, and employees. Furthermore, the Act requires that each year CSU campuses post information regarding the California Whistleblower Protection Act and to annually email an electronic notice regarding this law to all employees.

The campus administrator in charge of handling whistleblower complaints is Claudia Catota, Assistant to the President for Equity, Inclusion, and Compliance. She may be reached at (661) 654-2137 or at ccatota@csub.edu

http://www.csub.edu/BAS/hr/_files/_Policy_Files/2014%20Whistleblower%20Notice.pdf
http://www.csub.edu/bas/hr/_files/_Policy_Files/TL-WB2014-01AttA.pdf

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Committee on Professional Responsibility (CPR)

Members of the Committee on Professional Responsibility are elected with special attention to the high ethical and professional regard in which their colleagues hold them. The Committee consists of five (5) tenured faculty members, one elected by the faculty of each school and an at-large member elected by the General Faculty. Committee members serve overlapping two-year terms. A committee member who has a conflict of interest in a particular case shall recuse himself or herself. In that instance, the Senate Executive Committee shall appoint a substitute. The appointed member shall represent the constituency of the replaced member.

Augmentation to the Committee for Librarians or Counselors
When a librarian or counselor is referred, the Committee shall be augmented by a librarian or counselor, respectively, who is elected by the members of the appropriate unit. The role of the librarian or counselor is limited to providing advice and feedback to the Committee regarding specific issues and questions pertaining to the profession. The librarian or counselor does not vote as a member of the Committee.
Procedures for the Committee on Professional Responsibility
The chair of the Academic Senate shall convene a meeting of the Committee on Professional Responsibility at the beginning of each academic year to revise procedures. The members of the committee shall also elect a chair at this meeting.
Requests for the Committee on Professional Responsibility to act shall be delivered in writing to the chair of the committee. Upon receipt of a request, the chair shall confer with the designated administrator and with the designated representative of the California Faculty Association to identify any issues that require administrative intervention or union representation. After any administrative or union issues have been identified and referred, the chair shall convene a meeting of the Committee on Professional Responsibility, which shall begin an inquiry into the remaining issues, if any. The Committee shall discontinue the inquiry at any time it determines that the facts do not provide sufficient evidence to support the allegation. The Committee may also decide at any time that the case involves only minor matters that properly should be handled by the basic academic unit through informal resolution and so refer it, with or without recommendations.
If the Committee determines that the facts support the allegation and that the matter cannot be properly resolved by the basic academic unit, the Committee shall conduct an impartial review. Following an impartial review, the committee may make one or more of the following recommendations:
   a. No further action.
   b. Referral to the basic academic unit.
   c. Referral for assistance with dispute resolution.
   d. Recommendations for change in faculty behavior.
   e. Referral to the President or designee.
If the Committee determines that its recommendations have not been followed, the committee shall refer or re-refer the matter to the President or designee.

When referring to the President, the committee shall not make recommendations regarding corrective actions. Once the committee has made a referral to the President or designee, the committee has fulfilled its responsibility, and because of rules of confidentiality, the committee will not receive reports of subsequent actions.
The Committee on Professional Responsibility shall prepare a formal written report of the disposition of each referral it receives. The report shall present the committee’s conclusions and the basis for those conclusions. Copies of the report shall go to the individual (faculty member, librarian, or counselor) whose behavior was questioned, to the person(s) requesting committee consideration, and to the committee files. If the Committee refers the matter, a copy of the report shall be forwarded along with the referral.

Nothing in this section shall be construed to abridge the rights of any faculty member or of the University enumerated in the Collective Bargaining Agreement, the Academic Policy Manual, professional code of conduct, or state or federal laws. Neither shall anything in this section be construed to abridge the responsibility of the Committee to follow up on cases it has reviewed.

CPR Report to Senate Chair and Provost
At least two weeks before the last meeting each year of the Academic Senate, the Committee shall meet conjointly with the Chair of the Senate and the Provost to review the committee’s work.

CPR Report to the Senate
At the last meeting each year of the Academic Senate, the Committee on Professional Responsibility shall submit an annual summary report of its activities. Information that identifies individuals or departments shall not be included in the report.

345
Instructional Materials Accessibility Plan (IMAP)

1. A process for timely adoption of textbooks by faculty:
All instructional materials must be accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as effective for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timely delivery of course content in accessible formats. To the extent possible, instructional content, including online course materials, should be accessible to students with disabilities at the same time it is available to any other student. Faculty will submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair will ensure that appropriate materials are ordered by the first day of priority registration.

2. A process for identification of textbooks for late-hire faculty:
When faculty have not been identified for normal course offerings before the first week of advising, the Department or Program Chair will notify the Runner Bookstore of the appropriate instructional materials required.

3. A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format:
Students with documented disabilities receive priority registration. The Services for Students with Disabilities (SSD) Office shall keep a current list of students who require instructional materials in alternate formats. In order to assure the timely delivery of alternate formats, students with documented disabilities are responsible for notifying SSD of their schedule within one week of priority registration.

4. A strategy to increase faculty use of the campus learning management system (LMS) for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid or blended courses. Instructional materials distributed in the classroom shall also be available in accessible formats.

5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example): The CSU Procurement Directors have hired a consultant to assist them with a process for incorporating accessibility requirements in the purchase of instructional materials.
6. **A method to incorporate accessibility as a required component in the curriculum review and approval process.** The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies and procedures for incorporating accessibility as a required component in the curriculum review and approval process. The appropriate University and Academic Senate officers will communicate this requirement.

7. **A plan to support faculty in the creation of accessible course content.** The Faculty Teaching and Learning Center shall provide training and support to faculty seeking to develop accessible course content materials.

8. **A communication process and training plan to educate students, faculty, and staff about the campus IMAP.** The University President shall instruct the appropriate offices to provide training and information to the relevant parties. As part of this effort, SSD shall educate their students and shall develop materials to be distributed in CSUB 101 and orientation for in-coming students; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall develop materials and workshops to inform the faculty at University Day 2007.

9. **An evaluation process to measure the effectiveness of the plan.** The University Section 504 Compliance Officer/ADA Coordinator shall work with the entities identified in item #8 above to develop an evaluation process.

10. **The identification of roles and responsibilities associated with the above processes.** See items #8 #9 above.

11. **Milestones and timelines that conform to the dates listed below.**

   - **June 15, 2007:** Submission of CSUB’s Instructional Materials Accessibility Plan (IMAP): Draft (this has occurred as required).
   - **November 1, 2007:** Submission of CSUB’s Instructional Materials Accessibility Plan (IMAP): Final
   - **July 1, 2008:** CSUB will implement the IMAP provisions related to timeliness of alternate formats for print-based instructional materials such as those reflected in points #1 to #4 of Coded Memo AA-2007-04. These provisions should impact the timeliness of materials for the first academic term of Calendar Year, 2008.
   - **Fall Term, 2008:** New courses and new course content, including instructional materials and instructional websites, will be designed and authored in a manner that incorporates accessibility. If incorporating accessibility is not possible or would constitute an undue burden, then a plan to provide an equally effective alternate form of access must be developed, documented, and communicated. Existing course content will be made accessible at the point of course redesign or when a student with a disability enrolls in the course.
   - **Fall Term, 2012:** Instructional materials and instructional websites for all course offerings will be accessible. Once again, undue burden plan requirements (as described above) apply.
Discrimination and Harassment

The University is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic discourse. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments, without regard to gender, ethnicity, political or religious belief, sexual preference, or social class. Individuals are entitled to benefit from university programs and activities free from discrimination or harassment of any kind. Discrimination and harassment violate university policy, seriously threaten the academic environment, and are illegal. It is the policy of the University to achieve prompt and equitable relief to the extent possible whenever discrimination or harassment is reported.

Sexual Harassment

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, and CSU Executive Order 345. It is addressed specifically here with additional detail because sexual harassment has traditionally been an issue that endangers the academic environment because any sexually oriented behavior violates the fundamental rights, personal dignity, and personal integrity of other persons.

Behaviors That Constitute Sexual Harassment

The CSU defines sexual harassment as any conduct of a sexual nature, which may be verbal, written, visual, or physical, directed toward an employee, student, or applicant when one or more of the following circumstances are present:

a. Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;

b. Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;

c. The conduct has the purpose or effect of interfering with an employee’s work performance, or creating an intimidating, hostile, offensive, or otherwise adverse working environment;

d. The conduct has the purpose or effect of interfering with a student’s academic performance, creating an intimidating, hostile, offensive, or otherwise adverse learning environment, or adversely affecting a student.

Responsibilities of Faculty
Individuals who are victims of sexual harassment are often intimidated from telling the aggressor to stop the offensive behavior or from making formal complaints. This is particularly true of students. Consequently, if a faculty member should receive a complaint of sexual harassment from a student, staff member, or other faculty, it is the faculty’s responsibility to exercise proper authority and inform the person that sexual harassment is a violation of university policy and is not tolerated under any circumstance. Faculty shall inform the complainant that University Harassment Counselors are available through the Counseling Center to handle such complaints and shall contact a University Harassment Counselor directly on the behalf of the person if so requested.

354
Formal Complaint Process

Federal and State law places special duties on the University as it relates to sexual harassment and, accordingly, sexual harassment is conduct which is subject to disciplinary action up to and including dismissal (for employees) or expulsion (for students).

Formal complaints of sexual harassment originating from employees (faculty or staff) or applicants for employment should be made to the Director of Personnel Services, Administration Building 108 (664-2266), who will refer the case to the appropriate administrator for follow-up. Formal complaints of sexual harassment originating from students should be made to the Ombudsman, located in the Counseling Center, Health Center 13 (664-3366), who will refer the case to the appropriate administrator for follow-up.

Such complaints will be confidentially investigated without delay in accord with existing university procedures, which are governed by law and applicable collective bargaining agreements, and appropriate action will be taken. Only documentation resulting in disciplinary action will be added to an employee’s personnel file following standard procedures outlined in respective collective bargaining agreements.

355
Faculty-Student Consensual Relationships

“Faculty have a professional responsibility to exhibit the best scholarly and ethical standards of their profession; to demonstrate respect for the students as individuals; to adhere to their proper roles as intellectual guides and counselors; to make every effort to foster honest academic conduct; to ensure that their evaluation of students reflects each student’s true merit ...” (excerpted from the “Statement on Professional Ethics,” American Association of University Professors, revised June, 1987).

In accord with this Statement on Professional Ethics, the University has a responsibility to protect the integrity of the learning environment and the academic evaluation processes.

This section addresses only personal consensual relationships between faculty and students; non-consensual relationships are covered as “sexual harassment” in Sections 350 through 355.
The University defines a personal consensual relationship as a romantic relationship between a faculty member and student. If the student is in, or is likely to be in, a position to be evaluated or supervised by the faculty member, then a conflict of interest may arise. The combination of a personal consensual relationship and academic evaluation adds the element of power differential to the personal consensual relationship. This combination can lead to negative consequences for students, faculty, and the profession.

361
Authorization of New Faculty Positions

On the recommendation of the department, the dean may initiate the request for authorization of new probationary and full-time temporary faculty positions. The Provost & Vice President for Academic Affairs (P&VPAA) authorizes all new probationary and full-time temporary faculty positions. The P&VPAA also approves part-time, temporary faculty appointments by the schools necessary to meet term-to-term changes in student enrollment.

362
The Search Committee for New Probationary and Full-Time Temporary Positions

After securing approval for a new probationary or full-time temporary faculty position, the school dean shall instruct the department chair or appropriate academic administrator to initiate the election of a search committee from among tenured faculty within the academic unit. The department may request the P&VPAA to allow probationary members to serve on the search committee. A majority of this committee shall be faculty members with major teaching responsibilities. The committee should contain members with diverse ethnicity and both genders.

