ACADEMIC SENATE
CSU BAKERSFIELD

Updates to the University Handbook

RES 262707

EC

RESOLVED: That the proposed changes in the attached version of the University Handbook be adopted by the Academic Senate.

RATIONALE: In summer 2026, a subcommittee of Senate members reviewed the University Handbook specifically for the following issues: outdated language such as references to quarters, schools, or old divisions/structures, specific issues that were noted by Senate during the 2025-26 academic year, inconsistencies between sections, previously approved resolutions that were not incorporated and not rescinded, and inconsistencies between the Handbook, Unit 3 CBA, and/or CSU policy.

This work resulted in the attached proposed changes to the University Handbook and referrals to committee this semester to address larger issues that could not reasonably be handled by the subcommittee over the summer. The attached Executive Summary gives a high-level overview of the proposed changes to the University Handbook, and the issues which need further review and discussion.

Note: The proposed changes to the University Handbook contain changes to Appendix B: Constitution of the General Faculty and Appendix C: Constitution of the Academic Senate. As such, the constitutional amendment policies in those appendices will be followed with this resolution.

Attachments: *RES 262707_Attachment_Summer Handbook Project; Executive Summary*
RES262707_Attachment_Proposed Revisions_University Handbook
RES 262707_Proposed Bylaws and Handbook Revision Log

Approved by the Academic Senate:
Sent to the President:
President Approved:

Academic Senate
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AVP for Institutional Research, Planning and Assessment, AA
AVP for Student Affairs and Dean of Students, SASEM
Acting Executive Director of Antelope Valley
Dean of Extended Education and Global Outreach
Dean of Libraries
College Deans
Associate Deans
General Faculty
Campus Staff
Associated Students, Inc.

Summer Handbook Project: Executive Summary

During Summer 2026, the Handbook Project Working Group conducted a targeted review of the Academic Senate Handbook and Bylaws to address outdated terminology, organizational changes, inconsistencies, and previously approved revisions that had not yet been incorporated into the published documents. The Working Group included representatives from Faculty Affairs, the Academic Senate, Faculty Affairs administration, and at-large faculty representatives.

Overview of Proposed Changes

The Working Group prepared tracked revisions to the Handbook and Bylaws focused primarily on updating existing language rather than making substantive changes to academic policy. Major areas of revision included:

- updating references from Schools to Colleges and removing outdated references to the quarter system;
- updating names, titles, and organizational references to reflect current University administrative structures;
- reviewing and revising the membership and ex-officio composition of Academic Senate standing committees;
- updating committee names and descriptions, including references to the General Education Curriculum Committee (GECCo), Teaching Effectiveness and Assessment Committee (TEAC), and other Senate or University committees;
- updating references to student-support units, including replacing “Services for Students with Disabilities” with the Center for Accessibility and Essential Needs, and now Accessibility Resource Center,
- clarifying or updating administrative positions referenced throughout the Handbook, including enrollment management, assessment, academic affairs, and the Council of Academic Deans;
- revising Appendices B, C, and D to address inconsistencies and incorporate previously approved policies or procedures;
- restoring Appendix A and current organizational charts and adding a new appendix previously approved through Senate resolution;
- correcting outdated references such as the number of CSU campuses, obsolete University systems or offices, and former college names; and
- incorporating changes previously approved through Academic Senate resolutions but not reflected in the published Handbook or Bylaws.

These revisions were made using tracked changes so that the Academic Senate and its committees can readily review the proposed modifications and their rationale.

Issues Identified for Further Review

The Working Group also identified several matters that extend beyond technical or organizational updates and therefore warrant additional consultation, referral, or policy development through the regular Academic Senate process.

These include questions concerning the role, appointment, review, and responsibilities of School Directors; appropriate procedures for the creation of new colleges; the role of administrators in RTP, PTR, PEF, curriculum, and student grievance processes; the scope of Academic Administrator Review; and a broader review of the Handbook section describing Officers of the University.

Additional issues include updating academic integrity and student grievance procedures; determining appropriate oversight of student grievances and the Student Ombudsperson function; reviewing obsolete or potentially duplicative committees and developing clearer processes for creating or discontinuing committees; reviewing references to positions that may no longer exist; and addressing logistical concerns associated with staff representation on the Academic Senate.

Where appropriate, these matters will be forwarded through referrals, task forces, or other established Senate processes during the 2026–2027 academic year.

Next Steps

Careful review by the full Academic Senate will be essential before these revisions are finalized. All elected and appointed members of the Senate are encouraged to review the proposed changes closely, identify areas of confusion or concern, and flag additional issues that may warrant referral or further policy development.

All members of the Standing Committees are encouraged to review so that the Executive Committee can receive further feedback.

Proposed Handbook revisions will receive at least two readings through the regular Senate process, providing multiple opportunities for discussion and amendment. Any proposed changes to the Constitution of the General Faculty will also proceed through the required constitutional referendum process before taking effect.

UNIVERSITY HANDBOOK

2026-2027

XX, 2026

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
9001 Stockdale Highway, Bakersfield, CA 93311

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100 UNIVERSITY GOVERNANCE AND ADMINISTRATION

CSUB MISSION STATEMENT

In its role as a comprehensive, regional public university, California State University, Bakersfield (CSUB), aspires to be the educational and intellectual center for the southern San Joaquin Valley. Its mission is guided by the principles of excellence and diversity. First and foremost, the faculty, staff, and administration of CSUB are committed to seek excellence in teaching. In addition, CSUB is committed to seek excellence in scholarship and service in order to provide an active learning environment. CSUB recognizes its responsibility to contribute positively to the needs of the public it serves and to the quality of life in its region. (1997)

101 PURPOSE OF THE UNIVERSITY HANDBOOK

The University Handbook is the principal source of definitions, policies, procedures, and guidelines relevant to the achievement of the academic mission of the campus. The Handbook 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.

102 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 University Handbook embodies these principles.

102.1 Enacting Changes in Policy

The University Handbook 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 University Handbook. To this end, the University Handbook 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 University Handbook 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.

102.2 Revising the University Handbook

All substantive changes to the University Handbook shall follow the procedures specified above in Section 102.1. Editorial corrections and the incorporation of all approved changes into the Handbook shall be performed jointly by the Provost and the Chair of the Academic Senate. Academic Senate approval for routine changes of the Handbook will normally be handled as a consent agenda item at the first available meeting of the Academic Senate. Academic Senate approval for routine changes of the Handbook will normally be handled as a consent agenda item at the first available meeting of the Academic Senate.

103 ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY

103.1 Statewide Organizational Structure

Responsibility for all the ~~23~~ campuses of the California State University (CSU) ~~is~~are 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.

103.2 Local Organizational Structure – Roles and Responsibilities

103.2.1 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.

103.2.2 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.

103.2.3 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 and Strategic Enrollment Management (VPSASEM), Vice President for Business and Administrative Services and Chief Financial Officer (VPBAS and CFO), Vice President for People and Culture (VPPC), ~~and~~ Vice President for University Advancement and Executive Director of the CSUB Foundation (VPUA) and Director of Athletics. All are appointed by the President through the consultative procedures outlined in this Handbook. All members of the Cabinet report directly to the President. When appropriate, the President or designee reports its activities to the Academic Senate.

103.3 Organizational Structure of the University

~~(see Appendix A: Organizational Charts)~~ charts are maintained by the Office of the President and are available on the Organizational Charts page of the President's website.

104 OFFICERS OF THE UNIVERSITY

104.1 President (see 103.2.1 above)

In addition to the ~~c~~Cabinet, the Director of Athletics reports directly to the ~~two other individuals report to the~~ President:

104.1.1 ~~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.~~ 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 CSUB Foundation Board, and the Roadrunner Club.

~~104.1.2 Associate Vice President for Institutional Research Planning and Assessment~~

~~The AVP for Institutional Research Planning and Assessment reports to the P&VPAA and is the strategic leader of the campus' data informed decision-making processes. The AVP serves faculty, staff, and students, develops, and maintains campus databases and prepares reports for use by the Provost, President, and the senior leadership. The AVP convenes the campus' institutional research advisory council, serves as the Chief Assessment Officer for the University and convenes the Council of Assessment Coordinators. The AVP also provides descriptive information related to CSUB operations to the Office of the Chancellor.~~

104.2 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~~ college deans, the Dean for Division of Extended Education and Global Outreach, the Dean of University Library, and the Director of Athletics. The P&VPAA serves as President when the President is absent from the campus.

104.2.1 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 (A~~ssoc~~VPAA) advises the P&VPAA on the development of new academic programs, inter~~-school~~ college programs, articulation agreements, accreditation, five-year program reviews, catalog, course schedules, and 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 A~~ssoc~~VPAA 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 A~~ssoc~~ VPAA serves as the VPAA when the P&VPAA is absent from the campus.

104.2.2 Associate Vice ~~-~~President for Grants, Research and Sponsored Programs (GRASP)
The Associate ~~Vice-President~~Vice President for Grants, Research and Sponsored Programs (GRASP) reports to the P&VPAA. The Associate ~~Vice-President~~Vice President is responsible for the oversight of all sponsored programs (grants and contracts) involving research, program evaluation, training, and outreach. The Associate ~~Vice-President~~Vice President provides support services for faculty seeking funding sources and preparing proposals for grants or contracts. As delegated by the P&VPAA, the Associate ~~Vice-President~~Vice President provides support services for faculty seeking funding sources and preparing proposals for grants or contracts. As delegated by the P&VPAA, the Associate 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).

104.2.3 Assistant Vice President for ~~Information Technology~~Institutional Research Planning and Assessment
~~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.~~
The Assistant Vice President for Institutional Research Planning and Assessment reports to the P&VPAA and is the strategic leader of the campus' data informed decision-making processes. The Assistant Vice President serves faculty, staff, and

students, develops, and maintains campus databases and prepares reports for use by the Provost, President, and the senior leadership. The Assistant Vice President convenes the campus' institutional research advisory council, serves as the Chief Assessment Officer for the University and convenes the Council of Assessment Coordinators. The Assistant Vice President also provides descriptive information related to CSUB operations to the Office of the Chancellor.

~~**104.2.3.1 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.~~

104.2.4 ~~School~~College Deans

All ~~school~~college deans report to the P&VPAA and provide advice on all academic and faculty issues. ~~School~~College 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 Handbook. ~~School~~College 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~~college 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~~college deans act primarily on the basis of faculty recommendations. Faculty, students, and staff are incorporated within the collegial governance of each ~~school~~college so that the ~~school~~college benefits from the information and perspective of each group. ~~School~~College deans normally have regular meetings with their school directors, department chairs, and program ~~coordinators~~ directors to receive advice and to discuss issues affecting the ~~school~~college. ~~School~~College ~~deans have some teaching responsibilities.~~

104.2.4.1 Department Chairs

Department chairs report to their respective ~~school~~college deans and provide advice on all academic and faculty issues affecting the ~~school~~college. 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 Handbook and elaborated upon by the ~~school~~college 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.

104.2.4.2 ~~Program Chair~~Program Director~~s~~

~~Program chair~~Program Director~~s~~ report to their respective ~~school~~college dean and, like department chairs, provide advice on all academic and programmatic issues affecting the ~~school~~college. ~~Program chair~~Program d~~D~~irector~~s~~ are responsible for program operating budgets, coordinating course scheduling for ~~inter-~~inter~~school~~college 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 chair~~Program d~~D~~irector~~s~~ administer program curricula consistent with policies specified in this Handbook and elaborated upon by the ~~school~~college 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 chair~~Program d~~D~~irector~~s~~ consult regularly with the faculty teaching in the program on all matters affecting the program to discuss issues and to receive advice. ~~Program chair~~Program d~~D~~irector~~s~~ have major teaching responsibilities, which may vary with the size and complexity of the program.

104.2.5 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.

104.2.6 Dean of Division of Extended Education and Global Outreach

The Dean of Division of Extended Education and Global Outreach 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 of Division of Extended Education and Global Outreach works in cooperation with other ~~school~~college deans to seek appropriate approvals and provide for ongoing unit oversight for certificate, credential, and degree programs offered through the Division of Extended Education and Global Outreach. The Dean oversees the operation of the instructional television facility and other programs as assigned.

~~**104.2.7 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.~~

104.3 Vice President for Student Affairs and Strategic Enrollment Management (VPSASEM)

The VPSAEM reports to the President and is the executive officer for student personnel services for the University. The VPSASEM 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 VPSASEM:

104.3.1 Associate Vice President ~~for Admissions and Records (Assoc. VPAR)~~Enrollment Management

The ~~Assoc. VPAR reports to the VPSA.~~ AVP for Enrollment Management reports to the VPSASEM and ~~The Assoc. VPAR~~ is responsible for all admission activities and maintenance of student reports. The ~~Assoc. VPAR~~ AVP for Enrollment Management is responsible for the University's outreach activities. ~~The Assoc. VPAR also initiates and oversees special projects.~~

~~**104.3.2 Assistant Vice President for Student Life (Asst. VPSL)**~~

~~The Asst. VPSL reports to the VPSA. The Asst. VPSL is responsible for student life activities. The Asst. VPSL oversees the Student Activities Office, the Counseling and Testing Office, the Career Planning and Placement Office, and the Student Health Center~~.

104.4 Vice President for Business and Administrative Services and Chief Financial Officer (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.

104.4.1 Assistant Vice President ~~for Fiscal and Support Services~~and Chief Budget Officer

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

The Assistant Vice President and Chief Budget Officer (AVPCBO), reporting to the CFO with a dotted line to the Provost, oversees the university's budgeting and financial operations for all funds, including self-support and auxiliary organizations. The position ensures balanced annual budgets, compliance with CSU reserve policies, accurate revenue and expenditure projections, proper fund monitoring, and timely recovery of costs. The AVPCBO also supervises budget staff, supports campuswide financial planning and reporting, and ensures compliance with CSU, university, and government regulations.

104.4.2 Associate Vice President and Chief Information Officer for Information Technology Services (AVPCIO)

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 Associate Vice President and Chief Information Officer for Information Technology (AVPCIO) 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 has a dotted line report to the Provost and Vice President for Academic Affairs.

104.4.3 Assistant Vice President and Chief of Police

The Assistant Vice President and Chief of Police, reporting to the VPBAS, oversees the University Police Department and related functions, including public safety, parking, and emergency management. AVP is responsible for campus safety, policy development, and department operations, and ensures alignment with CSU system and campus requirements.

104.4.4 Associate Vice President and Chief Accounting Officer

The Associate Vice President for Business and Financial Services and Chief Accounting Officer (AVPCAO), reporting to the VPBAS, oversees Business Services and Financial Services, including procurement, payment services, accounting, reporting, and budgeting support for campus units. The position ensures effective financial operations and assists the VPBAS with university business and financial oversight.

104.4.5 Associate Vice President for Capital and Facilities Management Services

The AVP of Capital and Facilities Management Services reports to the VPBAS, the Senior Director of CFMS Operations oversees daily operations, supervises the CFMS management team, and manages the department's budget, financial reporting, and capital project funding. The position coordinates with campus departments and the CSU Chancellor's Office, oversees work control, maintenance programs, sustainability budgets, and chargebacks, and ensures compliance with policies and regulatory requirements.

104.5 Vice President for People and Culture (VPPC)

The Vice President for People and Culture (VPPC) reports to the President and oversees personnel and payroll services, training and development, civil rights and compliance, Title IX and DHR, safety and risk management, culture and belonging initiatives, and the OVW campus program.

Commented [ZZ1]: This has been reorganized since and there are now AVPs, I believe. We will need a final update on this.

104.5.1 Associate Vice President for Civil Rights and Compliance

The Associate Vice President (AVP) for Civil Rights and Compliance reports to the VPPC and oversees university-wide compliance with civil rights laws, including Title IX, ADA, Section 504, and CSU Discrimination, Harassment, and Retaliation policies. The AVP serves as Title IX Coordinator, DHR Administrator, and ADA/Section 504 Compliance Officer, and is responsible for policy implementation, training, and investigations related to discrimination, harassment, and retaliation.

104.65 Vice President for University Advancement and Executive Director for the CSUB Foundation (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.

105 ADMINISTRATIVE CONSULTATIVE BODIES

105.1 CSUB Cabinet (see 103.2.3 above)

105.2 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 Academic Programs, ~~Undergraduate Studies, Dean for Graduate Studies and Research,~~ ~~school~~College ~~D~~deans, Dean of Division of Extended Education and Global Outreach, Dean of University Library, Director of Athletics, and 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.

105.3 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.

106 ACADEMIC CONSULTATIVE BODIES

Academic Departments and Programs
~~School~~College Curriculum Committees
CSUB Academic Senate (see 103.2.2 above)

107 UNIVERSITY COMMITTEES

107.1 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~~

107.2 Committees Reviewing Faculty Teaching, Research and Scholarship

Faculty Honors and Awards Committee (See Section 307.3 and 308)
University Review Committee (See Section 305.8)
Research Council of the University (See Section 308.4)
Institutional Review Board for Human Subjects Research (see 303.9)
Institutional Animal Care and Use Committee
Committee on Professional Responsibility (See Section 303.5 and 303.8)

107.3 Committees Reviewing Curriculum and Academic Programs

General Education Curriculum Committee (see Section 201.1)
~~Committee on Academic Requirements and Standards (See Section 201.1)~~
University Program Review Committee (See Section 202.4)
~~All-~~University-wide Teacher Education Advisory Committee (See Section 201.5)
~~Curriculum Assessment Council (See Section 201.6)~~
Graduate Studies Committee (See Section 201.7)
Academic Integrity Policy Violations~~Review~~ Committee (See Section 203.4)
Distributed Learning Committee (See Section 203.11)
CSUB Advising Council
Information Technology Committee (ITC)

107.4 Other University-Wide Committees

Budget Advisory Committee
Institutional Research Planning and Assessment
Intercollegiate Athletic Advisory ~~Board~~Committee (IAAC)
~~University Information Resources Council~~
Faculty Teaching and Learning Center Advisory Board
Intellectual Property Review Committee
Academic Petitions Committee
~~Fee Advisory Committee~~

University Police Advisory Council (UPAC)
Transportation Committee
Web Governance Committee
Commission on Diversity, Equity, and Inclusion (DEI)

Commented [DS2]: There is a Student Fee Advisory Committee, but this is not a Senate-managed committee

108 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. All faculty members and instructors of record must be qualified humans with appropriate credentials, expertise, and/or experience in their respective fields. Automated systems, artificial intelligence, or non-human entities shall not serve as replacements for human faculty, shall not serve as instructors of record, and shall not hold faculty positions. This policy ensures the integrity of instruction and the maintenance of academic standards. 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.

108.1 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~~College 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.

108.2 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.

108.3 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.

108.4 Constitution of the General Faculty (See Appendix B)

108.5 Constitution of the Academic Senate (See Appendix C)

200 UNIVERSITY PROGRAMS

201 ACADEMIC PROGRAMS

Four ~~school~~college~~s~~ administer the University's instructional programs: Business and Public Administration (BPA); Education (SOE); Humanities and Social Sciences (H&SS); and Natural Sciences and Mathematics (NSM). Detailed information on their programs may be found in the current University catalog.

201.1 General Education

Oversight, coordination and assessment of the University's general education program is the responsibility of the General Education Curriculum Committee.~~Committee on Academic Requirements and Standards.~~ The Associate Vice President for Academic Affairs and Dean of Academic Programs, or designee, coordinates the availability of courses.

201.2 Baccalaureate Degree Programs

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

201.3 Graduate Degree Programs

Department, program committees and relevant ~~school~~college deans administer the graduate degree programs. The Dean of Academic Programs coordinates these programs. The Dean of Academic Programs, in collaboration with the ~~school~~college deans and graduate program directors, oversees the implementation of policies, practices, and operations of graduate programs. The Dean of Academic Programs, in collaboration with the Division of Student Affairs and Strategic Enrollment Management, facilitates, coordinates, and supports activities for students seeking admission to graduate schools and financial support for graduate education.

201.4 Inter~~school~~college Degree Programs

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

201.5 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.~~ AH, BPA, SSE, and NSME. The S~~O~~E 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.

~~**201.6 Curriculum Assessment Council (CAC)**~~

201.~~6~~7 Graduate Studies Committee

The Graduate Studies Committee is composed of graduate program directors and graduate program ~~admissions staff, and~~admissions staff and is chaired by the Associate Dean of Graduate Studies. The Graduate Studies Committee makes recommendations regarding policies and procedures pertaining to graduate courses and programs, reviews and approves graduate division language in the catalog, and monitors graduate program assessment activities and planning. As an advisory committee to the Graduate Student Center, the Graduate Studies Committee also oversees graduate student awards and support services.

202 ACADEMIC POLICIES

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.

202.1 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.

202.2 Development of New Programs

Recommendations for new programs are normally initiated by University faculty who then obtain department endorsements. Schools, colleges, 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~~college 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."

202.3 Revisions of Courses and Programs

202.3.1 Changes in Degree Programs

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

202.3.2 Revisions Affecting Other Programs

When a department or an ~~inter-~~interschool~~school~~college program proposes a curriculum change that affects a department or program in a different ~~school~~college, 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.

202.3.3 Revisions Affecting the University

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

202.4 Program Review

202.4.1 University Program Review (UPRC)

The University Program Review Committee (UPRC) is a faculty committee that is responsible for all CSUB degree and credential programs. UPRC reviews all documents submitted to it from the program, dean, and external reviewer (accreditation findings), in order to assess the extent to which CSUB's programs adopt reasoned strategies and resource allocation decisions for continuous improvement. Thus, it is expected that program faculty will use UPRC feedback to improve program quality.

The UPRC is regarded as an important committee with respect to program continuity and, in that capacity, UPRC can make recommendations for program improvement and

advancement. However, from time to time, the UPRC may determine that it is necessary for the campus to stop offering a particular program either on a temporary or permanent basis. In such a circumstance, UPRC may recommend a program moratorium (temporary) or discontinuation.

The UPRC is also responsible for monitoring the overall program review process, recommending changes in the policy and procedures of that process, and assuring that program review findings are used transparently and with accountability to inform university-wide curricular and budgetary planning processes. Finally, at the end of the academic year the chair of the UPRC shall submit to the Academic Senate a summary of the major findings and recommendations for all programs reviewed.

