

CALIFORNIA STATE UNIVERSITY, LONG BEACH

2006

Faculty Handbook

ACADEMIC AFFAIRS AND ACADEMIC PERSONNEL

2006 Faculty Handbook

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Appreciation is extended to Dot Goldish once again in connection with this 2006 edition for her keen editorial work and helpful suggestions.

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**Division of Academic Affairs
Office of Academic Personnel
August 14, 2006**

2006 Faculty Handbook Online
<http://www.csulb.edu/aa/personnel>

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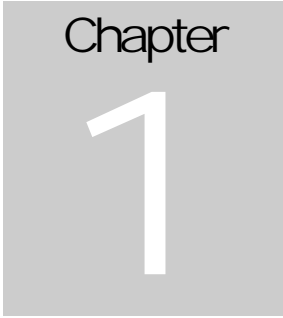
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Introduction to the 2004 Faculty Handbook

Information within is drawn from a wide variety of references

This **2006 Faculty Handbook** is intended to assist new and continuing faculty members in performing multiple roles as teachers, scholars, and participants in the University enterprise. It includes information on responsibilities as faculty members and answers to the questions new faculty members often ask.

How to Use the Icons

The “icon key” at left is a new feature designed to assist in highlighting key information or to point at a web site address. Their description is found only on this page. Hereafter, a “Picture” icon will appear either within a box or directly next to its descriptor.

I C O N K E Y	
 Valuable information/Tips	Valuable Information The picture icon for “Valuable Information” or “Tips” is a File Folder.
 Web Available	Web Available or Web Site Reference The picture icon for “Web Available” is a Computer.

The 2006 Faculty Handbook is arranged according to issues and activities that are important to faculty members. Information is drawn primarily from University policies and from the Collective Bargaining Agreement (CBA.) Other information comes from State, CSU System, and campus documents, and from campus practice. As far as possible, the **2006 Faculty Handbook** includes references to the relevant material. The official policies are those in those documents. Some frequently used policy statements are enumerated in Appendix C.

University Policy Statements

University Policy Statements are identified by the designation PS, the year, and a number.

In recent years, new Policy numbers have been issued for each revision of a policy. Prior to 1992 the old policy number was retained. Therefore, a number might appear as PS 85-08 (REV), indicating a policy initially approved in 1985 and later revised. A few policies adopted many years ago are still in effect. These are designated only by their Academic Senate agenda numbers, such as AS/PEP/70-08.

Policy Statements are online. Use the address below to access an index of policy statements. Statements are arranged alphabetically and by number. To see the statement, just click on the listing.



http://www.csulb.edu/aa/grad_undergrad/senate/policy/

Access to the Campus Network and the Internet

You may obtain a free Internet account, which provides both e-mail access and space for a personal web page. Go to the Walk-up Help Desk in the Steve and Nina Horn Center (formerly the North Campus Center) to apply. Be sure to have a faculty ID with you.

More information is available from the Technology Help Desk at 562-985-4959.



<http://helpdesk.csulb.edu/>

Information about access from an off-campus computer is available on the Technology Help Desk web page. The Technology Help Desk services are available to all CSULB faculty, staff, and students with a valid campus email account for assistance with a wide range of desktop computing issues.

Technology Help Desk
562-985-4959

CSULB Principles of Shared Community -- PS 00-06

California State University, Long Beach, takes pride in its tradition of maintaining civility and mutual respect toward all members of the University community. These are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a productive workplace and an overall positive campus climate. CSULB also takes pride in the diversity of its student body and employees and affirms that this diversity enriches the work and learning environment of the campus.

CSULB affirms that members of the CSULB community have the right to work and learn in an environment free of discrimination. The University affirms the equal human worth of every individual and of distinctive groups of people, and fosters fair and equal treatment and access for all members of the university community. The University will not tolerate discrimination on the basis of race, religion, age, color, creed, gender, disability, sexual orientation, medical condition, national or ethnic origin, veteran status, or any other basis not directly related to qualifications, unless specified by law. These principles are applicable in the administration of its educational policies, admission policies, employment policies, and in participation in university programs and activities or any other programs administered by the University.



The following Tag Line is required when advertising for all University Tenure Track or Lecturer Position Descriptions. In addition to fully meeting its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs. EO Employer

Drug Free Schools

California State University, Long Beach complies with the requirements of the Drug Free Schools and Communities Act Amendments of 1989.

In accordance with this act, the University publicizes not only its intent to comply with the act but also its intent to impose disciplinary sanctions on students and employees for violation of standards of conduct.

References

The material in this Handbook is drawn primarily from the following

CSULB Policy Statements

Collective Bargaining Agreement (contract) between CFA and the CSU

Constitution of the CSULB Faculty

Academic Senate Policies and Procedures

California Administrative Code

State of California Government Code

Other useful sources of information

CSULB Catalog

CSULB *Schedule of Classes*

Curriculum Handbook

College constitutions, by-laws, and procedures documents

CSULB Student Handbook

CSULB Administrative Manual

GENERAL INFORMATION

Broadstroke View of All Constituencies

California State University, Long Beach (CSULB)

In Fall 2005 there were 1,078 full-time and 923 part-time faculty members and 1,465 full and part-time staff and administrative employees.

The seven Colleges of the University offer 85 baccalaureate degrees (207 programs total), 67 master's degrees (99 programs total), and two joint doctoral degrees. In addition, CSULB offers 72 minor, 52 concurrent and postbaccalaureate certificate programs, and 37 programs leading to educational credentials.

CSU System

CSULB is one of the largest campus of the 23 system. *It is the overwhelming University of choice for over 55,000 freshmen who applied last year.*

California State University, Long Beach is one of the 23 campuses in the California State University system. As such, we are governed by the State of California Administrative Code (the section of the Code dealing with higher education, often referred to simply as "Title V") and by system policies and procedures on many issues.

The CSU system was formed in 1960, uniting many existing campuses under the Office of the Chancellor as part of the California Master Plan for Higher Education. This plan seeks to make higher education available to all who want it and are qualified to benefit from it, regardless of income, age, or ethnic or language background.

The mission of the CSU system is to provide education at the baccalaureate and masters' level. We admit students who are in the top one-third of the state's high school graduates, provided they have completed the required pattern of college-preparatory courses. We are also committed to serving transfer students who begin their college work at a California Community College then transfer to a CSU campus for the upper division work.

Responsibility for the California State University is vested in the Board of Trustees, consisting of ex officio members, members appointed by the Governor, and a representative each from the alumni, students, and faculty. The Trustees appoint the Chancellor, the chief executive officer of the system, and the campus Presidents, the chief executive officers of the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus in the system, recommends academic policy to the Board of Trustees through the Chancellor.

Implementation of policies at the campus level takes place through broadly based consultative procedures.

Collective Bargaining

Higher Education Employer-Employee Relations Act (HEERA) provides that wages, working hours, and terms and conditions of employment are to be negotiated between the CSU Board of Trustees and the exclusive collective bargaining representative. Collective bargaining is done systemwide, not on a campus-by-campus basis.

CFA (California Faculty Association) is the collective bargaining representative for Unit 3, the faculty unit, which includes instructional faculty, librarians, coaches, and counselors.

CFA, at 5-5165, provides assistance for faculty members filing grievances under the contract. Grievance Procedures are described in Article 10 of the CBA.

Budgets

The campus receives a budget based almost entirely on the number of FTES (full time equivalent students.) State support and student fee money together make up the General Fund.

Several sources of income are separate from the General Fund. The money in Parking, Student Housing, Associated Students, Inc., funds, Capital Improvement funds (for new buildings and for major remodeling), and funds received for grants and contracts can be used only for the purposes designated. On the other hand, there is a great deal of flexibility in the use of money from the California Lottery and from unrestricted gifts to the University.

Resource Planning Process (RPP) Task Force

The President has established a committee, the Resource Planning Process (RPP) Task Force, to make recommendations on the campus budget. The RPP Task Force is co-chaired by the Provost and Senior Vice President for Academic Affairs and by the Vice President for Administration and Finance, and includes five faculty members, staff and student representatives, and representatives of the administrative Divisions. The President uses the Task Force's recommendations in deciding on allocations to the Vice Presidents, who are responsible for budget management within their Divisions.

FACULTY GOVERNANCE

Overview

CSULB has a strong tradition of shared governance. Faculty groups are part of the consultative process for many kinds of decision-making. In addition to the faculty governance structure at the University and College levels, faculty representatives are included in many administrative groups.

At the statewide level, the CSU Board of Trustees and the Academic Senate have jointly prepared a statement on Collegiality that affirms that *“collegiality consists of a shared decision-making process and a set of values which regard the members of the various university constituencies as essential for the success of the academic enterprise....Collegial governance allows the academic community to work together to find the best answers to issues facing the university....Central to collegiality and shared decision-making is respect for differing opinions and points of view, which welcomes diversity and actively sponsors its opinions.”*

Academic Senate

The Constitution and Bylaws of the Faculty (See Appendix B) specifies that there shall be an Academic Senate, with membership that includes not only faculty but staff, students, and administrators.

The Academic Senate has an Executive Committee and a Nominating Committee (formerly called the Committee on Committees), as required by the faculty constitution. The Executive Committee coordinates the work of the Senate, directs items to the appropriate Councils and committees, and prepares the agenda for the Senate. The Nominating Committees, which has members from each College, the Library, and the Counseling Center, recommends people for

appointment to standing committees and other committees. In addition, this committee prepares recommendations on the membership and charge of the Senate committees.

The work of faculty governance is conducted through a number of Councils and committees. These groups forward proposed policy documents and other recommendations to the Academic Senate for action. Policies approved by the Senate are sent to the President for concurrence. If the President concurs, the document is issued as an official University policy.

A list of Councils and Committees is given below. For details go to



http://www.csulb.edu/aa/grad_undergrad/senate/

Click on "General Procedures and Membership Structures."

Four Academic Senate committees have the special status of University Councils

The Councils have representatives from each College and the University Library, elected by the faculty of the respective units. The Councils act on behalf of the Senate on some types of actions, and prepare recommendations for the Senate on other items and on policy matters.

The Chairs of specified Councils represent the faculty on the **Campus Planning Committee** and the **Resource Planning Process (RPP) Task Force**.

The Curriculum and Educational Policies Council (CEP) is responsible for policies on a wide range of curriculum and academic policy issues. A number of committees dealing with academic issues report to this Council.

The following committees report to the CEP Council:

- The **Academic Appeals Committee** acts on student petitions for exemption from academic policies, when there is not another appeal process specified in policy. For example, grade appeals go to Grade Appeals committees, not to Academic Appeals.
- The **General Education Governing Committee (GEGC)** has membership from across the University. The GEGC is responsible for overseeing and assessing the General Education program, including periodic review of each course that is part of the program.

Faculty members of most of these committees, and of other University committees such as the Animal Welfare Board, are named by the Academic Senate upon recommendation from the Nominating Committee. *Members of the Campus Climate Committee are chosen by a special procedure.*

- The **Grade Appeals Committee (GAC)** deals with grade appeals that have not been resolved at the College level, as specified in PS 99-16, Grade Appeals Procedure.
- The **Graduation Writing Assessment Requirement Committee (GWAR)** carries out a number of functions as specified in PS 04-06, Graduation Writing Assessment Requirement.
- The **International Education Committee (IEC)** explores and develops the international connections of CSULB.
- The **Teacher Preparation Committee (TPC)** serves as the primary advisory body to the academic Senate and University administration

on matters related to policy governing teacher preparation and teaching credentials at the University.

- The **University Library Committee (ULC)** supports and advocates a fundamental role for the library in the intellectual life of the University and works to ensure that library services and collections meet the teaching, research and lifelong learning needs of the University community. The University Library Committee makes recommendations to the Curriculum and Educational Policies Council.

The Faculty Personnel Policies Council (FPPC) serves as the primary faculty consultative body to the Academic Senate and the University administration on matters of personnel policy development and administration of policies governing personnel practices.

The following committees report to the FPPC:

- The **Scholarly and Creative Activities Committee (SCAC)** is responsible for furthering an atmosphere conducive to scholarship, research, and creative activity. Members are elected by their respective Colleges. Because this committee makes recommendations concerning the awarding of grants, summer stipends, assigned time, and other research support, members are not eligible to apply for such University grants.
- The **University Awards Committee (UAC)** selects recipients of certain University awards in accordance with PS 03-08 Policy on Faculty Awards.

The Program Assessment and Review Council deals with assessment and periodic review of graduate and undergraduate academic programs and the planning associated with those programs, including the University's Strategic Planning Process.

The University Resources Council reviews and makes recommendations on fiscal and other instructional resource matters. The Council reviews University financial reports and makes recommendations arising from those reports.

Two standing committees, the **Campus Climate Committee** and the **Committee on Athletics** report directly to the Academic Senate.

The Campus Climate Committee promotes mutual acceptance and respect and to celebrate diversity in all its forms.

The Committee on Athletics is the primary advisory body to the Academic Senate and University administration on matters related to academic policy and philosophy for Athletics.

Faculty members of most of these committees, and of other University committees such as the Animal Welfare Board, are named by the Academic Senate upon recommendation from the Nominating Committee. Members of the Scholarly and Creative Activities Committee are elected by their respective Colleges. Members of the Campus Climate Committee are chosen by a special procedure.

COLLEGE AND DEPARTMENT GOVERNANCE

College-Level Committees

Each College has a Faculty Council.

University policy requires that each College have an elected Retention, Tenure, and Promotion (RTP) Committee, a Grade Appeals Committee, a Curriculum Committee, and a faculty committee that makes recommendations on Sabbatical Leave applications. Consult your College documents for information on other committees.

Departments vary in their approach to management of department activities. *The governance structure of a very large department will necessarily be different from that of a small department. Departmental procedures are often based on past practice or on individual preferences.*

Departments

Most departments have a written constitution. All departments must have a Retention, Tenure, and Promotion (RTP) committee to make recommendations on those issues. All have a committee to carry out periodic evaluations of tenured faculty; this may or may not be the RTP Committee. All have a Curriculum Committee; this committee is sometimes only one person and sometimes the entire department. The University Grade Appeals policy requires that all departments have grade appeals committees.

Department Chairs

As stipulated in Article 20 of the Collective Bargaining Agreement, Department Chairs are appointed by the President (or designee) and serve at the pleasure of the President. On our campus, the selection process begins with a department faculty vote on candidates and a recommendation to the Dean, who forwards his or her recommendation to the Provost and Senior Vice President for Academic Affairs for approval. Department Chairs serve three-year terms and may succeed themselves unless there is a departmental provision to the contrary. (*See PS 89-08, Policies and Procedures for the Appointment and Review of Department Chairs for specific procedures.*)

Voting Franchise

The voting franchise for College level and departmental or area elections shall be determined by the respective organizational units, subject to appropriate personnel procedures, collective bargaining agreements, and constitutional provisions. (See Appendix B: Constitution and Bylaws of the Faculty, Section 3.300.)

Unless otherwise specified in the regulations controlling a given election, only those tenured or tenure-track faculty members in the following categories shall be permitted to vote in all-University elections. Within this category, the following are included:

- Full-time instructional academic employees in residence
- Librarians
- Student Services Professionals – Academic Related
- Administrators who have retreat rights to academic areas
- Persons on sabbatical leaves or other leaves during the election period
- Persons who are on pre-retirement or early part-time retirement during the semester of employment

Appointment and Review of Administrators – PS 02-04

Faculty members serve on search committees for appointment of academic administrators and for some non-academic administrators. All academic administrators and some non-academic administrators are reviewed in the third year of service and at five-year intervals thereafter. There are faculty representatives on the review committees. Everyone who works with the administrator has an opportunity to provide comments to the review committee



Tips on Participating in Faculty Governance

- Serving on committees is a great way to get to know faculty members from other departments.
- If you are interested in participating in faculty governance, return the College and University Committee Preference Forms, indicating your interest. Run for membership on an elected committee.
- Read Academic Senate and College Faculty Council minutes and attend meetings to learn what is happening in faculty governance. Talk to your representatives and to faculty leaders about the issues. Agendas and minutes of some groups are available online on the Academic Senate web site.
- Come to meetings prepared to participate. Read background materials before the meeting. If you need additional information, ask the Chair to obtain it.
- Do not hesitate to let others know your views or ideas. Listen respectfully to their ideas. New ideas are always welcome. The most effective groups are those that arrive at a synthesis of varying viewpoints.
- Different Colleges and different departments may have very different ways of functioning. These differences are based on different viewpoints, different sizes, and different historical practices. It may be necessary to accept a procedure that is different from the one you would have chosen, in order to accommodate these differences.
- Treat all members of a committee with respect, whether or not you agree with their opinions. Remember that student and staff members of committees are official members and should be treated as full participants.
- You do not need to know all about a subject at the start. Administrative members of committees serve as resource people for the committees. You can ask the Academic Senate office to provide information on relevant policies at this University or at other CSU campuses.

FACULTY PERSONNEL POLICIES

To provide an instructional program of high quality requires a faculty dedicated to high professional standards and an ongoing process of professional development. Many members of our faculty have distinguished records of achievement as teachers and scholars. The goal of the University's personnel policies is to facilitate such achievement throughout the careers of faculty at California State University, Long Beach.

Policies Governing Faculty Personnel Issues

There are two sets of policies which affect the professional lives of faculty.

The
Collective
Bargaining
Agreement
(CBA)

The terms and conditions of employment as agreed to in negotiation with the California Faculty Association (CFA), which represents the faculty in the collective bargaining process, are to be found in the Collective Bargaining Agreement between the California State University and the CFA. You should obtain a copy of this document and its periodic updates from the CFA office. It contains our basic work rules and defines the procedural due process rules by which faculty are evaluated and retained or promoted.

Questions about the terms of the Collective Bargaining Agreement should be directed to the Associate Vice President for Academic Affairs – Academic Personnel or to the campus office of the CFA.

Retention, Tenure, and Promotion (RTP) Policy

Each CSU campus establishes the criteria and standards which govern the evaluation of faculty. On this campus, the RTP process is governed by University-, College-, and Department-level documents (commonly referred to as "RTP documents") which describe with increasing detail the criteria for evaluation and the standards that faculty candidates must meet to be awarded retention, tenure, and promotion. (See Policy on Retention, Tenure, and Promotion, PS 96-12.)

You can direct questions regarding the criteria and standards detailed in the various RTP documents to your Department Chair or College Deans, or to the Associate Vice President for Academic Personnel. You may find it useful to talk to senior colleagues who have been active as evaluators in the RTP process, but it is important to remember that their views may or may not reflect the majority interpretation of these policies.

How the Two Policies Work Together

The CBA spells out the rights of faculty and the ways in which they may seek redress for any decisions which they feel are arrived at improperly. The provisions of the CBA apply to all faculty, while criteria and standards stated in College and Department RTP documents may vary somewhat depending upon program goals or academic characteristics.

Faculty Appointments

The search and appointment process is the first step toward the goal of building and maintaining a diverse faculty dedicated to excellence.

We are committed to creating equal employment opportunities for potential faculty without regard to age, race, sex, or any other characteristics not directly related to qualifications for employment. Position qualifications are set out clearly in hiring protocols that are designed to make our search for faculty both consistent and equitable.

We have attempted to further our commitment to equity and diversity in hiring. We seek out applications from members of all cultural groups in an effort to develop a highly diverse pool of qualified candidates. It is our hope that, in the foreseeable future, the faculty will more closely resemble the level of diversity within the student community we serve. It is important to note, however, that the University is committed to selecting for appointment those judged to be the best qualified on the basis of realistic and reasonable position requirements.

Faculty may be appointed to the University as probationary employees eligible to be considered for tenure or on a temporary basis as "Lecturers."

Nepotism – PS 05-10

There are no bars to the appointment of close relatives in administrative, faculty, staff, or student employment categories. However, no University employee may participate in any type of personnel decision concerning an immediate family member. There are specific provisions for the procedures to be followed when two immediate family members report to the same supervisor. The definition of "Immediate family member" is very broad and includes both close relatives and others living in the same household. (See Policy on Nepotism, PS 05-10.)

Probationary and Tenured Faculty

Individuals appointed to the faculty who are eligible to be considered for tenure normally serve a six-year probationary period before tenure is awarded or denied. It is possible to credit up to two years of service elsewhere toward this six-year requirement. Such an arrangement is agreed to at the time of initial appointment. An individual may be considered for tenure prior to the normal time, but the standards for a positive decision are explicitly higher than at the normal time. (See RTP Policy PS 96-12.)

During the probationary period, faculty members are subject to two forms of evaluation.

Periodic Evaluation The first is the Periodic Evaluation (sometimes called "mini-evaluation") by a Department Peer Review Committee, the Department Chair, and the Dean of the College. There is no College-level faculty review committee for these evaluations. These periodic evaluations of the performance of probationary faculty occur in all years when the faculty member's contract is not up for renewal – normally the first, second, fourth, and fifth probationary years. The purpose is to assess the activities of probationary faculty under the categories of instruction and instructionally related activities, scholarly and creative activity, and University/community service, and to identify areas (if any) in which improvement is needed. These evaluations do not include a recommendation for any action with respect to employment status.

Performance Review The second form of evaluation is the Performance Review, which results in recommendations and final decisions with respect to retention, tenure, and promotion. Such recommendations are made by the Department and College-level peer review committees ("RTP committees"), the Department Chair (*at his or her option*), and the Dean of the College. Performance reviews are performed in the years of contract renewal – normally the third probationary year – and when the probationary faculty member is eligible for consideration for tenure. Performance reviews are also required for consideration for promotion to a higher rank. All of these evaluations are based upon criteria and standards articulated in the various RTP documents at the Department, College, and University level.