It is the charge of the committee to 1) develop the position description, 2) establish criteria to be used in selecting candidates for the position, and 3) proceed to recruit qualified candidates. The position description shall indicate the rank(s) for which recruiting is authorized. If the nature of the appointment is such that it is deemed appropriate to commit supplemental funds to provide an increased salary range (pursuant to Resolution 11-74-20 of the Board of Trustees of the CSU), this fact is to be recognized in the position description.

The search committee shall work in consultation with the Assistant to the President for Equity, Inclusion, and Compliance, the department chair and other members of the department toward meeting department and university goals for appointing women and minority persons. The committee shall establish qualifications that are impartial, and shall weigh each candidate’s accomplishments in a fair manner. Standards shall be the same for all candidates.

Prior to making its recommendations on the position description and criteria for selection, the committee shall solicit the views of all other members of the basic academic unit and may solicit information from other appropriate sources including students. The position description and criteria established by the committee shall be presented to the tenured and probationary faculty
of the academic unit for approval, and when approved, forwarded to the school dean. After considering the recommendations of the committee, the school dean shall forward the position description and criteria together with his/her suggestions to the P&VPAA for further review and approval.

363
Search and Screening Procedures for Tenure-Track Probationary Faculty

Once the position description and criteria are approved, the search committee shall proceed to seek qualified candidates. The committee selection(s) for interviews shall be approved by vote of a simple majority of the committee. An abstention shall count as a negative vote.

The recommendation(s) of the committee shall be sent to the school dean for review and approval. With the approval of the school dean, candidates may be brought to campus for interviews with the members of the basic academic unit, the committee, and appropriate academic administrators. The school dean shall keep the committee apprised of funds available for this purpose. Following all such interviews the committee shall make its final recommendations on the candidates to the department.

The tenured and tenure-track faculty of the department shall by simple majority of those voting decide the recommendation(s) to be sent forward. The dean shall review the committee’s recommendation(s) and forward his/her recommendation(s) to the P&VPAA. The dean shall attach the committee’s recommendation(s) to his/her report. After careful review of all recommendations, the P&VPAA shall make the final selection.

400
Retention, Award of Tenure, and Promotion

Legal statutes and historical precedence dictate that faculty be consulted on all academic personnel matters. In making personnel decisions, the President receives advice from the various levels of review and assesses the institutionally relevant strengths of the individuals involved. The President takes into consideration the demonstrated and predictable capacities of the individuals as faculty, librarians, or counselors, respectively, as contributing scholars to their discipline, and as active participants in the University community.

Faculty, librarians, and counselors undergo an annual performance review resulting in an additional probationary year, the award of tenure, promotion, or a terminal appointment. Procedures for this annual performance review are detailed in 440.

401
Probationary Faculty

Probationary faculty are full-time faculty, librarians, or counselors serving a period of probation. A probationary period is a period of cumulative service, prior to the granting or denial of tenure.
Normal Period of Probation

The normal period of probation shall be a total of six (6) years of full-time probationary service and credited service, if any. For the purpose of calculating the probationary period, a year of service commences with the first fall term of appointment. Any deviation from the normal six (6) year probationary period, other than credited service given at the time of initial appointment, shall be the decision of the President following consideration of recommendations from the unit, appropriate administrators, and the University Review Committee (see Section 414).

403 Credit Toward Probationary Service

The President, upon recommendation by the unit, and appropriate administrators, may grant to a faculty member at the time of initial appointment to probationary status, up to two (2) year’s service credit for probation upon request of the faculty member. This credit shall be based on previous service at a post-secondary education institution, previous full-time CSU employment, or comparable experience. Recommendations for credit for prior experience may be submitted at the time of appointment, or during the first three (3) months of an individual’s appointment.

404 Extension of Probationary Period

An individual faculty member may apply to the President for an extension of the probationary period for serious and compelling reasons. The President will solicit the advice and recommendation of the unit committee, Department Chair, school Dean, and the P&VPAA. An application for such an extension shall not affect determinations regarding the award of tenure.

405 Decision Timeline for Retention of Faculty with Fewer than Two Probationary Years: February 15

The initial appointment of probationary faculty is for two years. The President shall notify probationary faculty by February 15 during the second year of the appointment whether they are to be retained for a third probationary year or the appointment is to be terminated at the end of the second year. Second-year probationary faculty may request to be considered for tenure and/or promotion as part of their second-year review (see Section 414 and 432 for early tenure and early promotion, respectively).

406 Decision Timeline for Retention of Faculty with More than Two Probationary Years: June 1

The President shall notify probationary faculty who have served more than two (2) years of probation no later than June 1 of a final decision on retention for an additional probationary year, the award of tenure, or a terminal-year appointment. Terminal year appointments shall be limited to probationary faculty who have served a minimum of three (3) years.
411
Performance Review for Tenure of Faculty

Probationary faculty shall be subject to a performance review for the purpose of being granted the award of tenure, pursuant to the performance review provisions in Section 440.

412
The Probationary Period

Faculty shall have a maximum of six (6) probationary years, including up to two (2) years credited service. The President shall notify probationary faculty who have served more than two (2) years of probation no later than June 1 of a final decision on retention for an additional probationary year, the award of tenure, or a terminal-year appointment. An individual faculty member may apply to the President for an extension of the probationary period for serious and compelling reasons. The President will solicit the advice and recommendation of the unit committee, Department Chair, school Dean, and the P&VPAA.

Consistent with the Contract, dated May 14, 2002, Article 13.3, “the normal period of probation shall be a total of six (6) years of full-time probationary service and credited service, if any. Any deviation from the normal six (6) year probationary period shall be the decision of the President following his/her consideration of recommendations from the department or equivalent unit and appropriate administrator(s).”

413
Award of Tenure to Faculty at Time of Appointment

The campus policy is not to grant tenure upon appointment. However, in the rare circumstance when it is necessary to fill a position with a qualified candidate, the president may award tenure at the time of hire under the following conditions:

a. The candidate must be tenured at his/her previous institution.
b. The candidate’s previous performance in teaching, scholarship, and service must meet the RTP criteria of the University and the appropriate department.
c. Appointments with tenure will be made only after a formal evaluation and positive recommendation by a unit RTP committee specially constituted following the provisions of 451.

414
Early Award of Tenure to Faculty

The President may award tenure to faculty before the end of the normal six (6)-year probationary period. The award of early tenure may occur when:

a. Faculty have compiled a record of exceptional performance in teaching (for counselors, exceptional performance in counseling) and scholarly/creative activities and of acceptable performance in professionally related service at California State University, Bakersfield; or
b. Faculty were tenured at another institution and apply for tenure in the second year of service. Based upon the performance reviews normally completed during the first two years, the President shall make a decision and formally notify the faculty by February 15 of: (1) the award of tenure, (2) reappointment to a third probationary year, or (3) appointment to be terminated at the end of the second year.

415
Award of Tenure to Academic Administrators

Academic administrators who have been awarded tenure as faculty in a previous position may be awarded tenure by the President upon hiring if the academic unit granting retreat rights considers the academic record to warrant it.

416
Effective Date of Tenure

Tenure shall become effective at the beginning of the academic year succeeding the year in which tenure is awarded.

417
Tenure Rights

A faculty awarded tenure has the right to continued permanent employment as a faculty, except when such employment is voluntarily terminated or is terminated by the University pursuant to the Collective Bargaining Agreement or legal statutes.

421
Performance Review for Promotion of Faculty

Promotion is the advancement of a probationary or tenured faculty who holds a teaching faculty, librarian, or counselor rank to a higher rank. Faculty shall be subject to a performance review for the purpose of being awarded promotion, pursuant to the performance review provisions in Section 322.

422
Promotion of Probationary Faculty

Probationary faculty shall be considered for promotion at the same time they are reviewed for tenure. Probationary faculty shall not ordinarily be promoted before the end of the normal six (6)-year probationary period. Probationary faculty shall not be promoted beyond the rank of associate professor.

431
Promotion of Tenured Faculty
Promotion of tenured faculty shall ordinarily occur at the beginning of the sixth year after appointment to their current rank or classification. Promotion of tenured faculty occurs within the following guidelines and restrictions.

a. Tenured faculty wishing to undergo review for promotion shall notify the Office of the Provost & Vice President for Academic Affairs (P&VPAA) in writing by November 1 of their intention to undergo performance review for the purpose of promotion during the winter RTP cycle. Tenured faculty who do not notify the Office of the P&VPAA by that date will be ineligible to undergo review for promotion that year.

b. The performance review for promotion purposes occurs in the Winter RTP cycle during the academic year in which the tenured faculty requests the review for promotion.

432
Early Promotion of Probationary and Tenured Faculty

The President may promote probationary faculty before the end of the normal six (6)-year probationary period or in the case of tenured faculty before the lapse of six years since the initial promotion. Early promotion occurs only if faculty have compiled a record of exceptional performance in teaching and scholarly/creative activities and of acceptable performance in professionally related service at California State University, Bakersfield.

a. Well defined departmental expectations for the level of “exceptional” shall be included in the department RTP criteria. Such criteria shall be regularly reviewed by the department.

b. Early tenure and/or promotion of probationary faculty should be a rare event. The request for early tenure and/or promotion may be initiated either by the probationary faculty member or by the department unit committee. If the request is initiated by the probationary faculty member such request may not occur before the fourth year of the ordinary six-year probationary period. Requests initiated by the unit committee are under no such restriction. In either case the candidate and/or the unit committee must document how the faculty member meets the department’s elaborated definition of “exceptional” performance.

c. Early promotion for tenured faculty is granted for exceptional performance and should be a rare event.

433
Withdrawal from Promotion Process

Prior to the President’s final decision, candidates for promotion may withdraw without prejudice from consideration at any level of review by formal request to the P&VPAA. Unless the faculty formally withdraws from the review process, the review for consideration of promotion shall continue even if there is a recommendation against promotion at any level of review.
President’s Decision on Promotion

In making the final decisions on promotion, the President shall review the recommendations and rankings from all other levels, all relevant materials submitted for review during the process, and the availability of funds for promotion. The President shall notify the faculty in writing of the final decision on the promotion no later than June 15. Such response shall include the reasons for approval or denial of promotion and shall indicate the effective date of the promotion, if awarded. Promotion shall become effective at the beginning of the academic year succeeding the year in which promotion is awarded.

440
Performance Review of Faculty - Introduction

Performance review shall serve to promote excellence in teaching, professional development currency in the field, and engagement with the academic community.

General Provisions

a. Performance reviews are required of faculty for purposes of retention, the award of tenure, and promotion. All faculty, except faculty who are awarded credit towards tenure, will undergo performance reviews in years 1, 2, 3, 5 and 6 of their probationary period. Faculty who are awarded credit towards tenure are reviewed every year. At any level of the 3rd year review a request for a full review during the 4th year may be made, as part of that review. The probationary faculty member may ask for a full review during the 4th year.

b. The P&VPAA annually establishes timelines for the performance reviews, after considering recommendations from relevant faculty committees. The timelines shall specify the dates by which the RTP file is to be ready for review and the dates by which each level of review is to have completed its work.

c. There are three RTP cycles during each academic year:

1. Fall RTP cycle—review of second-year probationary faculty;

2. Winter RTP cycle—review of 3rd, 5th, and 6th year probationary faculty, 4th year faculty if requested according to the provisions of 305.4.1a or if required (faculty with credit toward tenure), and tenured faculty requesting consideration for promotion; and

3. Spring RTP cycle—review of first-year probationary faculty and temporary faculty.

d. Unit RTP criteria shall be used at each level of review for each faculty.

e. All eligible tenured faculty are obligated to serve on peer review committees, if elected.

f. Faculty shall not sit in review of their own cases, or that of a close relative or domestic partner.
g. Faculty who are undergoing review in a given RTP cycle shall not serve on any review committee in that cycle

h. All deliberations and recommendations pursuant to this section shall be confidential. Only the affected faculty, peer review committee members, appropriate administrators, and the President shall have access to the performance review documents.