The UPRC is composed of seven committee members; Four (4) Tenured Faculty members, one (1) elected from and by each of the four ~~School~~ colleges to serve staggered two-year calendar terms; Two (2) At-Large Tenured Faculty members elected by the General Faculty; and One (1) Tenured Faculty member selected by the Senate Executive Committee. Each member is given three WTUs of assigned time for his/her service each year of their service. If a committee member is awarded and takes a sabbatical during their term, they will forfeit their position on the committee and an election shall be run by the Academic Senate for a replacement representative to serve during the year of the sabbatical and complete any remaining term associated with the replaced position.

202.4.2 Program Discontinuation

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

202.5 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.

202.6 Elections

According to the Constitution of the Academic Senate, the Academic Senate Elections Committee (ASEC) is chaired by the Vice Chair of the Academic Senate. The Chair of each ~~School~~College Elections Committee will serve as a member of the ASEC.

The Election Committee of the Academic Senate shall be responsible for conducting all Academic Senate and General Faculty elections and will serve to settle disputes regarding ~~school~~college elections.

Policies and Procedures for Senate-Initiated Elections
All university-wide and ~~school~~college-wide senate-initiated elections shall meet the following requirements:

A. All members of the general faculty, university-wide or ~~school~~college-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 three working days will be allowed for nominations.
D. A minimum of three working days will be allowed for voting.
E. Elections shall be conducted electronically.
F. The preferential voting system, Single-Transferable Vote, is used to count votes.

For any Senate-initiated election where the position is open for all members of the general faculty, when no nominations are received after two (2) successive calls to elect a representative, the position will be reverted to an Academic Senate Executive Committee appointment. The Academic Senate Elections Committee (ASEC) shall include this notice of pending action on the second call for nominations.

202.7 ~~School~~College Election Nominations

In the case no nominations are received after two (2) successive calls for a ~~school~~college to elect a representative, the ASEC shall open nominations to the general faculty of the University. The ~~School~~College Elections Committee (CEC) shall include this notice of pending action on the second call for nominations.

Any elected faculty member may be subject to a recall election by submission of a petition to the relevant CSEC 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 among ballots cast by members of his or her electorate.

~~School~~College Elections

~~School~~College Elections Committee (~~SEC~~)CEC)
The purpose of the ~~School~~College Election Committee (CSEC) is to implement election policies developed by the Academic Senate for University and ~~School based~~college based elections, positions, or role responsibilities, and for Departments as requested.

The composition and structure of the CSEC is decided by the faculty of the ~~School~~ college.
However, each committee is to:

A. have a minimum of three faculty members;
B. alternate terms of members;
C. consult with the ASEC when problems arise;

D. have the Chair of the CSEC serve on the ASEC; and
E. conduct elections using Senate policies and procedures.

The CSEC shall be responsible for:
A. working collaboratively with the ASEC to implement Senate election calls;
B. initiating calls for nominations;
C. assisting the Academic Senate, Academic Administration, and faculty bodies in the recruitment and nomination of candidates;
D. coordinating ~~School~~ college initiated elections of faculty, staff, and student representatives to various committees, task forces, or other shared governance efforts and assisting Departments as requested; and
E. developing policy and procedure recommendations regarding elections and submitting them to the ASEC.

Additional responsibilities of the Chair are to:
A. orient new committee members;
B. send the call for nominations;
C. verify eligibility of the individual to serve if elected;
D. verify eligibility of voting members;
E. develop the ballot or work collaboratively with the AS administrative assistant to develop the ballot;
F. refer an election to the ASEC when a conflict of interest or other special circumstance develops; and
G. announce election results.

Policies and Procedures for ~~School~~College-Initiated Elections
~~School~~College-wide elections shall be conducted by the CSEC, or in the absence of a properly elected committee, by the ASEC.

All ~~school~~college-wide elections shall meet the following requirements:
A. All members of the general faculty of the ~~school~~college, as defined in Article 2 of the Constitution of the General Faculty, shall be allowed to vote in ~~school~~college-level elections.
B. Elections shall be conducted in such a way as to ensure the confidentiality and security of all votes.
C. A minimum of three working days will be allowed for nominations.
D. A minimum of three working days will be allowed for voting.
E. Elections may be conducted electronically.
F. The preferential voting system, Single-Transferable Vote, is used to count votes.

203 INSTRUCTIONAL POLICY

The Provost and Vice President for Academic Affairs (P&VPAA) oversees instructional services for faculty and students, which include the library, media center, and computer support services, and the Teaching and Learning Center.

203.1 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~~college curriculum committee or, in the case of an inter~~school~~college program, the approval of the Academic Affairs Committee. Online and hybrid offerings must be approved by the department or program based on a documented rationale consistent with Distributed Learning Policy, not solely based on instructor preference.

203.2 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.

203.3 Purchase of Instructional Material/Textbooks

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 made available 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 ~~school~~college curriculum committee and by the faculty of the department or program in which the course is taught. Department and ~~school~~college curriculum committees are responsible for monitoring this policy.

203.4 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. (See Appendix D: "Student Complaint and Grievance Procedures.")

Academic Integrity ~~Review~~ Policy Violations Committee

A. Three (3) faculty and two (2) alternates selected at random from the pool of all full-time faculty (alternates are for cases of conflict of interest, schedule conflicts, etc.).

B. Two (2) students and two (2) alternates selected at random from the pool of all ~~fulltime upper division~~full-time upper-division and graduate students (alternates are for cases of conflict of interest, schedule conflicts, etc.).
C. The Chair of the Academic Senate will convene the first meeting of the academic year during which one of the faculty members must be elected chair.

203.5 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.

203.6 Grade Collecting and Reporting

(See complete policy in Appendix E: Procedures for Verifying Class Rosters and Posting and Changing of Grades.)

203.7 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 further details in Appendix E: Procedures for Verifying Class Rosters and Posting and Changing of Grades.)

203.8 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.

203.9 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.

203.10 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.

203.11 Distributed Learning Committee

University faculty have adopted a distributed learning policy for online and hybrid instruction (Academic Senate Resolution 1213028). The Distributed Learning Committee (DLC) is responsible to monitor for issues that arise with regards to the distributed learning policy and to ensure the quality of online and hybrid instruction, including the certification of faculty wishing to teach online and/or hybrid courses.

The DLC consists of (1) one faculty member from each of the academic ~~school~~college~~s~~; (2) the Faculty Coordinator of Online Instruction from the Faculty Teaching and Learning Center (FTLC); (3) the Faculty Director of the FTLC; (4) a student representative from ASI; and (5) one staff member with direct responsibilities related to CSUB's learning management system (ex-officio). Additional members may be appointed as ex-officio members by the Provost and Vice President of Academic Affairs, at the recommendation of the current DLC members. Faculty members on the committee are expected to have experience with the designing and teaching of online/hybrid courses and should be certified by CSUB for online/hybrid instruction. Faculty members are elected in accordance with the election procedures in Sections 202.6 and 202.7 and serve on staggered two-year terms. The student representative will be selected by ASI on an annual basis. The staff member will be appointed by the Provost and Vice President of Academic Affairs on an annual basis.

As issues with the distributed learning policy arise, the DLC shall either (1) refer the issue to the Academic Senate for development of policy, or (2) develop a policy on a particular issue itself and then refer the proposed policy to the Academic Senate for consideration. The DLC shall report annually to the Academic Senate on online and hybrid instruction trends and issues.

203.12 Distributed Learning Policy

The current policy on distributed learning can be found at https://www.csub.edu/ftlc.

204 Division of Extended Education and Global Outreach

204.1 Dean of Division of Extended Education and Global Outreach

The Dean of the Division of Extended Education and Global Outreach, in coordination with the ~~school~~college deans and the Provost and Vice President for Academic Affairs (P&VPAA), is responsible for the administration of the Division of Extended Education and Global Outreach, including extension, summer school, and regional programs. The Dean also administers instructional television and the CSU Bakersfield Antelope Valley.

204.2 Extension Program

The Extension Program of the University provides offerings both on and off the campus. Classes from the regular curriculum may be offered on campus through Extension only with the permission of the P&VPAA. All courses carrying academic credit offered by the University in the Extension Program shall conform with established approval procedures.

204.3 Extension Instructional Appointments

When appointing faculty to teach an Extension course, the Dean of the Division of Extended Education and Global Outreach shall secure the approval of the appropriate ~~school~~college dean and department chair.

204.4 Concurrent Enrollment

CSUB students may enroll in courses offered through the Division of Extended Education and Global Outreach concurrent with their enrollment on the main campus or at the CSU Bakersfield Antelope Valley. The campus overload policy, however, shall apply to courses taken in a semester regardless of the campus. Petitions requesting exceptions to this policy are processed as overload requests.

204.5 Open University

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

205 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.

205.1 Policy

205.1.1 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.

205.1.2 Kinds of Programs

The University may develop certificate programs both in the regular academic units of the various ~~school~~college~~s~~ as well as in the Division of Extended Education and Global Outreach. The former will be termed Certificate Programs and the latter Division of Extended Education and Global Outreach 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. Division of Extended Education and Global Outreach Certificate Programs

These programs are offered by, and are the responsibility of, the Division of Extended Education and Global Outreach. 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.

205.2 Procedures

205.2.1 CSUB Certificates

A. Approval of New 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~~college 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.

B. Special Requirements for Pre-Baccalaureate 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.

C. Record-Keeping and Review

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~~college deans and the Academic Senate. The award of a certificate will not be entered on a student's permanent record.

D. Issuing of Certificates

The Dean of Division of Extended Education and Global Outreach in consultation with the ~~school~~college deans shall establish standard format and wording for certificates. The Dean of Division of Extended Education and Global Outreach 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 Division of Extended Education and Global Outreach shall collect this fee.

205.2.2 Extended Studies Certificates

a. Development and Implementation

These certificate programs shall be developed and implemented by the Dean of Division of Extended Education and Global Outreach in close consultation with the appropriate ~~school~~college 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.

b. Standards and Review
The standards for admission and requirements for completion of these programs shall be established and monitored by the Division of Extended Education and Global Outreach. Periodic reviews of all programs shall be undertaken by Division of Extended Education and Global Outreach.

c. Issuing of Certificates
Certificates for these programs are issued by the Division of Extended Education and Global Outreach and shall indicate that they are granted by the Division of Extended Education and Global Outreach of California State University, Bakersfield.

300 PERSONNEL POLICIES

301 ACADEMIC PERSONNEL

301.1 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 CSUB Faculty Handbook or CBA do not cover a specific personnel situation, the President shall decide the outstanding personnel issue after consulting appropriate academic officers.

301.2 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.

301.3 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.

301.4 Conflict of Interest

301.4.1 Nepotism

No individual shall vote, make recommendations, or in any way participate in decisions regarding personnel matters that may directly affect the selection, appointment, retention, tenure, compensation, promotion, termination, employment status, or interest of a "close relative" (defined as the son, daughter, brother, sister, mother, father, husband, wife, step-relative, or in-law of an employee of the University or of one of the University's official auxiliary organizations) or "domestic partner" (defined as anyone sharing a common residence and life necessities with an employee). *Consult the campus policy on Nepotism (Appendix J)*.

301.5 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 301.6, and the WPAF is described in 305.5, "RTP Files."

301.6 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 301.6.1) 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.

301.6.1 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.

301.6.2 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.

301.6.3 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.

301.6.4 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.

301.6.5 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.

302 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.

302.1 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.

302.2 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.

302.3 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.

302.4 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.

302.5 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.

302.6 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.

302.7 Lecturers, Temporary Librarians, and Counselors

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

302.8 Coaching Faculty

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

302.9 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.

302.10 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.

302.11 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.

302.12 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~~college 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).

303 RESPONSIBILITIES OF TEACHING FACULTY, LIBRARIANS, & COUNSELORS

303.1 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 semester. In addition to teaching students, they share other obligations such as advising students, providing informal counsel for students, serving on departmental, ~~school~~college, 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.

303.1.1 Teaching Assigned Courses

Faculty shall teach their assigned courses in accord with the officially approved course descriptions provided in the current university catalog. Unless authorized by the department or program to teach a course in an online or hybrid format, faculty shall teach in a face-to-face format.

303.1.2 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~~college dean.

303.1.3 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 students 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~~college 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.

303.1.4 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.

303.1.5 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~~To request academic accommodations due to a disability, please contact the Accessibility Resource Center (ARC) as soon as possible. Their office is located in CAF 100 (Next door to Runner Café), and they may be reached at 661-654-3360. If you have an accommodations letter from the ARC Office documenting that you have a disability, please present the letter to me in class or during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class. Further information on the ARC office and support services available to you can be found at www.csub.edu/arc/.".
T. Other issues in accord with departmental guidelines and practice.

303.2 Revision of Obligations and Duties

Faculty may formally request a revision of their respective obligations and duties as specified in 303.1 by providing justification for the exception. Approval by the respective department chair or~~/~~program ~~chair~~ director and academic dean is required.

303.3 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).

303.4 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.

303.5 Professional Responsibilities of 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. (See Appendix F for details of the Statement of Professional Responsibilities for Faculty from these five perspectives.)

The Academic Senate affirms that course content, and what content is considered essential versus discretionary, is solely in the hands of the faculty. The Senate also sees consultation with the instructor of record and the appropriate academic unit as a necessary step before any determination can be made regarding academic accommodations for students. The American Associate of University Professors 1940 Statement of Principles on Academic Freedom, the U.S. Constitution's First Amendment, and numerous court cases provide support for the practice of academic freedom. While we recognize the importance of consultation with university attorneys, they shall not make determinations about course content and accommodations. (See Appendix H: Academic Freedom for more about Academic Freedom.)

303.6 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.

303.7 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)

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.

303.8 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 or with the Dean. The faculty member may also consult the Faculty Ombudsperson for informal conflict resolution or may proceed to formal procedures.

If a breach of professional responsibility is alleged that cannot be or is not adequately handled informally within the basic academic unit, with the Dean, or with the Faculty Ombudsperson. The matter may be referred to the AVP for Faculty Affairs, and the faculty member may consult with the California Faculty Association.

303.8.1 Committee on Professional Responsibility

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 college and an at-large member elected by the General Faculty,

including counselors or librarians. Committee members serve overlapping two-year terms.

Additional tenured faculty members may be appointed by the Executive Committee of the Academic Senate in an effort to ensure representation of the entire university. All members should achieve the highest professional standards and be examples of excellence.

303.8.2 Purpose of the Committee of Professional Responsibility

The Committee on Professional Responsibility serves as a resource and advisory body dedicated to fostering a culture of professionalism, collegiality, and continuous growth among faculty. It balances conflict resolution, faculty development, and professional accountability through proactive engagement, structured guidance, and meaningful collaboration with campus partners.

The Committee on Professional Responsibility is committed to fostering a proactive and supportive faculty development culture by formalizing mentorship processes and enhancing professional development opportunities. The committee will establish structured mentorship programs to help faculty navigate professional challenges and obstacles, promote collegiality, and support career advancement. Through a strong partnership with partners such as the Faculty Teaching and Learning Center and the Office of Faculty Affairs, the committee will design and implement faculty training initiatives that emphasize inclusive pedagogy, ethical workplace interactions, and effective conflict resolution strategies.

In collaboration with Deans, the California Faculty Association, and other key stakeholders, the committee will develop targeted professional development programs for new faculty, department chairs, and Unit RTP Committees. These programs will equip faculty with the skills and knowledge necessary for success in teaching, research, and service. Additionally, the committee will facilitate workshops and structured dialogue sessions that reinforce best practices in professionalism, faculty governance, and workplace culture. These initiatives are intended to contribute to prevention efforts to avoid Other Conduct of Concern (e.g., understanding and applying policies and procedures governing workplace conduct, recognizing and reducing implicit bias, healthy relationships, effective communication, effective conflict resolution, effective performance management, having difficult conversations). By tracking patterns of faculty concerns and providing structured feedback, the committee will contribute to institutional improvements that promote a thriving and collegial academic community.

303.8.3 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 issue its charge. The members of the committee shall also elect a chair at this meeting.

Requests for the Committee on Professional Responsibility to provide service shall be delivered in writing to the chair of the committee. Requests may be made by the Provost and Vice President for Academic Affairs, the AVP for Faculty Affairs, Deans, and Faculty. The Committee on Professional Responsibility may also work proactively in consultation with the Academic Senate. The Committee on Professional Responsibility is expected to hold at least one Faculty Town Hall per academic year to have an open discussion about the campus climate and future priorities and initiatives.

303.8.4 Annual Reports

303.8.4.1 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.

303.8.4.2 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.

303.8.5 Ombudsperson

A faculty member is selected with special attention to ~~his/her~~ their high regard for fairness and confidentiality, and with a high capability to aid and assist in resolution of concerns and critical situations. The Senate will issue a call for applicants for this position, and the Executive Committee of the Senate will review the applications and make a recommendation to the Provost for appointment. The Faculty Ombudsperson serves as a source of information and referral, and may act as a neutral 3rd party who takes the point of view of all parties into account. A faculty member will serve a renewable three-year term. This position may serve as a supplement, but not as a replacement, to the University's existing resources for formal conflict resolution. The Faculty Ombudsperson reports directly to the President, and reports to the Academic Senate only for the purpose of identifying patterns or problem areas in existing practices or policies in the faculty community.

303.9 Research on Human Subjects

When faculty or students guided by faculty engage in human subjects research, the University requires protection of those human subjects. The guidelines followed are those of the federal government, specifically The Code of Federal Regulations, Title 45, Public Welfare, Part 46, The Protection of Human Subjects.

303.9.1 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 (see 303.9.3), or the Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP).

303.9.2 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.

303.9.3 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.

303.10 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.

303.10.1 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 303.9.3),

or the Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP).

303.10.2 Membership of the IACUC

In compliance with federal regulations, the IACUC's membership consists of at least five (5) persons. At least one (1) shall be CSUB faculty experienced in the use of animals; at least one (1) shall be CSUB faculty whose primary concern is nonscientific; at least one (1) shall be a community member not affiliated with CSUB; one (1) shall be a Doctor of Veterinary Medicine; and one (1) shall be the CSUB Safety and Risk Management Officer.

In consultation with the IACUC and the Associate Vice-President for Grants, Research and Sponsored Programs (GRASP), the P&VPAA appoints the chair and IACUC members initially to a one-year term and to three-year terms thereafter. In consultation with the IACUC chair, the P&VPAA may also remove members who do not participate in IACUC activities.

The Associate 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. ~~*(Revised 2023-2024)*~~

303.11 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.

303.11.1 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.

303.11.1.1 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.

303.11.1.2 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.

303.11.1.3 Formal Complaint Process

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

Formal complaints of sexual harassment and sexual misconduct originating from employees (faculty or staff) applicants for employments, or students should be made to the Title IX Coordinator, located in the Office of the President, (661) 654-2137.

Such complaints will be addressed in accordance 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.

303.12 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 303.11.1 through 303.12 above.

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.

303.13 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 as defined in Section 301.(4), 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~~college dean shall assign the alternate.

304 PROCEDURES FOR ACADEMIC APPOINTMENTS

304.1 Authorization of New Probationary and Full-Time Temporary 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 fulltime temporary faculty positions. The P&VPAA also approves part-

time, temporary faculty appointments by the ~~school~~college~~s~~ necessary to meet term-to-term changes in student enrollment.

304.2 The Search Committee

After securing approval for a new probationary or full-time temporary faculty position, the ~~school~~college 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~~ethnicities 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 Special Assistant to the President for Diversity Initiatives, 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~~college dean. After considering the recommendations of the committee, the ~~school~~college dean shall forward the position description and criteria together with his/her suggestions to the P&VPAA for further review and approval.

304.3 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~~college dean for

review and approval. With the approval of the ~~school~~college 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~~college 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.

304.4 Offer of Appointment

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~~college dean and the department. If no candidate is acceptable, the search may be re-opened.

304.4.1 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 305.1.3).

304.5 Duration of Appointments

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.

304.6 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 &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~~college 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.

304.7 Temporary Appointments

Temporary appointments shall be made after consultation with the department.

304.7.1 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 304.1 above. The department shall secure the approval of the ~~school~~college 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 semester, 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.

304.7.3 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 304.7.2 and paragraph three of 304.7.1;

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.

305 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 305.4.

305.1 Probationary Period and Retention

305.1.1 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.

305.1.2 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 305.2.4).

305.1.3 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~~years of 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.

305.1.4 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~~College Dean, and the P&VPAA. An application for such an extension shall not affect determinations regarding the award of tenure.

305.1.5 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 305.2.4 and 305.3.4 for early tenure and early promotion, respectively).

305.1.6 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.

305.2 Tenure

305.2.1 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 305.4.

305.2.2 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~~College 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)."

305.2.3 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 305.6.

305.2.4 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 (or the equivalent in the case of librarians and counselors) in scholarly/creative activities, and 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.

305.2.5 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 the option to retreat considers the academic record to warrant it. ~~*(Revised 2023-2024)*~~

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

305.2.7 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.

305.3 Promotion

305.3.1 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 305.5.

Elapsed time or number of years in rank will not of itself constitute reason for or against promotion, and a faculty's performance may be judged acceptable or satisfactory for a given rank without necessarily warranting promotion to a higher rank.

305.3.2 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.

305.3.3 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. Accordingly, WPAF materials submitted for promotion shall generally reflect approximately five years of accomplishments, typically beginning with the faculty member's final WPAF submission as a probationary faculty member (i.e., the beginning of the final year as a probationary assistant professor or equivalent).

WPAF materials submitted for promotion shall be consistent with University Handbook guidance regarding scope of materials, with emphasis on accomplishments since promotion to Associate Professor and demonstrating sustained achievement, impact, and continued professional growth.

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 during the academic year prior to the review cycle, in accordance with timelines established

by the Office of the P&VPAA. Faculty who do not provide notice by the established deadline will be ineligible to undergo review for promotion during that review cycle.

B. The performance review for promotion purposes occurs in the Fall review during the following academic year in which the tenured faculty requests the review for promotion.

305.3.4 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 should be rare and occurs only if faculty have compiled a record of discipline-specific exceptional performance while at California State University, Bakersfield in teaching (or the equivalent in the case of librarians and counselors), scholarly/creative activities, and in professionally related service.