Periodic Evaluation of Tenured Faculty

Tenured faculty of all ranks are <i>also subject to periodic evaluation, an Evaluation of Tenured Faculty or ETF, if they have not otherwise been evaluated in the RTP process in the previous five years.</i>	<p>The periodic evaluation of tenured faculty is conducted by a Department-level peer review committee and the Dean of the College. Such evaluations do not include a recommendation for any alteration in an employee's status but are designed to promote a thoughtful examination of a faculty member's professional performance.</p> <p>You should consult and be familiar with the detailed University policies which govern all of these various evaluations and reviews as well as the Collective Bargaining Agreement.</p>
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Retention, Tenure, and Promotion Defined

Retention	Individuals appointed to the faculty on a probationary basis are eligible for reappointment to their position for up to six years before they must be awarded tenure or terminated. This reappointment process is called Retention. Recommendations for the retention of probationary faculty are made on the basis of a full evaluation of their performance, normally in the third year of appointment.
Tenure	Tenure, the assurance of permanent employment, may be granted to faculty employees after a specified probationary period. Tenure protects members of the faculty from dismissal except in cases of serious misconduct or incompetence as determined by formal hearings, reasons stated in the CBA, or via layoff proceedings precipitated by severe budgetary constraints.

Tenure is intended to protect the academic freedom of faculty members so that they may pursue their research and report their findings whether or not those findings are popular or support conventional views. Such "academic freedom" is not freedom from the responsibility for ethical behavior or from maintaining the professional standards of one's discipline. (See "Academic Freedom.")

Tenure represents the University's most important commitment to academic employees and is granted only after a careful review and evaluation of the achievements of probationary faculty and an assessment of their potential for continued contributions to the University. Faculty may not be advanced beyond the rank of Associate Professor unless they have been awarded tenure.

Early Tenure, the granting of tenure before the completion of the normal probationary period, is unusual and occurs only when the candidate's record of achievement is clearly superior. The standards for the award of early tenure and the procedures governing the process of requesting early tenure are contained in the University RTP Policy. (See PS 96-12.)

Promotion Promotion is the advancement of a faculty member to a higher academic or librarian rank. Faculty members become eligible for promotion after they have been approved for eight annual Service Salary Increases on the appropriate salary schedule, or have served four years in the same rank, and/or have reached the maximum salary for a given rank.

Promotion is based upon merit as determined by an extensive review and evaluation of the faculty member's performance since his or her last promotion. Successively greater levels of achievement in teaching, scholarly and creative activity, and service are expected as faculty proceed up through the ranks to that of Professor.

Early Promotion, advancement in academic or librarian rank before four years of service in rank or the achievement of the top step of a rank, is subject to the higher standards detailed in the University RTP Document. (See PS 96-12.)

The Process of Performance Review Leading to Tenure and Promotion

On this campus, the RTP process involves review and evaluation at successive levels within the University – Department Committee, Department Chair, College Committee, Dean, and Provost. Authority to make the final decision is currently delegated by the President to the Provost and Senior Vice President for Academic Affairs.

Retention, Tenure, and Promotion Policy Documents Since 1997, each level of review within the University is required to have a written statement of its criteria for recommending a candidate for retention, tenure, and promotion in an RTP document that has been approved by the faculty, the Dean, and the Associate Vice President for Academic Personnel. After 1996-1997 each College is required to have an approved RTP document. Faculty should have an up-to-date version of each relevant RTP document.

The University RTP Document (PS 96-12) contains the broadest and most basic statement of the criteria for retention, tenure, and promotion within the University. It also contains a clear statement of the responsibilities of each participant in the process, from the candidate through the Provost and Senior Vice President for Academic Affairs. Faculty candidates and evaluators should consult this document carefully as they begin their respective roles in the RTP process.

Departments have a responsibility to help new faculty members to become aware of these criteria and standards as soon as possible. The College RTP Document is designed to guide both the Dean and the College-level faculty RTP Committee. Since both of these evaluators must assess the work of candidates in a variety of academic disciplines and subspecialties, the College RTP document attempts to establish criteria and standards which can be applied across the variety of related disciplines in the College.

The Department RTP Document applies the basic criteria for retention, tenure, and promotion to the requirements of the individual discipline and instructional program.

Although department policies may not contradict those of the College or the University in basic criteria, they may set somewhat different standards than might be the norm in another program or College. They may also establish requirements which are particularly appropriate to the instructional and professional goals of their program. Candidates for advancement or tenure in each department should consult with that department at an early point to clarify department requirements in this area.

Overall Criteria and Expectations	The basic criteria for retention, tenure, and promotion are set out in the University RTP Document. Because as faculty we have similar responsibilities whatever our academic discipline, three basic criteria are used for all faculty evaluation. In descending order of significance, they are as follows.
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The first requirement is evidence of strong performance as a classroom teacher with a commitment to all of the duties associated with that role. In order to provide a systematic and consistent means by which students may express their evaluation of the teaching performance of faculty, at least two classes of every faculty member must be evaluated by students each semester (some colleges require more.)

These Student Evaluations are done by means of a standard University form distributed to departments by the Office of Institutional Research and completed anonymously by students in the classes selected for evaluation. The evaluations are administered without the faculty member's being present and the results are tabulated by the University Testing Office. The original forms are returned to the faculty member in the following semester and a summary of the results is provided to the faculty member, the Department Chair, and the Office of Academic Personnel, for inclusion in the faculty member's Personnel Action File. (See Student Evaluation of Faculty PS 80-01 Rev.)

Data from these anonymous student evaluations of faculty are used in all of the personnel evaluation processes to which faculty are subject. However, the University RTP Document urges evaluators to consider a variety of other measures of faculty teaching performance and to avoid simple statistical evaluations of teaching which disregard the limits of data collected in this way.

The second requirement is that faculty members maintain an ongoing program of scholarly and creative activity in their academic discipline through research and communication with other scholars. Departments and Colleges are responsible for establishing the type and extent of activity appropriate to their particular discipline. Therefore it is particularly important that you get the clearest understanding possible of Department and College expectations in this area by consulting the relevant RTP documents and the Department Chair.

The third requirement is that faculty be involved in the life of the University community through service to students and colleagues. This service may also be associated with professional activities in the larger community outside of the University. Here again, you should consult with their Department and College with regard to the types and extent of service normally expected of a faculty member for retention, tenure, and promotion.

Personnel Action File

The Personnel Action File is the official personnel file for faculty employees.	Maintained in the Office of Academic Personnel, this file contains all of the material relevant to the evaluation of faculty performance. A "Working Personnel Action File" is that portion of the Personnel Action File used during the periodic evaluation or performance review of faculty. You are responsible for supplying appropriate documentation of your achievements in the three areas of evaluation for the Working Personnel Action File.
The University protects the rights of faculty members to access their personnel files.	

Except for pre-employment materials, *every employee at CSULB has the right to access, review, and have reproduced materials contained in their personnel files.*

Faculty should be familiar with the contents of their Personnel Action File and review the contents regularly. This is especially important during the probationary period and when you are eligible for promotion. In fact, from the time of their initial appointment, you should maintain your own personal file which documents your professional activities. Such a record not only is important for the RTP process, but will be useful to apply for other resources within the University or to support any applications for performance/merit salary increases.

Faculty Salaries

Salaries are paid in twelve monthly installments, *whether a faculty member is on an Academic Year (AY) appointment or a Full Year (12-month) appointment.*

A faculty member who has a one-semester appointment is paid in six installments during the semester. Payments come at the end of the pay period, either on the last day of the month or on the first or second of the following month. Direct Deposit of salary checks is available to all faculty members.

Salary Schedules

You can view faculty salary schedules on the Academic Personnel web site.



<http://www.csulb.edu/aa/personnel/compensation/>

This salary schedule is negotiated through collective bargaining between the CSU Board of Trustees and the California Faculty Association and is the same throughout the California State University for equivalent levels. Salary levels within each rank or range are defined by a minimum salary level, a service-based maximum salary level, and a maximum salary level.

The salary schedule consists of a salary range for each rank. The rank and salary level at which a faculty member is hired depends on previous training and experience. The types of salary increases available to faculty are determined through collective bargaining and defined in the Collective Bargaining Agreement. In the recent past, salary increases have been provided in three different ways:

GSI General Salary Increases (cost-of-living raises) are given to all members of the bargaining unit as a result of a collective bargaining contract. Such increases are normally effective at the start of the fiscal year (July 1, appearing in the August 1 paycheck) or as of January 1.

SSI An annual Service Salary Increase (SSI) – previously called a Merit Step Advancement (MSA) – is given to tenure-track faculty for up to eight consecutive years in a single rank after initial appointment or after a promotion.

The maximum Service Salary Increase steps are currently 9 for Professor, 15 for Associate Professor, and 11 for Assistant Professor.

Promotion Salary Increase

Upon promotion to a higher academic rank, each faculty member receives a Promotion Salary Increase. The amount of such an increase is negotiated as a part of the Collective Bargaining Agreement. In 2005-2006, it remains at 7.5 percent of salary, which has been the case since 1998.

In recognition of exceptional merit, additional salary advancement may be granted at the time of promotion. The candidate must request additional salary when applying for promotion and the request must be reviewed at all levels of the review process.

Performance/
Merit Salary
Increases of one
type or another
have been a part of
the Collective
Bargaining
Agreement since
1996. *At the time of
publication of this
Handbook, the future of the
performance salary increase
program, if any, is not
known.*

When performance/merit salary increase awards are given, they differ in some important ways from tenure or promotion decisions. For each type of decision, the faculty member is responsible for presenting the evidence on which the judgment is to be made. Decisions about promotion and, even more, about tenure are forward-looking and comprehensive. The most important consideration is whether the faculty member has presented convincing evidence of potential for a successful career in all of the areas of work that are part of the job. By contrast, decisions about performance salary increases have been made on the basis of activities and achievements in the previous year (or other defined time period) in one or more of the specific areas of evaluation.

Salary Increases for Market or Equity

The President may grant a salary increase to a probationary or tenured faculty member to address market or equity considerations. Applications for market-based step increases shall normally be accompanied by documentation supporting the salary inequity or verifiable offer of employment from another college or university. Applications are reviewed by the department committee of tenured faculty and the department chair, who forwards the recommendations to the President or his designee via the college dean. Decisions regarding market or equity step adjustments are not subject to grievance procedures.

Lecturers (Temporary Faculty)

Individuals
appointed as
Lecturers may
be employed on
a full- or
part-time basis
for a specified
period of time,
*e.g., a semester or one or
more academic year(s).*

Lecturer appointments automatically expire at the end of the period specified in the appointment letter and do not establish any further appointment rights.

Following two semesters of consecutive employment within an academic year, a part-time temporary employee offered appointment to a similar assignment in the same department is entitled to receive a one-year appointment. Such appointments may be conditional, based on department needs, enrollment, and budget considerations. Classes may be canceled at any time prior to the third class meeting, but the temporary employee must be paid for the class hours taught. Full-time temporary employees may not be appointed on a conditional basis.

Temporary faculty employees, whether full- or part-time, are evaluated at the Department level with a subsequent review at the Dean's level. Such employees should consult with their department chair at an early point in their employment for a fuller discussion of the evaluation process and criteria in their Department.

Range Elevation Lecturers are appointed within salary ranges (A through D.) Lecturers who have no more Service Salary Increase (SSI) eligibility in their range *and* have served five years in their current range are eligible to be considered for range elevation, which results in an automatic salary increase. Our campus policy on Range Elevation for Lecturers (PS 00-11) provides that each eligible Lecturer shall be considered for range elevation unless he or she informs the department chair in writing of his or her desire not to be considered at this time. To be recommended for range elevation, a Lecturer must demonstrate professional growth and development appropriate to his or her work assignment. (See Range Elevation for Lecturers, PS 00-11.)

Retirement Contributions (CalPERS)

The California State University (CSU) participates in the California Public Employees' Retirement System (CalPERS.) This is a defined benefit retirement plan which provides benefits based on members' years of service, age, and final compensation. In addition, the plan includes benefits for disability or death, and payments to survivors or beneficiaries of eligible members. Membership is mandatory for those CSU employees employed full-time for a period of six months or part-time for a period of one year.

Lecturers Lecturers are required to enter PERS membership at the beginning of their third consecutive term of half time or more, regardless of whether a separation and reappointment have occurred between terms.

Both the state and the employee contribute to the CalPERS program. Your contribution is 5 percent of your monthly gross salary beyond the first \$513, and is taken automatically through payroll deduction. Your contribution is exempt from federal and state taxes until it is withdrawn either after retirement or with a change of employment. If you leave state service before retirement, you have several choices about your CalPERS account.

- You may leave your contribution in your CalPERS account and later withdraw the funds at any time. Funds held in the CalPERS account will continue to gather interest at the current rate.
- You may leave your funds in your CalPERS account and later apply for retirement after eligibility is met (at least age 50 with five or more years of service).
- You may withdraw your contributions. Only your own contributions to the retirement system, plus interest, may be returned. These contributions are then reported as taxable income and are subject to a 12.5 percent excise tax for early withdrawal.
- You can "roll over" the refund into a qualified Individual Retirement Account (IRA). If you do this, the income tax and excise tax are deferred.

For further information consult CalPERS web site.



<http://www.calpers.ca.gov/>

Special Retirement Options

Faculty Early Retirement Program (FERP)

FERP allows tenured faculty who are eligible for service retirement to retire and continue teaching for a maximum timebase (fifty percent) and duration as established in the Collective Bargaining Agreement.

The Faculty Early Retirement Program allows a faculty member to continue to work half time for a period (currently five years) after retirement. Employment may be either full time for either fall or spring semester, or half time each semester. A FERP participant, during the period of active employment, is considered a tenured faculty member, with full rights and responsibilities except for service on RTP committees. The future availability of FERP, and terms and conditions for those who enter the program are subject to future negotiation between CSU and the CFA. Details concerning FERP may be found in Article 29 of the CSU-CFA Collective Bargaining Agreement.

Pre-retirement Reduction in Time Base Program (PRTB)

PRTB allows tenured faculty members who have reached the age of fifty-five to phase into actual retirement through reduction in time base to an average of two-thirds, one-half, or one-third of full-time while maintaining full retirement credit and other benefits for a maximum of five years. As in the case of FERP, terms and conditions of PRTB are determined through collective bargaining. Detailed provisions concerning this program may be found in Article 30 of the CSU-CFA Collective Bargaining Agreement.

Emeritus Faculty – PS 05-02

All faculty, including lecturers, who have ten (10) or more years of full-time equivalent service at the time of their retirement are awarded emeritus status by the President.

Retiring faculty members with at least ten years of service are granted Emeritus status. Faculty with fewer than ten years of service may be granted Emeritus status by the President, acting upon the recommendation of the appropriate department, college, or equivalent unit. Among the rights and privileges that are provided by the Emeritus faculty identification card are: full faculty library privileges; use of a University e-mail account; parking decal and gate card, on an annual basis; discounts and complimentary tickets for plays, musical performances, lectures, etc.; office and/or laboratory space *if available*, and use of all recreational facilities of the university. There is an office in the Foundation building for use by retired faculty members. (*See PS 05-02 Rights and Privileges of Emeritus Faculty and Presidents.*)

The Emeritus and Retired Faculty Association (ERFA) elect a representative to the Academic Senate. Call the Office of Academic Personnel at 5-4128 for information on Emeritus Faculty.

FACULTY ASSIGNMENTS AND RESPONSIBILITIES

The Collective Bargaining Agreement (CBA) contains a number of sections regarding faculty responsibilities. The language quoted from the Agreement is subject to change in future agreements.

In addition to formal assignments, faculty members have responsibilities as members of the University community. In Spring 2000, the CSULB Academic Senate recommended and the President approved a Policy on Faculty Professional Responsibility, which incorporates nearly verbatim the AAUP's 1987 "Statement on Professional Ethics."

(See Policy on Faculty Professional Responsibility, PS 00-07.)

Professional Responsibilities of Instructional Faculty

ARTICLE 20.1 IN THE COLLECTIVE BARGAINING AGREEMENT (CBA) READS AS FOLLOWS:

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

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

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

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

The parties understand that instructional faculty members may not normally participate in all activities identified in this Article during each academic term or year.

Academic Freedom

As members of the larger community, faculty members have the rights, responsibilities, and protections of all citizens. Faculty have long measured the importance of their obligations in the light of their responsibilities to their disciplines, to their students, and to their institution. As citizens and colleagues in a calling that requires freedom of thought, speech, and inquiry for its fundamental health and integrity, faculty members have a particular obligation to promote conditions of free thought, speech, and inquiry and to further public understanding of academic freedom.

Defining Academic Freedom

Academic freedom is central to the heart of the academy. Unfortunately the term is often misunderstood and misapplied.

The very first standard for accreditation by our regional accrediting agency, the Western Association of Schools and Colleges, includes the statements:

An institution of higher education is, by definition, dedicated to the search for truth and its dissemination. As a consequence, faculty, students, administrators, trustees, and staff are committed to and supported in the free pursuit of knowledge and the expression of ideas.

.... the protection of the freedom for faculty and students to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to teach and study the substance of a given field is crucial to the integrity of an educational institution.

Academic freedom, then, is a matter of serious and abiding responsibility

- As teachers and scholars, we have the responsibility to examine all sides of a question and to be guided by the evidence of scholarly research.
- As faculty members, we have the responsibility to guard the rights of our colleagues to pursue truth.
- As teachers, we have the responsibility to teach our students what academic freedom means.
- As citizens, we must remember that the purpose of academic freedom is to protect society against those who might seek to suppress unpopular facts.

University Responsibilities and Academic Freedom

The University, in turn, is committed to protecting its faculty from undue coercion or threat in order that the faculty can

- Promote and preserve the conditions of free inquiry necessary to fulfill the obligations of their academic disciplines;
- Discharge their academic responsibilities to their students, to their colleagues, to their professions and disciplines, and to their institution;
- Speak or act as private citizens.

Faculty Responsibilities and Academic Freedom

Academic freedom does not mean freedom from the responsibility to do our jobs.

We have considerable latitude in choosing assignments to help students achieve the course objectives but there are limits to that latitude. We have the right to require that students complete those assignments, so long as we are not putting them in danger or setting requirements that cannot be completed by disabled students.

We do not have the right to teach a class that does not meet the catalog description or the department's objectives for that class.

We do not have a right to use considerable class time for things that have nothing to do with the course.

And we certainly do not have the right to insist that students agree with all our ideas. We must allow them, too, the freedom to examine all sides of a question, to question assumptions, and to come to conclusions based on the evidence, even if those conclusions are different from our own.

Scheduling of Work Assignment

Class Scheduling

The instructional assignments of individual faculty members in the classroom, laboratory, or studio will be determined by the appropriate administrator after consultation with the department chair or designee and/or the individual faculty

member. The department or other appropriate unit's overall instructional or course assignments shall be consistent with department and student needs. (See Article 20.2b of the CBA.)

Departments vary in the way in which they build schedules and determine individual teaching assignments, but most give faculty members some opportunity to express a preference for particular courses or times. These preferences cannot always be accommodated. All departments are constrained by availability of rooms. Sometimes courses must be scheduled at particular times to meet the needs of evening students or to make it possible for students to take several required courses in the same semester.

Members of the bargaining unit shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule. (See Article 20.3a of the CBA.)

Weighted Teaching Units (WTU) In general, one WTU is equated to each hour of class time in lecture classes. Laboratory and activity classes, and independent study supervision, are counted differently, according to various formulas. Before 1995, full-time faculty workload was defined as 12 WTU a semester. Although this definition of workload was abandoned as of the Collective Bargaining Agreement signed in 1995, salaries for part-time faculty and summer session faculty are based on the number of WTU, and faculty workload continues to be reported in the old way for comparison purposes. This reporting includes accounting for certain duties not based on classroom schedules (i.e., "assigned time.")

Office Hours - PS 02-12

You must notify your department office of your office hours during the first week of the semester *and must list your office hours, phone number, and e-mail contact in each course syllabus and on a notice posted outside your office door.*

The purpose of office hours is to provide opportunities for student-faculty interaction outside the classroom, so it is important for the office hours of a faculty member to be predictable. Each instructional faculty member is expected to hold one office hour for every class taught, up to a maximum of four hours required. If you are expected to hold four office hours a week, you may account for up to one hour of the expectation through alternative forms of access such as availability by appointment or through e-mail.

The office hours should be spread over the week and at times students might reasonably expect to find you. For example, if you teach an evening class, you should schedule an office hour in the evening.

If you have assigned time for advising or similar work with students, you are expected to schedule additional office hours so you will be available to assist students. (See Policy on Office Hours, PS 02-10.)

Absences

Absence from Work for Reasons other than Illness

If you must miss a class for a reason other than illness, obtain prior permission from your Department Chair. Absence from class for any reason should be reported on a *Notice of Absence from Class/Class Cancellation*, a form that is available in your department office or on the Academic Personnel web site under forms. If someone is to substitute for you in teaching a class, that person must be qualified to teach the class. A graduate assistant or student assistant is *not* an acceptable substitute.

You cannot be paid for days when you are absent unless (1) the absence is authorized and (2) the absence is approved for conferences, workshops, and other professional meetings. (See Article 25.1 e. in the CBA.)

Absence as a Witness

A faculty member serving as a court-subpoenaed witness or as an expert witness in the interest of the CSU may seek payment of witness fees.

A faculty member who is absent as a court-subpoenaed witness or as an expert witness in the interest of the CSU shall be paid the normal salary for the corresponding period of absence. No portion of the employee's salary may be forfeited as the result of such an appearance; however, all court fees (except personal travel and/or subsistence payments) shall be remitted to the CSU. If an exceptional circumstance occurs whereby the faculty member does not remit such fees, an amount equal to the fees shall be deducted from the faculty member's salary. No vacation or compensatory time off (CTO) shall be used in such cases.