**Criteria for Review of Teaching Faculty**
The principal areas in which teaching faculty performance shall be evaluated for the purposes of retention, the award of tenure, or promotion include the following:

a. Teaching

b. Scholarly or creative activity

c. Professionally related services

**Criteria for Review of Librarians**
The principal areas in which librarians shall be evaluated for the purposes of retention, the award of tenure, or promotion include the following:

a. Performance, which is the principal requirement for retention, tenure, and promotion;

b. Scholarly or creative activity

c. Professionally related services to the University and to the community.

**Criteria for Review of Counselors**
The principal areas in which counselors shall be evaluated for the purposes of retention, the award of tenure, or promotion are:

a. Performance, which is the principal requirement for retention, tenure, and promotion;

b. Professional growth, especially those accomplishments that have received favorable peer review in the discipline and may include, but not be limited to, research publication or presentation; and

c. Professionally related services to the University and to the community.

In evaluating the counselor’s performance in categories a, b, and c, particular consideration may be given to contributions to university-wide initiatives and the accomplishment of university mission and goals.
Unit RTP Criteria

Units may have different perspectives, priorities, or procedures in evaluating the performance or estimating the promise of their members. Without altering the scope of the three areas in Section 440, units shall interpret and elaborate the three areas in order to assess the level and quality of a unit member’s performance. The unit RTP criteria shall be used at all levels of review for a given faculty.

Faculty under consideration for retention, tenure, and promotion shall have the option of a performance review under either the unit RTP criteria operative at the time of their hiring or under any subsequent revision of the unit RTP criteria during the probationary period.

Revision of Unit RTP Criteria

Unit RTP criteria shall be formally reviewed at least once every five (5) years. Any faculty may propose changes in unit RTP criteria at any time. After approval by a majority vote of all tenured and probationary faculty, changes in the unit RTP criteria shall be forwarded to the school dean and the P&VPAA. Revised RTP criteria cannot apply to an RTP cycle already underway.

Given the critical importance of the RTP process, the P&VPAA, school deans, and units are encouraged to make every attempt to resolve amicably any differences of opinion concerning the proposed criteria. In the event that the differences cannot be resolved, the P&VPAA shall request the University Review Committee to arbitrate and to determine a resolution.

Evaluation of Teaching Effectiveness and Classroom Observation

Evaluation of Teaching Effectiveness

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCI) as the primary instrument used to collect student evaluations of teaching, this tool is not intended to be the only tool to evaluate teaching, and the SOCI shall not be weighted more than 50% in the evaluation of teaching.

Since teaching is a primary function of all CSUB faculty, a candidate for retention is expected to demonstrate his/her ability to teach effectively. The evaluation of teaching effectiveness shall involve multiple measures of a faculty member’s performance. In addition to the systematic review of the SOCI, course syllabi, and course materials (exams, handouts, etc.), reviewers are expected to consider other appropriate measures of teaching effectiveness submitted by the faculty member, such as:

a. Introspective self-assessments for formative assessment of teaching and learning in courses during the terms of the review cycle.

b. Faculty-developed instruments for formative assessment of teaching and learning in courses during the terms of the review cycle.
c. Peer assessments based upon a mutually-agreed schedule of classroom visits during the review cycle.

d. Formal assessments performed by the Faculty Teaching & Learning Center at the request of the faculty member during the review cycle.

e. Self-reflection of grades awarded for courses taught during the review cycle.

f. Evidence of currency in one’s discipline and the integration of that currency into the classroom.

Classroom Observation
Evaluation of teaching of probationary and temporary faculty members shall include at least one observation of teaching during each academic year.

Each department shall develop procedures for the observation.

The faculty member shall include the observation report in the RTP file.

443 Evaluation of Scholarly or Creative Activity and Professionally-Related Service

Evaluation of Scholarly or Creative Activity
Candidates for tenure or promotion shall demonstrate substantive and sustained contributions to knowledge in the discipline. Candidates for tenure shall demonstrate these contributions via works that have received favorable peer review from individuals outside of CSUB. In all instances, quality of work shall be considered the primary criterion for evaluating scholarly or creative activity.

Evaluation of Professionally-Related Service
Faculty members shall prioritize their activities so service does not interfere significantly with teaching or scholarly or creative activity. Faculty members shall document active service to the department that includes, at a minimum, collaborative participation in department decision making. Associate Professors and Professors shall also document significant and sustained service to two or more of the following: the school, the university, the university system, a professional association, or the community. The department or equivalent unit criteria shall determine whether service learning, if included, is evaluated as teaching or as service.

444 The RTP File and Levels in the Performance Review Process

The RTP File
Each faculty member subject to performance review shall prepare a file containing a representative sample of materials from the period under review. The file should be prepared
with attention to the demands on reviewers. For example, the file, excluding SOCI’s should be no longer than could be held in one three-inch binder. If electronic files are approved, the documents in the electronic file should be capable of being held in one three-inch binder if they were printed. SOCI’s may be contained in a separate file.

**Levels in the Performance Review Process**

Performance review for retention, tenure, and promotion proceeds through the following levels.

a. Unit RTP Committee (for additional details, see Sec 451)

1. The department/program chair of the unit may submit a separate evaluation and recommendation, which occurs after the unit RTP committee completes its review. Unit chairs choosing to submit a separate evaluation and recommendation shall not participate in the deliberations of the unit RTP committee.

2. For librarians, there is no unit chair.

3. For counselors, the unit chair is the Director of the Counseling Center.

b. School Dean

1. For librarians, the school dean is the Dean of University Libraries

2. For counselors, the school dean is the Vice President for Student Affairs (VPSA)

c. University Review Committee (for additional details, see Sec 460)

d. P&VPAA (for additional details, see Sec 465)

e. President (for additional details, see Sec 466)

**445**

**Student Role in the Performance Review Process**

Student evaluation of teaching by faculty is a required component of the performance review process. The Student Opinion on Curriculum and Instruction (SOCI) shall be the primary instrument used to collect student opinions of teaching. Except as limited below, faculty members will administer SOCIs in all sections and place the results of all SOCIs in the RTP (WPAF) File for use by all levels of review.

The requirement for collection of SOCIs may be waived for sections with enrollments of fewer than 6 students or similar situations in which the anonymity of respondents would be compromised and sections in which the primary mode of instruction or the SOCI would not reasonably correlate with instructional methods. Within these guidelines, department chairs in consultation with their department shall determine which sections are eligible for waiver.
Documentation of the department decision to grant a waiver shall be included in each section of the file for which SOCIs are waived.

The SOCI shall be anonymous and identified only by course and/or section. The format of the SOCI provides both quantitative information (ratings of course and instructor attributes) and qualitative information (comments about the course and instructor).

Faculty members shall administer SOCIs in Accordance with the Collective Bargaining Agreement.

446 External Reviewers in the Performance Review Process

Any party in the performance review process may initiate a request for the external review of materials submitted by faculty, especially materials for scholarly/creative activities that have not been peer reviewed. Such a request shall (1) justify the special circumstances necessitating an external reviewer, and (2) describe the nature of the materials to be evaluated by the external reviewer. The request for external review may be submitted at any time during a given RTP cycle and must be approved by the P&VPAA with the concurrence of the faculty.

447 RTP Personnel Evaluations and Recommendations

Decisions relating to retention, tenure, promotion, or termination shall be based on the PAF, and decisions related to retention, tenure, and promotion shall include review of relevant material in the RTP File (WPAF). The unit RTP criteria shall be the basis of all evaluations and recommendations at all levels of review. Reviewers at all levels may also include in their evaluations and recommendations comments on programmatic considerations that may affect the case of the faculty member being evaluated. Should the President make a personnel decision on any basis not directly related to the professional qualifications, work performance, or personal attributes of the individual faculty member in question, those reasons shall be entered into the PAF as a written document, which shall be immediately provided to the faculty member.

448 Copies of RTP Evaluations and Recommendations to Faculty

At all levels of review, before evaluations and recommendations are forwarded to a subsequent review level, faculty shall be given a copy of the evaluation and recommendation from that level. Copies shall also be provided to all previous levels of review.

449 Rebuttals and Responses to RTP Evaluations and Recommendations

At each level of review, faculty may submit a written rebuttal or response and/or request a meeting to discuss the evaluation and recommendation within ten (10) days following receipt of the evaluation and recommendation. Rebuttals, responses, and/or discussions shall be limited to
the issues raised in the evaluation or recommendations and shall be based only on material in the RTP file. A copy of the written rebuttal statement or response shall be placed in the RTP file and also be sent to all previous levels of review.

451
Election and Composition of the Unit RTP Committee

The academic deans will be responsible for ensuring that departments are in compliance with this section. To ensure that the unit committee is appropriately constituted, the department will submit to the dean, at least three weeks before the beginning of a review cycle, a list of members of the Unit RTP Committee.

If a unit committee is inappropriately constituted, the review(s) performed by that committee is (are) null and void. The review level that discovers the violation will notify the department that it must reconstitute the Unit RTP Committee so that it can re-evaluate the file(s).

a. The probationary and tenured faculty of each unit shall elect a committee from among its tenured members for the purposes of evaluating and recommending faculty for retention, the award of tenure, and/or promotion. Tenured faculty enrolled in the Faculty Early Retirement Program (FERP) are eligible to serve, in accordance with their FERP contracts but may decline such service. If elected, eligible tenured members not in the FERP are obligated to serve. Faculty serving as President of the CFA, Director of the Teaching and Learning Center, or Director of Assessment are not eligible to serve on a Unit RTP Committee.

b. At the candidate’s discretion, for unstated reasons, the candidate may request a specific member from within or outside the department who is jointly acceptable to other members of the RTP Committee. All other criteria for membership on the committee must be met. The requested member shall serve as a voting member of the unit RTP committee for the requesting faculty case only. Such members shall not participate in the review of any faculty except those who have requested their service.

c. A faculty with a formal joint appointment shall have, at the time of appointment, designated the unit to conduct his/her review. The faculty shall have the right to participate in the elections of both the unit RTP committee of the designated unit and that of the other unit.

d. When reviewing a faculty holding a formal joint appointment, one or more members selected by and from the secondary unit RTP committee shall augment the designated unit RTP committee.

e. When reviewing a faculty without a formal joint appointment but one who does a portion of his/her teaching outside the unit, the probationary and tenured faculty of the unit may augment the unit RTP committee with one or more members from the outside peer review committee.

f. The unit RTP committee shall consist of no fewer than three (3) full-time tenured faculty. If a unit has fewer than three members qualified to serve on the committee, the probationary and tenured faculty shall elect one or more committee members from other units. The outside member(s) shall have the same responsibilities as all such committee members.
g. With respect to librarians and counselors, the word “unit” as used in this section of the Handbook refers to the library and the counseling center, respectively, as the administrative unit for the election of a unit RTP committee.

h. Except in cases of probationary faculty already at the top rank (professor or equivalent), in promotion and tenure considerations, members of the unit RTP committee must have a higher rank than those being considered for promotion or tenure.

i. Faculty may serve on the review committee of more than one unit during a given RTP cycle.

j. Faculty members undergoing post-tenure review may serve on RTP committees unless they are requesting promotion during that academic year.

k. A chair submitting a separate evaluation and recommendation shall not serve on the unit RTP committee.

l. A faculty serving as a dean (including assistant or associate dean) or as a member of the University Review Committee (URC) shall not serve on any unit RTP committee.

m. The unit RTP committee shall elect its own chair, who participates in the evaluation and votes on the recommendation.