A. Well defined and specific departmental expectations for the level of "exceptional" performance in teaching, scholarly/creative activities, and service shall be included in the unit RTP criteria. These criteria shall significantly exceed the typical criteria and shall be of significant rigor that most faculty within the unit who qualify for promotion and/or tenure would not meet exceptional criteria for early promotion and/or tenure. Such criteria shall be regularly reviewed by the unit.
B. Early tenure and/or promotion of probationary and early promotion of tenured faculty should be a rare event. Eligibility for early promotion shall not be based on a minimum number of years in rank, but on demonstrated exceptional performance. The request for early tenure and/or promotion may be initiated either by the faculty member or by the department unit committee. 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. If no criteria for "exceptional" performance for early tenure and/or promotion exists within unit RTP criteria, then requests for early promotion and/or tenure shall not be considered.

305.3.5 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.

305.3.6 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.

305.4 Performance Review of Faculty

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

305.4.1 General Provisions

A. Performance reviews are required of faculty for purposes of retention, the award of tenure, and promotion. All probationary 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.
B. At any level of the 3rd year review, a request for a full 4th-year review may be made as part of that process. The probationary faculty member may ask for a full review during the 4th year. Details of temporary faculty review are found in 306.2.
C. 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 Working Personnel Action File (WPAF) file is to be ready for review and the dates by which each level of review is to have completed its work. All Unit Committee performance and periodic reviews (RTP, PTR, and lecturer reviews) shall have, at minimum, 28 calendar days from the deadline for files to be made available to the Unit Committee until the Unit Committee review deadline.
D. Performance reviews occur throughout the academic year:
    1. Fall review of 2nd, 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), post-tenure and tenured faculty requesting consideration for promotion; and
    2. Spring review of 1st year probationary faculty and temporary faculty. These reviews are conducted by the Unit Review Committee and the Dean.
E. Unit performance review criteria shall be used at each level of review for each faculty.
F. Faculty shall not sit in review of their own cases, or that of a close relative or domestic partner.
G. 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.

Any faculty member undergoing review who believes that they have a compelling issue that may affect an objective review, may confer with the Provost's office and/or a member of CFA's Faculty Rights Committee for support and guidance in ensuring a fair review process.

305.4.2 Criteria for Performance Review of Faculty

305.4.2.1 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

305.4.2.2 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
B.
C. Professionally related services to the University and to the community.

305.4.2.3 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.

305.4.2.4 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 305.4.2.1, 305.4.2.2, and 305.4.2.3 above, 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.

A. Faculty undergoing retention, tenure, promotion, or post-tenure review shall normally be evaluated under the Unit RTP Criteria in effect at the beginning of their appointment in their current rank.
    1. Probationary Faculty
        i. For faculty in the probationary period, the applicable Unit RTP Criteria shall normally be those in effect at the time of the initial probationary appointment, unless the faculty member elects in writing to be evaluated under a subsequent revision adopted during the probationary period.
    2. Election of Subsequently Revised Criteria
        i. A faculty member may elect in writing to be evaluated under any subsequent revision of the Unit RTP Criteria adopted during their appointment in that rank.
    3. Currency of Unit RTP Criteria
        i. Faculty outside of the probationary period may use the Unit RTP Criteria in effect at the time of their most recent promotion in rank for up to seven (7) years in that rank, and shall not be required to adopt revised criteria prior to the completion of that period.
        ii. After seven (7) years from the faculty member's most recent promotion in rank, subsequent reviews shall use Unit RTP Criteria that were approved and in effect at the time of the faculty member's most recent review.
        iii. This provision (i.e., currency of Unit RTP Criteria) shall go into effect in the 2026–2027 academic year and shall apply prospectively. For faculty in rank as of the effective date, the seven (7) year period described above shall be measured prospectively from that date, and such faculty shall not be required to adopt revised Unit RTP Criteria prior to the completion of that period.
    4. Purpose
        i. These provisions are intended to preserve stable expectations for faculty within each rank, while also ensuring that evaluation standards remain reasonably current with evolving disciplinary norms, institutional priorities, and external accountability expectations.

B. For each of the three areas outlined in sections 305.4.2.1, 305.4.2.2, and 305.4.2.3, as applicable, units shall define criteria for (a) acceptable/satisfactory performance and (b) exceptional performance.
    1. Acceptable or satisfactory performance shall be required for the award of tenure and promotion of an assistant professor to the rank associate

professor, and for the promotion of an associate professors to the rank of professor.

2. Exceptional performance in the areas outlined in 305.4.2.1, 305.4.2.2., and 305.4.2.3, as applicable, shall be required for early tenure and promotion of probationary faculty or early promotion of tenured faculty (see 305.3.4).

C. Unit RTP Criteria shall be written with enough clarity and specificity to support evaluation for:
    1. Retention decisions of temporary faculty;
    2. Retention decisions during the probationary period;
    3. Tenure and promotion decisions following the normal probationary timeline (six years);
    4. Post-tenure promotion following the normal time in rank (five years);
    5. Early tenure and promotion from Assistant Professor to Associate Professor;
    6. Early promotion from Associate Professor to Professor; and
    7. Post-tenure review.

To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely.

D. Each unit shall define (a) criteria for tenure and promotion from assistant professor to associate professor (or equivalent ranks for counselors and librarians), and (b) promotion from associate professor to professor (or equivalent ranks for counselors and librarians).

    Further each unit shall define (c) criteria for early tenure and promotion from assistant professor to associate professor (or equivalent ranks for counselors and librarians), and (d) criteria for early promotion from associate professor to professor (or equivalent ranks for counselors and librarians).

E. Post-tenure review is critical for maintaining and improving a tenured faculty member's effectiveness (see 306.3). Therefore, each unit shall include clearly articulated criteria for post-tenure review. These criteria should reflect the ongoing professional expectations of tenured faculty, including continued effectiveness in teaching and meaningful engagement in professionally related service.

    Tenured faculty are also expected to maintain meaningful engagement in scholarly or creative activity appropriate to their discipline, rank, and assignment.

Consistent with University policy on faculty workload and professional responsibilities, such engagement shall be understood as participation in the ongoing scholarly or creative process rather than as a requirement to produce specific outputs within a fixed period of time. For post-tenure review conducted in the absence of an application for promotion, evaluations shall focus on acceptable performance in teaching or professional performance and service, and on evidence of continued professional engagement across all areas of responsibility. Scholarly or creative activity shall be evaluated in a developmental and contextual manner, recognizing that contributions may take a variety of forms and may occur across extended timelines.

Engagement in scholarly or creative activity is expected for all tenured faculty; however, the absence of specific scholarly or creative outputs within a given review period shall not, in itself, constitute unsatisfactory performance for post-tenure review.

F. Unit RTP criteria shall be sufficiently clear and specific to provide faculty, particularly those in the probationary period, with stable and transparent expectations that guide professional development over time. Criteria should support progressive growth and improvement and should not function in a manner that effectively alters performance expectations during an ongoing probationary period.

Unit criteria should recognize that excellence across teaching, scholarship or creative activity, and service represents the strongest case for advancement and professional distinction, and should not be structured in a way that allows for sustained neglect of any of these core areas of faculty responsibility.

305.4.2.5 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. As part of this review, Unit RTP criteria may be revised and updated as appropriate or formally reaffirmed to indicate continued alignment with disciplinary norms, institutional priorities, and existing policy.

After approval by a majority vote of all tenured and probationary faculty, changes in the unit RTP criteria shall be forwarded to the college dean and the P&VPAA for review for alignment with the Collective Bargaining Agreement and University Handbook. Revised RTP criteria cannot apply to an RTP cycle already underway.

Given the critical importance of the RTP process, the P&VPAA, college 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.

305.4.2.6 Evaluation of Teaching Performance

Since teaching is a primary function of all CSUB faculty, a candidate for retention is expected to demonstrate their ability to provide a high-quality learning experience to all students. The evaluation of teaching performance shall involve multiple measures of a faculty member's performance. In addition to the systematic review of the Student Opinion on Curriculum and Instruction (SOCI), course syllabi, and course materials (exams, handouts, etc.), reviewers are expected to consider other appropriate measures of teaching performance 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.

305.4.2.7 Classroom Observation

Evaluation of teaching of probationary faculty members shall include at least one observation of classroom teaching during each academic year.

Temporary Faculty with 3-Year Appointments (Article 12.12)

Evaluation of teaching of temporary faculty members with three-year appointments shall include one observation of classroom teaching during the first or second academic years of the appointment.

For temporary faculty members on a third consecutive three-year appointment and beyond, classroom observation is not required.

Temporary Faculty without 3-Year Contract Appointments

Evaluation of teaching of temporary faculty members teaching across consecutive years shall include at least one observation of classroom teaching during each academic year.

Evaluation of teaching of temporary faculty members teaching in their second consecutive semester shall include at least one observation of classroom teaching during that academic year.

All Employees
All employees may request that a classroom observation of themselves be performed during any term. Units may require additional observations.

Each unit shall develop procedures for the observation.

The faculty member shall include the observation report in the WPAF.

305.4.2.8 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 and promotion 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.

Scholarly and creative activity is a core professional expectation of tenure-track and tenured faculty. Unit RTP criteria shall recognize that sustained engagement in scholarship or creative work is essential to maintaining disciplinary expertise, supporting teaching effectiveness, and contributing to the mission of the University. Criteria should encourage continued contributions while recognizing that scholarly activity may take multiple forms across career stages.

Scholarly and creative activity should not be displaced by service commitments or administrative responsibilities, and units should structure expectations to ensure that faculty are supported in maintaining active intellectual engagement appropriate to rank, assignment, and discipline.
Scholarly and creative activity may include a wide range of contributions beyond traditional peer-reviewed works, including but not limited to mentorship of student research and creative projects, applied scholarship, professional engagement, and other discipline-relevant intellectual contributions.

305.4.2.9 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.

Service expectations shall be appropriate to rank, experience, and assignment, recognizing that early-career faculty may have more limited service responsibilities while developing their teaching and scholarly profiles.

Associate Professors and Professors shall document significant and sustained service to multiple areas, including the ~~school~~college (if applicable), the college,

the university, the university system, a professional association, and the community. As faculty advance in rank, service contributions are expected to reflect increasing leadership, responsibility, or broader institutional and professional engagement.

Professionally related service is a core professional responsibility and shall be evaluated as a cumulative body of work over time rather than as a uniform annual obligation. Unit RTP criteria should recognize both acceptable and exceptional service contributions while ensuring that expectations for service, teaching, and scholarly or creative activity remain appropriately balanced.

The department or equivalent unit criteria shall determine whether service learning, if included, is evaluated as teaching or as service.

Service expectations should be structured in a manner that encourages sustained participation while maintaining balance across teaching, scholarship or creative activity, and service responsibilities.

305.4.2.10 The RTP File

Each faculty member subject to performance review shall prepare a Working Personnel Action File (WPAF) that provides a clear, organized, and representative record of accomplishments relevant to the applicable Unit RTP Criteria.

The WPAF shall include materials sufficient to allow reviewers to evaluate the quality, significance, and impact of the faculty member's work in teaching, scholarly or creative activity, and professionally related service. Faculty are expected to address each relevant criterion identified in the Unit RTP Criteria and provide appropriate narrative explanation supported by representative documentation.

All prior evaluation letters shall be included in the WPAF. These evaluations provide context for the current review and allow reviewers to assess the faculty member's responsiveness to prior recommendations. Accordingly, faculty are not required to re-submit previously reviewed materials unless necessary to demonstrate improvement, continuity, or impact.

WPAF materials should be thorough yet concise. Faculty shall exercise professional judgment to ensure that the file is focused, well-organized, and avoids unnecessary or duplicative documentation. The WPAF is intended to provide representative evidence supporting the faculty member's narrative and is not intended to function as a comprehensive archive of all professional activities.

Because Unit RTP Criteria vary across disciplines in their structure and specificity, the length and organization of WPAF materials may reasonably differ across units. As a general guideline, narrative sections often correspond to the scope and number of criteria identified in the applicable Unit RTP Criteria.

The scope of materials included in the WPAF shall align with the type of review being conducted. These shall be interpreted to be minimum requirements; faculty undergoing review may judiciously include additional material to demonstrate their effectiveness in achieving the Unit RTP Criteria.

A. Periodic Evaluation of Temporary Faculty (i.e., lecturers)
    1. Materials shall represent the faculty member's work since the most recent WPAF submission, or since initial appointment if no prior review has been conducted. Materials should emphasize teaching effectiveness and any assigned duties, and should demonstrate performance in relation to assigned responsibilities and applicable evaluation criteria.
    2. Lecturers seeking an initial three-year appointment shall include materials representing their overall body of work since initial appointment at California State University, Bakersfield, with emphasis on recent accomplishments, consistent with the comprehensive nature of such reviews.
    3. Lecturers seeking a subsequent (renewed) three-year appointment shall include materials representing their work since the most recent WPAF submission, while also providing sufficient context to demonstrate sustained performance, development, and responsiveness to prior evaluations.
    4. All SOCIs shall be included in a separate folder and shall align with the scope of the review:
        i. For periodic evaluations without consideration of three-year appointment: SOCIs since the most recent review (or since initial appointment if no prior review has been conducted)
        ii. For initial three-year appointment: all SOCIs since initial appointment
        iii. For subsequent three-year appointments: SOCIs since the most recent WPAF submission.

B. Retention of Probationary Faculty
    1. Materials shall represent the faculty member's work since the most recent WPAF submission, or since initial appointment if no prior review has been conducted, with emphasis on progress toward meeting the applicable Unit RTP Criteria in teaching, scholarly or creative activity, and professionally related service.
        i. For the second-year review, the WPAF shall include all materials since initial appointment, including materials from the first-year review, to ensure that all levels of review have access to a complete record of the faculty member's performance to date.
    2. All SOCIs collected since the initial appointment shall be included in a separate folder.

3. For multi-year probationary reviews, materials from prior review cycles may be included, and additional materials spanning multiple years may be incorporated as appropriate to demonstrate the faculty member's professional development, progress, and growth, particularly for levels of review that did not participate in earlier evaluations.

C. Tenure and Promotion of Probationary Faculty
    1. Materials may represent the faculty member's body of work during the probationary period at California State University, Bakersfield, with emphasis on accomplishments during the most recent years and demonstration of sustained development and achievement across all areas of review.
    2. With the exception of SOCIs, materials included in the WPAF shall be representative rather than exhaustive. Faculty are expected to exercise professional judgment in selecting materials that best demonstrate their development, achievement, and readiness for tenure and promotion. The absence of individual documents shall not, in itself, be interpreted as a deficiency, provided that sufficient evidence is included to support a comprehensive and fair evaluation.
        i. All SOCIs collected since the initial appointment shall be included in a separate folder.

D. Promotion of Tenured Faculty
    1. Materials may represent the faculty member's overall body of work, with particular emphasis on accomplishments since the final WPAF submission as a probationary faculty member, demonstrating sustained achievement, impact, and continued professional growth.
    2. With the exception of SOCIs, materials included in the WPAF for promotion of tenured faculty shall be representative rather than exhaustive. Faculty are expected to exercise professional judgment in selecting materials that best demonstrate sustained achievement, impact, and continued professional growth. The absence of individual documents shall not, in itself, be interpreted as a deficiency, provided that sufficient evidence is included to support a comprehensive and fair evaluation.
        i. All SOCIs collected in current rank shall be included in a separate folder.

E. Post-Tenure Review without Promotion
    1. Materials shall represent the faculty member's activities and achievements since the most recent WPAF submission, with emphasis on continued engagement in teaching, scholarly or creative activity, and service, as well as plans for ongoing professional development.

2. With the exception of SOCIs, materials included in the WPAF shall be representative rather than exhaustive. Faculty are expected to exercise professional judgment in selecting materials that best demonstrate continued engagement, effectiveness, and professional development. The absence of individual documents shall not, in itself, be interpreted as a deficiency, provided that sufficient evidence is included to support a comprehensive and fair evaluation.
    i. All SOCIs collected since the most recent review shall be included in a separate folder.

305.4.3 Levels in the Performance Review Process

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

A. Unit Review
    1. Unit Review Committee (for additional details, see 305.6)
    2. The department chair of the unit may submit a separate evaluation and recommendation, using the same timeline as the unit review committee. Department chairs choosing to submit a separate evaluation and recommendation shall not participate in the deliberations of the unit committee. For counselors, the unit chair is the Director of the Counseling Center.
B. ~~School~~College Dean (for additional details, see 305.7)
    1. For librarians, the ~~school~~college dean is the Dean of University Libraries
    2. For counselors, the ~~school~~college dean is the Vice President for Student Affairs (VPSA)
C. University Review Committee (for additional details, see 305.8)
D. P&VPAA (for additional details, see 305.9)
E. President or President's designee (for additional details, see 305.10) If the President designates the P&VPAA, that level shall conclude the review process. The President may select a designee en masse or on a case-by-case basis.

305.4.4 Student Role in the Performance Review Process for Instructional Faculty

Student opinion 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.

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCI) as the primary instrument used to collect student opinions of teaching, this tool is to be considered as only one of many measures used to evaluate teaching; SOCIs should not be given more consideration than the other measures of teaching performance outlined in section 305.4.2.6 (Evaluation of Teaching Performance). Further, the trends in student responses should be the focus of the evaluation of SOCIs as a measure of teaching performance.

The quantitative and qualitative (i.e., open-ended) items included on the instruments to gather student opinions shall be reviewed and open for potential revision every 10 years, or more frequently. More frequent reviews and revisions are at the discretion of the Executive Committee of the Academic Senate. Any revision process shall include broad consultation from faculty.

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.

By default, course sections with fewer than six (6) students shall not administer SOCIs. However, SOCIs may be requested by the faculty member teaching the course. Requests must be submitted to the AVP for Faculty Affairs, who is ultimately responsible for determining whether SOCIs are administered. All courses with six (6) or more students shall have SOCIs administered, except in the following cases:

A. The requirement for collection of SOCIs may be waived for sections in which a faculty member went on leave and was replaced by another faculty member. This request shall be considered by the AVP for Faculty Affairs.

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 shall be provided course and/or section summaries of quantitative data. Means and standard deviations shall be provided for individual questions.

Quantitative and qualitative data shall be linked in both online and physical SOCIs. SOCI reports shall be clear such that faculty can associate individual-student comments with individual-student quantitative responses. Faculty shall also receive a SOCI report even when there are no completed student responses. SOCI reports shall be available to faculty teaching in all terms (Fall, Winter, Spring, Summer). SOCI reports shall be provided to the individual faculty instructors, department chairs, and college deans.

Some bias in student opinions may be present. Since SOCIs are used in conjunction with other measures to evaluate teaching, the College Dean (or designee) should arrange for training for Unit RTP Committee members to be undertaken before the start of a faculty review. The training should include the following: (1) the purpose of the RTP review process and the responsibilities of Unit Committee members, (2) the identification of possible biases in student responses, and (3) the process to remove biased SOCIs from an evaluation of teaching.

Faculty under review may request that the AVP for Faculty Affairs (or their designee) reviews and removes the SOCI(s) with discriminatory comments and quantitative responses. SOCI(s) that are received within the prior academic calendar year are eligible for consideration for removal. Requests to remove SOCI(s) must be made 21

days prior to the deadline to submit the Working Personnel Action File (WPAF, commonly called the RTP File) for the next review cycle.

The AVP for Faculty Affairs (or their designee) shall consider the merit of such requests based on many factors, including (but not limited to) the human dignity of the faculty member, the student's role in the performance review process, and the added pedagogical value and relevance of the comments. Regardless of the decision of the AVP for Faculty Affairs (or their designee), the faculty member is encouraged to reflect upon feedback and may submit rebuttals to SOCI comments as part of the performance review process. In all cases, the Unit Review Committee, Department Chair (if applicable), College Dean, University Review Committee, Provost and Vice President for Academic Affairs, and President (or their designee) are expected to approach the evaluation of faculty and interpretation of SOCIs with care and professionalism. Ultimately, SOCIs are one component of a broad assessment of teaching performance.

305.4.5 SOCI Completion Period

The SOCI Completion Period shall be designated on the Academic Calendar, not to include the examination period. The timeframe for SOCI Completion shall be the same regardless of course modality (e.g., face-to-face, hybrid, online).

In the Fall and Spring semesters, SOCIs completed online shall be available for 10 class meeting days. The start of the SOCI completion period should be between 14 and 21 days prior to the Last Day of Classes.

In the Summer and Winter sessions, SOCIs completed online shall be available for 5 weekdays. SOCIs completed online shall be completed during the penultimate week of classes.

For face-to-face courses, instructors shall provide a minimum of 15 minutes of scheduled class time for SOCI completion during the designated SOCI completion period. Instructors of face-to-face courses shall leave the classroom during this time in order to promote student privacy and reduce perceived pressure or response bias.

The University shall provide clear guidance and technical support to faculty and students to ensure consistent implementation and accessibility of online SOCIs. The AVP for Faculty Affairs shall ensure that faculty receive directions on how to access online SOCIs via the Learning Management System so that faculty can encourage student participation. Faculty may encourage their students to complete SOCIs. Faculty members shall administer SOCIs in Accordance with the Collective Bargaining Agreement.

305.4.6 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.

305.4.7 Copies of 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.

305.4.8 Rebuttals and Responses to 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.

305.5 RTP Files

The WPAF (see 301.5) 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~~college (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.

305.5.1 Preparation of the RTP 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 responsible for identifying and providing materials relevant to the performance review not provided by the faculty.

305.5.2 Contents and Organization of the RTP File
The Working Personnel Action File (WPAF, sometimes informally referred to as the RTP, PTR, or PEF file) shall be organized to provide a clear, structured, and representative

record of the faculty member's accomplishments in relation to the applicable Unit RTP Criteria. Materials should be arranged to support a narrative explanation of performance in teaching, scholarly or creative activity, and professionally related service. The WPAF should be thorough yet concise, providing representative rather than exhaustive documentation sufficient for effective review. Faculty shall not be expected to include all artifacts or materials associated with their professional activities; rather, materials should be selected to demonstrate quality, impact, and alignment with Unit RTP Criteria.

All RTP files shall include the following sections in sequence. (See Appendix G for a detailed description of the required and optional contents of the RTP file and instructions on organizing the RTP file.)