Bereavement Leave

When requested, academic employees are granted two days leave of absence with pay for each death in the immediate family; three days if you must travel over 500 miles from your home.

Catastrophic Leave Donation Program

The Catastrophic Leave Donation Program allows any CSU employee who accrues vacation or sick leave credits to voluntarily donate either of those credits to any other eligible CSU employee on the same campus in the event of a catastrophic illness or injury. Employees may donate up to a maximum of sixteen hours per fiscal year in increments of one hour or more. Donations that are used are irrevocable.

A catastrophic illness or injury is one that makes it impossible for the employee to work. Catastrophic illness or injury may also include an incapacitated member of the employee's immediate family. Only donated vacation credits can be used for family care catastrophic leave. Contact Employee Relations for more information, 5-1742.

Jury Duty

Faculty members are not unconditionally exempt from serving on jury duty. The CSU will continue your salary while on jury duty. The performance of jury duty is a paid absence when the employee remits the fee to the state. For those employees with accrued vacation credit, jury duty may be taken on vacation time and the fee received for jury duty may be retained. The summons to Jury Duty must be submitted to the Administrative Support Coordinator in your department.

Maternity/Paternity/Adoption Leave

Maternity/Paternity/Adoption Leave is a paid leave of up to 30 days for the birth of an employee's own child or the placement of a child with the employee in connection with adoption or foster care. The thirty days paid leave must be taken within 60 days of the arrival of the child. An additional 10 days of earned sick leave may be used in conjunction with maternity leave for recovery from childbirth. A physician's statement is required for usage of sick leave exceeding ten days.

Maternity/Paternity/Adoption Leave runs concurrently with any other related leave to which a faculty member is entitled. Short-term disability (NDI) may also be available for maternity leave. Maternity Leave does not constitute a break in service. Contact Academic Employee Relations for more information, 5-1742.

Personal Holiday

All academic employees are entitled to a one day Personal Holiday each calendar year. If the Personal Holiday is not taken before the end of the year, it is forfeited. Scheduling of the Personal Holiday must be by mutual agreement of the faculty member and the Department Chair or the appropriate administrator.

Sick Leave

For each month of qualifying service, full-time faculty accumulate eight hours of credit for sick leave with pay. If you must miss work because you are ill or because you must look after an immediate relative who is ill, notify your department chair immediately. When you return to work, fill out an Absence and Additional Time Worked Report Form. (See Article 24 of the CBA.)

Unpaid Leaves

Absence without Leave

Voluntary or involuntary absence without approved leave for five consecutive working days is considered an automatic resignation from state service as of the last date on which the employee worked.

Family Medical Leave (FML)

Under the federal Family and Medical Leave Act (FMLA), the California Family Rights Act (CFRA) and CSU policy, employees with at least 12 months or two semesters of service are eligible for a leave of up to 12 weeks in a 12-month period for the following reasons:

- to care for a child after birth or placement with the employee for adoption or foster care,
- to care for the employee's spouse, child or parent who has a serious health condition, or
- if the employee is unable to perform the essential functions of his/her job due to a serious health condition.

Family medical leave is without pay; employees must, however, exhaust their personal holiday and any accumulated vacation or CTO prior to beginning unpaid leave. Sick leave credits may be used if mutually agreed upon by the employee and their supervisor. Please see HR Letter 1999-05 on the Chancellor's Office web site for a detailed description of how this leave program works.



<http://www.calstate.edu/HrAdm/1999pages/1999hrmemo.shtml>

Personal Leaves without Pay

Personal leaves of absence without pay may be granted for purposes of unpaid sick leave, outside employment, maternity/paternity, family care leave, or other purposes of a personal nature. Faculty members on a personal leave without pay do not accrue service credit toward probation, sabbatical eligibility, difference in pay eligibility, service salary increase eligibility, or seniority except as provided in provisions 22.22 and 22.23 of Article 22 of the CBA.

Professional Leaves without Pay

Professional leaves of absence without pay may be for purposes of research, advanced study, professional development, or other purposes of benefit to the campus. Such leaves shall be considered totally voluntary, and for the purpose of workers compensation, the

time involved shall not be considered time worked. Faculty members on a professional leave without pay may accrue service credit toward probation, up to one year, for sabbatical eligibility, difference in pay eligibility, and service salary increase eligibility. (See Article 22 of the CBA.)

For discussion of Sabbatical and Difference-in-Pay Leaves, see Chapter V, "Professional Development Programs and Services."

Professional Conduct in Research

Misconduct in Research and Creative Activity

All members of the university community are expected to follow the highest professional and ethical standards in conducting research and creative activity. Misconduct in research is defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the academic community for proposing, conducting, or reporting research and creative activity. Honest error or honest differences in interpretations of data are not considered misconduct.

For procedures to be followed in cases of alleged misconduct, see Policy Misconduct in Research and Creative Activity, PS 91-02. For further information, contact the Office of University Research at 5-5314.

Safe Conduct of Laboratory and Field Work

Faculty members are responsible for safeguarding the rights and welfare of individuals involved in activities related to instruction and research.

The first safety measure is to select procedures that entail as few hazards as possible. If you supervise a field activity, you must make sure that students and faculty involved are not subjected to any substantial or unnecessary risk.

If you supervise laboratory work, whether scheduled classes or research, you are responsible for seeing that safety rules are followed.

- You must instruct all people working in the laboratory about possible hazards and ways to avoid hazards.
- You must see that potentially hazardous equipment has safety devices in place and that people using the equipment are properly instructed in its use.
- You must see that hazardous materials are labeled, handled, and disposed of properly.
- You are responsible for seeing that people working in the laboratory follow the safety rules.

For information on safety regulations, consult the Office of Safety and Risk Management

 <http://daf.csulb.edu/offices/bhr/safetyrisk/>

Research with Human Subjects

All projects involving research with human subjects (including survey research) must be reviewed by the Institutional Review Board for the Protection of Human Subjects (IRB) before the research may begin. Students or faculty planning to conduct research that

involves human subjects must submit a protocol to the Office of University Research sufficiently far in advance to allow the appropriate type of review (administrative, expedited, or full review, depending on the type of research.) Consult the Office of University Research at 5-5314 for more information. (See Protection of Human Subjects, PS 00-03.)

Animal Care

The University has a legal responsibility for safeguarding the rights and welfare of animal subjects involved in activities arising both from the conduct of the academic program and from sponsored and non-sponsored research. The University accepts as definitive the applicable state and federal laws governing the use of animals in research and adopts the principles of safeguarding animal subjects in all academic programs and research.

The campus maintains an Animal Welfare Board (AWB) to oversee the care and use of animals. The AWB must review all grant and contract proposals as part of institutional endorsement and acceptance by the CSULB Foundation. The AWB also serves as the review board for all academic programs, demonstrations, and research which include the participation of animals in instruction and research.

Protocols for the use of animals in research must be approved by the AWB before the research may begin and must be renewed annually.

Consult the Office of University Research at 5-5314 for further information.

Work Year

California State University, Long Beach is on an "early semester" calendar. The fall semester begins in late August and ends before Christmas. The spring semester begins in late January and ends in May.

The academic workdays in each semester begin one week before the start of classes and go through the final examination week, concluding with the submission of final grades. There are often meetings, conferences with students, and other duties during the week before the start of classes. Holidays, the January intersession, and spring recess are not considered academic workdays.

In the fall semester, there is Convocation of the entire campus community, usually held the Friday before the start of classes. This is a time when we collectively look back upon achievements of the past year and look ahead to plans for the coming year. College faculty meetings follow Convocation. Many departments hold meetings that same afternoon.

At the end of the academic year, Commencement ceremonies are held by College so that each group is small enough that every student can be recognized individually. Faculty members are not required to attend Commencement, but participation is a courtesy to the students and their families.

Winter Session

A three-week winter session is held in January. The winter session is a self-support program. That is, faculty salaries are paid by student fees. If there are not enough students enrolled in a class to pay the instructor's full salary, the instructor has the option of accepting a lower salary or of having the class canceled.

Summer Sessions and Year-Round Operation (YRO)

Summer sessions are state-supported for matriculated students. Other students may enroll through Open University. Classes are scheduled to meet student needs. A class may be canceled if there are not enough students enrolled.

Summer classes are usually six weeks long, although longer or shorter classes are possible. Summer Session I classes begin immediately after Commencement and continue for six weeks, till early July. Summer Session III classes start immediately after the end of Session I, and run for six weeks until the start of the fall semester. Summer Session II starts three weeks after Session I and runs for six weeks, overlapping the first three weeks of Session III. You may teach a maximum of one WTU for each week of the session, plus one (e.g., 4 units in a three-week session), up to a maximum of 12 units of employment for an entire summer.

Payment of faculty for teaching in winter and summer sessions is in addition to the normal salary. There is no guarantee that you will have an opportunity to teach in any given summer or winter. If you wish to teach in a summer or winter session, notify your Department Chair. (See Policy on Scheduling and Staffing Summer Term with Year Round Operation, PS 02-11.)

Additional and Outside Employment

ADDITIONAL CSU EMPLOYMENT

A faculty member is limited to one full-time position in normal employment. Under very limited circumstances, up to 25 percent additional employment may be allowed. Additional employment shall refer to any employment compensated by CSU, funded by the general fund or non-general funds including CSU auxiliaries, that is in addition to the primary or normal employment of a faculty unit employee. (See Article 36.1 of the CBA.)

Outside Employment

“Outside employment” is any employment *not* compensated by CSU. This employment is in addition to employment as a CSU faculty member.

Article 35 of the CBA states: *“Outside employment shall not conflict with normal work assignments or satisfactory performance of all duties of the faculty unit employee.”* The appropriate administrator may request a faculty member to provide written information about outside employment when that information is needed to determine compliance with this article.



Tips on Time Management

The challenges of finding time to do all the things expected of faculty members can be daunting. The suggestions below have helped some people feel in better control of their time.

Deadlines

Enter official deadlines on a master calendar; then enter an earlier deadline for yourself. For example, if you are giving an exam on November 1, you might set yourself a deadline of October 25 for writing the exam. If an application is due December 15, set your deadline for December 1. That way, last minute glitches needn't cause panic.

Planning Tasks

Plan when you will do required tasks; then put them out of your mind until the time comes to do them. For example, you might plan to write letters of recommendation on October 28, after writing your exam and before you have exam papers to grade, then don't worry that you aren't doing them October 24.

Keep a file of notes on things you want to do when you have time. You may have a research idea that you'll get to next summer, an idea for improving your course, or something you want to learn. Have a place (computer file, folder in your desk) to save these where you can find them.

Teaching

Teaching is far more work than most people realize. Preparing to teach a new class is extraordinarily time-consuming, and the first time you teach a course you will probably be dissatisfied with it. Students will not respond as you expect, you will plan for too much or too little material, you will be unhappy with the readings or the organization. That's all right. Just do the best you can, and try to keep notes on what should be better. The first year, you may find that teaching occupies most of your time and that you can accomplish little else.

Priorities

Set priorities. If your research requires you to spend a four-hour block of time in the library, block off that time on your calendar and try to avoid scheduling student conferences, meetings, coffee breaks, or other activities at that time.

Time for Yourself

Schedule some time for yourself. Even if you can find only half an hour three weeks from next Tuesday, block that out for doing something for yourself, whether that means dozing, exercising, socializing, or whatever else meets your needs.

Families are important. You are not "wasting valuable time" when you spend time with them.

Summer and Winter Breaks

Use summer and winter breaks for activities that can't fit into the semester. If you don't absolutely have to have the additional salary for teaching summer session, use the time for scholarly or creative activity, getting ahead on course preparation, and taking some vacation time. Even if you're just catching up with things around the house, time away from campus lets you return with a fresh perspective and renewed enthusiasm.

Chapter

5

PROFESSIONAL DEVELOPMENT PROGRAMS AND SERVICES

Providing the highest quality instruction to students requires that faculty maintain an active program of professional development. This includes the continual improvement and refinement of their teaching as well as a commitment to expanding the knowledge of their discipline. The University seeks to facilitate this continual development through various programs and services generally available to faculty.

Sources of Assistance for Professional Development

Faculty Center for Professional Development

The Faculty Center for Professional Development is located in the University Library, fifth floor. Its purpose is to facilitate the professional development of faculty as teachers and scholars. Its programs bring together faculty, and occasionally outside experts, to analyze and discuss approaches to teaching and learning and professional growth. Groups of faculty share insights from their own experiences with others or participate in workshops devoted to learning new skills which may be applied to their own professional development. The FCPD sends out regular announcements of its programs to the University community. For further information, see their web site or call 5-5287.



<http://www.csulb.edu/centers/fcpd/>

University Library

The University Library provides a wide array of collections and services to CSULB faculty, including electronic reserves, online request forms for librarian presentations on library resources geared to the research needs of particular classes, and direct access to full text e-books and e-journals anytime/anywhere. This and other information is detailed at:



<http://www.csulb.edu/library/guide/FacultyServices.html>

Technology Help Desk

Now located in the University Library and in the Horn Center, the Technology Help Desk provides computing support resources to faculty for all campus computing issues including BeachBoard, MyCSULB campus portal, CSULB Internet Accounts, email, and much more. Their web site also has information on how to access your home computer from the campus.

Check THD web site for updates & current schedule of operating hours.

During the semester, the Technology Help Desk is available six days a week – Hours 8 AM – 8 PM, M-Thursday; 8 AM – 5 PM; Friday, Closed Saturdays; Noon-6 PM, Sunday).



<http://helpdesk.csulb.edu/>

Various Centers

A number of Centers within the University are devoted to a wide variety of specialized research interests. They include business, career, health, multicultural, engineering, bilingual education, and molecular biology, among many others. Most of these Centers are associated with individual Colleges and departments. Ask the Dean or Department Chair about the ones in your area, but it is a good idea to look at other Colleges as well, since these Centers were designed to cross disciplinary boundaries.



<http://www.csulb.edu/divisions/aa/research/our/information/centers/>

Scholarly and Creative Activities

Sabbatical leaves and difference-in-pay leaves are available to full-time faculty and librarians *for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining.*

Sabbatical Leaves and Difference-in-Pay Leaves -- PS 97-10

A sabbatical leave provides full pay for one semester or half pay for an academic year. Faculty members are eligible for a sabbatical after completing six consecutive years of full-time service since their appointment to the faculty or following any previous sabbatical leave.

A Difference-in-Pay Leave compensates faculty an amount equal to the difference between the minimum salary of the Lecturer rank and the current salary for either the semester or the academic year. Faculty are eligible for this type of leave six years after appointment and then after three consecutive years of service since the last leave.

For more information on procedures and criteria for sabbatical leaves and difference-in-pay leaves, see Sabbatical and Difference-in-Pay Leave Policies, Procedures, and Criteria, PS 97-10.

A limited amount of Assigned Time (Code 22B) is available to allow faculty to pursue professional activities such as scholarly research, creative activity, or participation in creating grant applications. Such activities are expected to improve the quality of the professional preparation of faculty and, thus, their work as teachers. "Assigned time" means the reassignment of faculty from direct instruction to the activities described above. Such reassignments are usually made in 3-unit blocks, basically equivalent to being reassigned from one course.

Support for Code 22B Assigned Time is available from various sources. In some circumstances departments and colleges may choose to use some of their resources to support Code 22B Assigned Time. Consult with your Department Chair or Dean to determine what may currently be available for your support. The Office of Academic Affairs provides support for awards granted by the Scholarly and Creative Activity Committee ("SCAC awards") as described below. From time to time, the University Research Office may provide such Assigned Time to facilitate the preparation of grant proposals. Consult the Associate Vice President for Research and External Support about the availability and criteria for such support.

Scholarly and Creative Activity Committee (SCAC) is a standing committee of the Academic Senate. College representatives to the committee are elected by the faculty of each College. Among other duties, it is responsible for allocating support for scholarly and creative activities on a competitive basis each year. This support can take the form of Assigned Time, support during the summer, or funds for travel, student assistants, and a variety of other research and creative activity-related needs. An announcement with application forms is distributed to all faculty members at the beginning of this process. Consult the Chair of the Committee, the Associate Vice President for Research and External Support or her/his designee, and your Department Chair about the process for applying for resources and the requirements set by the Committee.

Office of University Research

The Office of University Research is located in the Foundation Building (FND-310) on the North Campus. Its location symbolizes its close connection with the University Foundation, the University office which oversees all the research grants and contracts awarded to faculty on the campus. The Office of Research provides information on the availability of research support opportunities and advice on the preparation of proposals for research grants and contracts. You may access information on research funding (including SCAC), campus research policies, and other web-based resources at the University Research web site.



<http://www.csulb.edu/~research/>

The Office of University Research also represents the University in communications with private and public foundations and agencies regarding research opportunities for faculty. When you plan to seek such external support, you should contact the Office of Research at an early point in the development of the research proposal.

All proposals for external funding must be signed by the Dean and the Associate Vice President of Research and External Support before they are submitted to the granting agency.

Awards – PS 03-08

CSULB honors University faculty members for their teaching excellence, their scholarly and creative achievements, and their service and leadership. Awardees are individuals who have shown exceptional performance in those areas and they are publicly recognized each year at Convocation, the University Achievement Awards reception. Each award has its own administrative procedures governing the nomination and selection.

- Outstanding Professor Award
- Distinguished Faculty Scholarly & Creative Achievement Award
- Distinguished Faculty Teaching Award
- The Nicholas Perkins Hardeman Academic Leadership Award

The University Awards Committee, a subcommittee of the Faculty Personnel Policies Council, will send a Call for Nominations to the entire campus community soliciting nominations for each of these awards. The procedures, criteria, forms, applications, and more detail information are posted on the Academic Senate web site.

Support for
Enhancing
Educational
Effectiveness

The Office of Academic Affairs provides funding to support a variety of activities intended to improve curriculum and instruction. In 2003 several such programs were grouped under the heading of Enhancing Educational Effectiveness awards (also know as the 3E Awards). Information about the award is available on the Faculty Center for Professional Development and on the Academic Personnel web sites.



<http://www.csulb.edu/aa/personnel/development/awards/eee/index.html>



Tips for New and Returning Teachers – Course Planning

Course Level

People who have not taught introductory classes tend to overestimate students' knowledge and skills. People who become teachers are those who were good students themselves, and they seldom knew how weak the weaker students in the classes were. It is never safe in any class to assume that students remember what they learned in prerequisite classes. It is worth taking time at the start of the semester to review and to discuss elementary principles. It is far better to begin at too low a level than to start out over everyone's heads and spend the semester trying to rescue the situation.

Try not to cover too much in any one class session. *Limit the number of new ideas and concepts. Limit the number of student reports you schedule for a single class session.*

Many beginning teachers – and experienced ones too – plan to cover too much in a given course. If you find that you are progressing slower than you planned, reassess the schedule. Can you delete material here and there to allow you to give sufficient time to the essential topics?

Assignments

It is not advisable to assign readings unless you plan to include the material in examinations or other demonstrations of competence.

Schedule a graded assignment as early in the semester as possible, preferably by the fourth but not later than the eighth week. *Grade the first assignment very carefully so that students receive informative feedback on their progress.*

If you assign a paper or project that will be due late in the semester, it's a good idea to require students to submit an outline, a first draft, or some other progress report several weeks before the due date. This keeps students on track and allows you to give advice, a preliminary grade, or other response before the student spends too much time on the assignment. Better yet, have the preliminary report due fairly early in the semester so you can give students feedback on both the content and the writing.

For your own protection, set limits to the length of take-home exams, reports, or other out-of-class assignments. Enforce those limits.

Due Dates

Our students are mostly commuters, often driving long distances to the campus. The majority of them have jobs. Many have families. Therefore, on any given day there are likely to be several who miss class or come late because of traffic accidents, family crises,

or demands made by an employer. This can create a problem in enforcing due dates for assignments or dealing with a student who misses an exam.

When you plan your policy on due dates and make-up work, it is best not to announce a policy that is too inflexible to deal with such crises. Some absences are defined as excused by the Attendance Policy, *PS 01-01*. You may choose to treat other absences as excused, especially where the circumstances are beyond the student's control. You might check to see what procedures are used by others in the department.

Exams Exams and quizzes can be extremely useful teaching devices, not just ways of assigning grades. If they are to serve this purpose, they must be prepared carefully. This requires writing the questions and instructions carefully; students find amazing ways to misread questions or to find unintended ambiguities. It also requires that you use the exam to encourage development of the skills you expect from students.

Think about the course objectives and consciously evaluate questions to see whether they require students to achieve the course objectives, at the level appropriate to the course. An exam for an upper division course should expect both more knowledge of the subject and more analytical thinking than one for a lower division course. If you have a number of questions, try to have a mix of easy, medium, and challenging questions. If you have one or two essay questions, you might give students the choice of which questions to answer or provide an advance list of sample questions.

Most beginning teachers tend to make one or more of the following mistakes in writing exams:

- All the questions are challenging; there are no questions that **C** and **D** students can answer.
- All the questions require the same level of thinking skills. This may be appropriate in some courses, but usually it's best to have some provision for measuring relatively elementary skills and some provision for students to display more analytical ability.
- The wording of the question is complicated, so it becomes a test more of reading skill than of understanding of course content.
- The exam is too long. (*Students take 4-5 times as long to take an exam as you take to write an answer key.*)

Chapter

6

TEACHING - ADMINISTRATIVE PROCEDURES

Overview

The information in this chapter is a general guide to procedures at CSULB. Administrative procedures, including those mentioned in this chapter, are subject to change. Your Department Administrative Services Coordinator can tell you about changes in rules and procedures.