452
**Term of Service on the Unit RTP Committee**

The term of service on a unit RTP committee shall be for one (1) RTP cycle of the review process. There are three RTP cycles during each academic year:

**Fall RTP cycle**—review of second-year probationary faculty;

**Winter RTP cycle**—review of 3rd through 6th-year probationary faculty and tenured faculty requesting consideration for promotion; and

**Spring RTP cycle**—review of first-year probationary faculty and temporary faculty.

453
**Evaluation and Recommendation by the Unit Committee**

While faculty and students may contribute to the deliberations concerning a faculty, only unit RTP committee members shall participate in forming the written performance evaluation and recommendation.

a. The views expressed by individual members of the unit RTP committee during the committee’s deliberations shall be confidential.
b. The unit RTP committee shall prepare a written evaluation and recommendation based primarily on information in the RTP file. The evaluation and recommendation shall be approved by a simple majority of the committee. An abstention shall count as a negative vote.

c. All committee members shall sign the unit RTP committee evaluation and recommendation. Any member of the unit committee may submit a minority report. If any minority reports are submitted, a cover sheet signed by all committee members shall be included to indicate that they have reviewed the minority report(s).

d. The RTP file, including evaluations and recommendations from the unit committee and from the unit chair (if provided), shall be forwarded to the dean.

454
Evaluation and Recommendation by Unit Chair

The chair may make a separate written evaluation and recommendation as part of the performance review. If such is the case, the chair shall not serve as a member of the unit RTP committee.

455
Evaluation and Recommendation by the Dean

The RTP file, containing the evaluation and recommendation of the unit RTP committee, and unit chair, if the latter provided a separate review, shall be forwarded to the dean for review. The dean shall prepare a separate written evaluation and recommendation based primarily on information in the RTP file. The RTP file, containing the dean’s evaluation and recommendation, shall be forwarded to the University Review Committee (URC).

460
The University Review Committee (URC)

Membership on the URC
The six (6) members of the URC shall be tenured professors, librarians, or counselors. The committee shall select its own chair, who participates in the evaluations and votes on the recommendations. No member of the URC may serve on a unit RTP committee. Faculty members serving as Chair of the Academic Senate/Faculty, President of the CFA, or Director of the Teaching and Learning Center are not eligible to serve on the URC. Department chairs, faculty members who have served on the URC within the last six years, and faculty
members who have served two terms on the URC may choose to accept or decline nomination for election to the URC. All other tenured professors and librarians and counselors of equivalent rank are obligated to accept nomination for election to the URC.

**Election of URC Members**
The election of the six (6) members of the URC shall precede unit RTP committee elections. One member shall be elected by and from the School of Arts & Humanities, the School of Business and Public Administration, the School of Social Sciences & Education, and the School of Natural Sciences, Mathematics & Engineering. Two additional members shall be elected at-large. Librarians and counselors (academically-related III) shall be eligible to serve as an at-large member and shall participate in the election of the at-large member. Members shall be elected to overlapping two-year terms.

**URC Reviews for Librarians and Counselors**
The URC shall perform the same review functions for librarians, counselors, and teaching faculty. When the at-large member is not a librarian or counselor, the URC shall be augmented by a tenured librarian elected by the librarians or a tenured counselor elected by the counselors to sit with the committee in a non-voting, advisory capacity when a librarian or counselor, respectively, is being reviewed.

**Evaluations and Recommendations by the URC**
The URC provides a separate written evaluation and recommendation of each faculty undergoing review regarding the following issues:

a. the appropriateness of recommendations made at all prior levels of the review process regarding retention, the award of tenure, and/or promotion; and

b. the appropriateness of the procedures used at all prior levels of the review process, giving particular attention to the requirements that (1) all relevant information was considered, (2) due process was followed, and (3) there was no arbitrary action.

If the URC finds that procedures used by any previous level of review violated any of the three requirements specified in “b” above, it may return the RTP file for reconsideration.

c. All committee members shall sign the URC evaluation and recommendation. Any member of the committee may submit a minority report. If any minority reports are submitted, a cover sheet signed by all committee members shall be included to indicate that they have reviewed the minority report(s).

The URC shall forward the RTP files, including its evaluations and recommendations, to the P&VPAA for review.

465

**Evaluation and Recommendation by the Provost & Vice President for Academic Affairs (P&VPAA)**
The P&VPAA shall prepare written evaluations and recommendations for all faculty who are being considered for retention, the award of tenure, or promotion, using primarily information in the RTP files. Before the P&VPAA submits recommendations to the President, the URC and the P&VPAA shall discuss their respective recommendations. The P&VPAA shall forward the RTP files, including all evaluations and recommendations, to the President for final review.

466
RTP Action by the President

The President shall review the evaluations and recommendations and other materials forwarded by the P&VPAA as necessary to arrive at a decision regarding retention, the award of tenure, and/or promotion. The President may return the materials to the appropriate reviewing level for clarification. The final decision of the President will be reported in writing to the faculty concerned and to the chairs of all the appropriate reviewing committees. The reasons for the decision shall be included in the report.

470
Periodic Evaluation of Faculty

Periodic evaluations are required for temporary faculty and tenured faculty who are undergoing post-tenure review.

Approval of Procedures
The President shall approve periodic evaluation procedures after consideration of recommendations from the appropriate faculty committee(s). Unit procedures may vary but shall include student evaluations of teaching performance, peer review(s), and administrative review(s).

472
Criteria for Periodic Evaluation of Temporary Faculty

a. For temporary teaching faculty, evaluations shall focus on teaching performance. For temporary faculty with non-teaching duties, including temporary librarians and counselors, evaluations shall focus on the performance of assigned duties, which may include teaching. Evaluation criteria and procedures shall be made available to the faculty member no later than 14 days after the first day of instruction of the academic term.

b. In the evaluation of the teaching performance of temporary faculty, departments should use the same criteria and processes as used for probationary faculty, and as enumerated in Academic Policy Manual section 442, Evaluation of Teaching Effectiveness.
c. Evidence of service and scholarly activity that is included in the file should be addressed. However, if service and/or scholarly activity are not part of the temporary faculty member’s assigned duties, omission of such evidence is acceptable.

d. The temporary faculty member, with advice and direction from the unit chair, shall be responsible for the preparation of a Periodic Evaluation File (PEF). The temporary faculty shall insert appropriate materials to document teaching or other performance. In selecting the documents the temporary faculty should refer to Academic Policy Manual Section 322 (Contents and Organization of the RTP/WPAF File), and to other relevant sections.

e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCIs in accordance with established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. Temporary faculty in Group 1 shall be reviewed during the Spring quarter PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle.

f. Temporary faculty in Group 2 shall be reviewed only in their third year, unless the temporary faculty member or the President requests a review in the first or second year. Such faculty shall submit SOCIs for a minimum of two classes each year since the most recent review. The review will occur during the Spring RTP cycle.

g. A unit committee elected by the department faculty from the tenured faculty shall review the PEF for faculty in groups 1 – 3, and prepare a report on the faculty’s performance. The report shall be placed in the PEF. For temporary faculty in Group 4 only, a written review may be conducted solely by the chair or other appropriate administrator, and placed in the PEF.

h. The responsible school dean shall review the PEF for temporary faculty in Groups 1 – 3, and prepare a report on the faculty member’s performance. The report shall be placed in the PEF.

i. Temporary faculty in Group 5 shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit. The faculty member may request that an evaluation be performed.

j. Successful periodic evaluations do not automatically result in range elevations. For information on range elevations, see Section 490.

473 Post-Tenure Review

a. For the purpose of maintaining and improving a tenured faculty’s effectiveness, tenured faculty shall be subject to periodic performance reviews at intervals of no greater than five (5) years.

b. Each unit shall determine the criteria for evaluation of instructional faculty provided that, as a minimum, the criteria include faculty teaching performance, scholarship, and currency in the
field appropriate to university education. Those units that do not specify criteria for evaluation shall follow the campus criteria used for retention, tenure, and promotion reviews.

c. A performance review for the purposes of promotion shall serve as the post-tenure periodic review.

d. Subject to approval by the appropriate dean, a faculty member may request an early review.

e. By October 31, the department chair shall notify those faculty who are scheduled for post-tenure review that they should prepare a Working Personnel Action File (WPAF) by the designated deadline. The evaluation process shall normally be conducted during the fall quarter, prior to the beginning of the evaluation process for the first performance review cycle.

f. The probationary and tenured members of the unit shall elect a post-tenure review committee to carry out the periodic review. The committee shall consist of no fewer than three (3) full-time tenured faculty of equal or higher rank than the individual being evaluated. The committee shall elect its own chair, who participates in the discussion. The committee evaluation and file shall be forwarded to the appropriate dean.

g. The chair may submit an evaluation as part of the post-tenure review, but then shall be ineligible to serve on the unit committee.

h. Faculty who are undergoing post-tenure reviews shall not serve on any post-tenure review committee during that academic year.

i. A copy of each level’s evaluation shall be sent to the faculty member who may comment on it in writing. Such comment shall be included in the WPAF.

j. The school dean shall prepare a summary of the evaluations prepared during the periodic review. The school dean and the unit chair shall meet with the faculty to discuss the evaluations and the summary. The faculty may submit a response to the written summary.

k. The written summary and the evaluations shall be placed in the faculty member’s Personnel Action File (PAF) that is kept in the appropriate Dean’s office. Post-tenure review materials shall be kept in the PAF until a second post-tenure review is completed. Materials relevant to the first review shall then be removed from the file.

480
Sabbatical and Difference in Pay Leave Policies

Sabbatical and difference in pay leaves shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement, or faculty retraining. There are two categories of paid leave -- sabbatical leave with pay, and difference in pay leave. Regulations pertaining to leaves of absence with pay are set forth in Articles 27 and 28 of the CBA.
Eligibility and Application

The Office of the Provost/Vice President for Academic Affairs (P&VPAA) provides information on timetables, eligibility and applications at the beginning of each academic year. Applicants who have held full-time positions in academic assignments for six consecutive academic years are eligible for one of the following types of leave: a sabbatical at (a) one quarter at full pay; (b) two quarters at 3/4 of full pay; (c) three quarters at 1/2 of full pay; or one, two, or three quarters’ leave at difference in pay. Compensation for eligible librarians on sabbatical leave is: (a) three months at full pay; (b) six months at 3/4 of full pay; or (c) nine months at 1/2 of full pay.

An applicant granted a difference in pay leave shall receive an amount of pay that is the difference between the applicant’s salary and the minimum salary at the lecturer rank.

Compensation for librarians eligible for difference in pay leaves shall be the difference between the employee’s pay and the lowest comparable time base librarian rank. A counselor shall be compensated the difference between his/her salary and the minimum salary of the lecturer rank at a comparable time base.

No more than one sabbatical leave shall be granted in each seven-year period. A faculty member, librarian or counselor 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 rendered service to the CSU at the rate of one term of service for each term of leave taken.

The criteria and standards for granting leaves of either type are the same, but the faculty member requesting a difference in pay leave is not in competition with those requesting a sabbatical leave. It is sufficient that the faculty member requesting a difference in pay leave be eligible and meet the criteria.

The faculty member who receives a difference in pay leave is considered to have received a sabbatical leave and is not entitled to another leave until he/she meets the prescribed conditions and responsibilities for such leaves.

The application for sabbatical leave or difference in pay leave shall include a statement of purpose, description of the proposed project, and the CSU resources, if any, necessary to its successful completion.

The applicant for a sabbatical leave shall present a copy of the application to the department chair. The department chair, in consultation with department faculty, shall provide a statement to the appropriate dean regarding the merit of the sabbatical leave proposal and the effect the leave may have on the curriculum and operation of the department. In the case of librarians, the Dean of University Library serves as chair, as well as dean, and members of the unit are considered the department. In the case of counselors, the Director of the Counseling Center serves as department chair, and the Vice President for Student Affairs as dean.

The applicant for a difference in pay leave shall present a copy of the application to the department chair. A unit committee, composed of tenured faculty, which may include the chair,
elected by the probationary and tenured faculty of the unit, must provide the dean with a review and recommendations regarding the quality of the proposal in terms of its benefits to the CSU.