A. Log sheet – lists each document placed in the WPAF, 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, semester-by-semester (faculty) and all major responsibilities and professional activities (librarians and counselors).
E. Current curriculum vitae
F. Applicable unit RTP criteria.
G. Previous RTP evaluations and recommendations (all levels).
H. Personal statement
    1. Provides a clear and organized narrative describing the faculty member's performance in each area of review for the current RTP cycle, addressing the applicable Unit RTP Criteria, highlighting accomplishments, and responding to prior evaluations where appropriate
I. Documentation of Teaching or Performance
    1. All peer observations of teaching conducted during the period under review shall be included and clearly labeled for reviewers. For promotion reviews, faculty shall include all peer observations conducted during the period in rank.
J. Documentation of Scholarly/Creative Activities or Professional Growth
K. Documentation of Professionally Related Services to the University and the Community
L. Miscellaneous Section.

305.5.3 Completeness of the WPAF for periodic and performance review

A complete WPAF includes all required materials as specified in the Unit RTP Criteria and University Handbook and should present those materials in a clear, organized, and representative manner. Completeness refers to the inclusion of required materials and

does not imply that the WPAF must include all possible documentation of professional activities.

The unit periodic and performance review committees and the faculty undergoing review shall be responsible for ensuring that the WPAF 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, PTR, or PEF criteria document(s) or University Handbook. 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 criteria or the University Handbook.

Files are expected to be complete by the posted and announced deadline. The unit committee chair or committee member designee shall inspect the file during the unit review period to determine if any required materials are missing from the file.

If the unit committee determines that the WPAF includes all required materials and is complete, review continues as indicated within the University Handbook.

If the unit committee determines that required materials are missing and the WPAF is incomplete, the committee chair may inform the faculty member of any missing required items. The faculty under review may submit missing requested material to the committee chair to be inserted into the file. Insertion of required missing items by the unit committee shall be recorded on the WPAF Log sheet, following procedures specified in the University Handbook for the insertion of materials.

If the unit committee does not receive requested required materials and/or the WPAF is not received by the deadline, the unit review shall proceed based on materials that were received and those available in the Personnel Action File (PAF). Failure to submit a complete WPAF may result in the unit committee being unable to return a review of 'satisfactory' performance.

Once the relevant unit periodic or performance review committee has determined that the WPAF contains all required elements, any materials to be added to the WPAF 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 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 WPAF without prior approval by the URC. A copy of all added materials shall be provided to the faculty.

If the URC approves the addition of newly available materials to the WPAF, the file shall be returned to the unit review 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 WPAF.

305.5.4 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.

305.6 The Unit RTP Committee

305.6.1 Election and Composition of the Unit RTP Committee
The academic deans will be responsible for ensuring that departments are in compliance with this section. 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 reevaluate the file(s).

A. **Candidate Definition**
For purposes of this section, each faculty member submitting a Working Personnel Action File (WPAF) for review shall be referred to as the *candidate*. Candidates may refer to temporary or probationary faculty seeking retention, or faculty eligible for tenure and/or promotion.

B. **Candidate-Specific Reviews**
A Unit RTP Committee shall conduct a distinct review for each candidate. Although the Unit RTP Committee is elected as a standing committee for the review cycle, committee membership shall vary on a candidate-specific basis as necessary to address eligibility requirements, rank requirements, conflicts of interest, or candidate-appointed members.

The following considerations necessitate this practice:

1. **Conflicts of Interest**: Faculty members with a conflict of interest may be excluded from participation in a specific candidate's review without affecting the review of other candidates.

2. **Candidate-Appointed Members**: Each candidate may appoint one additional eligible member. This appointment is candidate-specific and applies only to the review of the appointing candidate.

3. **Rank Requirements and Promotion Considerations**: Members must hold a higher rank than the candidate (except probationary faculty at the top rank). That is, Professors shall review Associate Professors for promotion decisions, and both Professors and Associate Professors may review Assistant Professors and Temporary Faculty (i.e., lecturers) for retention, tenure, and/or promotion. Eligibility may differ by candidate.

Further, faculty candidates being considered for promotion are ineligible to review other candidates for *tenure and promotion* decisions. However, they may serve in the review of other candidates for *retention* decisions. Eligibility may differ by candidate.

4. **Chair Restrictions**: A Unit Chair may review a candidate, if elected to the Unit Committee, unless they choose to submit a separate chair evaluation of that candidate. Eligibility is determined on a per-candidate basis.

5. **Appeal Rights**: If the University Review Committee determines that a candidate's committee membership was improperly constituted, only that candidate's committee membership must be reconstituted for purposes of that candidate's review.

6. **Professional Expectations**: Deliberations, votes, and minority reports are to be based solely on the candidate's Personnel Action File (PAF), Working Personnel Action File (WPAF), and Unit RTP Criteria. Maintaining candidate-specific deliberations ensures focused evaluations.

C. **Submission of Committee Membership Lists**
The Department Chair shall submit to the college dean and the candidate under review a list of Unit RTP Committee members for their review no later than two (2) weeks prior to the start of each review cycle, as defined by the Office of Faculty Affairs. The start date shall be defined as the date committees receive access to candidate files (WPAFs). The unit committee shall determine a chair from among the elected or appointed members.

D. **Eligibility to Serve**
1. All tenured faculty within a unit are eligible to serve on a Unit RTP Committee, with the following exceptions.
    i. Faculty serving in any administrative capacity, including as a dean, associate dean, assistant dean, or Management Personnel Plan (MPP) employee, as well as members of the University Review Committee (URC), may not serve on a Unit RTP Committee.
    ii. Faculty shall not serve on a Unit RTP Committee in a cycle in which they are on sabbatical.
    iii. Faculty participating in the Faculty Early Retirement Program must obtain Presidential permission to run for election for membership to the committee. At the request of the department, the President may agree to permit faculty participating in the Faculty Early Retirement Program to run for election for membership. However, the Unit RTP Committee may not be comprised solely of faculty participating in the Faculty Early Retirement Program.

2. Tenured faculty are eligible to serve on multiple Unit RTP Committees.

3. Eligible faculty are obligated to serve, if elected by the majority of probationary and tenured faculty from within the unit. Units shall strive to distribute service on Unit RTP Committees equitably across eligible faculty and should avoid disproportionate service burdens that fall on a small number of individuals.

4. Faculty undergoing post-tenure review may serve on Unit RTP Committees and post-tenure review committees. In all cases, committee assignments must avoid conflicts of interest: no faculty member may participate in the evaluation of a faculty member who is simultaneously evaluating them.

5. For any given candidate's review, the Unit Chair may not serve on the Unit RTP Committee if they provide a separate chair evaluation of that candidate. Additionally, reciprocal service between the Unit Chair and any faculty member they evaluate—or who evaluates the Chair—is prohibited in order to preserve the integrity and independence of the review process. Independence must be maintained within each review cycle.

6. The Associate Vice President for Faculty Affairs may determine that other faculty are ineligible to serve.

E. **Rank Requirements and Promotion Considerations**
Members must hold a higher rank than the candidate (except probationary faculty at the top rank). That is, Professors shall review Associate Professors for promotion decisions, and both Professors and Associate Professors may review Assistant Professors and Temporary Faculty (i.e., lecturers) for retention, tenure, and/or promotion.

Faculty candidates being considered for promotion are ineligible to review other candidates for *tenure and promotion* decisions. However, they may serve in the review of other candidates for *retention* decisions. Eligibility may differ by candidate.

F. **Committee Size and Composition**
1. The Unit RTP Committee shall conduct a separate review for each candidate under review.

2. A Unit RTP Committee shall consist of no fewer than three (3) and no more than five (5) full-time tenured faculty, elected by the probationary and tenured faculty of the unit. Units may determine, through approval by the majority of probationary and tenured faculty, their Unit RTP Criteria, or departmental bylaws, whether the committee shall be composed of three,

four, or five elected members, but the chosen size must be applied consistently to all candidates within a given review cycle.

3. Units shall elect alternate members from within the unit or, when necessary, from outside the unit at the same time as the Unit RTP Committee. Alternates shall be called upon to serve only when an elected member is ineligible to participate in a specific candidate's review. Alternates possess the same authority, rights, and responsibilities as elected committee members for the duration of their service.
    i. Alternates shall be activated automatically when an elected member is ineligible to participate in a specific candidate's review (e.g., due to conflict of interest, rank requirements, chair restrictions, inability to serve, or other eligibility issues as determined in accordance with this Handbook).
    ii. If multiple alternates are available to fill one position, the alternate shall be selected by random assignment from among the eligible alternates using a transparent, pre-established procedure.

4. If a unit has fewer than three eligible faculty, all eligible members of the unit must serve, and additional members shall be elected from other units until the committee reaches three (3) members.
    i. If a unit has an insufficient number of eligible faculty of appropriate rank to constitute the Unit RTP Committee and alternates in a given review cycle, the unit shall seek volunteers to serve, subject to approval by a majority vote of the probationary and tenured faculty of the unit. Volunteers shall be sought first from within the college and, if a sufficient number cannot be obtained, then from appropriate disciplines outside the college.
    ii. Outside members shall have the same authority, rights, and responsibilities as all committee members.

G. **Nomination and Election Process**

1. Each Unit RTP Committee shall have three (3) to five (5) elected members. Service on the committee is determined by election by the probationary and tenured faculty of the unit.

2. All eligible tenured faculty shall appear on the ballot for election to the Unit RTP Committee. Service on the Unit RTP Committee is a core professional responsibility associated with peer review, and faculty are expected to participate in elections and committee service as needed to ensure that review responsibilities are shared broadly and do not fall disproportionately on a small number of individuals.

3. All probationary and tenured faculty in the unit are expected to participate in the vote on committee membership.

i. If more eligible faculty members express interest than available seats, the election shall be conducted by secret ballot. The candidates receiving the highest number of votes shall fill the available seats.
ii. The Unit RTP Committee and elected alternates shall be elected once per review cycle. Elections shall not be repeated on a per-candidate basis. Candidate-specific eligibility determinations shall not require additional elections.
iii. The election shall be coordinated by an administrative support coordinator or the Dean's office.

4. The candidate may recommend, for their individual review, a Unit RTP Committee Chair selected from among the elected or appointed members participating in that candidate's review. The Unit RTP Committee shall determine the Chair from among the elected or appointed members eligible to participate in that review. A faculty member may decline to serve as Chair for a candidate's review if doing so would result in an unreasonable concentration of Chair responsibilities within a review cycle.

H. **Candidate-Appointed Member**

1. At their discretion, and for unstated reasons, a candidate may appoint one (1) additional eligible faculty member from within the unit, the college, or a related discipline outside of the college. This appointment is optional and not required.

2. This appointment increases the membership participating in the candidate's review by one (1), up to a maximum of six (6) total participating members for that review.

3. The appointed member shall serve as a voting member only for the review of the appointing candidate.

4. A faculty member may decline appointment only if they are the sole tenured faculty member eligible to serve for that candidate's review. All other eligible faculty members are expected to accept appointment. Faculty candidates are encouraged to consult with a potential appointee prior to making an appointment.

I. **Reconstitution of Committee Membership**

If a candidate believes that the membership participating in their Unit RTP review was improperly constituted, they may appeal to the Chair of the University Review Committee (URC). Appeals must be submitted to the URC within ten (10) calendar days of notification of committee membership. If the URC determines that the membership participating in the candidate's review was formed inappropriately, it shall direct the unit to reconstitute the committee

membership for purposes of that candidate's review in accordance with correct procedures.

If a unit is unable to amicably establish appropriate committee membership for a candidate's review in accordance with these guidelines, the University Review Committee (URC) shall determine the membership participating in that review. The URC may appoint eligible faculty members to serve as necessary to ensure the review is properly constituted. Faculty shall be obligated to serve if appointed by the URC.

305.6.2 Term of Service on the Unit RTP Committee

A. The term of service on a Unit RTP Committee is one (1) review cycle.
B. There are three review Unit RTP cycles each academic year:
    1. Fall 1: Review of second-year probationary faculty.
    2. Fall 2: Review of third- through sixth-year probationary faculty, and of tenured faculty requesting promotion.
    3. Spring: Review of first-year probationary faculty and temporary faculty.
C. Faculty may serve on multiple Unit RTP Committees within a given review cycle.

305.6.3 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. It is a professional expectation that each Unit RTP Committee member:
    1. Reviews the candidate's Personnel Action File (PAF), Working Personnel Action File (WPAF), and the approved Unit RTP Criteria.
    2. Signs the PAF and WPAF access sheet.
    3. Bases their evaluation and votes solely on the materials presented in the Personnel Action File (PAF), the Working Personnel Action File (WPAF), and the approved Unit RTP Criteria.
    4. Maintains fairness, impartiality, and confidentiality throughout the review process.
C. The unit RTP committee shall prepare a written evaluation and recommendation based on information in the PAF and WPAF. The evaluation shall address the criteria within the relevant unit RTP criteria document and clearly state whether expectations have been met within each area. When a committee determines expectations are not met in any area, the committee shall provide an explanation for this determination and shall clearly specify what improvements, achievements, or evidence would be required to meet the relevant unit criteria. The evaluation and recommendation shall be approved by a simple majority of the full committee. An abstention shall count as a negative vote.

D. All committee members shall sign the unit RTP committee evaluation and recommendation as an indication of their participation in the evaluation process. Unit committee members shall make every reasonable effort to deliberate and arrive at consensus. 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).
E. The WPAF (RTP file), including evaluations and recommendations from the unit committee and from the unit chair (if provided), shall be forwarded to the dean.
F. Faculty candidates may submit written responses or rebuttals, in accordance with the Collective Bargaining Agreement.
G. All evaluations and any faculty response shall be placed in the candidate's Personnel Action File (PAF).

305.6.4 Evaluation and Recommendation by Unit Chair

The Unit Chair may make a separate written evaluation and recommendation as part of the performance review. If the Unit Chair submits a separate evaluation, they shall not participate in the Unit RTP Committee's review of that candidate. The separate chair evaluation shall be based solely on the materials presented in the PAF and WPAF.

305.7 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 on information in the PAF and WPAF. The evaluation shall address the criteria within the relevant unit RTP criteria document and clearly state whether expectations have been met within each area. When the dean determines expectations are not met in an area, an explanation for this evaluation shall be provided. The RTP file, containing the dean's evaluation and recommendation, shall be forwarded to the University Review Committee (URC).

305.8 The University Review Committee (URC)

305.8.1 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. A faculty member may decline nomination if he/she is the *only* tenured professor available to serve on the unit RTP

committee. All other tenured professors and librarians and counselors of equivalent rank are obligated to accept nomination for election to the URC.

Each member is given three WTUs of assigned time for each year of service. If a committee member is awarded and takes a sabbatical during their term, they will forfeit their position on the committee and an election shall be run by the Academic Senate for a replacement representative to serve during the year of the sabbatical and complete any remaining term associated with the replaced position.

305.8.2 Election of URC Members

The six (6) members of the URC shall be full-time tenured faculty, at the rank of Full Professor or Full Librarian. The election of the members of the URC shall precede unit RTP committee elections. One member shall be elected by and from the ~~School~~College of Arts & Humanities, the ~~School~~College of Business and Public Administration, the ~~School~~College of Social Sciences & Education, and the ~~School~~College of Natural Sciences, Mathematics & Engineering. Two additional faculty 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 members. A liaison from the library will be elected by the faculty of the library if no other librarians are on the committee to assist with the review of librarian files.

Members shall be elected to over-lapping two-year terms.

305.8.3 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.

305.8.4 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.

305.9 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. Unless the President has specified the P&VPAA as the designee, the P&VPAA shall forward the RTP files, including all evaluations and recommendations, to the President for final review.

305.10 RTP Action by the President

The President or President's designee 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 or President's designee may return the materials to the appropriate reviewing level for clarification. The final decision of the President or President's designee 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.

306 PROCEDURES FOR PERIODIC EVALUATION OF FACULTY

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

306.1 Approval of Procedures

The Academic Senate shall approve procedures for the periodic evaluation of faculty. Evaluation of temporary faculty shall include the Unit RTP Committee and the college dean. Evaluation of faculty undergoing post-tenure review (without promotion) shall include the Unit PTR committee and college dean.

306.2 Periodic Evaluation of Temporary Faculty

306.2.1 General Provisions

A. Periodic evaluation is required for all temporary faculty appointed by the same department in two or more semesters, full or part-time, regardless of a break in service. For the purpose of this section, temporary faculty with multiple

appointments in different departments shall be evaluated based on their service in each department separately.

B. For purposes of periodic evaluation of temporary faculty, the "evaluation committee" shall be the Unit RTP Committee, and the "evaluation criteria" shall be the Unit RTP Criteria. These terms reflect the language of the Collective Bargaining Agreement and do not constitute separate committees or criteria. Temporary faculty shall be reviewed according to the following schedule.
    1. Temporary faculty without a three-year appointment who are appointed for both Fall and Spring shall be reviewed annually during the Spring RTP Cycle.
    2. Temporary faculty holding a three-year appointment pursuant to Article 12.12 of the Collective Bargaining Agreement shall be reviewed during the Spring RTP Cycle of the third year of the appointment, unless the faculty member or the President requests an additional review.
    3. A temporary faculty unit employee appointed for one (1) semester or two (2) quarters or less shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit. The employee may request that an evaluation be performed (CBA Article 15.25).

C. The P&VPAA annually establishes timelines for the periodic evaluations, in accordance with the Unit RTP Cycles (see section 305.6.2 of this Handbook). The timelines shall specify the dates by which the Working Personnel Action File (WPAF) is to be ready for review and the dates by which each level of review is to have completed its work.

D. Temporary faculty are to undergo periodic evaluation by the Unit RTP Committee (serving as the evaluation committee) and the college dean during the Spring RTP Cycle. The Unit RTP Criteria, serving as the evaluation criteria, shall be used at each level of review.

E. The Unit RTP Committee and the college dean shall review the faculty member's performance based on the WPAF, Personnel Action File, and Unit RTP Criteria. Reports shall be placed in the Personnel Action File.

F. All deliberations and recommendations pursuant to this section shall be confidential. Only the affected faculty, unit review committee members, and appropriate administrators shall have access to the periodic evaluation documents.

306.2.2 Criteria for Periodic Evaluation of Temporary Faculty

A. For purposes of clarity and consistency with the Collective Bargaining Agreement, the evaluation criteria for the periodic evaluation of temporary faculty are the Unit RTP Criteria used for probationary faculty, with emphasis on assigned duties.

B. 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. Department Unit RTP criteria and university procedures shall be provided by the department chair to the faculty member no later than 14 days after the first day of instruction of the academic term.

C. In the evaluation of the teaching performance of temporary faculty, departments shall use the same criteria and processes as used for probationary faculty, as articulated in Faculty Handbook section 305.4.2.6 and the Unit RTP Criteria, which serve as the evaluation criteria for periodic evaluation of temporary faculty.

D. The Unit RTP criteria shall be the basis of all evaluations and recommendations at all levels of review (see section 305.4.6).

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.

The temporary faculty member, with advice and direction from the unit chair, shall be responsible for the preparation of a Working Personnel Action File (WPAF). The temporary faculty shall insert appropriate materials to document teaching or other performance. Temporary faculty shall prepare their Working Personnel Action File in accordance with their Unit RTP Criteria, and the guidelines found in Appendix G (Contents and Organization of the RTP File [WPAF]). Temporary faculty shall include all SOCIs for all courses taught since their previous evaluation (if applicable).

E. Successful periodic evaluations do not automatically result in range elevations. For information on range elevations, see Section 314.

306.6.2.3 Review Process for Temporary Faculty Applying for 3-Year Appointments

A. Temporary faculty unit employees (excluding coaches) employed during the prior academic year and possessing six (6) or more years of prior consecutive service on the campus shall be offered a three-year temporary appointment following an evaluation conducted pursuant to Articles 12.12, 15.20(d), and 15.28 of the Collective Bargaining Agreement, where there is a determination by the appropriate administrator that the temporary faculty unit employee has performed the duties of their position in a satisfactory manner and absent documented serious conduct problems.

B. The evaluation shall be conducted using the Working Personnel Action File (WPAF), prepared in accordance with the Unit RTP criteria and the guidelines contained in Appendix G of the University Handbook (Contents and Organization of the RTP File). The Unit RTP criteria shall be the basis of all evaluations and recommendations at all levels of review (see sections 305.4.6 and 306.2.2).

C. Because eligible temporary faculty will typically have undergone periodic evaluations, the WPAF need not include a complete cumulative archive of all materials from prior review cycles. However, for lecturers seeking a three-year

appointment, the WPAF shall include materials representing the faculty member's overall body of work since initial appointment at California State University, Bakersfield, with emphasis on recent accomplishments, consistent with the comprehensive nature of such reviews. Temporary faculty shall provide a brief Personal Statement concisely summarizing their teaching performance, development over time, and responsiveness to prior evaluations.

D. All SOCIs collected since the most recent review, or since the initial appointment if no prior review has been conducted, shall be included in the WPAF.

E. Classroom observations, as required by the University Handbook (section 305.4.2.7) and the Unit RTP Criteria, shall be included. Teaching materials shall include a clearly labeled subfolder for Classroom Observations, which shall include all required peer observations conducted during the period under review.

F. All prior evaluation letters shall be included in the WPAF. These evaluations provide context for the current review and allow reviewers to assess the faculty member's responsiveness to prior recommendations. Accordingly, faculty are not required to re-submit previously reviewed materials unless necessary to demonstrate improvement, continuity, or impact.

G. The Unit RTP Committee and the college dean shall review the faculty member's performance based on the WPAF, PAF, and Unit RTP Criteria. Reports shall be placed in the Personnel Action File.

306.3 Post-Tenure Review and Post-Tenure Review Committees

The academic deans will be responsible for ensuring that departments are in compliance with this section. 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 PTR Committee so that it can reevaluate the file(s).

A. Purpose and Frequency
Post-tenure review (PTR) is conducted to maintain and enhance tenured faculty effectiveness. Reviews occur at intervals of no more than five (5) years. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator.

1. Post-tenure review committees are responsible for evaluating tenured faculty candidates who are undergoing post-tenure review without promotion.