Curriculum Development

If you have questions or suggestions about new classes or other curricular issues, speak with your Department Chair. For procedural questions, consult the Curriculum Office 5-4622.

All curriculum development, whether of new courses or new programs, starts with the faculty. Each Department and each College has a curriculum committee which must review and approve changes in curriculum. New or changed General Education courses, requests to develop new instructional programs, and requests to offer new programs must be reviewed at the University level and sometimes beyond.

The Curriculum Handbook, which contains information on these processes and useful background information on curriculum development, is available in your department office and on the Division of Academic Affairs web site.



http://www.csulb.edu/aa/curriculum_handbook/handbook

Academic Technology & Mode of Instruction - PS 03-11

Courses may be offered in several modes of instruction.

A Traditional Class depends on fact-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary mode of instruction. It may or may not use technology as an instructional tool. A Hybrid Class is one in which one-third to two-thirds of the contact time is in remote activities rather than traditional classroom time. A Local Online class is one in which distance learning is used as the primary mode of instruction, but it may require up to two hours per unit of face-to-face meetings on the campus, for activities such as orientation, special in-class presentations, exams, or other in-class proofs of competency. A Distance Learning class has no meetings on the campus; it is taught primarily via academic technology but may include off-site meetings.

The same course may be approved by the department and the college for more than one mode of instruction. Departments are expected to consider the impact of instructional mode on the learning experience in a class. All sections of the course are expected to meet equivalent criteria.

Refer to PS 03-11 for more detail and for a statement of student rights relative to course instructional mode.

Hybrid and Distance Learning Classes - PS 03-11

For courses that have been approved to do so, academic technology may replace some or all of the face-to-face meetings as a mode of communication between faculty and students. The procedures for approval, scheduling, course procedures and evaluation are given in detail in PS 03-11, Academic Technology and the Mode of Instruction.

It is possible for a course to be approved for more than one mode of instruction. Thus one or more sections of a class might be offered in traditional mode and other sections offered as hybrid classes (combination of face-to-face meetings and use of technology) or as distance learning. Insofar as possible, the mode of offering for each section must be indicated in the *Schedule of Classes*. (See PS 03-11).

Class Meetings Times and Locations

All classes must be held in the spaces and during the times listed in the official *Schedule of Classes*. If the assigned room is unsatisfactory, ask your Department Chair or scheduler whether it is possible to find an alternate room.

You may not teach a class in an off-campus location, except for scheduled field trips, unless it has been approved by the University. If you do hold a field trip or other class off campus, make sure it will not interfere with the students' other classes and will not create a hardship for students who cannot provide their own transportation or insurance.

Consult the Office of Safety and Risk Management, 5-2283 for safety rules and forms for field trips.



<http://daf.csulb.edu/offices/bhr/safetyrisk/>

For requirements concerning scheduling of classes, see Appendix C: Class Scheduling, PS 99-24.

Course Management Issues

Course Syllabus - PS 04-05

It is essential that all students have access to the basic information about the courses in which they are enrolled.

You must provide the students with a syllabus at the start of every course. If you provide the syllabus electronically rather than on paper, you must give students detailed instructions on how to access it.

The syllabus is your best way to convey to students your expectations for the course. If the course is part of the General Education program, the syllabus shows the General Education Governing Committee how the course fits the General Education criteria. If the course is part of an accredited program in your department or another department, the syllabus shows accreditors how the course contributes to the students' overall education.

The policy on Course Syllabi, (PS 04-05), enumerates the specific items that must be in a syllabus. These include identification information (instructor's name, office number, office telephone number and/or email address), office hours; class term, meeting times and location; course goals; required texts and materials; types and sequence of assignments and basis for assigning course grade; how you will interpret withdrawal policy; a reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability, and other information essential to the course. There are additional requirements for hybrid or online courses. For more detail, consult the policies that require specific information to be given in the syllabus. These include Attendance, (PS 01-01); Grades and Grading Procedures, (PS 05-07); Office Hours, (PS 01-10); and Withdrawal, (PS 02-02 rev.) If you are using technology in your teaching, see PS 03-11, Academic Technology and the Mode of Instruction.

For your reference, a model syllabus template is available on the Faculty Center for Professional Development web site.



<http://www.csulb.edu/centers/fcpd>

You might find it useful to expand on some of the items or to include additional information about matters relevant to the particular class and to your personal expectations. A clear description helps students know what you expect and can help avert arguments and grade appeals. Faculty members in your department may have materials they have found useful. Here are some examples of such materials.

- A grading rubric for papers.
- When class discussion is a substantial part of the course, provide information on how grades will be determined. If the course includes group assignments, it is useful to explain the objective of the assignment

(e.g. whether the extent of cooperation with others is considered) and the basis for the grade given to each member of the group.

- Explain how cheating or plagiarism will be interpreted in the course.
- Present a clearly stated and written policy on late assignments.
- Faculty members differ greatly in their expectations on conduct in the classroom. The syllabus is a good place to explain your rules on matters such as use of cell phones, late arrival, eating in class, or other issues.

Course Packs

Many instructors prepare packets of course materials for sale to students. When these packets contain copyrighted material, be careful to follow the policy on fair use. A good presentation can be found at:



http://www.aau.edu/reports/Rights_and_Responsibilities_2005.pdf

The University bookstore can provide assistance in securing permission to use copyrighted materials. If you choose to have the material duplicated through another source, you are responsible for assuring that you have obtained necessary permission.

Instructional Software

BeachBoard Services provides several types of assistance to faculty, including BeachBoard course management software and **Turnitin**, a program that checks student papers to see whether they are copied from other sources.

Only the officially assigned instructor of a given class section can use BeachBoard for that class.

BeachBoard, the campus e-learning environment, is regularly upgraded to the latest software release. A course site is automatically created in BeachBoard for each course in the schedule, making it easy to incorporate technology into your classes. To activate the site for a class, simply go to the Control Panel and change the status of the class to "active." You can use BeachBoard for an increasing variety of course functions, such as posting the class syllabus and assignments, creating links to other sites, establishing a course chat room, allowing students to submit assignments on line, sending email messages to students, and maintaining a grade book that allows students to see their own grades. BeachBoard Services provides assistance on using

BeachBoard. For information, call the Technology Help desk, 5-4959, or e-mail helpdesk@csulb.edu.



<http://beachboard.csulb.edu/>

Semesters are designated by a four-digit code. *The first digit is the century (1 for 19xx, 2 for 20xx.) The next two digits are the year, and the last is the term, for example, 1 = Winter, 2 = Spring, 3 = Summer, 4 = Fall. Therefore, Spring 1989 is designated 1892, and Fall 2004 is designated 2044.*

In addition to courses, there are BeachBoard sites for various organizations, providing access to useful information and communication.

The campus portal, MyCSULB, gives you access to a variety of useful information. You can use the site, without logging in, to see the University Catalog and to view or search the *Schedule of Classes*. Log on to see your official class roster and to submit grades at the end of the semester. The Learning Management function also provides access for advisors to view records of students they are advising.

The first time you use either BeachBoard or MyCSULB, you will be asked to create a password. You can then log on to either site using your campus ID number and that password.



<http://my.csulb.edu/>

Choice of Textbooks – PS 79-08

The policy on Choice of Textbooks and Faculty Responsibility in Multi-Section and Sequential Courses states that it is the responsibility of the faculty member teaching a course to choose the textbook(s) for the course.

When there are several sections of a course in the same semester, or when a course is part of a two- to four-semester sequence the Department is responsible for assuring that all sections meet the same educational objectives (*which should be described in the department's Standard Course Outline.*) The Department may have a policy that the same text(s) be used in all sections or for all semesters of the sequence. In that case, all of the instructors teaching the course are involved in the decision.

Final Examinations

Final examinations are required in all courses except in certain activity courses or where the Dean of the College authorizes an exception. Exceptions are normally given only for courses like seminars, where a final examination is not appropriate. Final examinations may be given only during the final examination week. The instructor may not change the time of the exam except by permission of the College Dean. Changing the time of an examination in one class can interfere with students' opportunities to study and complete examinations in other classes.

Final exam week is an official class meeting. When there is no final examination, there is supposed to be an alternate instructional activity.

Religious Holidays

Section 89320 of the California Education Code, adopted by the Legislature in 1985, states: *“The Trustees of the California State University shall require each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student’s religious creed.”* If this policy is not adhered to, the burden of proof is on the University to show that following the policy would cause “an undue hardship.”

To minimize the disruption that could possibly arise from the existence of this law, instructors should remind students during the first class meeting, that students who will be absent at some point during the semester owing to religious observance must provide a written notice of that fact during the first week of class or during the first week after late enrollment in the class. In that way, examinations and other assignments can be scheduled around the days when students cannot attend. If examinations and assignments cannot be scheduled around a religious observance that the instructor has been duly informed of, then the instructor should be prepared to schedule make-up examinations and assignments for any students who are absent as a result of a religious observance.

It is possible to foresee some potential conflicts. No classes are scheduled on the Christian holidays of Christmas, Good Friday, or Easter, but classes are scheduled on the holy days of other religions. Many calendars show some of the Jewish Holy Days. But the University enrolls students who practice many other religions with quite different holiday observances. Some religions prohibit work on holy days.

Even though students are responsible for informing instructors of expected absences at the beginning of the semester, you should make every reasonable effort to avoid penalizing students for observing their religion. If you do not list probable exam days in your syllabus, a student may not be aware of the conflict until an exam is announced. In that case, the student should notify you of the problem as soon as the exam date is announced.

If you fail to adhere to these guidelines or their close equivalent, you may leave yourself open to the possibility of a successful grade appeal. Refusing to give reasonable consideration to the requests of students for accommodation on the basis of religion may also lead to claims of unlawful discrimination under California or federal law.

Course and Miscellaneous Fees

Course fees can be established for some courses where the university purchases supplies to be used by students. Consult your College Administrative Services Manager about the procedure for establishing or changing course fees.

If students in a course are to be charged laboratory fees or special purpose fees such as bus rental fees for field trips, the department must make arrangements in advance for the Business Office to collect the fees.

Solicitation by Faculty and Other Possible Conflict of Interest – PS 99-15

No faculty member shall engage in any on-campus solicitation or referral for any private agency for her/his material gain. On issues of possible conflict of interest for faculty, including in assignment of class materials, (See Avoidance of Conflict of Interest in the Assignment of Course Materials, PS 99-15.)

Student Enrollment Procedures

For information on dates, deadlines, and procedures for registration and withdrawal, see the *Schedule of Classes* for the semester. Copies are distributed to faculty members through Department offices.

Added Class Sections

If a new class section is added, obtain the appropriate new call number from your Department Administrative Services Coordinator. Students enrolling via the internet will be able to find the new section, but those using IVR need the call number to enroll

Adding Classes – PS 85-05

Students may add classes for two weeks after classes begin using MyCSULB or the telephone (IVR.). If permission of the instructor is required, the department office can enter the permission on the computer so that the student is able to enroll.

In the third week of the semester, students may add classes only with the written permission of the instructor and the approval of the department. Usually such permission is given only if the student has been attending the class, but this is a matter for your judgment. This permission is on a Program Adjustment form that must be filed at the Enrollment Services window, BH-101. Although the end of the third week is the official deadline for adding classes, in practice students can use the same procedure to add in the fourth week by paying a “missed appointment” fee.

No request to add classes will be considered after the fourth week unless there has been a technical error. *Such requests need considerable justification and must be approved by the College. The student's failure to pay fees is not a "technical error," and is not an acceptable reason for a late add.*

Waitlists

During the registration period before the beginning of the semester, students can place themselves on a waitlist for a full class. As openings occur, students are moved from the waitlist into the class. About a week before the start of classes, this process is run for the last time. If there are any students still on the waitlist, a copy of the list is printed and sent to the instructor of record. Then the waitlist is then purged from the computer. That means it cannot be reconstructed if the original printout is lost.

You are under no obligation to use the waitlist in any way, but you may do so if you wish. If there is not sufficient space to accommodate all students who wish to add, some faculty members choose to give priority for adding to students who were on the waitlist, provided the student attends the first class meeting. Others choose to give priority on some other basis, or to hold a lottery.

Dropping Classes (Withdrawals) – PS 02-02 (rev.)

Students are required to withdraw officially from courses they do not plan to complete, even if they never have attended. Instructors may, if they wish, request that students be dropped if they have not attended class or have not meet the prerequisites. Such requests must list the students' names and ID numbers and must be submitted in writing to Enrollment Services during the first two weeks of instruction.

"Withdraw officially" means the student must file the request to withdraw with Enrollment Services, not simply notify the instructor. The procedure depends on the date of withdrawal. During the first two weeks of instruction, students drop courses by telephone or through MyCSULB. Courses dropped during this period will not appear on their permanent records.

Drops after the second week of instruction and prior to the final three weeks of instruction are permissible only for serious and compelling reasons. The approval of the instructor and the department chair are required. Your Department or College may have guidelines for interpreting the requirement of "serious and compelling reasons."

Drops in the last three weeks of instruction require the added approval of the College Dean. Students may drop during this period only for reasons beyond the student's control, usually requiring complete withdrawal from all classes.

Students who must withdraw from all classes because of illness can arrange with Enrollment Services for a medical withdrawal from all classes. This must be done before the end of the semester. There are specific procedures for student who request repeated medical withdrawals.

Official Class List

You can use MyCSULB to view the list of students officially enrolled in each of your classes. Before the end of the fourth week, remind any students who are not yet on the list that they must enroll officially. The official enrollment of the university is the number of students enrolled at the end of the fourth week of instructions (the census

date.) A grade or grading symbol must be filed for each student enrolled at the census date, and only for students officially enrolled, so it is important that the official list be accurate.

Remind students to verify their official schedule, to insure that they are registered for the correct courses and the correct course sections.

Students Who Change Sections

A student who wishes to change from one class section to another *is expected to withdraw from the original section and enroll in the new one.*

rare circumstances because it leaves the University unable to locate the student in case of emergency.

A student who wishes to change sections of a course must drop the unwanted section and add the new section. Sometimes instructors allow students to attend a section other than the one in which they are enrolled if there is a special reason to do so, such as a job reassignment in mid-semester. If such permission is given, it is essential that the instructors of both sections be aware of such attendance and that they agree to the method by which a grade will be assigned. The instructor of record is responsible for reporting the assigned grade. This exception should be allowed only in

Authorizing Student Enrollment – Special Cases

A student who has completed fewer than 30 units is not allowed to enroll in an upper division class (300 or 400 level) except with the permission of the instructor (PS 94-13). You should give this permission only when you are satisfied that the student is prepared to take the class and that the student ought to take the class at that time. Most upper division courses assume some degree of educational sophistication, even if there are no specific prerequisites.

See your department office for information about the special procedures for authorizing enrollment of a student in Directed Studies, Research, or Thesis. Normally a special registration code number must be issued; some departments issue these numbers only after the student and faculty member have filed the required written agreement setting forth the work to be done and the method of evaluation.

Enrollment through Open University

Unless you are sure that the class will not be filled, do not approve requests to add through Open University at the first class meeting. *For most classes, matriculated students are still adding classes or changing sections during the first week, so it is advisable to wait at least until the second week to sign Open University forms.*

Students who have not been admitted to the University may enroll in classes through University College and Extension Services (Open University, Adjunct Enrollment) on a “space available” basis. “Space available” means that all qualified regularly enrolled students **MUST** be given any available places in preference to Open University students.

Matriculated students, including those on Educational Leave, may not take classes through Open University. Students who have

been disqualified are no longer considered to be enrolled in the university and therefore are allowed to enroll through Open University.

Open University courses can be counted for academic credit (within unit limits,) so students enrolling through Open University are expected to have the same preparation for the course, and to meet the same standards, as all other students in the class.

Student Study Load

The official maximum student load is 18 units. A student who has a demonstrable need to exceed this limit must obtain the permission of the department advisor and the Office of Academic Affairs. Normally this permission is not given to students whose grade point average is below 3.0.

Students who are working or who have other outside obligations are advised to adjust their load accordingly. In the *Schedule of Classes*, CSULB advises students to calculate their maximum load in the following way:

- The sum of the student's work hours and student time should not exceed 60 hours a week. *(Students with long commute times may need to include commuting time in this total.)*
- Average students need three hours of classroom and study time per week for every unit they take. Students wishing to achieve **A** or **B** grades may wish to spend proportionately more time on their studies.
- Students who don't make allowances for employment and outside obligations in planning their programs will bear full responsibility for the resulting level of scholarship.

Repetition of Courses – PS 99-17

Some special topics and independent study classes are designated in the CSULB University Catalog as repeatable up to a specified number of units. Special Topics classes may be repeated only if the topics are different. Students enroll in the usual fashion.

A student who has received an **Incomplete** in a class is still considered to be enrolled in the class until the incomplete work has been finished and a terminal grade assigned. Therefore the student should NOT enroll again.

Students, who have received a C or CR or better in a course, whether at CSULB or elsewhere, may not repeat or receive unit credit for the course except for upper division courses in the student's major that were completed more than ten years previously, or courses in a graduate program completed more than seven years previously.

Repetition of Courses for a Satisfactory Grade (often called **Repeat/Delete**, although a better term would be "repeat/recalculate.") Undergraduate students and post-baccalaureate students who are pursuing an additional baccalaureate degree may repeat a course in which the original grade was D, F, or U. If the second grade is C or better, only the second grade will be used in computing the grade point average, although both grades remain on the transcript. If the second grade is D, F, or U, all grades will be counted in the GPA, even if the student earns a higher grade in a third or later attempt. Students often misunderstand this rule and mistakenly assume that they can take as many tries as necessary to earn a C grade with only the last grade counting. It is useful to remind them that the **Repeat/Delete** opportunity applies only to the second try.

Post-baccalaureate students pursuing credential programs, certificate programs, or master's degrees, or those who have no specific objective, are not eligible for the Repeat/Delete option.

Independent Study/Directed Study/Research/Thesis – PS 94-06

CSULB offers students the opportunity to work individually with faculty on graduate or undergraduate research or on independent study projects. Departments sometimes allow a student to enroll for Independent Study to complete a required course that is not being offered in that particular semester. Faculty members supervising such students are expected to help them develop a reasonable plan for the work and must meet with them regularly to monitor their progress.

Each student pursuing work in independent study, directed study, research, or thesis must be officially enrolled in the appropriate course. A written agreement prepared in consultation with the faculty member must be filed in the department office. This agreement must outline the work to be accomplished and the basis for evaluation. On the very rare occasion that an undergraduate research project requires more than one semester for completion, that extended time must be specified in the agreement.

Supervision of independent study students is an official part of the faculty workload, but few departments are able to reduce the rest of the teaching schedule to accommodate the time required for supervision. You may want to consult your department chair before agreeing to accept a large number of students for independent study.

Final Assessments -- PS 05-07

Every course except Distance Learning Courses shall meet at the time listed in the Final Examination Schedule. Every course shall have a final assessment appropriate to the course that shall cover a significant proportion of the course.

The College Dean must approve any exceptions to these requirements. Such exceptions should rarely be granted. The week of final examinations is an official work week. Normally requests to change the time of the final assessment are not granted. Changing the time of an examination in one class can interfere with students' opportunities to study and complete examinations in other classes.

Grading Policies – PS 05-07

As part of your teaching responsibilities, you are required to evaluate the academic performance of students. Policies on grading are printed in the catalog.

University policy requires that final grades be based on a minimum of three, and preferably four or more, demonstrations of competence by the student. (A "demonstration of competence" may be an examination, a paper, a report, or any other activity that is evaluated.) In no case shall the grade on any single demonstration of competence count for more than one-third of the course grade. (This provision does not abridge your right to assign a course grade of F for a single act of cheating. See the policy on Cheating and Plagiarism, PS 85-19).

You are required to keep a record of students' scores on each of the demonstrations of competence on which the final grade is based. Students have a right to be informed promptly of their scores and to review each of their demonstrations of competence with you. If materials submitted for a demonstration of competence are not returned, these materials must be retained for at least two semesters and must be available to the department office so that another instructor can review them with the student if you are not available. (See Appendix C: Grades and Grading Procedures, PS 05-07.)

Reporting Grades

Grades are normally reported using MyCSULB. If you are unable or unwilling to enter grades on line, you may request in advance that you be provided a form on which to submit grades manually. Grades are due in the Records Office within 96 hours (including weekends but not legal holidays) after the end of the final examination period. If you use a paper form, turn it in to your Department office.

You must record a grading symbol for every student enrolled in the class. If the student has not completed sufficient work to allow you to assign a grade, you may choose to assign either an F (failed to complete the work satisfactorily) or a WU (unauthorized withdrawal.). There are no official guidelines governing the choice, but some faculty members use a WU if a student never attended or an F if the student earned poor grades on the work actually completed. For computation of the student's grade point average, WU counts the same as an F. However students who receive a WU in their first (*and only the first*) semester at CSULB will have the WU automatically changed to a W. (See PS 95-09.)

If you do not enter a grading symbol, University policy directs the Records Office to record a WU.

Before you submit the grades electronically, check to be sure that you recorded them accurately. It is all too easy to copy a grade incorrectly, and the paper work required for a change of grade to correct the error is time-consuming and expensive for the University. Once you have reviewed the grades, be sure to click "Submit."

Incompletes

You can assign an **Incomplete** grade when a student has not completed all the work of a course but there is reason to believe the student can complete the course successfully. Normally this is appropriate only when at least two-thirds of the work of the course has been completed. **Incompletes** are intended for use where a student is late turning in an assignment or when an illness or other emergency prevents the student from completing the course. It is not appropriate to allow a student to complete an extra credit assignment unless that same opportunity was available to everyone in the class.