Librarians applying for a difference in pay leave shall present a copy of the application for review and recommendation to a unit committee elected by the probationary and tenured librarians. The unit review committee shall forward the application along with its review and recommendation to the Dean of University Library. The Dean of University Library shall in turn forward it to the P&VPAA along with his/her recommendation. Similarly, a unit committee elected by probationary and tenured counselors shall review applications from eligible counselors, and forward its review and recommendation to the appropriate Vice President of Student Affairs, who shall forward his/her review and recommendation to the P&VPAA.

When a faculty member is afforded an unexpected opportunity, such as external funding, a scholarship, or fellowship, a rapid and expedited review for a difference in pay leave shall be provided.

482 Procedures for Preparation of Sabbatical Leave Application

The applicant shall inform his/her chair and school dean of the application for sabbatical leave and the proposed dates of absence. The application for sabbatical leave shall be evaluated by the Honors and Awards Committee (FHAC) in accordance with the established criteria and must contain the following information:

a. Proposed Project

1. The proposed project shall be one or both of the following:

   a) A project of high quality and importance. This includes, but is not limited to, original research, a creative project, or the development of new academic skills;

   b) A study or travel of a kind and in an amount that will improve and update the applicant’s professional capabilities. If the emphasis is a study, it must be related to the University’s curriculum or to the applicant’s professional development. If travel is part of the plan, its usefulness and necessity must be clearly presented.

2. A clear and detailed explanation of the proposed project, including the nature, scope, and means of implementation.

3. The inclusive dates requested for the leave and, where appropriate, a timetable for the implementation of the proposal.

4. If relevant, the location(s) where the project will be conducted.

b. Professional Productivity and Preparation
1. A current vita containing evidence, where appropriate, of relevant education or research in the field of the proposed project, publications, or other professional accomplishments in the field of specialization.

2. Where appropriate, what preparatory work has been completed specifically for this project, such as background reading, development of techniques, personal contacts, and tentative facility arrangements.

c. Benefits to the University (in at least one of the following):

1. The tangible results to be expected from the project. These may be in the form of publication, creative presentations, participation in seminars, conferences, program or curricular development.

2. Benefits of the proposed project to the applicant as a teacher and benefits to students.

483
Review Procedures for Special Awards and Appointments

The Role of the Faculty Honors and Awards Committee (FHAC)
The Faculty Honors and Awards Committee (FHAC) is the University-wide committee responsible for reviewing and making recommendations for the granting of honors, awards, and distinctions as specified in this section, except for the Faculty Research Award. Recommendation for the latter is determined by the Research Council of the University.

UPDATE:
The FHAC consists of five (5) full-time tenured faculty elected by the faculty for two-year terms on a staggered basis. The faculty of the schools of Business and Public Administration, Education, Humanities and Social Sciences, and Natural Sciences, and Mathematics shall each elect one member and an alternate from their respective school, and one member and one alternate shall be elected at large by the faculty.

The FHAC shall review all sabbatical leave proposals and make recommendations regarding the awarding of leaves to the P&VPAA.

The proposal shall involve one or more of the following: scholarly research, scholarly and creative activity, instructional improvement, or faculty retraining.

They shall consider the potential relevance of the proposal and the subsequent service of the faculty member at this University relative to institutional and departmental mission, goals, and obligations. Among the factors which may be considered are professional development and
renewal, improvement of teaching skills, development of a new academic program, and enhancement of the reputation of the University which may result from the leave.

The FHAC shall evaluate the proposals using a two-step process: (1) distinguish meritorious from non-meritorious proposals. Those deemed non-meritorious shall not be ranked, but will be returned to the proposer with comments for the possibility of revision and consideration for the following year; (2) rank all remaining proposals only on merit, allowing no ties. In addition to the assessment of project’s merit, the FHAC will also assess the following:

a. The proposed project shall be one for which the applicant has:
   1. Acquired professional capabilities adequate to the task;
   2. Completed preparation and planning to undertake the project.

b. Results of the sabbatical shall benefit the University by one or more of the following:
   1. Advanced scholarship by such means as publication, presentation at conferences or meetings, public performance or exhibition;
   2. Improving curriculum, developing new course(s) or program(s);
   3. Improving teaching;
   4. Renewing professional skills.

Appointment and Review of Endowed Professors
a. Endowed Professorships are positions that may be filled by individuals of various academic rank. Such professorships provide the University with the opportunity to augment faculty salaries in specific disciplines, to establish new field of expertise in specific departments and schools, and to bring nationally and internationally known scholars to CSUB.

b. Appointment procedures for Endowed Professorships shall follow those of regular appointments to faculty positions, with the exception that the search and screening committee shall include the members of the FHAC. The recommendations of the augmented search and screening committee shall be forwarded via the P&VPAA to the President for final action.

c. Faculty holding Endowed Professorships are subject to review on an annual basis in accord with current policies of the Board of Trustees. Review procedures for Endowed Professorships shall normally be those appropriate to the rank of the person being reviewed. It is anticipated that under normal circumstances the annual reviews required by the Board of Trustees shall be of routine nature for faculty holding tenured associate or tenured professor rank. Fifth-year reviews shall be more extensive and in accord with regular RTP or post-tenure review procedures.

Emeritus Status
The award of Emeritus status to a retiring or retired faculty member or administrator is to be considered an honor bestowed in recognition of meritorious contributions to the University over an extended period.

**Eligibility**
Emeritus status shall be granted to individuals who over an extended period of time have performed exceptionally in one or more of the areas of teaching, scholarship, and service. Of prime importance is demonstration of a strong commitment to the University, its goals, and general well-being as an academic institution within the community. The awarding of Emeritus status shall not be limited by considerations of rank. The Emeritus title shall be appended to the rank of the individual at the time of retirement. Designation of Emeritus status shall be limited to retiring or to retired faculty and administrative officers with academic rank. Administrators retreating to faculty assignment are eligible for administrative Emeritus status on assuming faculty status. Faculty and administrative officers with academic rank who have taken early retirement and are exercising an option to teach, and faculty and administrative officers with academic rank who are taking a reduced time base prior to retirement, are not eligible for Emeritus status.

**Nominations**
Nominations and all relevant materials for Emeritus awards shall be submitted to the FHAC by any peer or group of peers, preferably from the faculty individual’s department or unit. The FHAC shall consult the appropriate department or unit regarding the nomination. Nominations should include a brief supportive summary statement. Recommendations may be supplemented by others or the person nominated. Personnel Action Files will not normally be considered during the award selection process.

**Number of Awards**
The FHAC shall review all nominations for Emeritus status. Awards are to be regarded as an honor and a continuing commitment of the University to designated faculty and administrators. There shall be no quota or limitation on the number of such awards each year. The committee shall submit all nominations and its recommendations directly to the President.

**Privileges and Public Announcement**
Public announcement of any Emeritus awards shall take place during commencement exercises. The award of Emeritus status shall entitle the recipient to those institutional courtesies or benefits that are appropriate and available. These may include:

a. A faculty membership card for purposes of appropriate identification;

b. A certificate of award of emeritus status at a commencement ceremony;

c. Timely notice of all General Faculty meetings and events of the University and such other notices as desired;

d. Mail services, including the mailing of appropriate faculty notices;

e. Library privileges and services ordinarily accorded to faculty;
f. Space for scholarly or other professional pursuits, as available;

g. Free parking privileges (issued annually);

h. Access to and traditional use of appropriate campus buildings, including spaces for conference and laboratory facilities;

i. Use of campus recreational facilities;

j. Discounts for specified commercial events or programs sponsored by CSUB;

k. Free passes or discounts to University athletics events;

l. Listing within faculty roster published in the catalog and appropriate University or CSU system bulletins or announcements;

m. Limited use of telephone and Reprographics services;

n. Limited use (as appropriate) of campus-based vehicles.

**Annual Faculty Awards for Excellence**
The following honors are annually bestowed upon faculty members who have distinguished themselves in areas of teaching, faculty leadership and service, or in research. In addition, the campus nominates faculty for the system-wide Wang Family Excellence Award. In each instance the Provost/Vice President for Academic Affairs (P&VPAA) shall initiate the selection process by notifying the Faculty Honors and Awards Committee and Academic Senate of the timeline for proceeding.

Members of the Faculty Honors and Awards Committee shall neither be eligible to nominate a candidate for any of these awards nor be a candidate for any of the awards. Further, it is expected that committee members shall enter the process free of bias for or against any nominee.

The following is suggested as a timetable for awards of the Millie Ablin Excellence in Teaching, Faculty Leadership and Service, and Faculty Scholarship and Creative Activity: First Week of Spring Quarter

<table>
<thead>
<tr>
<th>Event</th>
<th>Timetable</th>
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<tbody>
<tr>
<td>P&amp;VPAA and the Academic Senate Chair</td>
<td>30 Days</td>
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<tr>
<td>jointly issue a call for nominations</td>
<td>Following Application Period</td>
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<tr>
<td>Closing date for nominations</td>
<td>End of Spring Quarter</td>
</tr>
<tr>
<td>Awards committee may choose one candidate per award and submits name to Academic Senate approval</td>
<td>University Day</td>
</tr>
<tr>
<td>Senate approval</td>
<td>Nominee receives award and University recognition from Academic Senate Chair</td>
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**The Millie Ablin Excellence in Teaching Award**
The Millie Ablin Excellence in Teaching Award is intended to recognize and encourage excellence in teaching.

**Selection**
A nominee may be chosen annually by the Academic Senate on recommendation of the Faculty Honors and Awards Committee augmented by a student member appointed by the President of the Associated Students.

**Procedures**
a. In the first week of Spring Quarter each year the P&VPAA shall initiate the process and ask the President of Associated Students to appoint a student to the committee. The P&VPAA and the Chair of the Academic Senate shall, at the same time, send out a call for nominations. This announcement shall include a deadline for submissions and a description of what is required for nomination.

b. Any full-time member of the CSUB faculty is eligible for nomination, which may be submitted by administrators, faculty, students, or alumni. A nomination must include the nominee’s current abbreviated vita accompanied by a signed, written statement, not exceeding 600 words, summarizing the nominator’s reasons for supporting the nominee. The statement should be concise and factual. The criteria for the award call primarily for excellence in teaching. Scholarship, creative activity, and service to campus and community are important but may not substitute for a candidate’s teaching accomplishments.

c. Materials submitted for consideration and all committee deliberations concerning them must be held in strict confidence.

d. The Faculty Honors and Awards Committee may choose the Millie Ablin Excellence in Teaching nominee from among the finalists, and submit this candidate’s name to the Academic Senate for approval. The Faculty Honors and Awards Committee is not obligated to forward a nomination if a worthy candidate is not identified.

e. In order to maintain confidentiality, all materials collected by the committee shall be promptly destroyed.

**Faculty Leadership and Service Award**
The Faculty Leadership and Service Award has been established by the Academic Senate of CSUB in order to recognize and encourage outstanding contributions by faculty to the principle and practice of shared governance on this campus as well as service to the community and the University service region.

**Selection**
The Faculty Leadership and Service Award nominee may be chosen annually by the Academic Senate on recommendation of the Faculty Honors and Awards Committee.
Procedures
a. In the first week of Spring Quarter each year the P&VPAA shall notify the Faculty Honors and Awards Committee of the timeline for proceeding. The P&VPAA and the Chair of the Academic Senate shall send out a call for nominations. This announcement shall include a deadline for submission and a description of the requirements for nomination.

b. Any full-time faculty member of the CSUB faculty is eligible for nomination by administrators, faculty, students, or alumni. A nomination must include the nominee’s current abbreviated vita accompanied by a signed, written statement not exceeding 600 words, summarizing the nominator’s reasons for supporting the nominee. The statement should be concise and factual and confined to issues related directly to matters of shared governance and community service. The criteria for the award, as set forth by the Academic Senate of the California State University, Bakersfield, call for outstanding efforts and service toward collegial governance and service to the community and the university service region. Scholarship, creative activity, and teaching are important but may not substitute for a candidate’s service and leadership.

c. The Faculty Honors and Awards Committee may, in seeking to make a selection, solicit additional information about the candidate that it deems relevant and necessary to make an informed judgment on a worthy nominee for the award. Materials submitted for consideration and those solicited, as well as all committee deliberations concerning them, shall be held in strict confidence.

d. The Faculty Honors and Awards Committee may submit the name of its nominee for the Faculty Leadership and Service Award to the Academic Senate for approval. The Faculty Honors and Awards Committee is not obligated to forward a nomination if a worthy candidate is not identified.