2. Promotion of tenured faculty shall ordinarily occur at the beginning of the sixth year after appointment to their current rank or classification.

    i. If a candidate is requesting promotion, including early promotion, then they shall submit their WPAF to a Unit for review by a Unit RTP Committee; the Unit RTP Committee shall evaluate candidate's requesting promotion in accordance with the Unit RTP Criteria.

3. For purposes of this section, each tenured faculty member submitting a Working Personnel Action File (WPAF) for post-tenure review shall be referred to as the candidate.

B. Candidate-Specific Reviews
A Unit Post-Tenure Review (PTR) Committee shall conduct a distinct review for each tenured faculty member undergoing post-tenure review.

Although the Unit PTR Committee is elected as a standing committee for the review cycle, committee membership shall vary on a candidate-specific basis as necessary to address eligibility requirements, rank requirements, conflicts of interest, or candidate-appointed members.

The rationale for candidate-specific participation mirrors that of Unit RTP reviews and includes the need to preserve independence of evaluation, avoid conflicts of interest, ensure appropriate rank, accommodate candidate-requested members, maintain clear appeal rights, and ensure that deliberations remain focused on a single faculty member's file.

As with Unit RTP Committees, units shall make every reasonable and professional effort to distribute PTR review participation equitably among eligible faculty so that review responsibilities are shared broadly, and no individual faculty member is required to assume a disproportionate share of PTR review service.

C. Criteria
Criteria for Post-Tenure Review shall be in accordance with Handbook sections 305.4.2.4 and 305.4.2.5.

D. Timing and Initiation
1. The Provost's Office shall notify faculty scheduled for review during the fall semester of the academic year prior to when the review will take place. Notification shall clearly indicate whether faculty are eligible for promotion consideration, in which case a Unit RTP Committee will conduct the review for promotion consideration.
2. PTR reviews shall be conducted during the fall semester.
3. A review for promotion shall satisfy the five-year PTR requirement.
4. With college dean approval, faculty may request an early review.

E. Submission of Committee Membership Lists
The Department Chair shall submit to the college dean and the candidate under review a list of Unit PTR Committee members for their review no later than two (2) weeks prior to the start of each review cycle, as defined by the Office of Faculty Affairs. The start date shall be defined as the date committees receive access to candidate files (WPAFs). The unit committee shall determine a chair from among the elected or appointed members.

F. Eligibility to Serve and Rank Requirements
1. Members of the Unit PTR Committee must hold an equal or higher rank than the candidate under consideration.
2. All tenured faculty of appropriate rank within a unit are eligible to serve on a Unit PTR Committee, with the following exceptions.
    i. Faculty serving in any administrative capacity, including as a dean, associate dean, assistant dean, or Management Personnel Plan (MPP) employee, as well as members of the University Review Committee (URC), may not serve on a Unit PTR Committee.
    ii. Faculty shall not serve on a Unit PTR Committee in a cycle in which they are on sabbatical.
    iii. Faculty participating in the Faculty Early Retirement Program must obtain Presidential permission to run for election for membership to the committee. At the request of the department, the President may agree to permit faculty participating in the Faculty Early Retirement Program to run for election for membership. However, the Unit PTR Committee may not be comprised solely of faculty participating in the Faculty Early Retirement Program.
3. Tenured faculty are eligible to serve on multiple Unit PTR Committees.

4. Eligible faculty are obligated to serve, if elected by the majority of probationary and tenured faculty from within the unit. Units shall strive to distribute service on Unit PTR Committees equitably across eligible faculty and should avoid disproportionate service burdens that fall on a small number of individuals.

5. Faculty undergoing post-tenure review may serve on Unit RTP Committees and post-tenure review committees. In all cases, committee assignments must avoid conflicts of interest: no faculty member may participate in the evaluation of a faculty member who is simultaneously evaluating them.

6. For any given candidate's review, the Unit Chair may not serve on the Unit PTR Committee if they provide a separate chair evaluation of that candidate. Additionally, reciprocal service between the Unit Chair and any faculty member they evaluate—or who evaluates the Chair—is prohibited in order to

preserve the integrity and independence of the review process. Independence must be maintained within each review cycle.

7. The Associate Vice President for Academic Affairs may determine that other faculty are ineligible to serve.

G. Committee Size and Composition

1. The Unit Post-Tenure Review (PTR) Committee shall conduct a separate review for each tenured faculty member under review.

2. A Unit PTR Committee shall consist of no fewer than three (3) and no more than five (5) full-time tenured faculty, elected by the probationary and tenured faculty of the unit. Units may determine, through approval by the majority of probationary and tenured faculty, their Unit PTR Criteria, or departmental bylaws, whether the committee shall be composed of three, four, or five elected members, but the chosen size must be applied consistently to all PTR candidates within a given review cycle.

3. Units shall elect alternate members from within the unit or, when necessary, from outside the unit at the same time as the Unit PTR Committee. Alternates shall be called upon to serve only when an elected member is ineligible to participate in a specific candidate's review. Alternates possess the same authority, rights, and responsibilities as elected committee members for the duration of their service.

    i. Alternates shall be activated automatically when an elected member is ineligible to participate in a specific candidate's review (e.g., due to conflict of interest, rank requirements, chair restrictions, inability to serve, or other eligibility issues as determined in accordance with this Handbook).

    ii. If multiple alternates are available to fill one position, the alternate shall be selected by random assignment from among the eligible alternates using a transparent, pre-established procedure.

4. If a unit has fewer than three eligible faculty, all eligible members of the unit must serve, and additional members shall be elected from other units until the committee reaches three (3) members.

    i. If a unit has an insufficient number of eligible faculty of appropriate rank to constitute the Unit PTR Committee and alternates in a given review cycle, the unit shall seek volunteers to serve, subject to approval by a majority vote of the probationary and tenured faculty of the unit. Volunteers shall be

sought first from within the college and, if a sufficient number cannot be obtained, then from appropriate disciplines outside the college.

ii. Outside members shall have the same authority, rights, and responsibilities as all committee members.

H. Nomination and Election Process

1. Each Unit PTR Committee shall have three (3) to five (5) elected members. Service on the committee is determined by election by the probationary and tenured faculty of the unit.
2. All eligible tenured faculty shall appear on the ballot for election to the Unit PTR Committee. Service on the Unit PTR Committee is a core professional responsibility associated with peer review, and faculty are expected to participate in elections and committee service as needed to ensure that review responsibilities are shared broadly and do not fall disproportionately on a small number of individuals.
3. All probationary and tenured faculty in the unit are expected to participate in the vote on committee membership.
    i. If more eligible faculty members express interest than available seats, the election shall be conducted by secret ballot. The candidates receiving the highest number of votes shall fill the available seats.
    ii. The Unit PTR Committee and elected alternates shall be elected once per review cycle. Elections shall not be repeated on a per-candidate basis. Candidate-specific eligibility determinations shall not require additional elections.
    iii. The election shall be coordinated by an administrative support coordinator or the Dean's office,
4. The candidate may recommend, for their individual review, a Unit PTR Committee Chair selected from among the elected or appointed members participating in that candidate's review. The Unit PTR Committee shall determine the Chair from among the elected or appointed members eligible to participate in that review. A faculty member may decline to serve as Chair for a candidate's review if doing so would result in an unreasonable concentration of Chair responsibilities within a review cycle.

I. Candidate-Appointed Member

At their discretion, and for unstated reasons, a candidate may request one (1) additional eligible faculty member from within the unit, the college, or a related discipline outside of the college. This request is optional and not required. This request increases the membership participating in the candidate's review by one (1), up to a maximum of six (6) total participating members for that review. The requested member shall serve as a voting member only for the review of the requesting faculty member. A faculty member may decline a request only if they are the sole tenured faculty member eligible to serve for that candidate's review. All

other eligible faculty members are expected to accept such requests. Faculty candidates are encouraged to consult with a potential requested member prior to making a request.

J. Reconstitution of Committee

If a candidate believes that the membership participating in their Unit PTR review was improperly constituted, they may appeal to the Chair of the University Review Committee (URC). Appeals must be submitted to the URC within ten (10) calendar days of notification of committee membership. If the URC determines that the membership participating in the candidate's review was formed inappropriately, it shall direct the unit to reconstitute the committee membership for purposes of that candidate's review in accordance with correct procedures.

If a unit is unable to amicably establish appropriate committee membership for a candidate's review in accordance with these guidelines, the University Review Committee (URC) shall determine the membership participating in that review. The URC may appoint eligible faculty members to serve as necessary to ensure the review is properly constituted. Faculty shall be obligated to serve if appointed by the URC.

K. Reports and Minority Opinions

1. It is a professional expectation that each Unit PTR Committee member:
    i. Reviews the candidate's Personnel Action File (PAF), Working Personnel Action File (WPAF), and the approved Unit PTR Criteria.
    ii. Bases their evaluation and votes solely on the materials presented in the Personnel Action File (PAF), the Working Personnel Action File (WPAF), and the approved Unit PTR Criteria.
    iii. Maintains fairness, impartiality, and confidentiality throughout the review process.
2. Unit committee members shall make every reasonable effort to deliberate and arrive at consensus. Any committee member who disagrees with the majority recommendation may submit a minority report.
3. If minority reports are submitted, a cover sheet signed by all committee members shall be included to certify that all members have reviewed the minority report(s).
4. Faculty candidates may submit written responses or rebuttals, in accordance with the Collective Bargaining Agreement.
5. All evaluations and any faculty response shall be placed in the candidate's Personnel Action File (PAF).
6. The Dean shall prepare a written summary of evaluations and meet with the faculty member, accompanied by the PTR Committee Chair, to discuss the findings.

307 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.

307.1 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 semester at full pay; (b) two semesters at 1/2 of full pay; or (c) one or two semesters' leave at difference in pay. Compensation for eligible librarians on sabbatical leave is: (a) four months at full pay; or (b) eight 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. A librarian shall be compensated 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 the information as outlined in Section 307.2.

The applicant for a sabbatical leave shall submit a copy of the application to the P&VPAA and to the department chair by the posted deadline. The department chair

shall sign the proposal routing sheet to acknowledge the request and shall provide a statement to the appropriate dean regarding the effect the leave may have on the curriculum and operation of 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 faculty member who receives a sabbatical leave may make normal use of his/her campus office, library and laboratory facilities.

While on sabbatical leave, the sabbatical recipient may not serve on any University, Senate or ~~School~~College committees. The sabbatical recipient may serve on departmental committees on a purely voluntary basis, and serve according to normal department selection procedures. Under no circumstances should the sabbatical recipient be expected to serve nor be asked to serve. In addition, any voluntary service shall not be eligible for compensation.

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.

307.2 Procedures for Preparation of Sabbatical Leave Application

The applicant shall inform their chair and college 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 categories. These categories shall be considered equally:

i. 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;
ii. 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.

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 to project completion, the location(s) where the project will be conducted. If travel is part of the plan, its usefulness and necessity must be clearly presented.

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.

307.3 The Role of the Faculty Honors and Awards Committee (FHAC)

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) determine completeness of proposals. Those deemed incomplete shall not be ranked, but will be returned to the proposer with the possibility of revision and consideration for the

following year; (2) rank all remaining proposals only on merit (see Handbook Section 307.3.1), allowing no ties.

In addition to the assessment of project's completeness, 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. Advancement of 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 effectiveness;
   4. Renewing professional skills.

307.3.1 Rubric for Sabbatical Leave Application and Feedback
The FHAC shall apply the approved rubric when evaluating applications.

307.3.2 Feedback on Sabbatical Leave Application
All applicants, whether meritorious or non-meritorious, shall receive structured written feedback based on the rubric above. Feedback shall identify the number of applicants and the number of awards for the application cycle. This feedback shall identify strengths of the proposal and areas for improvement. Applicants not awarded a sabbatical may revise and resubmit in a subsequent year, with the benefit of this feedback for proposal strengthening. Revision in response to feedback shall not be assumed to result in automatic award of sabbatical application.

307.4 Action by the Provost/Vice President for Academic Affairs (P&VPAA)

The P&VPAA shall receive recommendations from the FHAC, the department chair, and the appropriate administrator(s). For the difference in pay leave applications, recommendations will also be received from the department committee.

Sabbatical leave and difference in pay leave recommendations forwarded to the P&VPAA must include, where appropriate, the departmental and dean's plans for accommodating approved leaves. There is no explicit state or CSU budgetary recognition for sabbatical leave replacements.

Leaves must be absorbed within each ~~school~~college'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~~college 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.

307.5 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~~college dean for inclusion in the faculty member's personnel 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.

308 REVIEW PROCEDURES FOR SPECIAL AWARDS AND APPOINTMENTS

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.

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 ~~school~~colleges of Arts & Humanities, Business and Public Administration, Natural Sciences, Mathematics and Engineering, Social Sciences and Education shall each elect one member and an alternate from their respective ~~school~~college, and one member and one alternate shall be elected at large by the faculty.

308.1 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 ~~school~~college~~s~~, 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.

308.2 Awards for Faculty Retired or Separated from the University

Two awards are designed to honor those faculty who are retired or separated from the University. The award of Emeriti status to retiring or retired faculty member is to be considered a career honor bestowed in recognition of meritorious contributions to the University over an extended period. The Faculty Hall of Fame honors retired, separated, or deceased faculty members who have made a significant contribution to the University or to their discipline.

308.2.1 Emeriti Eligibility

Emeriti status shall be granted to faculty members who, over an extended period of time, have a meritorious record in one or more of the areas of teaching, scholarship, and/or 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 Emeriti status shall not be limited by considerations of rank or status. The Emeritus title shall be appended to the rank or status of the individual at or following the time of retirement.

Faculty members may be approved for Emerit status posthumously, whether death is prior to or after separation from employment.

308.2.2 Emeriti Nominations

Nominations and all relevant materials (including a CV) for Emeriti awards shall be submitted to the FHAC by any peer or group of peers, preferably from the faculty individual's department or unit. Self-nominations are disallowed. *(Added 04-17-2023)*. In all instances, before making a decision regarding a nomination, the FHAC shall obtain documentation that the nominee's department or equivalent unit consider the nomination and made a collective decision whether to support, oppose, or take no position regarding the nomination. The FHAC will report the department or unit's position to the President as part of the materials they submit on that nominee.

Nominations should include a supportive summary statement outlining the meritorious contributions. Recommendations may be supplemented by others or the person nominated. Personnel Action Files will not normally be considered during the award selection process.

308.2.3 Emeriti Number of Awards

The FHAC shall provide timely review of all nominations for Emeritus status for faculty members who have retired or for whose anticipated retirement date is within one year of the date of the nomination. Awards are to be regarded as an honor and a continuing commitment of the University to designated faculty members. 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 in a timely manner. The President shall make the final decision regarding awards.

308.2.4 Emeriti Privileges and Public Announcement

Public announcement of any Emeriti awards shall take place during an event suitable to the announcement. The award of Emeriti status shall entitle recipients to the following:

A. A certificate of award of Emeriti status at an event suitable to the announcement;
B. Listing within faculty roster published in the catalog and appropriate University or CSU system bulletins or announcements;
C. A faculty membership card for purposes of appropriate identification;
D. Library privileges and services ordinarily accorded to faculty;
E. Free parking privileges (issued annually);
F. Continuous access to a University email account.

The award of Emeriti status may also entitle recipients to the following institutional courtesies or benefits when they are appropriate and available:

A. Timely notice of all General Faculty meetings and events of the University and such other notices as desired;
B. Mail services, including the mailing of appropriate faculty notices;
C. Space for scholarly or other professional pursuits, as available;
D. Access to and appropriate use of campus buildings, including spaces for conference and laboratory facilities;
E. Use of campus recreational facilities with payment of membership fee;
F. Discounts for specified commercial events or programs sponsored by CSUB;
G. Free passes or discounts to University athletics events;
H. Limited use of telephone and Reprographics services;

308.2.5 Faculty Hall of Fame Eligibility

A faculty member will be eligible to be nominated for the Faculty Hall of Fame if that faculty member has fully separated from working at CSUB. Retired, separated from the University, or deceased faculty can be considered. The Hall of Fame honors those

faculty who have made a significant contribution that has positively transformed or impacted the University or their discipline. The length of service at CSUB is not a factor.

308.2.6 Faculty Hall of Fame Nominations

Nominations and all relevant materials (including a CV) for the Faculty Hall of Fame shall be submitted to the FHAC by any member of the CSUB community, including students, past students and alumni, current and past faculty and staff, and any associates, supporters, friends, or partners of the university. Self-nominations are disallowed. In all instances, before making a decision regarding a nomination, the FHAC shall obtain documentation that the nominee's department or equivalent unit consider the nomination and made a collective decision whether to support, oppose, or take no position regarding the nomination. Nominations should include a supportive summary statement outlining the specific meritorious contribution(s) of the nominee and how the contribution(s) have positively transformed or impacted the University or the nominee's discipline. Recommendations may be supplemented by others or the person nominated. Personnel Action Files will not normally be considered during the award selection process. The FHAC will make its selections known to the President and Provost for announcement on or before February 28.

308.2.7 Faculty Hall of Fame Number of Awards

The FHAC determines how many honorees are selected in a given year; dependent on suitable nominations.

308.2.8 Faculty Hall of Fame Privileges and Public Announcement

Honorees will be celebrated and memorialized in the library with a plaque. The library's Historical Research Center (HRC) will develop an in-depth biography of the honoree, which will be placed on HRC's webpage. A reception for the year's honorees will be held in the spring.

308.3 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.

Faculty may be nominated for an award that they have previously received during a prior review cycle provided that at least ten years have elapsed since prior receipt of the award. Faculty who have previously received one category of award may be nominated for a different category of award at any time, with no required time lapse between nominations. The Promising New Faculty Award can only be awarded to an individual once.

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:

Third Week of Spring semester	P&VPAA and the Academic Senate Chair jointly issue a call for nominations
45 Days following call	Closing date for nominations
21 Days after close of nominations	Awards committee may choose one candidate per award and submit name to Academic Senate approval
Last Spring Senate meeting	Senate approval
University Day	Nominee receives award and University recognition from Academic Senate Chair

308.3.1 The Millie Ablin Excellence in Teaching Award

The Millie Ablin Excellence in Teaching Award is intended to recognize and encourage excellence in teaching.

308.3.1.1 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.

308.3.1.2 Procedures

A. In the third week of Spring semester 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. No self-nominations shall be accepted. The nominee's current abbreviated vita, and a signed, written statement, not exceeding 600 words, summarizing the nominator's reasons for supporting the nominee shall be submitted. 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. In all instances, before making a decision regarding a nomination, the FHAC shall obtain documentation that the nominee's department or equivalent unit considered the nomination and made a collective decision whether to support, oppose, or take no position regarding the nomination.
E. 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.
F. In order to maintain confidentiality, all materials collected by the committee shall be promptly destroyed.

308.3.2 Jacquelyn Kegley Faculty Leadership and Service Award

The Jacquelyn Kegley 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.

308.3.2.1 Selection

The Jacquelyn Kegley Faculty Leadership and Service Award nominee may be chosen annually by the Academic Senate on recommendation of the Faculty Honors and Awards Committee.

308.3.2.2 Procedures

A. In the third week of Spring semester 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. No self-nominations shall be accepted. A completed nomination form, the nominee's current abbreviated vita, and a signed, written statement not exceeding 600 words, summarizing the nominator's reasons for supporting the nominee shall be submitted. 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. In all instances, before making a decision regarding a nomination, the FHAC shall obtain documentation that the nominee's department or equivalent unit consider the nomination and made a collective decision whether to support, oppose, or take no position regarding the nomination.
E. The Faculty Honors and Awards Committee may submit the name of its nominee for the Jacquelyn Kegley 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.

308.3.3 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.

308.3.3.1 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.

308.3.3.2 Procedures

A. In the third week of Spring semester 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. In all instances, before making a decision regarding a nomination, the FHAC shall obtain documentation that the nominee's department or equivalent unit consider the nomination and made a collective decision whether to support, oppose, or take no position regarding the nomination.
E. 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.

308.3.4 Promising New Faculty Award

The Promising New Faculty Award has been established to recognize exemplary achievements in teaching, research, scholarship, creative activities, and/or service among all full-time, tenure-track faculty (or Assistant Professors).

308.3.4.1 Selection

The Promising New Faculty Award nominee may be chosen annually by the Academic Senate on recommendation of the Faculty Honors and Awards Committee.

308.3.4.2 Procedures

A. In the third week of Spring semester 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, tenure-track assistant professor of the CSUB faculty is eligible for nomination by administrators, faculty, students, or alumni. No self-nominations shall be accepted. A completed nomination form, the nominee's current abbreviated vita, and a signed, written statement, not exceeding 600 words, summarizing the nominator's reasons for supporting the nominee shall be submitted. The statement should be concise and factual and confined to issues related directly to the contributions, achievements, and currency as articulated in criteria for selection. The criteria for the award, as set forth by the Academic Senate of the California State University, Bakersfield, call for the following:

   Contribution: The primary criterion is outstanding, demonstrated, significant contributions to teaching, research, scholarship, creative activities, and/or service.

   Achievement: There must be evidence that the nominee has performed work of superb achievement as demonstrated by publication or artistic production and evaluation by peer review.

   Currency: Nominees shall be scholars who are current with developments and findings in their field and in the use of effective pedagogy.

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 Promising New Faculty Award. Material solicited and submitted for consideration, as well as all committee deliberations, shall be held in strict confidence.

D. In all instances, before making a decision regarding a nomination, the FHAC shall obtain documentation that the nominee's department or equivalent unit consider the nomination and made a collective decision whether to support, oppose, or take no position regarding the nomination.

E. The Faculty Honors and Awards Committee may submit the name of its nominee for the Promising New Faculty 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.

308.3.5 Outstanding Lecturer Award

CSUB is committed to providing encouragement and supporting outstanding teaching achievements by full-time lecturers. The Outstanding Lecturer Award has been established to honor a full-time lecturer for excellence in teaching effectiveness and service to the CSUB campus community.

308.3.5.1 Selection

The Outstanding Lecturer Award nominee may be chosen annually by the Academic Senate on recommendation of the Faculty Honors and Awards Committee.