If you assign an I, you must file an Incomplete form for the student at the time you submit your grades (within three days of filing grades online, or accompanying a manual grade sheet.) Be sure the form shows clearly what work has been completed, what remains to be done, and how much each of these counts toward the final grade. Normally, the student has one year to make up the **Incomplete** but you may, if you wish, specify an earlier deadline for completing the work. (If you are using an old form that doesn't have a specific space for this, just write it in any available space.) You can indicate on the **Incomplete** form the grade that is to be assigned if the student does not complete the remaining work. If you think that an I is justified even though the student has completed less than two-thirds of the work of the course, you must explain the reason in the space provided on the form.

When the student submits the remaining assignments, use the "Change of Grade" form to report the student's final grade for the course. The grade will appear on the transcript as I/actual grade. If the student is unable to complete the remaining work within one year for reasons that are clearly beyond the student's control, you may authorize an extension of time. To do this, submit a written request for the extension via the department chair and the Dean. This request must be filed before the one-year deadline. Students cannot make up **Incompletes** after they have officially graduated.

If you do not submit a change of grade form showing that the student has completed the remaining work by the deadline, the I will be changed to an F or to the alternate grade you specified on the form.

Change of Grade

Grades reported to the office of Enrollment Services are considered to be official and final grades. If you have made a mistake in calculating or recording the student's grade, fill out a "Change of Grade" form at your Department office. Give the form to the department office, not to the student. The change must be approved by the Department chair and the Dean, and *must be filed within one year of the original grade filing*.

Grade changes may not be based on additional work completed after the original grade was filed except when the original grade was an **Incomplete**.

No change of grade can be processed after a student has officially graduated.

Credit by Examination – PS 87-04

Matriculated students (not students enrolled through the Open University) may challenge classes by examination, except for an activity course, a course that is prerequisite to one for which the student has received credit, or a course in which the content or methodology is such that an examination does not appropriately measure academic competence. Credit so earned may not be used to remove a grade of F, WU or NC.

A student who wishes to earn unit credit by examination in your class must obtain a signed and dated approval form from your department and must enroll in the class. The student must give you the approved form at the first class meeting. You must then give the student an appropriate exam (which may, if you wish, be the final exam from a previous semester), grade it, and report the score no later than the end of the third week of instruction. If the student passes the exam, record a grade of CR (credit.) A student who fails such an exam may continue in the course as a regular student or may withdraw from the class.

Often, a student who requests "credit by examination" is actually seeking a waiver of a requirement based on prior knowledge, rather than units toward the degree. The department can determine the procedure to be used to evaluate the student's competence. If you judge a student to be prepared for your courses even though the student has not met some course requisite, notify your department office that the student has your permission to enroll. If the student is asking for a waiver of a required course, send a written statement to the student's major advisor reporting your evaluation and your recommendation about whether the requirement should be waived.

Advising

Most departments have undergraduate academic advising coordinators, and all departments that have graduate programs have official graduate advisors. However, students tend to ask any faculty member for advice or information, and it is extremely important that you not give incorrect answers. If you do not know the correct answer, check with someone who does know. You can find answers to many student questions in the *Schedule of Classes*, pages 31-33 and 41-50.

A particular challenge is that students often ask the wrong question. It's useful to ask, "What are you trying to accomplish?"

When answering student questions, be careful not to make statements that can be interpreted as criticism of other faculty members, as speaking for other faculty members, or as making promises you have no right to make.

Wrong: "Dr. X teaches such an elementary class that you can skip the prerequisites and just enroll." Or (incorrectly) "This course will be accepted for General Education even if it is not yet on the list of approved courses."

Right: "Ask Dr. X whether the courses you have taken provide sufficient background." or "If you take Course B, it will meet both the requirement for your major and the General Education requirement. Course A will fulfill the requirement for the major but it will not fulfill the General Education requirement."

Be careful about answering advising questions from student athletes. There is sometimes no correspondence between the NCAA rules and a program that makes academic sense, so athletes must consult the Student Athletic Services advisor to make sure their programs meet the complicated NCAA requirements to maintain eligibility.

Resources for Advising Students

The Catalog gives general information about degree requirements in the sections under "Baccalaureate Degrees and Other Undergraduate Programs" and "Graduate Degrees and Other Post Baccalaureate Studies." Specific requirements for the individual degree programs are listed under the department offering the degree.

To see the Catalog and the *Schedule of Classes* on the web, go to MyCSULB and click on the links at the lower left. You don't need to log on. You can search the *Schedule of Classes* for classes that meet various criteria such as open classes, classes that meet at specific times, classes that meet specific General Education requirements ("advanced search.")



<http://my.csulb.edu/>

Useful information can be found on the Academic Advising Center and Enrollment Services web sites. The Career Development Center site also provides extensive information on employment and training programs.



[Http://www.csulb.edu/centers/advising/](http://www.csulb.edu/centers/advising/)



<http://www.csulb.edu/depts/enrollment/>



<http://www.csulb.edu/centers/ccs/>

There are BeachBoard sites for undergraduate and graduate advisors. These contain useful information and links to additional information posted on the web. To request access to these sites, send your name and campus ID number to goldish@csulb.edu.



<http://beachboard.csulb.edu/>



<http://daf.csulb.edu/offices/bhr/safetyrisk/>

Information for Department Advisors

<p>Advisors are expected to be familiar with the current frequently-encountered university policies and procedures <i>and to know where to get information when needed.</i></p>	<p>Advisors are expected to be available to students on a regular schedule at times likely to be convenient to students, including the first and last weeks of the semester (the week before classes start, and final exam week.)</p>
<p>catalog date, transfer</p>	<p>Advisors are expected to know how to access student records on CMS and how to use the Unofficial Transcript and the Degree Progress Summary for advising.</p>
<p>information. Advisors should know their department procedure.</p>	<p>Advisors are expected to see that relevant information is submitted to Enrollment Services promptly so the student's DPS will be correct. Information is best submitted electronically. In some departments the advisor is authorized to use the Advisor Request System; this system can be used to submit certain kinds of authorizations electronically (e.g. change of major, change of equivalencies, substitutions and waivers.) In others, it is a staff member or advising coordinator or department chair that is authorized to enter the information. Advisors should know their department procedure.</p>

Specific Responsibilities

The activities of advisors fall generally into the following areas. Each area is discussed below.

- Program Advising
- Registration Issues
- Evaluation of Transfer Credit
- Student Petitions
- Application to Graduate
- Career Advising
- Referrals

Program Advising

Change of major or Declaration of a second major or a minor

The department can indicate approval of a student's declaration of a major (change of major, declaration of a second major, declaration of a minor, deletion of a previously-declared minor or second major) either on the Advisor Request System (recommended procedure) or on a paper form the student files at Enrollment Services. The level of advising needed for change of major will fall roughly into one of three levels, depending on the nature of the major or minor. (*See comments below.*) Some departments in Level 1 allow office staff to stamp the form, but normally the signature for change of major is done by an advisor.

<p>Level 1</p>	<p>For a major that needs minimal explanation, students should be given information about the requirements for the program, including a road map. For departments that offer General Education courses, students should be reminded that courses in the</p>
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major department cannot be used to meet GE requirements (with some specified exceptions.)

Level 2 For many majors, one or more of the following is true: lower division courses are required for the major, a large number of courses are required for the major, courses must be completed in the correct sequence, students must choose among several tracks, students are required to choose some of the courses in consultation with the advisor. Advisors for these majors must provide considerable explanation and/or evaluation of how the student's previous courses apply to the program. It is essential that the advisor put decisions and recommendations in writing. Some transfer courses are articulated with CSULB courses and are automatically accepted. When other transfer courses are accepted toward the major, or when the advisor promises a substitution or waiver, those should be submitted promptly to Enrollment Services using the Advisor Request System.

Level 3 If the major is impacted, advisors must also advise prospective students on requirements for admission. In most departments, the advisor participates in review of applications for admission.

Change of catalog year

Students and advisors can consult the on-line Catalog to see the requirements in effect at different dates, and can use the "What-if" function on the DPS to see how student's courses fit with different catalog dates.

Students have the right to graduate under the catalog in effect when they declare the major (which could be the time they enter the university, if there is no change of major) or that in effect when they graduate. They may not choose a date in between. The Degree Progress Summary shows the date the student entered or changed major. Use the Advisor Request System to have the date changed to the "graduation" catalog so the DPS will show the requirements correctly.

The General Education catalog year does not have to match the catalog year for the major. Transfer students are initially placed under the 1999 General Education requirements, but this may not be correct for those who have maintained continuous attendance since an earlier date. Refer students to the Academic Advising center for help.

Help students plan a schedule

Good advising includes helping students plan appropriate class schedules. Even the most competent students need help in understanding the alternatives available to them.

Students rarely enter with the intent of taking precisely five or six years to complete the degree. *Often they will need to take lighter loads some semesters, more courses other semesters.*

The road maps provide a useful starting point, but they usually need to be tailored for individual student needs. Students enter with different levels of preparation. They may not be ready to start the program shown, or might be ready to start upper division courses for the major while they are sophomores. Some courses can easily be moved to other times in the program; others cannot. Some courses must be taken in the correct sequence. Some courses are offered only in the fall or spring semester.

An appropriate schedule is one that allows the student to progress to the degree at a pace appropriate to that student's needs. The program should include General Education courses as well as major courses, and should consider not only the sequence of courses but also a plan that avoids loading any one semester with a group of courses that creates an especially difficult challenge. (Examples: more than one GE Capstone class for a student with weak writing skills; two GE Laboratory Science

courses in the same semester, for students who do not have Natural Science courses as part of the major.)

Appropriate schedule planning needs to take into account all of the student's time obligations, including jobs, family obligations, and travel time. Students who have failed the Writing Proficiency Examination need to make the effort to develop the required writing skills. Students who have **Incomplete** grades from previous semesters need to do the work to complete the courses (and should be reminded that they must NOT re-enroll in the class.)

Advisors should spell out the available alternatives, but should recognize that the decision is up to the student. Different students have different needs and interests.

Assist with Registration Issues

Important: REMIND STUDENTS TO CHECK THEIR PROGRAMS AND TO WITHDRAW OFFICIALLY FROM ANY CLASSES THEY ARE NOT ATTENDING.

Student self-service through "My CSULB" allows students to view information about added and cancelled course sections and about registration problems. However, they continue to need the help of advisors.

Permission allows a student to enroll in any section of the course, <i>even when that section is full.</i>	"Permission" to enroll The designated person in the department (e.g. advisor, designated office staff) can enter a "Permission" to allow a student to enroll in a class, overriding requisites and class closing limits. This is usually done because a student is prepared to take a course even though the preparation is not recognized by the computer. They may have special qualifications for a course, such as a freshman who is qualified for a 300-level language course.
"Enrollment group"	The designated person in the department can place a student in a group that is authorized to enroll in a given course, provided there is room in the course section. This is especially useful when a given section of a course is to be limited to a specific group of students, or when a course requisite is not easily programmed.

CR/NC Grading

The major advisor must approve a request for CR/NC grading, because many majors restrict the use of CR/NC grades in courses used to meet the requirements for the major.

The department offering the course must approve the request, because not all courses are available for CR/NC grading.

Students should be warned that they must earn at least a C (undergraduate) or a B (graduate student) to receive CR, and that some graduate and professional programs do not accept CR grades.

Evaluate Transfer Courses

Articulation

In many departments, it is the advisor who reviews requests for course articulation. To be articulated with a CSULB course, the Community College or other CSU course must meet substantially the same educational objective as our course. It need not be identical to our course. Sometimes a sequence of course at another institution covers the same material as a sequence of courses at CSULB, even though the individual courses in the sequence do not match our courses. In that case, it is possible to articulate the sequence.

Determine whether a transfer course should be accepted as a substitute for a CSULB course when no articulation agreement exists. Admissions evaluators make the determination for many standard courses, but an advisor may have to decide whether a course should be accepted toward the requirements for the major, whether to recommend that another department accept it toward that department's major, or whether a course taken abroad should be accepted as meeting the same General Education requirement as is met by a course in the department.

For an individual student, the best way to enter a transfer equivalency is through the Advisor Request System. If a course ought to be accepted for all students, notify Enrollment Services. If the course ought to be articulated with a CSULB course, notify the Articulation Office. If you are recommending that another department accept the course as meeting a requirement for their major, write a memo to the department. If you are recommending that the course be accepted for General Education, write a memo to Enrollment Services. (In some cases, the student may need to file a petition for exception to educational policy.)

Student Petitions

Petition for extra units

There are a few majors (Art, Dance, Music, Theater Arts, Teacher Education) where the normal curriculum requires students to take more than 18 units in one or more semesters. For all other majors, effective planning of the program should avoid any need for an exception to the 18-unit limit. When there is a need for such an exception, it is the advisor's responsibility to evaluate whether the student actually needs the overload, whether the proposed program is appropriate, and whether there is reason to expect the student to complete the program successfully.

In making this evaluation, the advisor should review the student's previous record as well as looking for a minimum 3.0 GPA. Some students are unable to succeed in more than 9 or 12 units in a semester. Such a student is not a good candidate for an overload, regardless of GPA. Students may have time commitments for jobs or other outside obligations. Upper division students who have not passed the Writing Proficiency Exam need to spend time developing the necessary English skills; this should be considered the equivalent of an additional class.

Petition for exception to educational policy

Exceptions to department requirements can be approved by the department. The advisor can approve waiver or substitution of department requirements, including a requirement that the student earn a minimum grade in a course required for the major.

Sometimes a student requests an exception to a University policy.

These petitions are filed at Enrollment Services and are considered by a University committee, the Academic Appeals Committee. The most common petitions are a request for an exception to the "Repeat/Delete" rules or a substitution for a General Education requirement. Such exceptions normally are granted only when granting the petition will allow the student to graduate. Courses from other universities are usually accepted as substitutes for CSULB courses in meeting General Education requirements if the

department offering the CSULB course judges the transfer course to be appropriate for the category. Sometimes a student who has broken attendance will petition to be allowed to graduate under the earlier catalog. For all of these, it is helpful to have the advisor's recommendation on the matter.

Reinstatement of a disqualified student

The student's plan must be reviewed by the advisor in the department in which the student expects to graduate. It is the advisor's responsibility to review the student's plan for completing a program that will lead to the degree. If the advisor does not believe it possible for the student to complete the major successfully, the student should be directed to the Academic Advising Center for help in choosing another major.

Writing Proficiency Examination

Continuing students must take the WPE by the semester in which they reach 65 units. New transfer and graduate students must take the exam in their first semester at CSULB. Students who fail to take the exam on time will be unable to register for classes in subsequent semesters. If there is a special reason the student should be granted an exception, call the Testing office to explain the circumstances.

A student requesting extended time must have a letter from the advisor stating that the student has an improved chance of passing, given extended time for writing the essay. (Usually this will be a student for whom English is a second language, but there can be other reasons.) A student petitioning for a waiver of the requirement must have the advisor's signature on the form, but the advisor is not required to make a recommendation.

Note: Such petitions are very seldom granted. It is important that the student provide evidence of a sustained effort to develop the needed skills.

Exception to the Unit Cap for Financial Aid

A student who applies to continue financial aid beyond the maximum number of units must present a memo from the advisor specifying what courses remain to complete all degree requirements. Usually the extension is granted only if the student can complete all graduation requirements in one or, at most two, semesters.

Educational Leave

Officially, a student request for an educational leave requires the approval of the department chair. In practice, some departments have the undergraduate advisor handle these.

Application to Graduate

When a student applies to graduate, the student must file a Program Planner or a Waiver of Program Planner form, signed by the department advisor (with the exception of some departments that handle the record in some other way.) This is an opportunity to review

the student's record and to determine what requirements still need to be met. You may want to have the student bring a printout of the DPS and unofficial transcript to review.

WARNING: Department advisors must NOT say, "You have met all requirements to graduate." Only the Graduation office can make that determination. Advisors may say, "You have met all requirements for the major."

When there are no substitutions or waivers, or when they have all been entered already, the advisor can use the Waiver of Program Planner form and simply check the box saying that the DPS is correct. When there are substitutions and waivers still to be entered, they can be submitted using the Advisor Request System or by filling out a Program Planner. The Program Planner must be for the correct catalog year for the major. It is the student's choice whether to use the catalog requirements at the time the student entered the major or those in effect at the time of graduation. The advisor fills out the Planner, showing what courses have been completed and what remains to be completed. Substitutions and waivers are shown on the form. The advisor must initial next to each substitution or waiver.

Note: The advisor may NOT (a) require a student to complete a requirement that is not shown in the catalog; nor (b) require that the student follow a particular catalog year.

Career Advising

The type of career advising varies with the discipline, but typical questions are: What kinds of careers are available to someone who has completed this major? Which choice of tracks or electives will be the best preparation for my chosen career? Where can I get information about careers? Are internships available?

The Career Development Center, BH 250, 54151, provides career-decision making and job search services and programs to students, which include career identification and planning, internship options, job search assistance and employment opportunities. Career Counselors are a key resource for you. Career Counselors provide students with individual assistance and conduct programs and services designed to help students explore career and academic major options.

Advisors can call the Advisor Hot Line at the Academic Advising Center for advice and assistance, *Phone extension 5-7426 [(562) 985-7426]; Monday-Thursday 9:30-4:00; Friday, 9:30-noon.*

Assist students with referrals and answers to questions

Sometimes a student simply doesn't know where to go or who to ask. Often the advisor can make a phone call and either get the answer or learn whether the particular office is the place to send the student.

The University Undergraduate Advisors BeachBoard site has information for advisors and links to a number of useful

sites. The Enrollment Services web site has a great deal of useful information, including admission information.

Other useful resources are –

- Counseling and Psychological Services, 5-4001
- Career Development Center, 5-4151
- Academic Advising Center, 5-4837
- Assistance Center, 5-5350
- University Ombuds, 5-5983



Tips Essential Information All Advisors Should Know

- A class can be used to meet the General Education requirement only if it is on the approved list published in the *Schedule of Classes* for the semester in which the student was enrolled in the class.
- A student in continuous enrollment has a right to complete either the requirements in effect at the time of graduation or those in effect when the student entered the major. Therefore, when a department adds a requirement, that requirement applies only to new students, not to previously enrolled students.
- A department cannot enforce a requirement that is not listed in the Catalog. A Department may waive a departmental requirement or may accept an alternate course, taken at CSULB or elsewhere, for a required course. A Department does not have the right to approve waivers or substitutions for General Education requirements or other University requirements.
- A department cannot demand that a student repeat a course if the student has passed a course elsewhere that meets the same educational objective. A department is not required to accept a lower division course as equivalent to our upper division course, but may do so where appropriate. There are a few situations where a student may find it necessary to repeat a prerequisite class to be adequately prepared for a more advanced class, but the student will not be given credit for both attempts at a repeated course.
- A student's Degree Progress Summary may show that a requirement has not been met ("needed") when the student has met it with a course taken elsewhere. That happens when the transfer credit has not yet been evaluated or when a substitution has not yet been entered on the computer.
- Some transfer courses are automatically accepted as meeting our requirements for the corresponding courses. A student who is certified as having met the CSU transfer pattern or the Intersegmental General Education Transfer Curriculum (IGETC, pronounced "ee-get-see") has met all lower division GE requirements (but not necessarily U.S. History or U.S., State, and Local Government.) All transfer students must take nine upper division General Education units at CSULB (Capstone courses).
- You may be asked to determine whether a course (or group of courses) a student took elsewhere meets substantially the same educational objectives as a course offered in your Department. If you authorize use of a transferred course to meet a Departmental requirement, or allow a student to substitute one course for another to meet a Departmental requirement, put the decision in writing and have it entered in the computer record. If the course is to be used for a major in another department, give a written recommendation to that department.
- Sometimes you will encounter a student whose special circumstances appear to justify exemption from an academic policy or procedure. Students can file petitions asking for such exemptions at the Office of Enrollment Services for consideration by the Academic Appeals Committee. A petition should describe the special circumstances affecting that individual student. Matters specifically covered by University policies, such as Grade Appeal or Graduation Writing Proficiency Requirement, cannot be handled by the Academic Appeals Committee.

Chapter

7

TEACHING - CLASSROOM ISSUES

Prohibited Discrimination

Faculty have an ethical and legal responsibility to interact with students in a manner free from all forms of unlawful discrimination, including sexual harassment. Sexual harassment of students by faculty occurs when it is indicated, implicitly or explicitly, that sexual interactions will have an effect on grades, performance evaluations, and letters of recommendation, customary referrals, or references. Sexual harassment can also be gender-related verbal or physical conduct that creates an intimidating, hostile, offensive, or otherwise adverse environment. (*See* Policy Promoting Access and Opportunity and Prohibiting Discrimination, Harassment, and Retaliation, PS 03-09.)

Course Content -- PS 79-08, PS 96-00

Departments have responsibility for assuring that the course content matches that described in the Catalog and in the department's Standard Course Outline. Departments have responsibility for assuring continuity in sequential courses, and for assuring that multiple sections of a course are similar in content and level of instruction.

If you wish to teach a course in a way that is very different from the way it is taught in other sections, consult your Department Chair. Innovation in teaching strategy is welcomed, but there can be problems when one instructor presents a course that departs greatly from the content or level described in the catalog.

Class Meetings Times and Locations

All classes must be held in the spaces and during the times listed in the official *Schedule of Classes*. If the assigned room is unsatisfactory, ask your Department Chair or scheduler whether it is possible to find an alternate room.