Faculty Scholarship and Creative Activity Award
The Faculty Scholarship and Creative Activity Award has been established to recognize and encourage outstanding contributions to the principle and practice of research in academia.

Selection
The Faculty Scholarship and Creative Activity Award nominee may be chosen annually by the Academic Senate on recommendation of the Faculty Honors and Awards Committee.

Procedures
a. In the first week of Spring Quarter each year, the P&VPAA and the Chair of the Academic Senate shall send out a call for nominations. This announcement shall include a deadline for submission and a description of the requirements for nomination.

b. Any full-time faculty member of the CSUB faculty is eligible for nomination by administrators, faculty, students, or alumni. A nomination must include the nominee’s most current abbreviated vita accompanied by a signed, written statement not exceeding 600 words, summarizing the nominator’s reasons for supporting the nominee. The statement should be...
concise and factual. The ONLY criteria for the award shall be outstanding research or creative
achievement.

c. The Faculty Honors and Awards Committee may, in seeking to make a selection, solicit
additional information about the candidates that it deems relevant and necessary to make an
informed judgment on the worthiness of the nominee for the award. Material solicited and
submitted for consideration, as well as all committee deliberations, shall be held in strict
confidence.

d. The Faculty Honors and Awards Committee may submit the name of its nominee for the
Faculty Scholarship and Creative Activity Award to the Academic Senate for approval. The
Faculty Honors and Awards Committee is not obligated to forward a nomination if a worthy
candidate is not identified.

Procedures
a. At the beginning of the Spring Quarter, the P&VPAA shall notify the FHAC of the timeline
for proceeding and ask the President of Associated Students to appoint a student to the
committee. The P&VPAA and the Chair of the Academic Senate shall at the same time send out
a call for nominations. This announcement shall include a deadline for submissions and a
description of what is required for nomination.

b. Any full-time probationary or tenured faculty member from the above disciplines is eligible
for nomination. Nominations may be submitted by administrators, faculty, students, or alumni.
Nominations will include a current resume or curriculum vitae, and be limited to five (5) single-
spaced pages.

c. If it desires, the FHAC may solicit supportive documentation or testimony from individuals
familiar with the finalist's area of expertise. The FHAC shall screen the nominees and select one
candidate from each of the above disciplines.

d. Materials submitted for consideration and all committee deliberations concerning them shall
be held in strict confidence.

e. The FHAC shall select the nominee from each discipline and submit the names of the
nominees to the Academic Senate for approval. Upon approval, the Academic Senate shall
forward the names of the nominees to the President.

f. In order to maintain confidentiality, all materials collected by the FHAC shall be promptly
destroyed.

g. The following timetable is suggested:
   First week of Spring Quarter P&VPAA and the Academic Senate Chair shall
   30 Days jointly call for nominations
   Following Application Period Closing date for nominations
   Awards committee may choose one candidate
   per award and submits name to Academic te for
   Senate for approval
In addition to the four selections by the FHAC, the President may nominate one administrator who currently serves in the management personnel plan as an Administrator III or IV.

**Research Council of the University: Policies/Guidelines**

A Research Council of the University shall be established with broad responsibility for awarding assigned time to faculty on a competitive basis in response to proposals requesting support for basic or applied research, creative or scholarly activity, or professional development that enriches the academic and learning environment of the University. In addition, the RCU shall have a major advisory role in decisions concerning the use of other “general” research or professional development funds (e.g., CSU budget faculty research money; indirect costs funds used to support research; private discretionary research contributions; etc.), and shall endeavor to increase the visibility of research on the campus.

**Membership**

The RCU shall have the following membership:

- Dean, Graduate Studies and Research (chair)
- Provost and Vice President for Academic Affairs (non-voting)
- Four, tenured or tenure-track faculty, one each elected from and by the faculty of the School of Arts and Humanities, School of Business and Public Administration, School of Natural Sciences, Mathematics and Engineering, and the School of Social Sciences and Education.
- A pool of potential alternates for the four tenured or tenure-track faculty members, selected from recipients of RCU awards from the past two award cycles, to serve in the place of the elected tenured or tenure-track faculty elected by the members of their respective schools.
- One upper division or postbaccalaureate student, selected by the Associated Students

**Terms**

The faculty members shall serve staggered two-year terms, with two individuals elected during even numbered academic years (e.g., AY 2012-13) and two individuals elected during odd numbered academic years (e.g., AY 2013-14). The student member will serve a one-year term. A member may serve consecutive terms. RCU members may be applicants for an award during their terms of service. RCU applicants must recuse themselves from all deliberations over and ranking of their proposals. In such cases, the remaining committee members will select an appropriate replacement from the pool of alternates defined above, preferably from the same school as the recused member.

**Procedures**

The RCU shall establish by majority vote and publish its own written procedures, consistent with this policy statement, governing the time(s) and format for applications for assigned time and other “general” research or professional development funds as defined above as well as the criteria to be used in evaluating them. The RCU shall determine whether one or several rounds of competition best serves the interests of the University. Any tenured or tenure-track faculty
member may apply for assigned time and/or other “general” research or professional development funds, and all applicants shall have a reasonable opportunity to compete. Although no specific distribution of assigned time awards across schools or departments is established by this policy, the RCU shall make its decisions with evident fairness and appreciation of the differing forms of research and scholarly activities characteristic of the disciplines from which the various proposals originate.

Each application for assigned time and/or other “general” research or professional development funds shall first be reviewed by the appropriate School Dean as to programmatic considerations, and the Dean’s written comments shall be communicated to the applicant and to the RCU. The RCU shall make its decisions by majority vote. It is expected that all of the available assigned time and/or other “general” research or professional development funds will be awarded each academic year. The RCU will forward its recommendations for distribution of assigned time to the office of the Provost and Vice President for Academic Affairs, and this office shall periodically publicize the names of those individuals who have received awards and the nature of their projects.

484
Action by the Provost/Vice President for Academic Affairs (P&VPAA)

The P&VPAA shall receive recommendations from the FHAC, the department chair, the department committee as appropriate, and the appropriate administrator(s).

Sabbatical leave and difference in pay leave recommendations forwarded to school and the Dean of University Library to the P&VPAA must include, where appropriate, the departmental and dean’s evaluation of the merits of the proposal and be accompanied by plans approved by the dean or director for accommodating approved leaves. There is no explicit state or CSU budgetary recognition for sabbatical leave replacements.

Leaves must be absorbed within each school’s or unit’s resources in a manner such that student access and progress toward graduation are not jeopardized.

The recommendations of the FHAC, and those of the department and school deans are forwarded to the President via the P&VPAA, who will include his/her recommendations as well as information prescribed by Articles 27 and 28 of the CBA. Prior to making a final determination regarding the sabbatical leave and the conditions of an approved leave; the President or designee shall consider the recommendations made pursuant to the above. The President shall inform the applicant in writing of his/her decision, and the response will include the reasons for approval or denial.

If a leave is granted, the response will include the conditions of such a leave. Copies of the response shall be provided to the affected department and the FHAC. In no case shall the campus award fewer sabbatical leaves than the number in the 1991/92 budget.

Final approval of the leave shall be subject to the filing by the applicant of suitable bond indemnifying the State against loss in the event the employee fails to render in the CSU, upon return from leave, one term of service for each term of leave. The bond shall be in the amount of the total salary to become due to the applicant during leave. In lieu of the bond, the applicant may submit a written agreement to return to the service of the CSU for at least one term of
service for each term of leave, accompanied by a statement of assets, including ability to indemnify the State in the event of failure to fulfill the agreement due to personal negligence.

485
Presentation and Written Report

Within six months following the completion of a sabbatical leave, the faculty member shall submit a written report, which identifies the accomplishments achieved. The written report shall be submitted to the school dean for inclusion in the faculty member’s personal file and to the P&VPAA for inclusion in the sabbatical leave file. The recipient of a sabbatical leave or difference-in-pay leave will make an appropriate presentation of some form to the University community of the results of the leave experience.

486
Implementation of Article 20.37 – Assigned Time for Exceptional Service
The Senate Executive Committee shall invite applications for and select recipients of the Assigned Time for Exceptional Levels of Service provided by Article 20.37 of the Collective Bargaining Agreement. The Senate Executive Committee shall develop and annually review procedures necessary to implement the requirements of this section.
Added 4/02/15

490
Range Elevation For Temporary Faculty

Under the current Collective Bargaining Agreement (CBA), temporary faculty have the right in specified circumstances to apply for range elevation, which if granted, shall result in a minimum 2-step salary increase.

Eligibility and Criteria
Temporary faculty (excluding coaches) are eligible for range elevation if they (a) are not eligible for more SSIs in their current range and (b) have been employed in their current range for at least five years.

For elevation to the range of Lecturer B or above, the individual must hold a degree appropriate for teaching assignment(s). For teaching faculty, teaching success is the principal requirement for range elevation; service and scholarly work are not required. For Lecturers whose assignments include non-teaching tasks, successful performance on those tasks is required.

491
Application and Procedures for Consideration of Range Elevation Requests
Application shall consist of 1) a written statement explaining and justifying the applicant’s request, and 2) a complete vita.

a. Eligible individuals must apply prior February 1 for range elevation to be effective at the beginning of fall quarter.

b. Applications are submitted to the department or program chair, with a copy to the appropriate school dean. In addition to the application, all levels of review shall have access to the applicant’s periodic review file. The unit committee provides its evaluation to the department chair, who may add his/her own evaluation. The chair forwards the application and all recommendations to the appropriate dean on March 1. All levels of review shall provide copies of evaluations to the applicant.

c. The appropriate school dean shall make a decision and notify the applicant no later than March 15.

492
Appeals of Range Elevation Denials

Faculty who are denied range elevation may appeal the decision to a Peer Review Panel within fourteen (14) calendar days of notice of denial. The Peer Review Panel shall convene and review each case within thirty (30) days of the appeal. The panel shall allow appellants to make presentations to the Panel and to be represented by CFA, at each appellant’s discretion. The Panel shall render a decision within thirty (30) days of hearing an appeal. The decision of the Peer Review Panel shall be final and binding on the parties.

493
Formation of Peer Review Panel

In the winter term of each year, the faculty shall elect members to a Peer Review Panel, which shall hear appeals of denials of range elevations as described in section 492. Membership in the Peer Review Panel shall include one representative from each school within the University and one at-large member. Faculty members serving on a department range elevation committee in that academic year are not eligible to serve. All other members of the faculty who consent to serve shall be eligible for election.

500 - Grants, Research, and Sponsored Programs
Policies and Procedures for GRASP
http://www.csub.edu/grasp/faculty/PolicesProcedures/index.html

511
Research on Human Subjects

When faculty or students guided by faculty engage in human subjects research, the University requires protection of those human subjects.


**512  Institutional Review Board for Human Subjects Research (IRB/HSR)**

The IRB/HSR is charged with the protection of the rights and welfare of human subjects in research. The IRB/HSR reports directly to the P&VPAA and represents the University in all matters concerning the protection of human subjects. Human subjects research may not begin until authorized by the IRB/HSR. Faculty intending to engage in human subjects research shall contact the chair of the IRB/HSR, the Research Ethics Review Coordinator, or the Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP).