308.3.5.2 Procedures

A. In the third week of Spring semester each year, the P&VPAA and the Chair of the Academic Senate shall send out a call for nominations. No self-nominations shall be accepted. This announcement shall include a deadline for submission and a description of the requirements for nomination.

B. All full-time lecturers (as defined by the CSU collective bargaining agreement) with one or more years of full-time teaching at CSUB are eligible to receive the Outstanding Lecturer Award provided they are teaching full time in the year of the award application. The following criteria shall be used:

Teaching Effectiveness: The principal criterion for receiving this award shall be a sustained record of outstanding teaching across multiple terms as evidenced by:

1. Summaries of student evaluations and sample comments from students
2. Active participation in curriculum development or improvement, assessment, pedagogical improvement, innovation, or integration of high impact practices into teaching
3. Peer observations of teaching.

Service: Engaging in service to the campus and/or contributions beyond classroom teaching that benefits students. Examples may include involving students in research, scholarship or creative activities; conducting extra-curricular activities with students; leading field trips; advising student clubs or organizations; and mentoring/advising students.

Currency: Nominees should be current with developments and findings in their field and in the use of effective pedagogy.

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. In all instances, before making a decision regarding a nomination, the FHAC shall obtain documentation that the nominee's department or equivalent unit consider the nomination and made a collective decision whether to support, oppose, or take no position regarding the nomination.

E. The Faculty Honors and Awards Committee may submit the name of its nominee for the Outstanding Lecturer 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.

308.4 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.

308.4.1 Membership

The RCU shall have the following membership:

- Associate Vice-~~p~~Presidents for Grants, Research, and Sponsored Programs (chair, ex-officio, nonvoting)
- Provost and Vice President for Academic Affairs (ex-officio, non-voting)
- Four, tenured or tenure-track faculty, one each elected from and by the faculty of the ~~School~~College of Arts and Humanities, ~~School~~College of Business and Public

Administration, ~~School~~College of Natural Sciences, Mathematics and Engineering, and the ~~School~~College 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 previous award cycles, to serve in the place of the elected tenured or tenure-track faculty elected by the members of their respective ~~school~~college**s**.
- One librarian, elected by the librarians.
- One emeritus faculty member, appointed by the Associate Vice~~-p~~President for Grants, Research, and Sponsored Programs

308.4.2 Terms

The faculty members from the four ~~school~~college**s** 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). librarian shall be elected in even-numbered academic years, and the emeritus faculty members appointed in odd-numbered academic years, except the initial selection may be for a one-year term to allow eventual staggering of terms. 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~~college as the recused member.

308.4.3 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 ~~school~~college**s** 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~~College 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.

308.5 Assigned Time for Exceptional Levels of 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.

308.6 Assigned Time – General Principles

The following basic principles shall guide the allocation of assigned time:

A. Assigned time shall be identified in a report that identifies every individual who receives assigned time during a fiscal year, the source of the assigned time, the amount of the assigned time, and the purpose of the assigned time.
B. The assigned time reports shall be made available at the end of the term as a link on the Faculty Affairs webpage.
C. Rules regarding allocation of assigned time shall be reasonably consistent across ~~school~~college~~s~~, departments, and individuals while also allowing for reasonable variation in circumstances.
D. Credit for assigned time shall be done in consultation with the Department Chair, the ~~School~~College Dean, and the faculty member.

308.7 Graduate Faculty

308.7.1 Graduate Faculty definition, criteria, and evaluation

The title of Graduate Faculty is a formal designation defining the faculty responsible for maintaining the program curricula, quality and standards of teaching, and mentoring within a graduate program. Programs offering graduate degrees shall develop qualification criteria and a policy for periodic evaluation for appointment of Graduate Faculty. Only designated Graduate Faculty may serve as the primary supervisor/advisor of a graduate student's culminating experience (see Graduate Program Checklist). Other qualified faculty may teach graduate courses if approved by the Graduate Faculty of the program. Criteria for appointment and renewal of appointment as Graduate Faculty is primarily dependent upon demonstrated current expertise and active practice in the discipline of the relevant graduate program. A term of Graduate Faculty appointment shall not exceed five years, with review required for reappointment. There is no limit to the number of terms a Graduate Faculty may serve.

Graduate Faculty qualification criteria and policy for periodic evaluation for appointment shall follow the areas included below. Without altering the scope of the areas listed below, programs/units shall interpret and elaborate these areas in order to assess the eligibility of a faculty member for appointment as Graduate Faculty within their unit/program. Qualification criteria and the evaluation process shall meet the following:

A. Graduate Faculty are selected from among the tenured and tenure-track faculty from the program/unit in which the graduate degree is to be conferred. At the discretion of programs/units, emeritus faculty from the program/unit in which the degree is to be conferred may also be considered for appointment as Graduate Faculty. For interdisciplinary programs and/or for faculty holding a relevant terminal degree but within a different unit, faculty from other units with relevant areas of expertise may be selected as Graduate Faculty.
B. Faculty must be evaluated based on activities and productivity from only the most recent 5-year period.
C. Graduate programs shall develop an evaluation process for the submission and review of Graduate Faculty appointment requests. Faculty may request review or re-review at any time, which may occur in less than a five-year cycle for faculty not currently part of the Graduate Faculty.
D. Criteria shall set minimum expectations for qualification to a faculty appointment to Graduate Faculty, including the following:
    1. Maintaining/holding a discipline-specific Ph.D. or other appropriate terminal degree related to the graduate degree program in which the Graduate Faculty will serve.
    2. Relevant professional experience and activity within the last 5 years, including with professional societies and organizations, maintenance of professional practice and connections, and evidence of the ability to model appropriate professional and academic behaviors.
    3. Relevant, and on-going research, scholarship, and creative activities, including the demonstration of significant recent professional peer-reviewed products and/or publications. Criteria related to this area shall be the most rigorous and extensive area of review.
    4. Demonstrated involvement of students in research, scholarship, and creative activities.
    5. Programs may add additional areas of evaluation as may be required by disciplinary standards, accreditation requirements, or degree certification requirements.
E. In the event that a graduate program/unit does not have current approved Graduate Faculty evaluation criteria, evaluation shall be based upon the most current criteria required for promotion within the unit under their criteria for RTP evaluation. Evaluation for Graduate Faculty standing shall be based on only the most recent 5-years of activity at the time of review. Rank is not an acceptable basis for Graduate Faculty appointment evaluation.
F. Graduate Program Directors shall maintain documentation of faculty evaluations, including the duration of current appointments for all Graduate Faculty. Graduate Program Directors are responsible for ensuring that Graduate Faculty serve for no more than 5-years before being evaluated for re-appointment.
G. At the beginning of each academic year, the relevant Graduate Program Director shall forward to the Associate Dean of Graduate and Undergraduate Studies (AD-

GUS) an up-to-date list of all faculty within the relevant graduate program currently appointed as Graduate Faculty.

308.7.2 Graduate Faculty criteria approval and revision

Unit/program Graduate Faculty criteria shall be formally reviewed at least once every five (5) years. Any unit/program faculty may propose changes in unit/program evaluation criteria at any time. After approval by a majority vote of all Graduate Faculty of the relevant graduate program, changes in the Graduate Faculty criteria shall be forwarded to the AD Graduate and Undergraduate Studies (AD-GUS) and the AVP Academic Affairs (AVP AA) for review and approval. In the event that approval is not granted, the AD-GUS and AVP-AA shall state why approval was not granted, and this information shall be forwarded to the Graduate Studies Committee. In the event that the differences cannot be resolved, the AVP-AA shall request the Graduate Studies Committee to arbitrate and to determine a resolution.

308.7.3 Graduate Faculty appeal of decision

In the event that a faculty member is evaluated and declined appointment as Graduate Faculty they may request a re-evaluation by Graduate Faculty from outside their unit. They shall forward their request, including current unit/program Graduate Faculty criteria, a personal narrative outlining how they meet these criteria, and an up-to- date CV reflecting activity from the most recent 5-years to the AD Graduate and Undergraduate Studies (AD-GUS). An ad hoc committee consisting of a minimum of 5 Graduate Faculty selected from the members of then Graduate Studies Committee will be assembled by the AD-GUS to evaluate the faculty's qualifications and make an appointment decision. This committee shall not include any members from the unit/program of the faculty requesting re-evaluation.

309 SEARCH AND SCREENING PROCEDURES FOR ADMINISTRATORS

309.1 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.

In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.

309.2 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.

309.3 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. This may include requesting documentation and records from the search firm. Upon the discharge of the committee, the chair shall forward these records to the appropriate administrative officer for retention pursuant to university policy.

In all cases the chair shall act in consultation with the search and screening committee.

In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.

309.4 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.

The chair of the committee may invite the appointing officer or a member of the search firm to their deliberations at their discretion.

In any search, after consulting with the search committee, the appointing officer may also:

A. promote the position to potential candidates or/and answer questions raised by the potential candidates before a time when the search committee starts to review candidates.
B. speak with the recommended candidates before scheduled campus visits take place.

If a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.

309.5 Composition of the Search and Screening Committees for Academic Administrators

Search and screening committees for positions concerning faculty and academic matters shall consist of the membership outlined below. Faculty shall make up a majority of the total membership of the search committee for all academic positions, including: Provost and Vice President for Academic Affairs, Associate Vice President for Faculty Affairs, Associate Vice President for Academic Affairs and Dean of Academic Programs, all Academic Deans, and Associate/Assistant Academic Vice Presidents.

309.5.1. Composition of the Search and Screening Committees for University-Wide positions

The appointing officer shall ensure that the selection of the Search and Screening Committee includes:

A. Five full-time tenured faculty members

1. One from each College, elected by the faculty of each College
2. One from the Library, elected by the librarians

B. One department chair, elected by the General Faculty
C. One college dean appointed by the appointing officer in consultation with the Executive Committee of the Academic Senate
D. One student selected by the Executive Committee of Associated Students, Inc.
E. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate
    1. This staff member must have an appointment within academic affairs and in an area related to the administrator position
F. Additional members may be added, when appropriate, by the Appointing Officer and the Executive Committee of the Academic Senate while maintaining the majority faculty membership. The appointment(s) shall be made to ensure representation of the entire university.
G. The chair of the search committee shall be a tenured faculty member.
    1. The search committee shall elect its chair.
    2. In the case of cabinet level positions, the President—in consultation with the search committee—will appoint the chair.

309.5.2. Composition of Search and Screening Committees for individual College, Library, or Antelope Valley Campus Dean positions

The appointing officer shall ensure that the selection of the Search and Screening Committee includes:

A. Four full-time tenured faculty members drawn from and elected by the affected constituency
B. One academic administrator appointed by the appointing officer, in consultation with the Executive Committee of the Academic Senate
C. One student selected by the Executive Committee of Associated Students, Inc.
D. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate
    1. This staff member must have an appointment within academic affairs and in an area related to the administrator position
E. Additional members may be added, when appropriate, by the Appointing Officer and the Executive Committee of the Academic Senate while maintaining the majority faculty membership. The appointment(s) shall be made to ensure representation of the entire college, library, or Antelope Valley campus.
F. The chair of the search committee shall be a tenured faculty member.
    1. The search committee shall elect its chair.

309.5.3. Composition of Search and Screening Committees for Other Academic Administrative Positions (excluding assistant or associate deans)

The appointing officer shall ensure that the selection of the Search and Screening Committee includes:

A. One full-time tenured faculty member, representative of and elected by the affected constituency.
B. One academic administrator appointed by the appointing officer in consultation with the Executive Committee of the Academic Senate
C. One student selected by the Executive Committee of Associated Students, Inc.
D. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate
    1. This staff member must have an appointment within academic affairs and in an area related to the administrator position
E. 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 ensure representation of the entire university.

309.6 Roles and Procedures of the Search and Screening Committees

A. The appointing officer or their designee shall call for the necessary elections and appointments to form the Search and Screening Committee as soon as possible following the announcement of a vacancy. The appointing officer may, at their discretion, hire a search firm to assist in the recruitment process.
B. The appointing officer or their 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.
C. At the beginning of the process, the Chief Diversity Officer of the University or designee 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.
D. The committee shall elect its chair.
E. A majority of the committee members shall constitute a quorum; no meeting shall take place unless a quorum is achieved. Every effort shall be made to have attendance of all committee members at each meeting. Faculty availability shall be prioritized.
F. 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. The chair of the committee may invite the appointing officer or a member of the search firm to their deliberations after consultation with the search and screening committee.
G. 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.
H. The Search and Screening Committee shall establish appropriate procedures for receiving applications/nominations, acknowledging receipt of all materials, and

reviewing all materials received. In any case, all application materials provided by the candidate will be made available to the Search and Screening Committee.

I. Upon completion of the review of the applicants, the committee shall recommend those candidates who should be brought to campus for interviews. The appointing officers and representatives of a search firm may contact candidates after consulting with the search committee.
J. 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.
K. 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.
L. 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.
M. 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.
N. 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.
O. 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.
P. All records, deliberations, and consultations throughout the search and screening process shall remain strictly confidential.

309.7 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. Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be

brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.

C. 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. This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.
D. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures. The University should make a good-faith effort to initiate a timely search process for a permanent appointment.

309.8 Appointment of Interim Provost and Vice -President for Academic Affairs

A. Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.
B. 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. This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.
C. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above

procedures. The University should make a good-faith effort to initiate a timely search process for a permanent appointment.

309.9 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~~ Associate Vice President for GRASP, the Associate Vice President for Academic Programs and Dean of Academic Programs, and the ~~Associate Vice President for~~Dean of CSU Bakersfield Antelope Valley, the Associate Vice President for Faculty Affairs, the Dean of Academic Programs, and the Dean of the Division of Extended Education and Global Outreach. New positions that are similar in nature shall also be subject to this policy.

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B. Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.
C. 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. This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.
D. Interim appointments are intended to be temporary and should not exceed 18 months. These appointments may be renewed after following the above procedures. The University should make a good-faith effort to initiate a timely search process for a permanent appointment.

309.10 Appointment of Interim College or ~~School~~College Deans

A. Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be

brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.

B. When a vacancy occurs in a college 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 college, and appropriate advising committees. This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.
C. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures. The University should make a good-faith effort to initiate a timely search process for a permanent appointment.

309.11 Appointment of Interim College or ~~School~~College Associate Deans

A. Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.
B. When a vacancy occurs in an associate college 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 college, and appropriate advising committees. This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.
C. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above

procedures. The University should make a good-faith effort to initiate a timely search process for a permanent appointment.

309.12 Additional Guidance When a Search Firm is Hired to Assist in the Search and Screening Process for Administrators

When a search firm is hired to assist in the search and hiring process:

A. this search firm shall be distributed a copy of University Handbook Section 309 prior to being hired.
B. the search and screening committee is given a copy of the contract detailing the responsibilities of the search firm.
C. the search and screening committee may also assist in recruiting applicants.
D. after obtaining approval from the committee, members of this search firm may be present in search committee meetings, as outlined in 309.6ef.

310 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).

310.1 Decision to Create and to Define a New Position

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~~college deans, the dean consults with the ~~school~~college'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.

310.2 Composition of Search Committees for Assistant or Associate College and Library Deans

The appointing officer shall ensure that the selection of the Search and Screening Committee includes:

A. For assistant or associate college deans and Assistant or Associate Dean of University Library:
   1. Three full-time tenured faculty members elected by the faculty of the college in~~n~~ the case of assistant/associate college deans, or three tenured librarians elected by the librarians in the case of assistant/associate dean of university library;

2. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate
    i. This staff member must have an appointment within academic affairs and in an area related to the administrator position
3. Additional members may be added, when appropriate, by the Appointing Officer and the Executive Committee of the Academic Senate while maintaining the majority faculty membership. The appointment(s) shall be made to ensure representation of the college or library.

B. For assistant or associate university-wide academic administrators not listed elsewhere:
1. Four full-time tenured faculty
    i. one from each college, elected by the faculty of each college;
2. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate
    i. This staff member must have an appointment within academic affairs and in an area related to the administrator position.
3. Additional members may be added, when appropriate, by the Appointing Officer and the Executive Committee of the Academic Senate while maintaining the majority faculty membership. The appointment(s) shall be made to ensure representation of the entire university.

310.3 Role and Procedures of the Search and Screening Committee

The committee shall follow procedures as established in Handbook Section 309.

311 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. Each review committee has the responsibility to protect the integrity of the review process. All committee deliberations shall remain confidential. Violations of this confidentiality shall be considered a breach of professional ethics. 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.

311.1 General Guidelines

Each academic administrator shall be evaluated according to these procedures at three-year intervals. The President will initiate the review process for the Provost in writing, and the Provost's office, in writing, will initiate the review process for all academic administrators. In August of each academic year, the Provost's office will send to the Executive Committee of the Senate a schedule of which administrators will undergo review in the current academic year and the next academic year. The President

or Provost may, if they believe it is appropriate, call for an evaluation of an individual before a scheduled evaluation. Academic administrators who are retiring or who have left the administrative role shall be reviewed upon exiting the respective role; this review shall also apply to academic administrators who are promoted or temporarily move into interim roles.

311.2 Academic Administrators

The following positions shall be subject to this policy:

- Provost and Vice President for Academic Affairs (P&VPAA)
- AVP Academic Affairs/Dean of Academic Programs
- AVP Enrollment Management
- AVP Faculty Affairs
- AVP Grants, Research, and Sponsored Programs (GRaSP)
- AVP Institutional Research, Planning, and Assessment (IRPA)
- Dean, College of Arts and Humanities
- Dean, College of Business and Public Administration
- Dean, College of Natural Sciences, Mathematics & Engineering
- Dean, College of Social Sciences and Education
- Dean, University Library
- Dean, Division of Extended Education and Global Outreach (EEGO)
- Associate Dean, Division of Extended Education and Global Outreach (EEGO)
- Dean, California State University, Bakersfield Antelope Valley Campus
- All Associate Deans
- And other administrator positions as determined by the President, in consultation with the Executive Committee of the Academic Senate.

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The Academic Administrator Review Committee (AARC) is formed in the Spring of the administrator's second year, and the review process begins in the Fall of the third year. The supervisor for each administrator undergoing review is responsible for providing the criteria for evaluation to the administrator and to the AARC.

311.3 Review Committee Membership

For review of the P&VPAA, AVP Academic Affairs/Dean of Academic Programs, AVP Enrollment Management, AVP Faculty Affairs, AVP GRaSP, AVP IRPA, Dean of EEGO, Associate Dean of EEGO, and academic administrators not mentioned elsewhere who are subject to this policy, the review committee shall be as follows:

A. The faculty of each college shall elect one tenured faculty;
B. The General Faculty (including teaching faculty, librarians, and counselors) shall elect one at-large tenured faculty;
C. The Provost (or President, in the case of the review of the P&VPAA) shall select a member of the Provost's Council; and
D. The Provost (or President, in the case of the review of the P&VPAA) shall choose a sixth member of the committee.

For review of the Dean of Arts and Humanities, Dean of Business and Public Administration, Dean of Natural Sciences, Mathematics & Engineering, Dean of Social Sciences and Education, Dean of University Library, Dean of the CSU Bakersfield Antelope Valley Campus, and College or Library Associate Deans, the review committee shall consist of five members.

A. The faculty of the college dean being reviewed, or the librarians in the case of the Dean of University Library, shall elect three (3) tenured faculty members or librarians. In the case of the Antelope Valley Campus Dean, an election shall be held to select three (3) representatives from the faculty, staff, and librarians who are at the Antelope Valley Campus.
B. The P&VPAA shall select a college dean for the review of Deans, or an associate dean for the review of College or Library Associate Deans; and
C. The P&VPAA shall choose the fifth member of the committee.

Any prospective committee member with an active grievance (or other legal proceeding) against the specific Administrator under review at the time of review is not eligible for election or selection and cannot serve on the review committee.

The administrator under review may request that the supervisor of the review recuse any member who is ineligible due to an active grievance (or other legal proceeding) against the administrator under review, and the Senate will initiate a new election to replace that individual.

311.4 Review Procedures and Constituencies

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 in which the review takes place. A schedule for an evaluation should then be constructed with April 1 as the target date for completion of the process. A list of academic officers to be reviewed with review timelines shall be made available on the Provost's website. The Provost and Vice President for Academic Affairs is charged with maintaining and updating this list.

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 their performance will be assessed. In all cases, the areas to be evaluated will include aspects of the position outlined in the job description and the following, as relevant:

1. Leadership and Strategic Vision (e.g., ability to set clear goals, make informed decisions, and inspire faculty, staff, and students toward achieving institutional objectives)
2. Resource and Financial Management (e.g., effective oversight of budgets, personnel, and operational resources, ensuring sustainability and efficiency in daily operations)
3. Academic Program Development and Quality Assurance (e.g., support for curriculum innovation, academic standards, and research initiatives while ensuring compliance with accreditation and quality benchmarks)
4. Student Success and Support Services (e.g., implementation of policies that enhance student retention, graduation rates, and equitable access to academic and support service)
5. Faculty and Staff Development and Support (e.g., promoting professional development, fostering an environment of excellence, and ensuring that faculty and staff are well-supported in fulfilling their roles and achieving success)
6. External Relations and Fundraising (e.g., building partnerships with external stakeholders, enhancing the institution's reputation, and securing external funding for institutional growth)
7. Diversity, Equity, and Inclusion (e.g., contributing to the creation of an inclusive campus environment that values diversity, promotes equity, and ensures all members of the community feel respected and supported)

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. In all cases, the appropriate faculty, librarians and staff shall be given the opportunity to participate in the evaluation.

The supervisor will complete the process of academic administrator review committee formation by October 1st of the academic year in which the review takes place. The supervisor will provide the review committee information regarding the additional areas where the administrator's performance is to be assessed. The academic administrator review committee shall elect its own chair.

In the case of University-level administrators, including the Provost and Vice President for Academic Affairs, Associate Vice Presidents, Dean of the University Library, Dean of the Division of Extended Education and Global Outreach, and Dean of the California State University, Bakersfield Antelope Valley Campus, the constituents shall include faculty, staff, and students from the entire University community. Constituents participating in the review process shall be connected to the work of the administrator who is actively under review as determined by the review committee. These constituents shall be given an opportunity to participate in the evaluation. The administrator's supervisor may recommend additional constituencies to be sampled.