You may not teach a class in an off-campus location, except for scheduled field trips, unless it has been approved by the University. If you do hold a field trip or other class

off campus, make sure it will not interfere with the students' other classes and will not create a hardship for students who cannot provide their own transportation or insurance.

Consult the Office of Safety and Risk Management, 5-2283 for safety rules and forms for field trips.



<http://daf.csulb.edu/offices/bhr/safetyrisk/>

For requirements concerning scheduling of classes, see Class Scheduling, PS 99-24.

Classroom Environment: Student Diversity

Our students bring to their education widely differing backgrounds, skills, and learning styles. It is well worth the time to try to employ a variety of teaching strategies. This will give you the best chance to reach all the students in a class.

It is important to be sensitive to students from different ethnic groups and different cultures. Careless language can come across to students as racial or sexual harassment, even when no offense was intended. A student may feel deliberately excluded or deliberately held up for ridicule when neither was intended.

Attendance – PS 01-01

Students are expected to attend classes regularly. Students should not miss classes except for valid reasons such as illness, accident, or participation in officially approved University activities. The University does not require you to keep records of class attendance. However, if your syllabus says that any portion of the grade will be based on attendance, you must keep written records to use as the basis of the grade assigned. You may be asked during the semester about the pattern of class attendance for students in certain groups, such as student athletes.

Students are expected to notify you in advance when they know they will have an excused absence. It is the student's responsibility to arrange to make up any work missed. If an assignment is such that it cannot be made up, you have the option of assigning alternate work. (See Attendance Policy, PS 01-01.)

Visitors to Classes

Only students registered for the class either as regular students or as auditors, the instructor, and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the scheduled beginning of the class session. Note: A student from another campus who wishes to attend a class must be officially enrolled as a Visitor.

Sometimes a representative of some campus office, such as the Learning Assistance Center, will request a few minutes of class time to describe their services. Sometimes a student will ask permission for a visiting friend or a child to come to the class. It is up to you to decide whether to allow these guests to be present. You may invite a guest speaker; you have the right to require that such speakers address themselves to the subject of the course (PS 73-26.) You may not hire another individual to teach some or all of a class in your stead.

Cheating and Plagiarism – PS 85-19

It is the policy of the faculty and administration to deal effectively with a student who practices cheating or plagiarism. These acts are fundamentally destructive to the process of education and the confident evaluation of a student's mastery over a subject.

Faculty should explain to their students what constitutes cheating or plagiarism in a particular course. Definitions of cheating and plagiarism and the procedure for dealing with allegations of cheating or plagiarism are included in the CSULB Catalog and in the *Schedule of Classes*.

If you suspect a student of cheating or plagiarism, arrange for an informal office conference with the student as soon as possible to discuss the available evidence. If there are several students involved, you may see them separately or together. Consult the policy statement (either the full statement or the statement in the CSULB Catalog) for details on the procedures to be followed. A student who is accused of cheating or plagiarism has the right to ask that the Academic Integrity Committee review the basis of the accusation.

When the evidence supports a charge of cheating or plagiarism, you may choose to take no action; to reprimand the student with emphasis on counseling to prevent further occurrences; to require the student to repeat the work; to assign a score of 0 for the assignment, resulting in the proportional reduction of final course grade; or to refer the matter to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

If the cheating occurred at or near the end of the semester and you decide to give the student the opportunity to repeat the work, you may wish to file an **Incomplete** grade. You can set a deadline for making up the assignment and show on the form, the grade to be assigned if the student does not make up the work. (See Cheating and Plagiarism PS 85-19.)

Student Privacy Rights

Family Educational Rights and Privacy Act (FERPA) (aka the Delaney Amendment)

You may not release information about a student to any unauthorized person without the student's specific permission. This includes both academic information and personal information. The university can release "directory information" but it is advisable for faculty members to refer those questions to Enrollment Services.

You may share information with other campus offices for required campus purposes, but otherwise you may not share information you learn from records such as student transcripts.

- A student requesting a letter of recommendation should provide you with a written request that specifies who is to receive the information and for what purpose.
- If you post grades, you must do so in a way that does not identify a given grade with a specific student.
- A common teaching procedure is to have students evaluate each others' work (performances, written assignments, group work, etc.) Courts have ruled this to be acceptable.

- Students will sometimes write you notes about personal problems. Be careful that you do not leave such notes where other students can see them.

To see the full text of the campus policy, go to the web site below.



<http://www.csulb.edu/depts/enrollment/assets/pdf/ferpa.pdf>

SOCIAL SECURITY NUMBERS

In the past, the University used Social Security numbers as identification. State law now prohibits use of Social Security numbers in this way.

Student Privacy -- PS 78-40

Students have the right to have personal information kept confidential. While teaching a class, you may become aware of personal information about students. You may not divulge to any source information concerning the political and/or sexual orientation, activities or advocacy or personal life style of current or former students.

Grade Appeals -- PS 99-16

A student may appeal only the final grade for a course, not the grade on any one demonstration of competence. Grounds for an appeal are prejudicial, capricious, or arbitrary grading by the instructor of the specific student appealing. The burden of proof rests on the student.

If informal discussion with the instructor fails to resolve the issue, the student files with the Department Chair a written statement setting forth the basis for the appeal. The instructor is invited to provide written information substantiating the basis for the assignment of grade. The Department Grade Appeal Committee acts on the basis of information provided by the student and the instructor, if it is available. Then, if either the student or the instructor is unwilling to abide by the decision, the College Grade Appeal Committee will review and rule on the appeal, based on the information provided.

If your response includes a copy of your gradebook or spreadsheet, *make sure the names of other students are not shown.*

Grade appeals are always an emotional issue for both the student and the faculty member. No one likes to be called prejudicial, capricious, or arbitrary. However, it does not help to get angry or to refuse to respond. If you do not respond, committees are required to act on the basis of the student's statement. You can take some steps to minimize grounds for an appeal. Be sure your syllabus is clear about expectations and grading procedures. (*See suggestions on Course Syllabi, PS 99-24.*) Keep careful records of students' grades. Correct any errors promptly. Provide the same opportunities to all students in the class. No matter how careful you are, you cannot avoid having students threaten to appeal. Unfortunately, there will always be students who try an appeal on no more basis than that they don't like the grade they earned. (*See Grade Appeal Procedure, PS 99-16.*)

Student Grievance Procedures

Student grievance procedures exist to provide a formal, standardized means for students to seek redress concerning actions of the faculty, administrators, and/or staff of the University. A student grievance is an allegation that an unauthorized or unjustified action has adversely affected the status, rights, or privileges of the student. There are separate policies governing grievances filed by undergraduate students and graduate students, respectively. (*See* Student Grievance Procedures, PS 95-21, and Policies for Graduate Student Grievances, PS 95-06, respectively.)

Individual Student Problems

Students with personal problems should be referred to Counseling and Psychological Services, BH-226, phone 5-4001. The office maintains strict confidentiality and will not report back to you about the student's problems. It is useful to reassure students on this issue.

Call Counseling and Psychological Services, 5-4001, for immediate help if needed for a severely disturbed student. If you believe there is a risk to you or to other students in the class, call the University Police emergency line at 911 from a campus phone. (*See* Disruptive Students.)

Medical Emergencies For a medical emergency, call 911 on a campus telephone to request an ambulance. Students with less severe medical problems should be sent to the Student Health Center. If necessary, take the student there.

If an accident occurs in a class, you must give your Department Chair a written report of the circumstances. Your department may have a form for this purpose.

Students who need study help should be directed to the Learning Assistance Center, Academic Services Building (formerly LIB E) 12.

Students who feel they have been subjected to prohibited discrimination, including sexual harassment, should contact the Director of Equity and Diversity at 5-8256.

Call the office of the Vice President for Student Services at 5-5587 about *general student problems* if you cannot get assistance elsewhere.

Individual Student Requests

There are often students who request a modification of class rules or procedures because of their individual circumstances. Some of these situations are covered by policy. Others require individual judgment by the faculty member.

The University is required to allow students to observe the mandates of their religions without penalty. (*See "Religious Holidays."*)

Students do not have the right to be held to lower levels of achievement because they have jobs or other outside obligations. The *Schedule of Classes* contains the following statement: "Students who make no allowances for their employment and outside obligations in planning their college programs will bear full responsibility for the resulting level of achievement."

Students sometimes have job assignments or family situations that require them to be out of town on one or more instructional days. There is no policy on what you should do about exams or assignments scheduled for those days. Although these do not meet

the definition of excused absences, many faculty members treat them as such. However, you are under no obligation to do so.

Students are advised to consider the final exam schedule when planning their class schedule, but sometimes there is no way to avoid a schedule that has three final examinations on the same day. There is no rule saying that you must (or must not) allow an individual student to take the final exam at a different time.

Students with Disabilities

It is useful to remind students of the University's legal responsibilities in your syllabus *and in your opening discussion with your class.*

You may have students with disabilities of various types in your class. Both by law and by the University's commitment to accessibility, you are required to make reasonable accommodation to their needs. It is the student's responsibility to inform you of the need for reasonable accommodation of her or his disability as soon as the need for such accommodation can be known.

Students with university verified disabilities have the right to such accommodations as are necessary for them to receive benefit from the course equal to that for students who are not disabled. Modifications are to be considered on a case-by-case basis. It may be necessary to adapt the manner in which the course is conducted and performance is evaluated so that the student is given an opportunity to achieve the educational goals of the course by participating in the activities of the course and by being tested in a manner that accurately assesses her or his knowledge and skills.

There are some, but very few, situations where no "reasonable" accommodation is possible. Modifications that substantially alter the essential nature of the course of instruction are not required. If you believe that a student with a particular disability cannot achieve the educational goals of the course, you might consult the Office of Disabled Student Services, 5-5601, for advice.

The Office of Disabled Student Services, USU-206 at 5-5601, evaluates student needs and provides assistance in accommodating those needs, such as proctoring tests administered in quiet locations. The University Library provides services online to disabled student.



<http://www.csulb.edu/depts/dss/>



<http://www.csulb.edu/library/guide/DisabledServices.html>

Students who need alternative media such as Braille texts, books on tape and electronic media and other multimedia such be directed to the DSS High Tech Center in LA 5.

Disruptive Students

If an individual engages in physical abuse or the threat of physical abuse to you or to any person(s) in the class, call the University Police. The emergency number is 911 from a campus telephone. From a cell phone or other outside telephone call (562) 985-4101.

When a student engages in behavior that disrupts normal classroom proceedings, and if you can safely do so, ask the student (privately is preferred, but not essential), to stop the behavior that interferes with the class. If the student does not stop, you may ask the student to leave. If necessary, call the University Police to assist in enforcing your directive; or call Counseling and Psychological Services, 5-4001, for consultation; or both.

Although you may ask a student who engages in disruptive behavior to leave a class meeting, you cannot unilaterally drop the student from the entire course without the student's consent.

Consult with the Department Chair regarding other important options that may be available. Depending on the circumstances, these options may include such choices as involving the University Ombuds; arranging a three-way conference (you, the Chair, and the student); or referring the matter to Judicial Affairs. The student may be entitled to a student disciplinary procedure and due process, potentially affecting the student's overall status at the University (e.g. conduct probation or suspension), rather than affecting only an individual class. You may wish to consult the Office of Judicial Affairs, 5-5270, for advice.

To support dropping the student from the class or, if necessary, to remove the individual from the university (e.g. disciplinary suspension; arrest); it is generally important to have witness testimony not only from the instructor but also from one or more other persons. This will assist in assessing whether and to what degree the conduct of the individual under review prevents other campus members from benefiting from the class, or addressing how the individual's conduct otherwise disturbs or disrupts maintaining an educational environment conducive to civility and the learning process.



Tips for New and Returning Teachers – The First Class Meeting

Take to the first class meeting:

- Overhead projector pens or whiteboard markers, as needed. These are not supplied in the classroom.
- Enough copies of any handouts for the whole class, plus extras
- The textbook(s) and/or other class materials to show students
- The class list. If you intend to give priorities based on the former waitlist (not required) – it's your choice) bring it with you.
- The *Schedule of Classes* for reference
- If you want to use them, 3 x 5" cards

Start by introducing yourself. Show in writing (board, transparency, or PowerPoint) your name and the name of the course. (There are often students in the wrong room, and they sometimes don't realize it until late in the class meeting.) Show your office number, office hours, and office telephone number. Even though you list these on the syllabus, it is useful to do everything to encourage students to see you when they have questions and problems.

If your syllabus is online rather than in written form, provide students with detailed information on how to access a copy. Note that materials posted on BeachBoard are only available to students already enrolled in the class.

Come to class prepared to answer student questions about enrolling, changing sections, or repeating the course. You can use the *Schedule of Classes* for reference. If the class is full, you may want to have students sign a waiting list. Try not to spend much class time dealing with students wanting to add.

Some faculty members like to bring 3 x 5" cards on which they ask students to both print and write their names (to help you decipher names on student papers), campus ID numbers, and other information, such as telephone number (must be optional) and e-mail address, prerequisite courses completed, or career goals. The telephone number is useful for reaching students who leave belongings behind, as well as providing a way to intervene if the student seems to be in difficulty and fails to come see you about it.

Go over the information in the syllabus; you cannot count on students to read it. Remind students that it is their responsibility to notify you immediately if they need schedule adjustments to allow them to observe religious holidays. Students with disabilities are responsible for notifying you of their need for special accommodations as soon as they know of the need.

Chapter

8

SOURCES OF ASSISTANCE

General Information

For advice and information on Departmental policies and procedures, see your Department Chair or Department Administrative Services Coordinator.

For further advice and information, consult the Dean's office, the Office of Academic Personnel, or the Academic Senate Office. Information on policies and procedures is available on the university's web site: <http://www.csulb.edu>.

For matters covered in the Collective Bargaining Agreement (CBA), consult the campus office of the California Faculty Association (CFA) at 5-5165.

Personal Assistance for Employees

Faculty Members with Disabilities

The University attempts to provide adaptive devices and other accommodations for faculty members with disabilities. For assistance, call the Office of Equity and Diversity at 5-8256.

Faculty and Staff Assistance Program

The Faculty and Staff Assistance Program (FSAP) is a free, confidential resource to help you resolve personal, family, or work-related problems before they disrupt your life. Services directly provided by FSAP are available by appointment at no cost to you. Areas of specialty include: personal growth and development, family concerns, alcohol and drug abuse; relationship issues; career issues; and work-stress management. FSAP staff strongly protects client confidentiality except where it is legally limited (child abuse cases or threats of harm.) You may contact FSAP at 5-4001.

University Ombuds

The office of the University Ombuds provides informal, strictly confidential assistance in the areas of problem solving, mediation, concerns related to campus issues and policies and procedures. The office is in the Foundation Building, room 140. You can call 5-5983 for further information.

DISCUSSING A PROBLEM WITH THE OMBUDS OFFICE DOES NOT CONSTITUTE OFFICIAL NOTICE TO THE UNIVERSITY.

Child Care

The Child and Family Center of the Department of Family and Consumer Sciences offers a childcare center for children of University employees. For information on this center, call 5-8500.

The Isabel Patterson Child Development Center at 5-5333 sometimes accepts children of University employees, but students have the first priority and there is rarely space available for non-students.

The State Department of Education funds a resource and referral service. Listings of childcare services in Greater Long Beach can be obtained at (562) 901-3157. These are mostly for private, in-home childcare.

Faculty Center for Professional Development

See Chapter 5, "Professional Development Programs and Services."

Fee Waiver Program

This program provides eligible employees the opportunity to attend classes at CSU campuses at reduced rates. Courses must be taken for credit, be work-related or part of an approved Career Development Plan, and not conflict with scheduled classes or office hours.

All Unit 3 Faculty
All Tenured and probationary Faculty/
Librarians/Counselors and Lecturers with at least 6 years full-time equivalent service in the same department are eligible. *Eligible faculty can transfer the benefit of a limited waiver to certain family members. FERP participant appointed to teach during the semester for which they are requesting participation.*

Faculty and Librarians who are eligible to participate in the Fee Waiver Program may assign their eligibility for a waiver to an eligible dependent child (up to 23 years of age) or to a spouse. The eligible dependent may utilize the waiver at any CSU campus.

Course or Unit Limitation The maximum number of courses or units for which eligible employees may enroll or transfer their existing Fee Waiver benefit entitlement under Fee Waiver is 2 courses or 6 units, whichever is greater.

The appropriate administrator shall approve requests from all tenured and probationary faculty unit employees and temporary faculty unit employees with at least 6 years of full time equivalent service in a department for enrollment in the CSU fee waiver program subject to the provisions of Article 26 in the CBA.

Courses taken on the CSU fee waiver shall relate to the current assignment of the faculty employee or to training or retraining which will benefit the campus. Fees also may be

waived for career development courses which relate to future career opportunities and assignments within the CSU.

FUNDED ACTIVITIES

Office of Research and External Support

The Office of Research and External Support provides online information on availability of grants and also assists in writing grant applications and in duplicating and mailing applications.

CSULB Foundation

The CSULB Foundation administers the funds for research grants, for money donated to the University, and for many non state-funded accounts. In addition, the Foundation assists faculty in preparing budgets for research grants and contracts.

Handling of Funds for University-Related Activities

The University and the CSU system prohibit use of personal or off-campus bank accounts for handling funds associated with University-related activities. If you plan to conduct, coordinate, manage, or otherwise direct any activity, clinic, conference, contract, project workshop, or similar event, you must make prior arrangements with either the CSULB Foundation or the University Business Manager's Office. The appropriate office will be responsible for assistance in preparing a budget, depositing all funds, accounting for all disbursements, and maintaining financial overview of the operation of any such event.

Consult the Associate Vice President for Research and External Support or your College Administrative Services Manager for advice on whether a particular activity should be handled through the Foundation or the Business Office.

University Relations and Development

The University encourages Departments and Colleges to obtain private funding to support the numerous activities that cannot be supported with the limited state funding available to us. The Office of University Relations and Development provides assistance in seeking such funding. Each College has a Development Officer whose job it is to work with people in that College in obtaining external funding.

Named Endowments – PS 94-04

The Policy on certain Named Endowments sets forth procedures for obtaining and using external funding for endowed chairs, special professorships, special lecture series, and similar activities to which the donor's name is attached.

Office of Equity & Diversity

The Office of Equity and Diversity monitors and evaluates University compliance with federal and state laws pertaining to equal educational and employment opportunity. The Office addresses discrimination complaints on the basis of the following legally protected classes: race, color, national origin, gender, religion, sexual orientation, age, veteran's status, and disability.

The Office is responsible for implementing and publishing non-discrimination policies and procedures, in alignment with collective bargaining agreements and campus practices. Along with ensuring legal compliance, the Office seeks to promote an environment of mutual respect and cross-cultural understanding.

Chapter

9

HOW TO DO IT

Emergency Services

Emergencies

In case of, any emergency, including a student health crisis, **call 911 on a campus telephone or pick up a red emergency telephone.**

From a cell phone or pay phone, do not call 911. **Call the University Police at (562) 985-4101** and report that you have an emergency. Do not call the Student Health Service number. The campus police will call them if help is needed for a medical emergency.

For a facilities problem, call the facilities help desk at 5-HELP (5-4357) from a campus phone. Call 562-985-4357 from a cell phone.

Disaster Information

Emergency Operations Plan

The Emergency Operations Plan is the campus guide for disaster response. The Plan provides the emergency management staff with guidelines to deal with emergency situations involving the University. The Plan would be placed into operation whenever an emergency affecting the campus cannot be controlled through normal procedures.

Review the information found on the CSULB Emergency Preparedness Information web site. This will help you know what to do to responding to emergencies you may encounter on campus. It will serve as a quick reference for effective action.



http://www.csulb.edu/misc/epi/Emergency_Operations_Plan/

CSULB Emergency Communications

In the event of any emergency or natural disaster, information concerning the status of California State University, Long Beach will be available to students, faculty, staff, parents and community members at the following number, (562) 985-4111, the CSULB Switchboard. Recorded information concerning the University's status will be available on that number for employees, students, parents, and community members.

In addition to campus status, additional information pertinent to faculty & staff will be recorded on the Voice Mail system. To access the system, dial 5-5999.

Pre-recorded information concerning the status of the Isabel Patterson Child Development Center will be available at the Center's main telephone number, 5-5333, which will remain open for parents' calls until children have been picked up. In the event of a campus closure during the center's hours of operation, parents will be

notified directly. Call Isabel Patterson Child Development Center, 5-5942.

Parents with children in the Child and Family Center operated by the Department of Family and Consumer Sciences should call the center directly for information, Child and Family Center, 5-7498.

KKJZ-FM, 88.1, will announce campus status reports at the beginning of each hour. More frequent broadcasts will be added as necessary. CSULB will notify major radio stations and television stations concerning campus closure and other information.

Custodial Services

Custodial Services provides housekeeping for all University buildings except the University Student Union, Student Housing, Bookstore, Cafeteria, Outpost (49er Shops) and Foundation facilities. Services are not provided on weekends except by special arrangement for special functions. For special event custodial services, submit your request on a Service Order form to the Customer Service Center or call extension 5-4357 for more information.

Facilities Problems and Customer Service Center

For Routine Services Call 5-4357 (5-HELP)

Customer Service Center hours are 8 AM-5 PM, Monday through Friday. All requests for routine, non-routine and emergency services are coordinated through that office. The Customer Service staff also processes all service order requests from inception to completion including all chargeback invoices and transfer of funds. The Customer Service Center can answer all your questions on the status of service orders, chargeback services and provide general information about Facilities Management.

For emergency after-hours service, contact University Police at 5-4101 between the hours of 5:00 PM and 8:00 PM Monday through Friday and Saturday and Sunday. They will notify the personnel appropriate for the emergency situation.