**Membership of the IRB/HSR**

In compliance with federal regulations, the IRB/HSR’s membership consists of nine (9) persons. Three (3) shall be CSUB faculty whose primary concern is non-scientific; three (3) shall be CSUB faculty whose primary concern is scientific; and three (3) shall be community members not affiliated with CSUB.

In consultation with the Executive Committee of the Academic Senate and the Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP), the P&VPAA selects and appoints the chair and IRB/HSR members to three year terms. In consultation with the IRB/HSR chair, the P&VPAA may also remove members who do not participate in IRB/HSR activities. The Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP) provides administrative support for the IRB/HSR.

Members of the IRB/HSR may not participate in the review of any project in which the member has an interest.

**Research Ethics Review Coordinator**

The P&VPAA selects and appoints the Research Ethics review Coordinator. The coordinator is responsible for coordinating the work of the IRB/HSR.

**521  Use of Animal Subjects in Teaching and Research**

When faculty or students guided by faculty use animals in teaching or research, the University requires protection of those animal subjects. The guidelines followed are those of the federal government, specifically

The Code of Federal Regulations, Title 9, the Animal Welfare Act as Amended and the Public Health Service Policy on Humane Care and Use of Laboratory Animals. Animals are defined as live vertebrates.
522  
Institutional Animal Care and Use Committee (IACUC)

The IACUC is charged with the protection of animal subjects used in teaching and research. The IACUC reports directly to the P&VPAA and represents the University in all matters concerning the protection of animal subjects. Use of animal subjects may not begin until authorized by the IACUC. Faculty intending to use animal subjects shall contact the chair of the IACUC, the Research Ethics Review Coordinator (see Section 512), or the Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP).

Membership of the IACUC
In compliance with federal regulations, the IACUC’s membership consists of nine (9) persons. Three (3) shall be CSUB faculty experienced in the use of animals; two (2) shall be CSUB faculty whose primary concern is nonscientific; two (2) shall be community members not affiliated with CSUB; one (1) shall be a Doctor of Veterinary Medicine; one (1) shall be the CSUB Safety and Risk Management Officer.

In consultation with the Executive Committee of the Academic Senate and the Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP), the P&VPAA selects and appoints the chair and IACUC members to three year terms. In consultation with the IACUC chair, the P&VPAA may also remove members who do not participate in IACUC activities.

The Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP) provides administrative support for the IACUC.

Members of the IACUC may not participate in the review of any project in which the member has an interest.

700  
General Policy

Although the President or his/her designee is the appointing officer for all administrative positions, the principles of shared governance dictate that faculty, staff, students and administrators shall also be involved in the selection process where appropriate. As the faculty have primary responsibility for the educational mission and functions of the University, faculty members shall play a major role in search and screening for academic administrators.
A major responsibility of the University in recruitment and retention of administrators is to secure the most qualified individuals. Therefore, appointments to administrative positions shall be based on ability and fitness for the position as set out in the criteria for selection and the stated roles and responsibilities of the office. Appointments shall conform to policies of the CSU Board of Trustees.

In cases involving the selection of academic administrators who have the potential for exercising retreat rights to a faculty position, faculty will play a central role in establishing qualifications for the position, in the screening of candidates for appointment, and in formulating the recommendations submitted to the appropriate administrator. Committees established for the purpose of screening candidates for academic administrative appointments shall have a majority of faculty members. In other cases where the function of the administrator is mainly advisory to the President or does not include academic policy decisions, the faculty’s role in the search shall reflect the extent of legitimate faculty interest in the position.
In recognition of the principles of shared governance as well as their importance to the university, both staff and students shall participate in the selection of all administrators where appropriate. Representation on Search and Screening Committees shall be determined by the relationship of the office or position to staff and student activities.

701
Policies on Diversity

The hiring practices of the University shall be in compliance with the policies of the CSU Board of Trustees and all applicable EEO/AA/ADA legislation. University policy dictates that the search and screening process shall not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability or veteran’s status. The University recognizes its moral and legal obligations to strive for a composition of personnel that accurately reflects the profile of ethnic minorities and gender in the labor force from which it draws. To meet these obligations, the University will aggressively seek applications from ethnic minorities and women where their representation is below the standards of the labor force. The diversity officer of the University provides basic information, advice and counsel for all Search and Screening Committees.

As of December 11, 2014:  http://www.csub.edu/compliance/index.html

702
Responsibilities of the Search and Screening Committee

The responsibilities of each Search and Screening Committee, in cooperation with the appointing officer, include formulating criteria for selection appropriate to the stated roles and responsibilities of the position, developing a position announcement, recruiting and screening candidates, and recommending to the appointing officer only qualified and acceptable
candidates. The committee, in cooperation with the appointing officer, establishes a calendar, with milestones, for accomplishing its responsibilities. It is also the responsibility of the committee to keep complete and accurate records of the selection and recommendation process. Upon the discharge of the committee, the chair shall forward these records to the appropriate administrative officer for retention pursuant to university policy.

703 Confidentiality of Search and Screening Committee Activities

Each Search and Screening Committee, in cooperation with the appointing officer, has the responsibility to protect the integrity of the search and screening process. All committee deliberations and consultations shall remain confidential. Violations of this confidentiality shall be considered a breach of professional ethics. Except for matters of direct consultation, attendance at all meetings of the committee shall be restricted to official members of the committee. No persons outside the formal membership of the committee shall be present when deliberations are in progress. Appropriate safeguards shall be taken to ensure the confidentiality of all committee records.

704 Composition of the Search and Screening Committees Administrators

Normally, search and screening committees for positions concerning faculty and academic matters shall consist of seven to eleven members. A majority on the following committees shall be faculty members for positions such as: The Provost, all Academic Deans, Associate Vice President for Academic Programs, and Associate Vice President for Faculty Affairs.

The appointing officer shall assure the selection of the Search and Screening Committees as follows:

1. Four full-time members, representative of and elected by the affected constituency.
2. One administrator appointed by the appointing officer in consultation with the Cabinet.
3. One student selected by the Executive Committee of Associated Students, Inc.
4. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.
5. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate maintaining the majority faculty membership. The appointments shall be made to assure representation of the entire university.
6. The search committee shall elect its chair. In the case of cabinet level positions, the President in consultation with the search committee will appoint the chair. The search and screening committees for other administrative positions shall be as follows:

1. One full-time faculty member, representative of and elected by the affected constituency.

2. One administrator appointed by the appointing officer in consultation with the Cabinet.

3. One student selected by the Executive Committee of Associated Students, Inc.

4. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.

5. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate. The appointments shall be made to assure representation of the entire university.

705
Roles and Procedures of the Search and Screening Committees

a. The appointing officer or his/her designee shall convene the first session of the Search and Screening Committee to discuss the agreed upon roles and responsibilities of the position, the qualifications needed in a nominee/applicant for the position, and the criteria for selection. The committee, in consultation with the appointing officer, shall establish a calendar, with milestones, for the completion of its work.

b. At the beginning of the process, the Diversity Officer of the University shall meet with the committee to discuss issues, strategies, and procedures to be implemented during the search and screening process that will help meet the moral and legal obligations of the University in achieving diversity among its administrators.

c. The committee shall elect its chair.

d. A majority of the committee members shall constitute a quorum, although every effort shall be made to have attendance of all committee members at each meeting.

e. Except for matters of direct consultation, attendance at meetings of the committee shall be restricted to members of the committee. No one outside the committee shall be present when deliberations are in progress.

f. The Search and Screening Committee, in consultation with the appointing officer, shall prepare a vacancy announcement and position descriptions that are widely distributed. The committee shall determine and prioritize the qualifications required for the position commensurate with the roles and responsibilities of the position.
g. The Search and Screening Committee shall establish appropriate procedures for receiving applications/nominations, acknowledging receipt of all materials, reviewing all materials received, and performing background checks.

h. Upon completion of the review of the applicants, the committee shall recommend those candidates who should be brought to campus for interviews.

i. For retreat rights and potential tenure purposes, candidates shall be interviewed by the academic department in which they are seeking retreat rights, at which time the department will forward to the Search and Screening Committee a recommendation assessing the candidate’s potential for the reward of tenure. A negative recommendation from the department regarding a particular applicant is to be considered a right of refusal to accept the candidate in that department.

j. Any recommendation for tenure upon appointment would normally be restricted to those applicants who have been, or are currently, tenured by an accredited academic institution of higher education. Applicants without such a record shall be evaluated for tenure according to criteria jointly established by the appropriate department, the dean, and the P&VPAA.

k. Opportunity shall be provided for all members of the university community (including, but not limited to, faculty, staff, students, alumni, and other “friends” of the university) to meet candidates during interviews.

l. After completion of interviews, the Search and Screening Committee shall seek out and consider the observations and opinions of all those individuals who had an opportunity to meet with the candidates before making its final recommendations.

m. The committee shall forward to the appointing officer and President a list of all acceptable candidates. The committee shall provide in writing a detailed rationale for its recommendations. Under normal circumstances at least three candidates shall be recommended to the appointing officer and President. The appointing officer and President shall meet with the members of the committee to discuss their evaluations of the recommended candidates.

n. If none of the candidates recommended by the committee accepts the position offer, the appointing officer and President shall meet with the committee to determine whether any acceptable candidates remain in the applicant pool. If the committee, in consultation with the appointing officer and President, determine there are no further acceptable candidates, the search process shall begin anew.

o. All records, deliberations, and consultations throughout the search and screening process shall remain strictly confidential.

710
Search and Screening Procedures For Assistant and Associate Academic Administrators
Academic Affairs may create assistant or associate administrative positions for any of its several areas. The request for these positions originates in the academic area, but the establishment of these positions requires the approval of the Provost and Academic Vice President (P&VPAA).

711
Decision to Create and to Define a New Assistant/Associate Academic Administrator

The appropriate administrator consults with faculty concerning the need for an assistant or associate administrator, the duties and qualifications of the position, job description, and the type of search. In the case of assistant or associate school deans, the dean consults with the school’s department chairs. In the case of the Assistant or Associate Dean of University Library, the Dean of University Library shall consult with the tenured librarians. In the case of assistant or associate administrators whose positions are of a university-wide nature, the administrator shall consult with the Executive Committee of the Academic Senate. After completion of the consultation, the administrator forwards a request for the position, including a position description, to the P&VPAA.

712
Composition of Search Committees for Assistant/Associate Academic Administrators

a. For assistant or associate school deans and Assistant or Associate Dean of University Library:

1. Three full-time tenured faculty members elected by the faculty of the school in the case of assistant/associate school deans or three tenured librarians elected by the librarians in the case of assistant/associate dean of university library;

2. One or two additional members jointly selected, when appropriate, by the administrator and the Executive Committee of the Academic Senate.

b. For assistant or associate university-wide administrators:

1. Four full-time tenured faculty, one from each school, elected by the faculty of each school;

2. One or two additional members jointly selected, when appropriate, by the administrator and the Executive Committee of the Academic Senate.