In the case of College-level administrators, including the College Deans, ~~SchoolCollege Deans,~~ and Associate Deans, constituents shall include faculty, staff, and students from the respective College~~, or. SchoolCollege (if applicable).~~. Constituents participating in the review process shall be connected to the work of the administrator who is actively under review as determined by the review committee. These constituents shall be given an opportunity to participate in the evaluation. The administrator's supervisor may recommend additional 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 and provide written justification for the changes in assessment to the academic administrator review committee. 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 thorough and detailed 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. The self-study shall include evidence and documentation to support evidence of major accomplishments, and evidence of the administrator's roles, contributions, and support of faculty and staff under their supervision. The review committee shall review evidence of accomplishments provided by the administrator. The administrator under review should provide evidence of their own contributions. Administrators with oversight of faculty and staff projects or activities should acknowledge the contributions of other administrators, faculty or staff responsible for the project/activities. A clear distinction should be identified between administrator accomplishments and those of the faculty/staff under their supervision. 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 three-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. In the case of evaluation of College Associate Deans, during the third year, all College Deans, including those in their final year of service as College Associate Dean and those who are retiring, shall be reviewed by the College faculty. The Dean shall meet with the faculty to discuss how they wish to proceed with the review. In preparation for the review, College Associate Deans, may, at their own initiative,

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submit to the College 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 to all faculty of the College to give individual, confidential advice, orally, or in writing. This review shall assess the College Associate Dean's effectiveness based on the criteria established at the time of appointment. The review must occur during the fall semester of the third year. The written review of the College Associate Dean should be submitted to the College Dean by April first (1st) of that year. The Dean and the College Associate Dean shall then meet to discuss the report by April 15th.

F. The review committee shall issue calls for feedback and comments at multiple times in the review process and shall remind constituents that the process is confidential. Individuals participating in the evaluation of administrators shall submit their written comments in a confidential survey that does not collect identifiable information (e.g., names, email addresses). This survey shall include quantitative and qualitative (i.e., open-ended) assessments, including questions about constituency type so that data can be disaggregated and reviewed by the committee. The review committee may work with Information Technology Services to develop the survey and build processes for ensuring confidentiality, fairness, and validity. The comments will then be coded, deidentified, and aggregated by the review committee to ensure the person's confidentiality in the review process. Examination of the deidentified and aggregated 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 administrator's supervisor.

G. While conducting their review, the review committee may request a meeting with the administrator under review to request additional evidence, context, and documentation related to the self-study and the areas under review to be used in finalizing their final report. The review committee shall consolidate all evaluations and forward the final report, which will include the administrator's self-study, to the appropriate supervisor. The administrator's supervisor 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 by April 15th of that year. 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.

H. In all cases the final review level will be the President.

I. In the case of the review of the P&VPAA, the President and P&VPAA shall meet to discuss the report before acknowledging to the campus that the review process has been completed by May 1st of that year. In the case of the review of the AVPs and Deans, the P&VPAA and administrator under review shall meet to discuss the report before acknowledging to the campus that the review process has been completed by May 1st of that year.

J. 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 their reaction and commentary. The Academic Administrator Review Committee and all respondents 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.

K. 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 administrator's supervisor.

312 DEPARTMENT CHAIRS, ~~PROGRAM CHAIR~~PROGRAM DIRECTORS, AND ~~—~~GRADUATE PROGRAM DIRECTORS

312.1 Duties and Responsibilities

(Cross-referenced in Section 104.2.4.1 and 104.2.4.2)

Chairs and graduate program directors 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~~college, and the department. Chairs and directors 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.

Commented [KV6]: Update these numbers to match proposed school directors language.

312.2 Criteria for Selection and Review

Ordinarily, only full-time tenured and tenure-track faculty are eligible to serve as chairs or directors, 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 or directors. When hiring faculty from outside the University to serve as chair or director, a department may recommend credit for previous service. Criteria for the selection and review of chairs or directors 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 (if applicable), college, and university goals;
D. The ability to efficiently administer the budget, if applicable;
E. Thorough knowledge of curriculum and academic programs; and
F. An understanding of university, college, ~~schoolcollege~~school (if applicable), 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.

312.3 Selection and Appointment Procedures

The appropriate dean shall request that the department or program faculty vote to recommend one or more persons for the position of chair or director. In addition, the dean shall offer the opportunity for the faculty to convey individual, confidential advice, orally or in writing. The recommendations of the faculty and the dean shall be forwarded by the dean to the P&VPAA by March 1st. The offer of appointment shall specify the criteria, including but not limited to those outlined in section 312.2 above, by which the administration will evaluate the performance of the chair or director.

Chairs or directors are expected to serve no more than two (2) consecutive three-year terms in the same role. To promote shared governance, leadership development, and equitable distribution of service, departments and programs shall ordinarily limit service to these two consecutive terms, after which a minimum of one-semester break from service is expected before an individual may be considered again for the same position. This expectation does not impose a lifetime limit on service; individuals may become eligible to serve again following a minimum of one-semester break from service. However, in cases where no other qualified and willing candidates are available, departments may recommend an exception to the expected term limit. Such recommendations must document (a) the efforts made to identify other qualified and willing candidates, and (b) the unit's rationale for extending the term limit. Any exception requires the approval of both the dean and the P&VPAA.

Service as an interim chair or director, or service undertaken solely to complete an unexpired term following a vacancy, shall not ordinarily be counted as a consecutive term for purposes of the two-term expectation, provided such service does not exceed eighteen (18) months.

312.4 Annual Feedback Meeting

The dean shall meet with the chair or director 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 312.5 below.

312.5 Review

During the third year, all chairs and directors, including those in their final year of service as chair or director 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 and directors 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 or director's effectiveness based on the criteria established at the time of appointment. The review must occur during the spring term of the third year. The department shall submit its written review of the chair or director to the chair or director and to the ~~school~~college dean by March first (1st) of that year. The dean and department chair or director shall then meet to discuss the report and state of the department by March 15th. The dean's third year evaluation and the review by the department or program faculty then shall be forwarded to the P&VPAA.

313 EVALUATION OF UNIVERSITY-WIDE FACULTY DIRECTORS AND COORDINATORS

During the third year of service, all University-wide faculty directors and coordinators, including those in their final year of service as director or coordinator and those who are retiring shall be reviewed by the faculty. University-wide faculty directors and coordinators that this policy applies to include the GECCo Director, the Faculty Coordinator of Online Instruction, and the Director of the Faculty Teaching and Learning Center. Other University-wide faculty directors and coordinators may be identified by the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs shall meet with the faculty director or coordinator to discuss how they wish to proceed with the review.

Commented [KV7]: Leave or delete?

The Provost and Vice President for Academic Affairs shall identify the University-wide faculty directors and coordinators to be reviewed and organize a review committee comprised of one tenured faculty member from each of the colleges, one college dean, one staff representative, and one student representative appointed by Associated Students, Inc.

In preparation for the review, the director or coordinator shall submit a self-evaluation of their performance for the period under review to the review committee and the Provost and Vice President for Academic Affairs. In addition, the review committee shall offer the opportunity for all faculty to provide feedback. The review committee shall issue calls for feedback and comments multiple times in the review process and shall remind constituents that the process is confidential. Individuals participating in the evaluation of faculty directors or coordinators shall submit their written comments on a confidential survey that does not collect identifiable information (e.g., names, email addresses). This survey shall include quantitative and qualitative (i.e., open-ended) assessments, including questions about constituency type so that data can be disaggregated and reviewed by the committee. The review committee may work with Information Technology Services to develop the survey and build processes for ensuring confidentiality, fairness, and validity. The comments will then be coded, deidentified, and aggregated by the review committee to ensure the person's confidentiality in the review process.

The review committee is charged with compiling a report on the faculty director/coordinator's effectiveness based on the feedback collected as well as the self-study provided by the director/coordinator. This review shall assess the director/coordinator's effectiveness based on the criteria established at the time of appointment. The review must occur during the spring term of the third year, or sooner if the faculty director/coordinator has left or is leaving that position. The review committee shall submit its written review of the director/coordinator under review to the director/coordinator and to the Provost and Vice President for Academic Affairs by March first (1st) of that year. The Provost and Vice President for Academic Affairs and director/coordinator shall then meet to discuss the report by March 15th. Reappointment decisions shall be made by April 1st of that year.

314 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.

314.1 Eligibility

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.

314.2 Criteria for Range Elevation

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.

314.3 Application

Application shall consist of 1) a written statement explaining and justifying the applicant's request, and 2) a complete vita.

314.4 Procedures for Consideration of Range Elevation Requests

A. Eligible individuals must apply prior February 1 for range elevation to be effective at the beginning of fall semester.
B. Applications are submitted to the Provost, department or program ~~chair~~director, and to the appropriate ~~school~~college dean. In addition to the application, all levels of review shall review the applicant's personnel action 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~~college dean shall make a decision and notify the applicant no later than March 15.

314.5 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.

314.5.1 Formation of Peer Review Panel

In the spring term of each year, if one or more individuals is denied range elevation, the faculty shall elect members to a Peer Review Panel, which shall hear appeals of denials of range elevations as described in section 313.5. Membership in the Peer Review Panel shall include one representative from each ~~school~~college 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.

APPENDIX A: ~~ORGANIZATIONAL CHARTS~~

APPENDIX B: 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 counselors (i.e, ~~student~~Student Services Professionals – Academic Related [SSP-AR] employees in Unit Three ~~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 and~~,~~ 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. When the term of the current~~The~~ General Faculty Chair and/or Vice Chair is ending, the Chair and Vice Chair shall be elected by majority vote before the end of the academic year and shall ~~hold~~ take office at the Academic Senate organizational meeting at thee end of the academic year for a term of two years. ~~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. If the office of Secretary is vacant, the Vice Chair shall assume the duties of the Secretary. The Academic Senate Chair may assign administrative support for these duties to a staff member. Such assignment shall not confer officer status or voting rights to the assigned staff member.

Commented [MD8]: This wording is now inconsistent with the new wording in Article 5. Does the Chair designate a staff member to cover the duties or does the Vice Chair cover the duties? Further wordsmithing needed.

Commented [DS9R8]: I updated it. Hopefully this is better.

Commented [MD10R8]: Yes, now resolved

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. The Vice Chair shall also assume the duties of the Secretary whenever the office is vacant.

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 ensuring ~~distributing~~ that such minutes are distributed as soon as practicable following each meeting. If the office of Secretary is vacant, the Vice Chair shall assume these duties.

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 semester 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.

APPENDIX C: CONSTITUTION OF THE ACADEMIC SENATE

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

Section 1 The Academic Senate shall be composed of the following members:

A. the General Faculty Chair and Vice Chair elected by the General Faculty;
B. the allocateted ~~two~~ representatives to the ~~CSU (statewide)~~ Academic Senate of the California State University [ASCSU] (statewide) elected by the General Faculty;
C. one lecturer representative to the ~~CSU (statewide)~~ ASCSU Academic Senate Lecturer Senate Electorate elected by the lecturer faculty;
    1. The Lecturer representative may be full-time or part-time with a time base entitlement of at least 0.6 (e.g., 18 WTUs for the academic year)
    2. The lecturer representative may be elected to the ASCSU ~~(statewide) Academic Senate~~
    3. If the Lecturer representative is elected to the ASCSU, ~~(statewide) Academic Senate,~~ then they will serve on the Executive Committee as a representative to the ~~Academic Senate~~ ASCSU (see Article 1, Section 2)
D. two representatives for each College elected from and by faculty members in each College,
E. one representative from the CSU Bakersfield Antelope Valley campus, elected by the respective faculty members of the Antelope Valley Campus
F. six at-large representatives elected from and by the General Faculty;
G. the ASI President or designee;
H. one representative of the Council of Academic Deans selected by the council;
I. a staff member elected by Staff Forum;
J. the immediate previous Senate Chair, will serve for a period of one year ~~term,~~ ex officio; and
K. the Provost (and Vice ~~-~~President for Academic Affairs) serves ex officio and nonvoting.

Section 2 The Executive Committee shall consist of:

A. the ~~current~~ Chair;
B. the Vice Chair;
C. the Standing Committee Chairs;
D. the representatives to the Academic Senate CSU
E. the immediate previous Senate Chair, will serve for a period of one year, ex officio; and
F. the Provost (and Vice President for Academic Affairs) serves ex officio and non-voting.
G.

Article 2 Functions and Responsibilities

Section 1 The Academic Senate shall have the following functions and responsibilities relating to university 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. fiscal policies and budgetary priorities;
   4. the awarding of grades;
   5. faculty appointments to institutional task forces, advisory committees, and auxiliary organizations;
   6. 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 reconsideration. Reconsideration may also occur if so moved by any of the Senators who voted in favor of approving the resolution(s) subject to review.

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. In accordance with the Constitution of the General Faculty, the Chair and Vice Chair are only eligible to be elected for two consecutive terms, and may continue to serve for no more than one additional year in the same office if no successor has been 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~~ will 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 ~~(with the~~ exception of the representatives to the ~~Academic Senate~~ ASCSU who are elected for ~~three-year terms)~~terms according to the ASCSU Bylaws and Constitution) -~~,~~ with terms so arranged that one-half of the Academic Senate shall be elected or appointed 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. Additionally, Standing Committee Chairs will have a representative of their Standing Committee identified as an alternate to present business form the Standing Committee to the Senate.

C. With the exception of the representatives to the ASCSU, ~~U Academic Senate,~~ whose term limits are defined by the ASCSU Bylaws and Constitution, and the officers, whose term limits are defined in Article 4, Section 1, no Senator shall serve consecutively for more than six academic years.

Section 2 Recall

A. Any Academic Senator, or ~~or~~officer, 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~~constituency. 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~~ ASCSU 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 appropriate election or selection process by the relevant ~~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 two semesters leave, a replacement shall be elected or selected by the same constituency that originally elected or selected the Senator, to serve out the remainder of the term.
~~*(Revised 2023—2024)*~~

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 the membership defined in Article 1, Section 2 of this constitution:
~~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~~
~~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, and Spring Semesters, 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 Semester 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. The Chair of each ~~School~~College Elections Committee shall serve as a member of the Academic Senate Elections Committee.
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

APPENDIX D: STUDENT COMPLAINT AND GRIEVANCE PROCEDURES

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 1 Definitions

Section 1

A. "Complaint" is defined as any unwritten dispute arising with a student under terms of Article 2. 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.
B. "Grievance" is defined as a written dispute arising with a student under terms of Article 2. 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:
    1. 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.
    2. 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.
    3. 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.
    4. Arbitrary or capricious evaluation: For arbitrary or capricious evaluation to be present, the faculty, academic administrator, or staff professional must have

changed the standards of evaluation during the semester without notification. The change must have occurred abruptly or without justified reason. Finally, for arbitrary or 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.

C. "Grievant" is defined as the individual lodging the complaint and/or grievance.
D. "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.

Article 2 General Provisions

Section 1 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 2 This document is not intended to inhibit the resolution of a problem in any satisfactory informal way.

Section 3 At any point in these grievance proceedings the Grievant may move to withdraw the Grievance or accept a solution.

Section 4 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~~College Dean or the Academic Vice President (e.g., if the Grievant is in a course of the respondent the following semester, an extension may be granted).

Section 5 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.

Section 6 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 7 A complaint and/or grievance may be initiated on the basis of a claim of: (refer to Article 1 for definitions)

A. Violation of established academic policies and regulations
B. Clerical error
C. Prejudicial evaluation
D. Capricious evaluation

Article 3 Complaint Procedures

Section 1 Before resorting to grievance, a student shall exhaust all complaint procedures herein at the department level. Grievance procedures, as outlined in Article 4, should not be invoked until the complaint has been thoroughly addressed at the department level.

Section 2 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. Complaints shall be initiated within one semester, excluding summer, of the incident giving rise to 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 or Program ~~/~~Director to discuss their complaint.

Section 3 If the student and the Department Chairperson or Program ~~/~~Director cannot resolve the complaint, the student should meet with the appropriate ~~school~~college~~Dean or departmental Dean~~ to discuss their complaint.

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Section 4 If the complaint is still unresolved after this point, the student may then, and only then, file a written grievance as outlined in Article 4. In no case should the informal resolution of a complaint take longer than one semester (excluding summer) and formal grievances must be initiated within one semester of the incident giving rise to the grievance.

Article 4 Grievance Procedures

Section 1 Before a student may invoke the grievance procedures specified herein, they shall first exhaust all complaint procedures as outlined in Article 3. In no case should the informal resolution of a complaint take longer than one semester (excluding summer) and formal grievances must be initiated within one semester of the incident giving rise to the grievance.

Section 2 A student may initiate formal grievance procedures by filing a Student Grievance Form with the Office of the Academic Vice President, or designee, within a period of two (2) working days following the date that the complaint procedures were concluded, as indicated by the relevant Dean.

Commented [KV12]: Vice President for Academic Affairs? (Zach)

Section 3 Upon receiving a written notice of grievance, the ~~Academic~~ Provost and Vice President for Academic Affairs shall inform the Presiding Officer of the Grievance Review Board, the Ombudsman, and the appropriate College Dean ~~of the School~~College 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 3.

Section 4 At any point in these formal grievance proceedings the Grievant may move to withdraw the grievance or accept an informal solution.

Article 5 Grievance Review Board

Section 1 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, three full-time faculty members, at least two of whom shall be tenured members of academic departments, one full-time student-service professional staff members, and two full-time students.

Section 2 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 3 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 fulltime students, three names from the pool of full-time faculty at least two of whom shall be tenured members of academic departments and one name 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 4 After the regular Board members are selected, alternates shall be drawn using the same method. Three full-time faculty, one full-time student-service professional staff, and two full-time students shall be selected as alternates.

Section 5 Any board member, other than the Presiding Officer, may be permanently replaced with an alternate during the academic year:

A. if faculty or staff - are no longer employed by CSUB as a full-time employee;
B. if a student - are no longer enrolled full-time or if placed on academic probation in any semester during the academic year of service.
C. 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.
D. If deemed to be exhibiting inappropriate behavior via a consensus vote of all remaining members of the board.

Section 6 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 7 A quorum shall consist of all current members of the Grievance Review Board, excluding alternates.

Section 8 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 9 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 10 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 11 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 12 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, as outlined in Article 6.

Section 13 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 14 Subject to Section 15 below, both the Grievant and the Respondent may offer evidence and call witnesses, with the Grievant doing so first.

Section 15 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 16 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 17 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 8 below)

Section 18 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 19 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 20 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 21 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 22 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 23 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 6 Grievance Review Board Decisions & Ad Hoc Assessment Committee

Section 1 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 2 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 3 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 4 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 5 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 7 Appeals

Section 1 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 2 The only grounds for appeal are:

A. Substantial departure from the procedures established in this document so as to seriously prejudice the outcome of the hearing;
B. Prejudicial treatment by the Grievance Review Board.

Section 3 The appeal document shall specify the following:

A. That it is an appeal;
B. The name and current address and telephone number of the person making the appeal;
C. The reasons for the appeal and the facts supporting those reasons.

Section 4 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 8 Grounds for Disciplinary Action

Section 1 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 2 The Presiding Officer of the Review Board shall immediately bring all such cases before the appropriate disciplinary bodies for review.

Article 9 Procedures for Reporting

Section 1 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 10 Procedures for Revision

Section 1 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.

Article 11 Proceedings Orientation

Section 1 The Presiding Officer of the Review Board shall conduct an orientation prior to the commencement of proceedings to be attended by all Board members, the Grievant and the Respondent.

Section 2 During the orientation, the following shall be reviewed:

A. The scope of allowable grievances as outlined in Articles 1 and 2.
B. The rules governing the proceedings as outlined in Articles 5 and 8.

APPENDIX E: PROCEDURES FOR VERIFYING CLASS ROSTERS AND POSTING AND CHANGING 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 "WU" (Unauthorized Withdrawal) Grades
Faculty may not enter either an "I" or a "WU" 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 "WU" grade, the instructor completes a "WU" 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 F: RESPONSIBILITIES OF FACULTY

Statement of Professional Responsibilities for 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)[2]; and
   5. avoids allowing his/her subsidiary interests to hamper or compromise his/her freedom of inquiry (SPE)[3].

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)[2];
   5. makes every reasonable effort to foster honest academic conduct (SPE)[3];
   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)[4];
   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);

[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**.
[2] AAUP Council "Statement on Freedom and Responsibility," October 31, 1970. Parenthetically referenced as **SFR**.
[3] See also AAUP statement "On Preventing Conflicts of Interest in Government—Sponsored Research in Universities." *AAUP Bulletin, Vol. 51*, No. 1, Spring 1965, pages 42-43.
[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.

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 Appendix K)

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).

[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.
[6] See also "Statement on Professors and Political Activity." *AAUP Bulletin, Vol. 55*, No. 1, Autumn 1969, pages 388-389.
[7] Such governance responsibilities are described in "Statement on Government of Colleges and Universities." *AAUP Bulletin, Vol. 52*, No. 4, Winter 1966, pages 375-379. See especially Section 22, "The Academic Institution: The Faculty."
[8] "Committee A: Statement on Extramural Utterances," *AAUP Bulletin, Vol. 51*, No. 1, Spring 1965, page 29.

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)

APPENDIX G: CONTENTS AND ORGANIZATION OF THE RTP FILE (WPAF)

The WPAF is intended to provide a structured, organized, and representative record of faculty accomplishments in relation to the applicable Unit RTP Criteria. Materials should be selected and organized to support a clear narrative explaining the faculty member's performance. The WPAF should be thorough yet concise and should include representative rather than exhaustive documentation. Faculty shall not be expected to include all artifacts or materials associated with their professional activities; rather, materials should be selected to demonstrate quality, impact, and alignment with Unit RTP Criteria.

Because Unit RTP Criteria vary across disciplines, the length and organization of WPAF materials may reasonably differ across units.

The scope of materials included in the WPAF shall align with the type of review being conducted. These shall be interpreted to be minimum requirements; faculty undergoing review may judiciously include additional material to demonstrate their effectiveness in achieving the Unit RTP Criteria.

Standard Organization of the WPAF (Section-Based Structure)
To promote consistency, clarity, and ease of review across electronic platforms, WPAF materials shall be organized into clearly defined sections and, where appropriate, subsections, using the organizational features of the platform in use (e.g., sections, tabs, or folders). Because electronic review platforms vary in their organizational features and capabilities, the structure described below represents a conceptual framework rather than a rigid technical format.