Problems with classrooms and offices should be reported to your Department Administrative Services Coordinator. Problems with laboratories should be reported to

the person in charge of laboratories for your department. Problems with other facilities, such as rest rooms and outdoor facilities, can be reported to the Customer Service desk at Facilities Management at 5-HELP (5-4357.)

Problems with screens or projectors should be reported to Audiovisual Services at 5-4962.

Duplicating

In addition to copy machines in departments, the University provides a "Quick Copy" service for larger quantities of class materials and a Duplicating Service for very large orders. The cost to the department depends on the size of the order. Check with the Department Administrative Services Coordinator about choice of method and on whether the department has funds to cover the costs.

There is a Copy Center in the Bookstore, which prepares copies of materials to be purchased by students. Packets of required materials are sold along with textbooks. You can arrange for optional materials to be placed in an "open box" from which students can purchase copies.

There are coin-operated copy machines in the bookstore and in the library. You can purchase a Copy Card to use in operating the machines. There are also several private copy centers near the campus.

Departments can provide acetate sheets to make copies of materials for transparencies to be used on overhead projectors.

Food Service

A variety of types of food are available at the central campus dining plaza. There is a faculty-staff dining room, the Chart Room, which serves breakfast and lunch. Reservations are advisable for tables at the Chart Room, especially at busy times. The Nugget provides free, on-campus delivery. Catering is available from the University Dining Services at 5-4138.

Food is available at satellite locations and vending carts in a number of other campus locations.

Food vendors are located in the University Student Union.

Forms and Procedures

Academic Personnel



<http://www.csulb.edu/aa/personnel/forms/>

Financial Management



<http://daf.csulb.edu/forms/financial/index.html>

Budget and Human Resources



<http://daf.csulb.edu/forms/bhr/index.html>

Instructional Equipment

An increasing number of classrooms are equipped as “smart classrooms” with built-in computer/data projectors. All classrooms have overhead projectors. If you need instructional equipment that is not already available in the assigned classroom or laboratory, check to see whether your department can supply the item(s).

Faculty and staff can sign out slide projectors, film projectors, overhead projectors, videotape players and monitors, and audiotape players at Audiovisual Services, 5-2392, LA1-107. Videotape players and monitors can be delivered to classrooms between 8:00 AM and 5:00 PM, if requested in advance. Computer and data projectors are installed in some classrooms; and, portable data projectors are available for checkout from Audiovisual Services.

If you plan to use the overhead projector to write notes in class, obtain pens from your department office; they are not provided in the classroom. Be careful to use water-soluble writing materials so the acetate rolls can be cleaned. If you wish to make transparencies ahead of time, ask your department office for acetate sheets that can be used in campus copiers.

International Education

The Center for International Education (CIE), BH 201, phone 5-4106, provides assistance to students and faculty on a variety of matters having to do with international education. The International Education Committee works with CIE to promote international education, including services to international students, study abroad and international programs at CSULB.



http://www.csulb.edu/divisions/aa/grad_undergrad/cie/

Study tours and classes offered abroad require specific approvals and must follow a number of regulations. Consult the Center for information and assistance.

The University has agreements for international educational cooperation with academic institutions in other countries. See PS 05-09 for the procedure for establishing such an agreement.

Keys

You will need to show your faculty identification to obtain the keys.

To obtain keys, get a key issue card from the department Administrative Services Coordinator. Fill it out, showing the number stamped on the lock. After your department chair signs the card, take it to the Key Issue window in the Facilities Management/Public Safety building on the east side of campus at 1331 Palo Verde. Hours of operation vary so please call extension 5-4871 for the exact hours. Hours are normally extended at the beginning and end of each semester.

Library

Putting Materials on Reserve for Class Assignment

The Library offers an e-reserve service. Book chapters, journal articles, course syllabi, sample tests, etc., are digitized and made accessible to classes over the web. The instructor provides an access code permitting only students in the class to have access. If materials are used for more than one semester, the university must pay royalties to the copyright holder. The Library works with the Bookstore to pay these royalties when this is justified by demand for the material placed on reserve.

You can arrange for books or other materials to be placed on reserve at the Library by filling out the form listing call number, author, title, and circulation period. You may also bring or send your personal copies of books and copies of articles (electronic or paper) to the library's Reserve Services Department for student use. Please allow two weeks for processing. Note that both e-reserve and traditional reserve are designed to accommodate only assigned (not merely recommended) class readings.

Requesting Librarian Presentations to a Class

Faculty can schedule a class meeting with a librarian conversant with the print and electronic resources appropriate for the course. The librarian will show students how to navigate and exploit the information resources supported by the library for efficient and effective completion of assignments.

For both Reserve and Class Presentation requests, visit the library web site, and click on "Request for Services Forms."



<http://www.csulb.edu/library>

Lost and Found

Lost and Found is responsible for processing and disposing of all items which are recovered on campus. It is located in Shipping and Receiving on Palo Verde Avenue and it maintains a log of all the items turned into to the office. Items which are not claimed within six months are sold at auction to the highest bidder. The dates and times of the auctions are published in the *Press Telegram*, locally via flyers, and the University newspapers. Call Lost and Found office for further information, 5-1579.

Mail Services

Mail Services handles all incoming and outgoing mail for the campus community. Mail Services is responsible for sorting and distributing incoming and outgoing mail to the campus community. Mail Services includes U.S. mail, express mail, and fax services, and meets all USPS postal requirements for security and auditing purposes. Additionally, Mail Services offers the campus community the best value on postage costs and the fastest service possible.

Mail is picked up and delivered at department offices once a day. The department is responsible for distributing mail to individual faculty mailboxes.

Items sent through campus mail should be addressed to the person at the department office (not the person's individual office) and should include the mail drop number which is the last four digits of the nine-digit zip code. A listing can be found in the campus telephone directory.

Official U.S. Post Office mail boxes pick up on campus at 3:15 PM daily.

Items to be sent through the U.S. mail at University expense must be legitimate State business. The return address must show the name of the sender, and the item must be labeled with the department's bar code.

Personal mail, mail which advocates legislative action, hate mail, student grades (except official student grade sheets and transcripts), and employee organization mail which benefits only the organization do not meet this test and will not be mailed at University expense. U.S. mail drop boxes are located in the mailroom, outside the lower level, east side of Brotman Hall, at the Seventh Street turnaround, and at the Bookstore Convenience Center.

U.S. Postal Service picks up mail from CSULB Mail Room by 3:00 PM daily.

Only first-class mail may be forwarded to faculty who have left University employment or who are on leave or vacation. A person desiring all mail to be forwarded must provide postage or agree to pay the forwarding postage.

Parking

Employee parking permits can be purchased by the semester, by the academic year, or by the calendar year. You can have the cost deducted from your paycheck or can pay at the Cashier's Office in Brotman Hall. Academic year permits are not valid during the summer. If you have an academic year permit and are not being paid for summer teaching or other activities, you can obtain a free courtesy permit from the Parking Office for summer parking. You are expected to pay for summer parking permits for any week in which you are employed.

Payroll Deductions and Direct Deposit

To enroll in the Direct Deposit Plan, complete a Direct Deposit Authorization Form, available from Payroll and Benefit Services or online at the State Controller's web site.

 <http://www.sco.ca.gov/ppsd/empinfo/>

A Statement of Earnings and Deductions listing authorized payroll deductions and the state's contributions toward benefits is distributed with each paycheck. If you have Direct Deposit, your statement will be placed in your campus mailbox.

Personal Information

MyCSULB is available to faculty, staff, and eligible students. *This portal provides access to your own personalized web page with services and information tailored to you.*

You can update or add many kinds of personal information: your home and mailing addresses; update or add phone numbers, and preferred email address; update or add emergency contact information; view marital status and other demographic information; review your recent and past paycheck information; update changes to tax withholding status, designation of beneficiaries authorized to receive pay warrants in the event of an employee's death, and view education & licenses.

View benefits summary – At MyCSULB, you will have access to your medical & dental plan enrollment and dependent information, 403b plan enrollment & contribution amounts, sick & vacation leave balances, and coming soon, you will be able to view flexible spending account information.



<http://my.csulb.edu/>

Purchasing

There are a number of state laws and required procedures governing purchasing and contracts, regardless of the source of funding. If you wish the department to purchase materials for university use, consult your Department Chair to be sure the department has the necessary funds. For many kinds of purchases, the University is required to allow competitive bidding and to accept the lowest bid. The Department Chair or the College Administrative Services Manager can help you to prepare orders and to write specifications.

The Director of Purchasing is the only person authorized to commit the University to a purchase or service; unauthorized purchases or service charges will be the personal liability of the individual placing the order. Use of University purchasing procedures to obtain property for personal use, or misrepresentation to vendors that personal purchases are for the California State University for the purpose of obtaining price discounts, exposes you to prosecution for embezzlement or theft.

Recreational Activities

In cooperation with the Physical Education Department and Sports, Athletics and Recreation, a variety of facilities, activities, special classes, recreation clubs and intramural tournaments are available for faculty and staff. Special fitness classes are offered regularly.

Available facilities include the swimming pool, weight room, racquetball courts, tennis courts, and gymnasium. There is a fee for use of some facilities. Call 5-4049 for information.

Discounted membership fees are available for faculty and staff at the private workout center, *Frogs Club 1*, a fitness club in The Pyramid on campus.

Rideshare Program

Employee Alternate Transportation has a variety of programs, and valuable incentives, designed to make alternate modes of commuting to campus both practical and rewarding for CSULB employees. Participants that carpool, van pool, walk, bicycle, ride the Campus Connection Shuttle, Telecommute, or are on a Compressed Work Week, can earn "Beach Points," which can be redeemed for campus merchandise, campus events tickets, car washes, and car detailing.

Employees who enroll in the Bus Program can purchase subsidized bus coupons at Parking and Transportation Services for LBT, MTA, or OCTA. Other features of the Employee Alternate Transportation program include a Rideshare Match List, preferential parking, and an Emergency Ride Home. Registration is required for all programs.

For further information call 5-4146 or obtain a brochure from the Parking Office.

Right to Representation

CFA (California Faculty Association) is the collective bargaining representative for Unit 3, the faculty unit, which includes instructional faculty, librarians, coaches, and counselors. Faculty unit employees often meet with appropriate administrators on university business, some of which may be related to the CSU/CFA Collective Bargaining Agreement.

Administrators and faculty unit employees should be aware that if a meeting with an administrator is investigatory in nature, such that the information sought or provided could lead to corrective or disciplinary action, the employee is entitled to representation by another faculty unit employee or a CFA representative. If you have any questions, please contact CFA at 5-5165.

Scheduling Use of Campus Facilities

Consult your Department Administrative Services Coordinator about scheduling facilities for use by classes. Information about scheduling of classrooms for special events or meetings may be obtained from the office of Academic Scheduling at 5-5556. Scheduling events in the University Student Union is done by the Scheduling Office in the University Student Union at 5-5205.

When campus facilities are to be used for special events, such as conferences, that bring off-campus people to the University, consult Parking Administration at 5-4146 for assistance in completing the required arrangements.

Supplies

Office supplies, when available, can be obtained from the department office.

Telephones

To call an off-campus local number from a campus telephone, press 9 + number. For numbers outside the local area code, press 9 + area code + number.

There are single-line telephones in faculty offices. In most Colleges, departments pay the costs of telephone usage. To keep costs down, some departments have chosen to limit faculty telephones to local or in-state calls. If you get a siren-like tone when dialing, you are restricted from dialing to that area.

For calling from off campus, all campus telephones have the prefix 985. To call a campus number from on campus, omit the first two digits if that prefix and start with 5, then the next four digits.

VOICE MAIL

Your campus telephone is equipped with voice mail capability. You will hear an irregular dial tone on most telephones if you have a voice mail message waiting. To access messages, call 5-5999. You can access messages from an off-campus telephone by calling (562) 985-5999.

See pages 5-6 of the University Telephone Directory for instructions on using the voice mail system. If you are given a new telephone number, be sure to record your name, whether or not you choose to leave an outbound greeting message. Your Department Administrative Services Coordinator will know about updating the directory.

Testing and Evaluation Services

If you use Scantron forms for multiple-choice exams, check with your Department Administrative Services Coordinator for the location of scoring machines.

The Office of Testing and Evaluation Services, 5-4006, administers certain University examinations, such as admissions examinations, placement exams, and the Graduation Writing Proficiency Exam. That office assists faculty members and departments in construction and analysis of tests of various types.

Save all your receipts *if you are to be reimbursed by the University. Fill out a claim form upon your return. A check will either be issued at the Cashier's Office or mailed to your address.*

Travel

Whenever you travel on University business (including travel to professional meetings), fill out a **Travel Authorization Request Form**, available from the Department office, and submit it for approval ahead of time. If your travel is supported by university funds, keep all receipts and file them with a **Travel Claim Form**. Your Department Administrative Coordinator can provide both the forms and related information.

When the University pays travel costs, the usual procedure is for you to pay the costs and then file a request for reimbursement. Under some circumstances, Global Travel, 5-4000 or 800-388-3238, can arrange your flights for University business and bill the University directly. Consult your Department Administrative Support Coordinator or your College Administrative Services Manager. When paper tickets are requested, deliveries from their Huntington Beach office may be arranged.

Most airlines surcharge for paper tickets. Effective January 1, 2005, some major airlines will issue electronic tickets only.



<http://www.globaltrav.com/>

If you receive travel support, including University-paid tickets, in advance of your trip, you must file proper claim forms within thirty days of your return. Otherwise the unsubstantiated amount will be deducted from your next paycheck.

Information about procedures for arranging study abroad or study tours is available on the web site for the Center for International Education, BH 201, 5-4106.



http://www.csulb.edu/divisions/aa/grad_undergrad/cie/index.html

Use of Privately Owned Vehicle on University Business

If you use your personal car for travel on University business, you must file a form each year you use the car, certifying proper condition and use of the vehicle. Employees may be authorized to use a privately owned vehicle if they certify the vehicle used will continuously be:

- Covered by liability insurance at or above the following amounts:
 - \$15,000 for personal injury to, or death of, one person
 - \$30,000 for personal injury to two or more persons in one accident, and
 - \$5,000 for property damage
- Adequate for the work to be performed
- Equipped with safety belts in operating condition; and
- In safe mechanical condition as required by law.

This certification should be recorded on **STD. Form 261, Authorization to Use Privately Owned Vehicles on State Business** and maintained in the department office. (Found online at the Budget and Human Resources web site, cited under Forms and Procedures.) Authorization forms will be valid for a period not to exceed one year. Once completed, **STD. Form 261** may be initialed and dated annually by the employee to certify that it is current.



UNIVERSITY MISSION STATEMENT

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
OFFICE OF THE ACADEMIC SENATE**

AS-408-90 / EC (A)

MISSION STATEMENT FOR CSULB

California State University, Long Beach is a large urban comprehensive university in the California State University system. Its mission is high-quality education leading toward a broad range of baccalaureate and graduate degrees spanning the liberal arts and sciences and many applied and professional fields, with emphasis on instruction at the upper division (junior and senior) and graduate levels, in accordance with the California Master Plan for Higher Education.

CSULB is committed to serving the people of California. To assure access and equity consistent with educational priorities, the university endeavors to serve students who can attend only in the evening as well as those who can attend during traditional daytime hours, those who must attend part-time as well as those who attend full-time, and those from population groups whose rates of enrollment historically have been lower than average as well as those from groups that have had historically higher rates of education. The university serves students who have graduated in the too third of the State's high school graduating class, students who have completed a community college program, and adults reentering education.

The University's educational mission is promote intellectual and personal development and to prepare students for life-long learning as well as preparing them to succeed in a variety of professional endeavors and to function as informed, contributing members of the community. To these ends, the mission of the undergraduate curriculum is grounded in a strong general education program, emphasizing the acquisition of writing, critical thinking, and analytical skills and knowledge of cultural and artistic tradition, the analysis of human behavior and society in the past and present, and scientific modes of inquiry. The mission of all degree programs is to provide each student with the skills necessary to pursue knowledge and to integrate information from various sources, and also to provide depth in at least one area of specialization. The mission of the graduate programs is to prepare students to enter careers requiring training beyond the baccalaureate, to advance in their jobs, or to pursue advanced study. Doctoral programs are intended to provide both

advanced knowledge and the skills needed to pursue independent research. Educational support programs and services for students emphasize the importance of personal, interpersonal, and societal development.

A fundamental goal of all of the university's programs is to prepare students to function effectively in a culturally diverse society, by developing an understanding of our diverse heritage, including the essential contributions of women and ethnic minorities. Instruction emphasizes the ethical and social dimensions of all disciplines, as well as their applications to contemporary world issues. Building upon the culturally diverse region it serves and the international character of its faculty, the University also emphasizes international education in its curriculum.

The University seeks to involve students in learning by offering most of the curriculum in small sections taught by fully qualified, professionally active faculty members, and by providing opportunities for undergraduate as well as graduate students to work with faculty members in independent study and research. CSULB serves the surrounding community through applied research, training and community service programs, and consulting for government agencies, non-profit organizations, and private industry.



CONSTITUTION AND
BYLAWS OF THE
FACULTY

RULES AND
REGULATIONS OF THE
ACADEMIC SENATE

CONSTITUTION AND BYLAWS OF THE FACULTY

OF CALIFORNIA STATE UNIVERSITY, LONG BEACH

PREAMBLE

We, the faculty of California State University, Long Beach, in order to promote the effective exercise of our rights, duties, and privileges, and to discharge fully the responsibilities placed upon us by our profession, society, and the State, do hereby establish, subject to the limitations set forth by the Trustees of the California State University and their officers and the Legislature of California, this Constitution.

3.100 Name and Membership

3.110 The name of this body shall be The Faculty of California State University, Long Beach.

3.120 Membership in this body shall consist of those persons holding full-time appointments with the rank of Instructor, Assistant Professor, Associate Professor, or Professor, in any discipline of the University; professional librarians; the President and Vice Presidents of the University; Deans and Associate Deans; and such others as the members shall, by majority vote, admit to membership.

3.130 Membership in this body shall not lapse because of approved leave of absence or emeritus/emerita status.

3.200 Powers of the Faculty

3.210 The Faculty, subject to the laws of the State of California and the policies and regulations of the Board of Trustees of the California State University, shall make recommendations on matters affecting educational and professional policy which include but are not limited to, curricula, instruction, academic standards, and criteria for the selection, reappointment, and promotion of faculty members, and academic and administrative policies concerning students. The Faculty may review any existing policies and recommend revisions of them.

3.220 The Faculty shall be free to advise the President of the University on all other matters concerning the general welfare of the University.

3.225 The Faculty shall exercise final authority in all matters delegated to it by the President for final action.

3.230 The Faculty shall have the right to present to the Academic Senate CSU, the Chancellor, or the Trustees any matter pertaining to the conduct and welfare of the University the California State University.

3.240 Unless the Faculty take action to the contrary, it shall be assumed to have delegated its powers to a duly elected body representing the Faculty.

3.250 Subject to the provisions of this Constitution and Bylaws, and other regulations of the Faculty, the faculties of Colleges, Departments, and such other academic units as may be created, shall recommend policy in all educational matters within their own units and shall retain the utmost freedom and autonomy compatible with the general welfare of the University.

3.260 General Faculty Meetings shall be called by the Chair of the Academic Senate within fifteen (15) instructional days of such a request made by: (a) the Academic Senate, or (b) a petition of at least ten percent of the Faculty submitted to the Chair of the Academic Senate.

3.261 The agenda for General Faculty Meetings shall be publicized at least five (5) days prior to the meeting, and shall be determined by the Executive Committee of the Academic Senate.

3.262 The Faculty, when in session with an attendance of a majority of the total Faculty, can adopt new regulations or change existing regulations without using the procedures enumerated in Section 3.495 and its subsections.

3.300 ELECTION INFORMATION

3.310 VOTING FRANCHISE

The voting franchise for college and departmental or area elections shall be determined by the respective organizational units, subject to appropriate personnel procedures, collective bargaining agreements, and constitutional provisions. Faculty with Emeritus/Emerita status are not eligible to vote.

Unless otherwise specified in the regulations controlling a given election, only those tenured or probationary faculty members in the following categories shall be permitted to vote in all-University elections. Within this category, the following are included:

1. Full-time instructional academic employees in residence
2. Librarians
3. Student Services Professionals - Academic Related
4. Administrators who have retreat rights to academic areas
5. Persons on sabbatical leaves or other leaves during the election period
6. Persons participating in the Pre-Retirement Program or the Faculty Early Retirement Program (FERP), during the semester of employment.

3.400 Organization of the Faculty

3.410 The Faculty shall establish a duly elected body to be known as the Academic Senate to exercise those powers that rest with the Faculty. The Academic Senate shall remain responsible at all times to the Faculty.

3.420 The officers of the Academic Senate shall include, but shall not be restricted to, a Chair, a Vice Chair, and a Secretary. These officers shall be elected by the Academic Senate and shall perform the usual functions of such offices.

3.430 The Academic Senate shall meet at least once a month during the academic year, such meetings to be included in the official University calendar.

3.440 The Academic Senate shall set its agenda, establish its procedures, set its meeting dates and times, and shall publish and distribute to the Faculty its Minutes, resumes of Minutes and Reports.

3.450 Powers of the Academic Senate

3.451 Subject to the limitations of the Constitution and Bylaws of the Faculty, the Academic Senate shall have authority to exercise all powers which rest with the Faculty.

3.452 The Academic Senate shall have the authority to create such committees as are necessary to carry out its functions, to define and limit the power of these committees, and to hold these committees responsible for the performance of their duties.

3.460 Committees

3.461 Unless otherwise specified by action of the Faculty, all committees and councils whether elected or appointed by the Faculty shall be responsible to the Academic Senate.