721
Appointment of Interim Non-Academic University-Wide Officers

a. This policy shall apply to the interim appointments of the VPBAS, VPSA, and VPUA. New positions that are similar in nature shall also be subject to this policy.

b. When a vacancy in one of these positions occurs, the President shall confer with the Executive Committee of the Academic Senate, to determine if there is sufficient time for recruitment, the appointment of a replacement. If there is insufficient time to find a replacement before the office
is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.

c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

722
Appointment of Interim Provost and Vice-President for Academic Affairs

a. When a vacancy occurs, the President shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.

b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

723
Appointment of other Interim University-Wide Academic Administrators

a. This policy shall apply to the interim appointments of other academic administrators whose responsibilities include making academic policy decisions that affect the entire university which includes the Assistant Vice President for GRASP, the Associate Vice President for Academic Programs, the Associate Vice President for Antelope Valley, the Associate Vice President for Faculty Affairs, the Dean of Academic Programs, and the Dean of Extended University. New positions that are similar in nature shall also be subject to this policy.

b. When a vacancy occurs, the P&VPAA shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.

c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

724
Appointment of Interim School Deans
a. When a vacancy occurs in a school dean’s position, the Provost and Vice President for Academic Affairs shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim dean will be made by the Provost & Vice President for Academic Affairs. Such appointments will be made after consultation with the Executive Committee of the Senate, Department Chairs, members of the school, and appropriate advising committees.

b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

725
Appointment of Interim School Associate Deans

a. When a vacancy occurs in an associate school dean’s position, the Dean shall confer with Department Chair to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim Associate Dean will be made by the Provost upon recommendation of the Dean. Such appointments will be made only after the Dean has consulted with the Department Chairs, members of the school, and appropriate advising committees.

b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

730
Evaluation of Academic Administrators

It is the policy of the CSU that academic administrators are evaluated at regular intervals. The faculty play a cooperative role with the administration in the review of administrative officers. A committee that examines and assesses the performance of the administrator and the office under review conducts the reviews. The review committee’s evaluation and recommendations are undertaken with the purpose of improving management performance. Trustee policy requires that the evaluation procedures include “the systematic acquisition of information and comments from appropriate administrators, faculty, staff, and students, on the work of administrators to be evaluated.” Particular attention is given to the manner in which the administrator has met the needs and the goals of the University and its various constituencies.

Each academic administrator shall be evaluated according to these procedures at five-year intervals. The President or the President’s designee prepares the schedule of the evaluations.

The President may, if he or she believes it is appropriate, call for an evaluation of an individual before the normal five-year interval.

The supervisor, after consulting with the administrator being evaluated, is responsible for developing the categories to be used for evaluating a director, dean, or academic vice president.
The following positions shall be subject to this policy:
Provost and Vice President for Academic Affairs (P&VPAA)
Associate Vice President for Academic Programs/Dean of Undergraduate Studies
Dean, School of Arts and Humanities
Dean, School of Natural Sciences and Mathematics
Dean, School of Business and Public Administration
Dean, School of Social Sciences and Education
Dean, Extended University
Dean, University Library
Assistant Vice President for Grants, Research, and Sponsored Programs (GRASP)

731
**Review Committee Membership**

For review of the P&VPAA, the Associate Vice President for Academic Programs/Dean of Undergraduate Studies, the Dean of Extended University, and the Assistant Vice President for Grants, Research, and Sponsored Programs (GRASP), the review committee shall be as follows:

a. The faculty of each school shall elect one tenured faculty;

b. The President or the President’s designee shall select a member of the Council of Deans; and

c. The President or the President’s designee shall choose a sixth member of the committee.

For review of the Dean of Arts and Humanities, Dean of Natural Sciences and Mathematics, Dean of Business and Public Administration, Dean of Social Sciences and Education and Dean of University Library, the review committee shall consist of five members.

a. The faculty of the school dean being reviewed, or the librarians in the case of the Dean of University Library, shall elect three (3) tenured faculty members or librarians;

b. The P&VPAA shall select a school dean; and

c. The P&VPAA shall choose the fifth member of the committee.

732
**Review Procedures**

The procedures for review committees of academic officers are as follows:

a. The President and P&VPAA shall maintain a schedule showing the year in which the regular review of each administrative officer is due, and shall complete the committee selection and initiate the review process prior to the end of the academic year preceding the actual academic year the review takes place. A schedule for an evaluation should then be constructed with May 1 as the target date for completion of the process.
b. At the time of initial appointment and immediately following each review, the supervisor will review with the administrator being evaluated the areas (i.e., academic leadership, program development, management, diversity initiatives, etc.) in which his or her performance will be assessed. In all cases, the areas to be evaluated will include:

1. The individual’s effectiveness in commanding respect as an academic administrator and, if appropriate, as a scholar;

2. The individual’s effectiveness in creating an educational environment conducive to excellence in teaching, scholarship, and mutual respect;

3. The individual’s effectiveness in fulfilling their assigned role in achieving the mission and goals of CSUB.

In setting up the review process, the supervisor will solicit advice from the administrator under review as to any additional areas that should be included in the evaluation and what constituencies should be sampled. In all cases, the appropriate faculty, librarians and staff shall be given the opportunity to participate in the evaluation. The supervisor will provide the review committee information regarding the additional areas where the administrator’s performance is to be assessed and recommend constituencies to be sampled. The areas of assessment should not be changed once the supervisor has reviewed them with the administrator being evaluated unless the administrator and supervisor agree. Throughout the review process, all parties shall bear in mind that the purpose of the administrator review is developmental as well as evaluative, in keeping with the essential mission of the University.

c. The review committee shall request from the administrator under review a concise self-study. The self-study will focus on areas to be evaluated, major accomplishments, problems and issues related to the responsibilities of the position (e.g. job description), future goals and plans, and personal professional development and accomplishments. This self-study shall be completed and submitted to the review committee and the supervisor.

d. The review committee shall survey various performance appraisal systems to determine the appropriate guidelines and instruments for the evaluation process. The evaluation shall cover a five-year period; therefore, the guidelines and process should be constructed to reflect this time frame. The committee, in consultation with the supervisor and the person being reviewed, shall develop the specific format for the appraisal.

e. The P&VPAA, in consultation with the review committee and administrator to be evaluated, shall determine the individuals and/or groups to be consulted. In all cases, the faculty concerned shall be given the opportunity to participate in the evaluation. Individuals participating in the evaluation of administrators shall enclose their written comments in a sealed envelope, signed across the seal. The enclosed comments will then be coded to ensure the person’s confidentiality in the review process. Examination of the documents by the administrator under review may occur in the event of a protested personnel action. Comments will be collected and the confidential coding maintained in the office of the P&VPAA.
f. The review committee shall consolidate all evaluations and forward the final report, which will include the administrator’s self-study, to the appropriate supervisor and the administrator being evaluated. In most cases, this shall be the P&VPAA who will review the evaluation, self-study, and any written response, discuss these with the administrator under review, and forward the package with appropriate comments/recommendations to the President with a copy to the administrator under review. In cases where there is a supervisory level between the administrator under review and the P&VPAA, the evaluation shall pass through that level for comments and go forward to the P&VPAA. The supervisor’s written comments and recommendations should include components related to future goals and plans in addition to the expected review and comments on the evaluation.

In the case of the P&VPAA, the same process as outlined above will be followed except that the review committee’s report shall be forwarded directly to the President. In all cases the final review level will be the President. The President or the administrator under review may elect to have a meeting about the report. In this case, the President, P&VPAA, and the administrator under review will meet before releasing a comprehensive, explanatory report to the campus. In the event the administrator under review does not agree with any aspect of the evaluation, a written commentary may be submitted and it shall accompany the report. The administrator under review shall have ten working days after receiving a copy of the final evaluation to prepare his/her reaction and commentary. The administrator under review shall have complete access to all evaluation materials, with confidentiality of all reviewers being preserved. In the event of a protested personnel action, the coded comments may be assessed as required by current state law. In this event, persons who had submitted written comments will be notified of the action. Such individuals are protected from any form of reprisal, not only by the expectation of high ethical behavior from all University personnel, but by Executive Order No. 929 and California Government Code Section 8547.12.

g. Provisions governing campus personnel files such as confidentiality, disclosure, and rebuttal shall apply to the evaluation process. The consolidated report and all data collected for this report will become a part of the personnel file and will reside in the office of the P&VPAA.

741
Duties and Responsibilities

Chairs report to their deans and are responsible for instructional services and, in the case of department chairs, departmental personnel. They administer curriculum and academic programs consistent with the policies established for the university, the school, and the department. Chairs also have major teaching responsibilities, which vary with the size and complexity of the department or program. On all major decisions, they consult with their respective faculty.

742
Department Chairs (see also Section 106)

Department chairs report to their respective school deans and provide advice on all academic and faculty issues affecting the school. Department chairs are responsible for departmental operating
budgets, curricula and academic programs of the department, advising of majors, assessment of student learning outcomes, instructional services, and departmental personnel (faculty and staff). Department chairs administer departmental curricula and academic programs consistent with policies specified in the Academic Policy Manual and elaborated upon by the school and department. Department chairs provide leadership in the search and screening process for new faculty, in the development of new curricula and academic programs of the department, and in the conduct of the five-year program review and accreditation, where appropriate.

Department chairs consult regularly with their faculty on all matters affecting the department to discuss issues and to receive advice.

Department chairs have major teaching responsibilities, which may vary with the size and complexity of the department.

743
Program Chairs

Program chairs report to their respective school dean and, like department chairs, provide advice on all academic and programmatic issues affecting the school. Program chairs are responsible for program operating budgets, coordinating course scheduling for inter-school degree programs or teacher credential programs, instructional services for the respective programs, advising students in the program, and supporting faculty teaching in the program. Program chairs administer program curricula consistent with policies specified in this Academic Policy Manual and elaborated upon by the school and program. Programs chairs provide leadership in the development of new curricula for the program and in the conduct of the five-year program review and/or accreditation, as appropriate. Program chairs consult regularly with the faculty teaching in the program on all matters affecting the program to discuss issues and to receive advice. Program chairs have major teaching responsibilities, which may vary with the size and complexity of the program.

744
Criteria for Selection and Review

Ordinarily, only full-time tenured and tenure-track faculty are eligible to serve as chairs, and such faculty are selected from within the department or program. Deans and departments or programs may, after consultation with each other, determine that other individuals should be considered for selection as chairs. When hiring faculty from outside the University to serve as chair, a department may recommend credit for previous service. Criteria for the selection and review of chairs include the following, ranked in order of their importance:

a. The ability to create and maintain an educational environment that supports effective teaching, helpful student advising, and productive faculty scholarship;

b. The ability to conduct official business and meet deadlines;

c. The ability to work cooperatively and effectively with students, faculty, staff, and the administration in achieving program, department, school, and university goals;
d. The ability to efficiently administer the budget;

e. Thorough knowledge of curriculum and academic programs; and

f. An understanding of university, school, and department or program policies and procedures.

Departments or programs may develop additional criteria when deemed appropriate; these must be established at the time of appointment or reappointment.

See also Section 311 of this Academic Policy Manual in reference to Nepotism and Evaluation

745
Selection and Appointment Procedures

The appropriate dean shall request that the faculty recommend one or more persons for the position of chair. In addition, the dean shall offer the opportunity for the faculty to convey individual, confidential advice, orally or in writing. The dean’s evaluation and the faculty’s recommendation shall be forwarded to the P&VPAA, who shall then appoint the chair. The offer of appointment shall specify the criteria, including but not limited to those outlined in section 744, by which the administration will evaluate the performance of the chair. Chairs are expected to serve no more than two (2) consecutive three-year terms.

746
Annual Feedback Meeting

The dean shall meet with the chair at least annually to provide feedback regarding the Criteria specified at the time of appointment. This feedback may, but is not required to, include data from the faculty of the department or program, except in the third year, when data from the faculty shall be considered in accordance with section 747.

747
Review

During the third year, all chairs, including those in their final year of service as chair and those who are retiring shall be reviewed by the department or program faculty. The dean shall meet with the Department to discuss how they wish to proceed with the review. In preparation for the review, chairs may, at their own initiative, submit to the department faculty and the dean a brief self-evaluation of their performance for the period under review. In addition, the appropriate dean shall offer the opportunity for all faculty of the department or program to give individual, confidential advice, orally or in writing. This review shall assess the chair’s effectiveness based on the criteria established at the time of appointment. The review must occur during the winter term of the third year. The department shall submit its written review of the chair to the chair and to the school dean by April first (1st) of that year. The dean and department chair shall then meet
to discuss the report and state of the department by April 15th. The dean’s third year evaluation
and the review by the department or program faculty then shall be forwarded to the P&VPAA.