The WPAF should generally be organized as follows:

1. Log Sheet[9]
2. Access Sheet
3. Master Index[10]
4. Assignments Sheet
5. Current Curriculum Vitae
6. Unit RTP Criteria
7. Previous and Current RTP Evaluations and Recommendations
8. Personal Statement
9. Teaching (or Performance)
10. Scholarly/Creative Activities or Professional Growth

[9] In electronic review systems that provide automated tracking of file access, document history, and case materials, the Log Sheet and Access Sheet requirements may be satisfied by system-generated records and need not be maintained as separate documents.

[10] A Master Index may be included where helpful for clarity; however, in electronic systems that provide structured navigation and document labeling, a separate index is not required. The inclusion of a Master Index or Table of Contents is considered best practice to facilitate the review process.

11. Service
12. Miscellaneous (optional)

Document Naming Conventions
To ensure clarity and consistency across electronic WPAFs, all documents shall follow a standardized naming convention. Below is a recommended approach.

[Section][Year or Term][Item Type]_[Brief Descriptor]

For example:

Teaching_2026_Fall_SOCI_CSUB1001
RSCA_2026_JournalArticle_Einstein et al.

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, semester-to-semester, 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), semester-to-semester, 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:
      i. formal education, including dates of attendance and degrees awarded;
      ii. employment history, including position titles and dates;
      iii. prior teaching and/or professional experiences;
      iv. instructionally related activities, including, but not limited to, major advising responsibilities, supervising major tutorial programs, curriculum or program development;
      v. 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;
      vi. funded grants and contracts, including consulting activities;
      vii. 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;
      viii. major honors and awards, including special leaves or sabbaticals for professional development; and
      ix. 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 Chair or /~~Program Chair~~Program Director ~~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 used for evaluation shall normally be those in effect at the beginning of the faculty member's appointment in their current rank. The faculty member may elect in writing to be evaluated under any subsequent revision of the Unit RTP Criteria adopted during their appointment in that rank. Faculty outside of the probationary period may use the Unit RTP Criteria in effect at the time of their most recent promotion in rank for up to seven (7) years in that rank and shall not be required to adopt revised criteria prior to the completion of that period. After seven (7) years from the faculty member's most recent promotion in rank, subsequent reviews shall use Unit RTP Criteria that were approved and in effect at the time of the faculty member's most recent review. Unit RTP Criteria shall not be applied in a manner that alters evaluation expectations within an established review cycle.
   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 ten (10) days from the receipt of the evaluation and recommendation to file a written rebuttal or response.
4. All rebuttals or responses shall be included in the WPAF, entered into the Log Sheet, and maintained as part of the complete record of prior and current evaluations.

H. Personal Statement
   1. Faculty shall 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.
   2. Faculty narratives shall address each relevant criterion identified in the applicable Unit RTP Criteria. As a general guideline, narrative length may correspond to the number and complexity of criteria, often averaging approximately one to two pages per major criterion.

I. Documentation of Teaching or Performance
   1. Teaching
      i. 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.
      ii. Student Opinion of Curriculum and Instruction (SOCI) data shall be included in the WPAF in a dedicated folder and organized chronologically. The scope of SOCIs included shall align with the type of review being conducted (see section 305.4.2.10 of this Handbook).
      iii. Classroom observations, as required by the University Handbook (section 305.4.2.7) and the Unit RTP Criteria, shall be included. Teaching materials shall include a clearly labeled subfolder for Classroom Observations, which shall include all required peer observations conducted during the period under review (or period in rank for promotion reviews).
      iv. 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.
      v. 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.

vi. Additional teaching through Division of Extended Education and Global Outreach, including SOCI, must be included in this section.

vii. 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)
    i. 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.
    ii. 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.
    iii. 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
    i. 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.
    ii. Teaching materials should be organized by term and course using a consistent folder structure (e.g., Term → Course → Materials), allowing reviewers to easily navigate teaching activities across semesters and years.
    iii. 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.
    iv. Because WPAFs may contain substantial documentation, careful organization and selection of representative materials is essential.

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 who are earlier in their career progression (e.g., probationary faculty), may emphasize ongoing scholarly or creative activities, without outputs, as an indication of their potential for future success and impact. However, peer-reviewed outputs (e.g., publications, presentations, exhibitions, creative outputs, as articulated in the Unit RTP

Criteria), are expected for tenure and promotion of probationary faculty, and promotion of tenured faculty.

3. 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.
    i. Faculty shall include all peer-reviewed outputs that are relevant to their current review type (e.g., retention of probationary faculty, promotion of probationary faculty, post-tenure review).
4. 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.
5. When listing papers presented at a scholarly conference, faculty shall provide information regarding the nature of the review process (e.g., refereed, invited, or other selection process), as this provides important context for evaluating the work.
6. When listing co-authored books, articles, research projects, creative projects, and grant proposals, faculty shall provide a clear description of the nature and extent of their contributions to the collaborative work.
7. Grant and contract activity should be evaluated in terms of both engagement in the scholarly process and resulting outcomes. Funded proposals provide evidence of successful external validation and support, while submitted proposals and those under review may demonstrate ongoing scholarly engagement, development of research agendas, and efforts to secure external funding.
8. Consulting work (paid or unpaid) may provide evidence of professional engagement, applied expertise, and contributions to practice. Consultant reports or products that have undergone external review or dissemination may also provide evidence of scholarly or professional impact.
9. Service to the profession, such as reviewing book manuscripts, journal articles, or conference submissions, may provide evidence of scholarly engagement and recognition within the discipline, particularly when accompanied by documentation of the faculty member's contributions and role.
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
    i. Materials must be organized in chronological order, preferably "reverse chronology," with the most recent materials (current RTP review cycle) in front; and

ii. When multiple versions or stages of a scholarly work are included (e.g., draft, submitted, accepted, published), these should be clearly labeled and, where appropriate, cross-referenced to illustrate the progression of the work.

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 profession, university, college, department, students, and/or 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 Division of Extended Education and Global Outreach (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 their 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.

L. Miscellaneous Section (optional)
   1. An additional section may be appended to the RTP file to include such materials as:
      i. large, bulky items, e.g., audio or video tapes, CDs, award plaques, photographs, paintings, and creative "artifacts;"
      ii. unpublished or unreviewed manuscripts;
      iii. unreviewed grant/contract proposals;
      iv. letters/articles published by the local media;
      v. information on professional conferences, meetings, workshops attended (as opposed to those where a paper was presented); and
      vi. 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.

APPENDIX H: ACADEMIC FREEDOM

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 US 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).

Faculty must be diligent in defending the right to exercise control over their teaching methods, course content, grading practices and policies, inquiry and research, and extramural

communication. Each of these areas has been the subject of recent litigation. Faculty who have maintained germaneness to the subject matter and accuracy, and acted within established professional norms, have prevailed. Inaccurate statements not related to the subject matter that fall outside professional norms, such as sexually or racially degrading comments, will not be protected academic speech, in or outside the classroom (Bonell v Lorenzo (2001) 241 F3d 800).

APPENDIX I: CONTROVERSY IN THE CLASSROOM

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.

APPENDIX J: 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, 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 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).

APPENDIX K: INSTRUCTIONAL MATERIALS ACCESSIBILITY PLAN (IMAP)

IM Goal 1.0- Timely Adoption of Instructional Materials
Faculty submit book orders to the Runner Bookstore before the first week of advising. The Department Chair or ~~Program Chair~~Program Director ensures that appropriate materials are ordered by the first day of priority registration. When faculty have not been identified for normal course offerings before the first week of advising, the Department Chair or ~~Program Chair~~Program Director will notify the Runner Bookstore of the appropriate instructional materials required.

IM Goal 4.0- Instructor Use of LMS (or non-LMS) Course Websites
Faculty ensures two kinds of accessibility when using LMS and non-LMS course websites. First relates to the accessibility of the platform, second accessibility relates to the content placed in LMS.

Accessibility of the platform:

A. Instructor reviews the accessibility guide provided by the LMS provider to understand how they can enhance accessibility while using the LMS.
B. Instructor runs accessibility checker on their html content.
C. They follow recommendations to create accessible exams on LMS.
D. They keep the needs of students who use assistive technology to view materials and exams in mind when using LMS for their course.
E. When using website or materials from publisher, the faculty contacts the publisher for details about the level of accessibility provided by the publisher.

Accessibility of the content:

A. Faculty attend the training conducted by FTLC on how to create accessible materials.
B. They ensure that all documents are in accessible format.
    1. Digital media has closed captions, transcripts, and image descriptions.
    2. They use alt text for images.
    3. They add language attribute tags to all foreign language text.
    4. They avoid using abbreviations or all caps.

Teaching faculty are encouraged to make all instructional materials available in LMS and training and resources to assist faculty are available through the Faculty Teaching and Learning Center.

IM Goal 5.0- Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies
The Solutions Consulting and Technology Accessibility Review (TAR) Teams (comprised of staff from ITS, Procurement, Library, and ~~SSD~~CAEN) evaluate all software and hardware products purchased by the campus for accessibility and security.

An approved accessibility checker tool will be provided in the LMS to assist instructors with assessing the accessibility of course content.

IM Goal 6.0- Accessibility Requirements for Course Review and Remediation
The University Program Review Committee, Academic Affairs Committee, and ~~School~~College Curriculum Committees shall adopt policies, develop processes, and implement procedures for incorporating accessibility compliance as a required component in the curriculum review and approval process. This includes processes for selecting appropriate course materials, timely accessibility prior to the start of the course, regular evaluations of material accessibility, course content remediation if required, and prioritizing and remediating inaccessible course content. The appropriate University and Academic Senate officers will communicate this requirement, ensuring compliance with all ADA regulations.

IM Goal 7.0- Creation and Adoption of Accessible Instructional Materials
The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty to ensure that course materials are available in compliance with Americans with Disabilities Act (ADA) standards and regulations. Additionally, faculty are encouraged to seek further assistance to develop accessible course content materials by requesting guidance from FTLC and the Accessibility Resource Center ~~Services for Students with a Disability (SSD)~~ to ensure that any materials that are created and/or adopted are available and accessible for all students.

IM Goal 8.0- Communication Process and Training Plan
The University President shall instruct the appropriate offices to provide training and information to the relevant parties. The ATI Steering Committee is the shared governance body responsible for the communication process. As part of this effort, Accessibility Resource Center ~~Services for Students with a Disability (SSD)~~ shall educate their students and develop materials to be distributed in first-year seminar courses for incoming 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 engage with Faculty Teaching and Learning (FTLC) unit, schools, colleges, and departments to develop materials and workshops to inform the faculty about ADA compliance. Presentations are provided regarding course content and materials during University Day.

IM Goal 9.0- ATI Instructional Materials Accessibility Plan
The ATI Instructional Materials Working Group shall work with the appropriate stakeholders (University President, ATI Steering Committee, ATI Officer, ATI Working Group, ATI Subcommittees) on developing an evaluation process to ensure that accessibility plan objectives are met, and the Annual Instructional Materials Plan is implemented.

APPENDIX L: GUIDANCE FOR DEVELOPING UNIT RTP CRITERIA

Adopted by the Academic Senate on April 16, 2026, RES 252632

This guidance is intended to support units in developing clear, discipline-appropriate Unit RTP Criteria that define acceptable and exceptional performance across teaching or professional performance, scholarly or creative activity, and professionally related service.

Units retain primary responsibility for determining the standards, expectations, and forms of evidence that are most appropriate to their disciplines, professional norms, institutional roles, and the standards, expectations, and resources relevant at California State University, Bakersfield.

These areas will necessarily be interpreted and adapted for non-instructional faculty, including counselors and librarians, whose primary responsibilities may center on professional performance rather than classroom teaching.

The examples provided in this document are illustrative and are intended to support reflection and development; they should not be interpreted as required elements, minimum thresholds, or restrictive definitions.

Unit RTP Criteria shall be sufficiently detailed to allow for consistent and informed evaluation across the full faculty career progression. In particular, probationary faculty should be able to rely on the published criteria as stable benchmarks for professional development throughout the probationary period. In particular, criteria should be written with enough clarity and specificity to support evaluation for:

1. Retention decisions of temporary faculty;
2. Retention decisions during the probationary period;
3. Tenure and promotion decisions following the normal probationary timeline (six years);
4. Post-tenure promotion following the normal time in rank (five years);
5. Early tenure and promotion from Assistant Professor to Associate Professor;
6. Early promotion from Associate Professor to Professor; and
7. Post-tenure review.

Criteria should provide a clear and substantive framework for distinguishing between acceptable/satisfactory performance and exceptional performance in each of the three areas of evaluation so that faculty, review committees, and administrators have a shared understanding of expectations at each stage of review. While criteria should be sufficiently detailed to guide evaluation, units should preserve flexibility to account for disciplinary differences, varied faculty assignments, and the evolving nature of academic work. The goal is not to create rigid formulas, but to ensure that expectations are transparent, interpretable, and applicable across the range of review processes that occur over the course of a faculty member's career.

Teaching

Unit RTP criteria should clearly describe what constitutes acceptable/satisfactory teaching and what constitutes exceptional teaching, using definitions and forms of evidence appropriate to the discipline. Because teaching is a primary function of faculty, evaluation of teaching effectiveness should rely on multiple measures that together provide a comprehensive view of a faculty member's instructional practice and contributions to student learning. Evidence of teaching effectiveness may include course design, instructional innovation, curriculum development, assessment practices, mentoring of students, and contributions to student success. Units are encouraged to consider evidence reflecting the full range of instructional environments within their disciplines, including classroom, laboratory, clinical, studio, field-based, and online contexts.

Consistent with University policy, evaluation of teaching should include review of course materials and instructional artifacts that demonstrate the structure, preparation, and intentional design of courses. Such materials may include syllabi, assignments, assessments, grading practices, instructional resources, and the alignment between learning objectives, instructional activities, and evaluation methods. Units may also consider evidence of the effective use of learning management systems and related instructional technologies to support communication, organization of course content, accessibility, and student engagement.

Student opinion of teaching, including the Student Opinion on Curriculum and Instruction (SOCI), is a required component of the evaluation process and provides useful information about the student experience in courses. However, student opinion data should be interpreted in context and considered as only one of multiple measures of teaching effectiveness. Consistent with University policy, SOCIs should not be given greater weight than other measures of teaching performance, and reviewers should focus on patterns or trends across courses and review cycles rather than isolated scores or comments. Research indicates that student evaluations may be influenced by factors unrelated to instructional quality and may reflect potential biases. For this reason, Unit RTP criteria should encourage careful and professional interpretation of SOCI data and emphasize the importance of evaluating teaching through a holistic review of multiple sources of evidence.

Additional evidence of teaching effectiveness may include peer observations of teaching, self-reflective statements about instructional practice, formative assessment of teaching and learning, and evidence of engagement with pedagogical development. Reflective statements and teaching philosophies may help reviewers understand a faculty member's instructional goals, responsiveness to feedback, and ongoing efforts to improve teaching practice. Participation in teaching workshops, learning communities, or other professional development activities may also demonstrate a sustained commitment to improving teaching effectiveness.

Examples of exceptional teaching may include sustained instructional innovation, development of new courses or programs, leadership in pedagogical initiatives, development of materials used by others, engagement in the Scholarship of Teaching and Learning, mentorship of student research or creative work, teaching awards, or other contributions that demonstrate a particularly

strong impact on student learning or the educational mission of the unit. Units should determine which indicators of teaching effectiveness and distinction best align with disciplinary values and instructional practices. These examples are intended to illustrate possible forms of evidence rather than prescribe specific requirements.

Scholarly or Creative Activity

Unit RTP criteria should define acceptable and exceptional scholarly or creative activity in ways that are appropriate to the discipline and consistent with professional standards. Scholarship and creative activity are core professional expectations of tenure-track and tenured faculty, and unit criteria should recognize sustained engagement in intellectual and creative work as an important part of maintaining disciplinary expertise, supporting teaching effectiveness, and contributing to the mission of the University. Because the nature of scholarship varies widely across fields, units should identify the types of contributions that are most meaningful within their disciplines.

In evaluating scholarly and creative activity, units are encouraged to adopt a holistic approach that recognizes the quality, rigor, and impact of a faculty member's work rather than relying solely on journal-based metrics. Consistent with the principles articulated in the San Francisco Declaration on Research Assessment (DORA)[11], units should avoid using impact factors or similar journal-level metrics as the primary indicator of scholarly quality. Instead, faculty contributions should be evaluated based on the substance, influence, originality, and disciplinary relevance of the work. Both Unit RTP Criteria and individual faculty may consider emphasizing individual citation achievements (e.g., number of citations, h-index, i-10 index). Faculty should reflect on their contributions.

Holistic evaluation may include consideration of a wide range of scholarly practices and contributions, including but not limited to peer-reviewed publications, juried exhibitions, performances, applied scholarship, professional presentations, grant activity, and collaborative projects. Units are also encouraged to recognize contributions that reflect evolving standards of scholarly rigor and transparency, such as open science practices, preregistration of studies, data sharing, methodological transparency, and efforts that support reproducibility and cumulative knowledge building. These examples are intended to illustrate the range of ways faculty may contribute over the course of a career and should not be interpreted as limiting or exhaustive definitions.

Units should also recognize that mentorship of students in research and creative work, collaborative authorship, and leadership in scholarly or creative initiatives may represent meaningful scholarly engagement, particularly as faculty advance in rank and assume broader mentoring roles.

[11] The San Franscisco Declaration on Research Assessment (https://sfdora.org/read/) recommends that institutions "be explicit about the criteria used to reach hiring, tenure, and promotion decisions, clearly highlighting, especially for early-stage investigators, that the scientific content of a paper is much more important than publication metrics or the identity of the journal in which it was published." In addition, it is recommended to "consider the value and impact of all research outputs (including datasets and software) in addition to research publications, and consider a broad range of impact measures including qualitative indicators of research impact, such as influence on policy and practice."

To support the integrity of scholarly evaluation, units are encouraged to develop shared, discipline-informed understandings of how to assess the credibility and quality of publication venues and other dissemination outlets. Unit RTP criteria may describe general indicators commonly recognized within the field for distinguishing reputable venues from those that engage in predatory or exploitative practices, while acknowledging that standards vary across disciplines and publication models.

Predatory publishing is characterized not by a for-profit or open access business model, but by deceptive practices, lack of meaningful peer review, absence of editorial transparency, or failure to adhere to recognized scholarly standards. Units should recognize that for-profit and open access publications are not inherently predatory, and that many highly reputable journals and publishers operate under these models.

Rather than relying solely on lists or rigid exclusions, units are encouraged to articulate discipline-appropriate criteria for evaluating venue quality, such as editorial oversight, peer review rigor, transparency of review processes, reputation within the field, affiliation with professional societies or organizations, and alignment with professional norms. The goal of such guidance is to promote informed scholarly judgment and protect faculty from unintentionally engaging with exploitative outlets, while preserving flexibility for legitimate and emerging forms of dissemination. Overall, the intent of unit criteria should be to promote high-quality, ethical, and impactful scholarly and creative work, evaluated in context and in alignment with disciplinary norms, rather than to rely on narrow metrics or uniform expectations.

Professionally Related Service
Unit RTP criteria should describe acceptable and exceptional service in ways that reflect the responsibilities and opportunities within the discipline and the institution. Professionally related service is a core professional expectation of tenure-track and tenured faculty and plays an important role in supporting shared governance, institutional functioning, and professional engagement. Units should determine what forms of service are most appropriate and meaningful in their context, recognizing that service contributions may occur at the department, college, university, system, professional, or community level.

Acceptable service may include participation in shared governance, committee work, program support, and student advising, while exceptional service may include sustained leadership roles, major institutional contributions, professional association leadership, or community engagement related to the faculty member's expertise. Units should recognize that service expectations may vary across career stages and assignments, and that service contributions often occur unevenly over time. The goal of unit criteria should be to articulate what constitutes meaningful and sustained professional engagement, while maintaining balance across teaching, scholarship or creative activity, and service so that no area of faculty responsibility is consistently neglected.

Early Promotion
Unit RTP criteria should include clearly articulated descriptions of the level of exceptional performance required to support early tenure and/or early promotion. Because expectations vary significantly across disciplines, units should define what constitutes a record that substantially exceeds the normal standard for tenure or promotion. Units may consider evidence of sustained excellence across teaching, scholarly or creative activity, and service; impact beyond the department or institution; or other indicators of distinction that align with disciplinary norms. The examples considered by units should reflect the culture and expectations of the field and should not be limited to a single model of achievement.

Post-Tenure Review
Unit RTP criteria should include clearly articulated criteria for post-tenure review that reflect the ongoing professional expectations of tenured faculty. These criteria should emphasize continued effectiveness in teaching and meaningful engagement in professionally related service, while recognizing that scholarly or creative activity remains an important component of a faculty member's professional profile.

Tenured faculty are expected to maintain meaningful engagement in scholarly or creative activity appropriate to their discipline, rank, and assignment. Consistent with University policy on faculty workload and professional responsibilities, such engagement should be understood as participation in the ongoing scholarly or creative process rather than as a requirement to produce specific outputs within a fixed period of time.

Evidence of scholarly or creative engagement may include a wide range of documented activities, such as development of scholarly or creative projects; preparation, revision, or submission of manuscripts or creative works; grant or fellowship activity; conference participation; collaboration; mentorship of student research or creative work; peer review or editorial activity; or other contributions appropriate to the discipline. These examples are illustrative and not exhaustive.

For post-tenure review conducted in the absence of an application for promotion, evaluation should focus on acceptable performance in teaching or professional performance and service, and on evidence of continued professional engagement across all areas of responsibility. Scholarly or creative activity should be evaluated in a developmental and contextual manner, recognizing that contributions may take different forms and may occur across extended timelines depending on disciplinary norms and career trajectory.

Units should ensure that post-tenure review criteria support continued professional growth and vitality, and should avoid framing expectations in ways that impose rigid productivity requirements or narrow definitions of scholarly contribution. The purpose of post-tenure review is to encourage sustained engagement and ongoing development, not to replicate promotion-level expectations or to function as a punitive mechanism.