3.462 Representatives of Colleges (other than ex officio members) on councils established by the Faculty shall be elected according to procedures established by the Faculty of each College.

3.463 Nominating Committee

3.4631 There shall be a Nominating Committee which shall recommend to the Academic Senate (a) appointments to all standing committees and special committees of the Faculty and of the Academic Senate, and (b) changes in the structure of these committees.

3.4632 The membership of the Committee shall consist of two (2) Academic Senators from the College of Liberal Arts, and one (1) Academic Senator from each of the other Colleges, one (1) of the currently serving lecturer Senators, and one (1) each from the University Library, and from the Student Services Division.

The members of the Nominating Committee shall be nominated and elected by the Academic Senate at its annual organization meeting. The terms are for one (1) year.

3.4633 Senatorial vacancies on this committee shall be filled by action of the Academic Senate.

3.470 Membership

3.471 Except as provided in 3.472, 3.475, 3.476, and 3.477 below, all members of the Academic Senate shall be members of the Faculty.

3.472 The President of the University, the Provost and Senior Vice President for Academic Affairs and three (3) additional senior academic administrators appointed by the Provost and Senior Vice President for

Academic Affairs shall be ex officio, voting members of the Academic Senate.

The Vice President for Administration and Finance, the Vice President for Student Services, the Vice President for University Relations and Development, and the Dean of University College and Extension Services shall be ex officio, non-voting members of the Academic Senate.

3.473 All academic Deans of the University or Colleges shall be members of the Academic Senate. Academic Deans are those Deans who report to the Provost and Senior Vice President for Academic Affairs, which also includes the Dean of Library Services. Each academic year, two academic Deans shall be selected by the Council of Deans to serve as voting members for the academic year. All other academic Deans shall be nonvoting members of the Senate.

3.474 Each College, and the University Library, and any other academic unit recognized by the Academic Senate (hereinafter called "unit") shall be entitled to one (1) Senator for each twenty (20) full-time tenured/probationary faculty members or fractions thereof, elected by the tenured/probationary faculty. The Senators from each unit shall be elected by secret ballot. In the initial election or in a first run-off, a majority vote shall be required for election. If a second run-off is required, election shall be by a plurality vote. The number of candidates on a run-off ballot shall be twice the number of vacancies to be filled minus one, but never fewer than two. Campaign statements may be submitted by each candidate and shall be distributed with the first ballot. The Office of the Academic Senate shall forward the call for elections to each unit as early as possible in the spring semester. The call for election shall indicate the number of vacancies for each unit. The election of alternates is encouraged to facilitate replacement of member who is unable to serve or unable to complete a term of service. The term of the alternate shall be determined by each unit. Each unit shall begin the senatorial election process early enough in the academic year that the final results are determined by the first week of April. Units shall publish the vote totals for every candidate on all balloting and forward the results to the Chair of the Academic Senate.

3.475 One (1) emeritus faculty member, elected by the CSULB Emeritus and Retired Faculty Association, shall be a voting member of the Academic Senate.

3.476 Three (3) student services professionals—academic related from the Division of Student Services, elected by the student services professionals—academic related members of the Division of Student Services, and five (5) staff members, elected at-large by the staff electorate to serve staggered three-year terms, shall be voting members of the Academic Senate. The President of the Associated Students, the Vice President of the Associated Students, and three (3) students (elected at-large in the spring regular election) shall be voting members of the

Academic Senate. In order for the five (5) at-large staff representatives to be seated, they must have received a majority vote of those voting in their election. In the case of the students, those candidates who receive a majority vote in the regular election shall be seated. In the event of a run-off, election shall be by a plurality vote.

3.477 Each College shall be entitled to one (1) lecturer Academic Senator, with the College of Liberal Arts entitled to two (2). Each lecturer Academic Senator shall be elected by majority vote of the lecturers voting in that College.

As early as possible in the spring semester, the Office of the Academic Senate shall hold elections for lecturer members on Senate Councils from the lecturer population at large. At the same time, the Office of the Academic Senate shall also notify each College to conduct nominations for, and elections of, its lecturer Academic Senator (two in the case of Liberal Arts) from the lecturers in that college. The nominations and elections of lecturer Academic Senators may be held in conjunction with other elections in the college, and in accord with the rules and practices of that college, but must adhere to the following guidelines:

All lecturers in the college must be notified that they are entitled to elect a lecturer senator (two, in the case of Liberal Arts) to the Academic Senate for a one year term beginning in the ensuing academic year. The notification shall include meeting times of the Academic Senate, and a call for nominations. The period for nominations shall be at least ten (10) working days from the date of the notice. Any lecturer may be nominated by submission of that lecturer's name and certification that the lecturer is willing to serve, on a voluntary basis, if elected. Self-nomination is permitted. Brief (50-80 word) campaign statements may be submitted by each candidate and shall be distributed with the first ballot.

Balloting shall be by secret mail ballot, with not less than ten (10) working days allowed for return of the completed ballot. Election requires a majority of the votes cast. If a run-off election is required, the ballot may be truncated by elimination of candidates with lower vote totals from the first ballot so that the run-off ballot contains only one more nominee than offices to be filled. A candidate with the most votes of those not elected may be declared that college's Alternate.

Lecturers who are not attached to a particular college and do not vote elsewhere for an Academic Senator (e.g. with the staff) shall vote with the lecturers in the College of Liberal Arts.

In the event that no lecturer in a particular college is willing to serve as an Academic Senator, the seat shall remain vacant until the next year.

In the event an elected lecturer senator is unable to serve or to complete a term of service, the Alternate shall complete that term of office.

Should there be no Alternate, or should the Alternate be unable to serve, a Vacancy shall be declared (*See* 3.479).

The election of a lecturer to the Academic Senate or to the Senate Councils shall not constitute an entitlement to employment.

3.478 The terms of office for all Faculty senators, except the members of the Executive Committee, shall start at the beginning of the fall semester. The term of office for the members of the Executive Committee shall start immediately after the end of the first six-week Summer Session. Faculty senators shall serve staggered three-year terms, except for the lecturer Senators who shall serve terms of one year.

3.479 Vacancies shall be declared by the Academic Senate and upon direction of the Academic Senate to the academic unit, new faculty senators shall be elected to fill unexpired terms. The constituency which elected the original faculty senators shall, within a month, excluding holidays, after declaration of the vacancy, elect a replacement. Student vacancies on the Academic Senate shall be filled by the means determined by the Associated Student Senate. Staff vacancies on the Academic Senate shall be filled by the same means outlined in Section 3.476.

3.480 A faculty senator may be recalled by a two-thirds vote by a secret mail ballot of her/his constituency. A recall election for a faculty senator shall be conducted by the Academic Senate upon receipt of a petition signed by ten (10) percent of her/his constituency.

3.490 Procedures

A majority of the voting membership of the Academic Senate shall constitute a quorum.

3.491 Any three (3) members of the Faculty or any Senator may place an item on the agenda of the Academic Senate by a signed, written notice to the Chair.

3.492 Members of the Faculty may attend meetings of the Academic Senate, but may speak only with the consent of the Chair or a majority of the senators present.

3.493 The latest edition of "Roberts Rules of Order Newly Revised" shall prevail at all meetings of the Faculty and its Committees.

3.494 Records of the Faculty

3.4941 The current records of the Faculty shall be maintained in the Office of the Academic Senate.

3.4942 Permanent records of the Faculty shall be filed in the Archives Section of the University Library.

3.495 New policies and amendments to existing University policies may be proposed and adopted by action of the Academic Senate.

3.4951 Any policy or amendment to an existing University policy may be placed before the Academic Senate in accordance with the rules of that body as specified in Sections 3.440 and 3.491 this Constitution.

3.500 Presidential Action

3.501 Upon adoption by the Faculty, proposed policies and procedures, including the Constitution and Bylaws of the Faculty, shall be submitted to the President of the University for consideration and action. Those which receive the concurrence of the President become official University policy and will be implemented as soon as is practicable. In all other cases, the President will promptly provide in writing her/his reasons for nonconcurrence.

3.502 The President of the University shall report to the Faculty at the annual Convocation of the University regarding the general welfare of the University.

3.600 Amendments to the Constitution and Bylaws of the Faculty

3.601 All amendments to this Constitution shall be subject to the same limitations as stipulated in 3.200; 3.210

3.602 Amendments to this Constitution may be proposed by: (a) petition of at least ten (10) percent of the Faculty, or (b) a majority vote of the total membership of the Academic Senate.

3.603 All such proposals shall be submitted to the Chair of the Academic Senate.

3.604 Any duly proposed amendment to this Constitution shall be submitted by the Chair of the Academic Senate to discussion at a Meeting of the Academic Senate within fifteen (15) instructional days following receipt of the proposed amendment.

3.605 Such proposed amendment shall be distributed by the Chair of the Academic Senate in writing to the Faculty at least five (5) instructional days prior to the above meeting.

3.606 An amendment to the Constitution shall become effective when it has received a favorable vote of two-thirds of the Faculty voting in a secret mail ballot conducted by the Office of the Academic Senate within twenty (20) instructional days of the Academic Senate meeting.

Revised Constitution Approved by the Faculty Fall 1984 - President Concurs with Faculty Action Spring 1985.

Amendments to Constitution to Sections 3.8611, 3.8612, 3.8613, 3.8614, new 3.8615 and 3.8617 approved by the Academic Senate on April 13, October 19, 1989. Approved by the Faculty Fall 1989. President Concurs with Faculty Action January 1990.

Amended Constitution approved by the Academic Senate on December 12, 1991. Approved by the Faculty February 1992. President Concurs with Faculty Action April 1992.

Amendments to Constitution regarding membership of Committees on Committees, administrative Membership, and Election Information were approved by the Faculty Fall 1994. President Concurs with Faculty Action December 22, 1994.

Amendments to Constitution regarding lecturer representation and housekeeping changes regarding position titles and similar matters were approved by the Academic Senate on October 5, 2000. Approved by the Faculty Fall 2000. President Concurs with Faculty Action December 15, 2000.

The following amendments to the Constitution were approved by the Senate on September 9, 2005 with the President's concurrence on September 21, 2005: (1) Indication of name change from Committee on Committees to Nominating Committee in sections 3.463; and (2) Change in voting ex officio membership from the Division of Academic Affairs in section 3.472.

Fall 2005 Approval

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
RULES AND REGULATIONS OF THE ACADEMIC SENATE**

1.0 EXECUTIVE COMMITTEE AND ACADEMIC SENATE OFFICERS

1.1 Executive Committee Organization

An Executive Committee shall be established as a standing committee of the Senate, consisting of the elected officers of the Senate and four additional senators to be elected by the Senate by majority vote. Immediately following the election, the Chair-Elect shall become a voting member of the Executive Committee. This Committee shall be presided over by the Chair of the Senate. The immediate past Chair of the Academic Senate, all CSULB representatives to the Statewide Academic Senate, and the Chair of the Staff Council shall be *ex officio* non-voting members of the Executive Committee. In addition, the President, the Provost and Senior Vice President for Academic Affairs, and other administrators as appropriate, as well as a representative of the CSULB Chapter of the California Faculty Association, shall be invited to meet with the Executive Committee.

1.2 Executive Committee Duties

The Executive Committee shall:

1.2.1 Plan and schedule Senate meetings. Requests for meetings of the Senate at places other than the regular meeting place shall be presented by at least three members of the Senate to the Executive Committee for its recommendation at least five (5) working days before Special Meetings of the Senate.

1.2.2 Prepare and distribute to Senators the agenda of each meeting at least two days before the meeting.

1.2.3 Propose and interpret rules of procedure for the Senate.

1.2.4 Serve as budget council for the Senate in

(a) preparing and submitting all necessary budget requests to the Provost and Senior Vice President for Academic Affairs, and

(b) supervising expenditures of budgeted funds whenever necessary.

1.2.5 Provide for prompt reports from representatives of the Academic Senate of The California State University and for appropriate distribution of ASCSU actions to all Faculty.

1.2.6 With whatever current Senate members are available, act on behalf of the Senate during vacation periods when a quorum of the Senate is not available and when pressing matters require immediate attention.

1.2.7 Develop and use a system of classifying and numbering legislative and advisory proposals placed before the Senate.

1.2.8 Assist the Chair in the assignment of tasks and the assignment of proposed new measures and resolutions, when deemed appropriate, to standing and special committees.

1.2.9 Suggest to the Senate the necessity or desirability of new standing or special committees.

1.3.0 Assist the Chair in responding to requests for information or specific action not deemed appropriate for current standing and special committees, and in requesting of the Nominating Committee the appointment of *ad hoc* committees for such special tasks as the Executive Committee shall designate.

1.3.1 Assist the Chair in responding to requests from the administration to recommend faculty to serve on University-wide task forces and committees that are not part of the established Senate committee structure and to which the Nominating has not been requested to make a recommendation for appointment.

1.3.2 Confer with the President, the Provost and Senior Vice President for Academic Affairs, or other members of the administration at the invitation of the administration or the Senate, and initiate such conferences whenever such action seems necessary.

1.3.3 Undertake with the Chair any other administrative and procedural duties which are judged necessary or desirable for the more effective functioning of the Senate. The Executive Committee shall not, however, act for the Senate in policy matters.

1.3.4 Assist in University-wide elections (See Section 7.0).

1.4 Academic Senate Officers Election

1.4.1 The elected officers of the Academic Senate shall be a Chair, a Vice Chair, and a Secretary.

1.4.2 As soon as feasible following the election of the new Senate members in the spring semester, the new Senate (which will take over at the beginning of the fall semester, except for the Executive Committee) will convene for the purpose of electing its officers.

1.4.3 Election of the Chair: From among its membership, the Academic Senate shall elect a Chair who shall take office at the end of the first six weeks Summer Session and serve until the successor assumes office. The Chair shall be elected by a majority of the votes cast by secret ballot.

1.4.4 Election of the Vice Chair: The Vice Chair shall be elected in the same manner as the Chair and shall serve the same term of office as the Chair. In case the office of Chair becomes vacant, the Vice Chair shall take over.

1.4.5 Election of the Secretary: The Secretary shall be elected in the same manner as the Chair and shall serve the same term of office as the Chair.

1.4.6 In case the offices of Vice Chair or Secretary become vacant during the term of office, the Senate shall fill the offices as soon as possible in the manner prescribed above.

1.4.7 Selection of the Parliamentarian: The Parliamentarian of the Academic Senate shall be appointed by the Chair with the approval of the Academic Senate. The term shall be for one (1) year.

1.5 Duties of the Officers

1.5.1 The Chair is responsible for presiding over meetings of the Senate and the Executive Committee, and, when necessary, for selecting and referring proposals to the appropriate councils and standing

committees. When invited by the appropriate administrative officer, the Chair may attend meetings of administrative groups, but shall not take policy positions on matters not previously acted upon by the Academic Senate.

1.5.2 The Vice Chair will assume all of the responsibilities of the Chair in the absence of the Chair. When invited by the appropriate administrative officer, the Vice Chair may attend meetings of administrative groups, but shall not take policy positions on matters not previously acted upon by the Academic Senate.

1.5.3 The Secretary is responsible for the recording and distributing of the senate minutes (with assistance of the Senate Office staff). When invited by the appropriate administrative officer, the Secretary may attend meetings of administrative groups, but shall not take policy positions on matters not previously acted upon by the Academic Senate.

1.5.4 Any other additional duties, including committee memberships, must be specifically assigned to Senate officers through action of the Senate.

2.0 ACADEMIC SENATE COUNCILS AND COMMITTEES STRUCTURE

2.1 Structure Types: The Senate shall have councils and two types of committees: Standing committees as specified in the Bylaws, and special or *ad hoc* committees established by special action of the Senate for the purpose of considering proposals that do not fall within the purview of any of the standing committees.

2.2 Appointments: Appointments to all Senate committees shall be recommended to the Academic Senate by the Nominating Committee and confirmed by the Senate. In making these recommendations for committee appointments to either standing or special committees, the Nominating Committee shall include one or more Academic Senators whenever possible, so that each committee will have a spokesperson with floor privileges and responsibilities present at Senate meetings.

2.2.1 Dissent to Recommendations by Nominating Committee: Challenges by Senators to recommendations for committee assignments shall come via a motion to refer the recommendations back to the Nominating Committee

2.3 Structure of Special Committees: The number of representatives from each constituency on any special Academic Senate committee (whether faculty, students, staff or administrators) shall be specified in the initial Senate request to the Nominating Committee.

2.4 General Rules and Regulations for *ad hoc* and special committees: *Ad hoc* and Special Committees shall:

2.4.1 Elect officers and inform the Senate Office as to the names of such officers.

2.4.2 Interact with the Senate to determine a mutually agreeable specific charge that could be fulfilled in the time available as indicated in 2.4.6 below.

2.4.3 Keep minutes of their meetings and forward five (5) copies to the Senate Office.

- 2.4.4 Inform appropriate individuals as to when and where meetings are to be held with an appropriate written agenda at least three (3) working days prior to such meetings.
- 2.4.5 Recommend to the Senate that the committee be dissolved when its charge has been fulfilled.
- 2.4.6 Be dissolved at the beginning of the new academic year unless reconstituted after a review by the new Academic Senate.
- 2.4.7 When such committees are formed, the Senate Office Staff shall provide each committee member with a copy of the preceding rules and regulations, together with the initial charge of the Senate prior to the first committee meeting.
- 2.5 Charge and Membership Structures: Please refer to the "General Procedures and Membership Structures of Academic Senate Councils and Standing Committees" for the charge and membership structures of Academic Senate councils and standing committees.

3.0 ACADEMIC SENATE COUNCIL AND STANDING COMMITTEE PROCEDURES

- 3.1 Referral to Committee
 - 3.1.1 The selection of the committee or council to which a matter is referred will be made by the Chair of the Senate, unless Senate action designates a particular standing committee or establishes a special committee.
 - 3.1.2 During committee consideration of a proposed measure or resolution, the committee shall accord the initiating Senator the privilege of appearing in support of the proposal.
 - 3.1.3 After the committee has completed its deliberations and written recommendations concerning the proposed measure or resolution, the matter will be referred back to the Chair of the Senate and placed on the agenda of the Senate.
 - 3.1.4 The Chair of the committee (or representative) may personally appear before the Senate, or may communicate the recommendations of the committee entirely in writing.
- 3.2 Academic Senate Council and Standing Committee Reports
 - 3.2.1 Format: There is no standard format for council and committee reports.
 - 3.2.2 Councils and standing committees shall report to the Senate through their elected chairs or representatives under the following conditions.
 - 3.2.2.1 Any council or committee may send a request to report to the Senate to the Chair of the Senate.
 - 3.2.2.2 All councils and committees created by the Academic Senate are responsible to it and may be requested to make a progress report at any time.
 - 3.2.2.3 The councils and standing committees of the Academic Senate shall include in the minutes of their final meeting their recommendations to the councils and committees succeeding them and their recommendations to the

Academic Senate. These recommendations shall be included in a final report and filed with the succeeding councils and committees and with the Executive Committee of the Academic Senate for appropriate action.

4.0 PROCEDURE FOR PROPOSING POLICY

4.1 Proposed Policy Statements

- 4.1.1 Council policy statements, after they have been extracted from approved council minutes and sent (separately from the minutes) to the Senate Office, shall be distributed with the first Senate agenda after receipt of the said policy statements.
- 4.1.2 The first meeting of the Senate after this initial distribution of a council policy statement shall be considered as the First Reading.
- 4.1.3 Referral back to the council between First and Second Reading shall not prevent the item from becoming a Second Reading as originally scheduled. If a policy statement is placed on the agenda, but is not considered because of adjournment, it will be placed on the agenda of the next meeting without any change in its status.

4.2 Consent Calendar

- 4.2.1 Recommendations may be placed on the Consent Calendar when perceived to be noncontroversial by the Council Chair and the Chair of the Academic Senate.
- 4.2.2 Since council policy statements, unlike committee reports, may become Senate policy by consent by being placed on the consent calendar, they require special procedures.
 - 4.2.2.1 Recommendation on the consent calendar will automatically be approved after two (consecutive) meetings of the Senate.
 - 4.2.2.2 Any Senator may remove a recommendation from the consent calendar and place it on the agenda at the time of approval of the agenda. The item will automatically become a Second Reading at the next Senate meeting, except as follows:
 - (a) if the next meeting is a special, one-item agenda meeting;
 - (b) if after dissent by a Senate member under Section 4.3 below or for other reasons, the council or committee in question makes major substantive changes in a recommendation, then the new statement will be redistributed to the Senate as a First Reading.

4.3 Dissent: Rules on Objections and Changes to Council and Committee Reports

After the initial distribution of a council or committee report and/or recommendations to the Academic Senate, any member of the Senate who intends to express strong objections to the recommendations of said council or committee, or to propose substantive changes in the recommendations should (1) prepare a written statement outlining the

objections and/or proposed changes, and (2) transmit the statement to the Chair of the Senate and to the Chair of said council or committee five (5) working days before the report and/or recommendations are scheduled for final Senate consideration.

The purpose of this rule is twofold: (1) to reduce, whenever possible, the time spent in the Senate discussing reports and recommendations, and (2) to provide an opportunity for a council or committee to consider objections and/or proposed changes in its recommendations before they are discussed in the Senate and to take such action as it may deem necessary (e.g., meet with Senator concerned, revise recommendations, etc.)

4.4 Resolutions

4.4.1 Format: There is no standard format for Resolutions.

4.4.2 Introduction: Procedure for introducing legislative measures or advisory resolutions to the Senate.

4.4.3 Proposed new measures and resolutions shall be presented to the Secretary of the Senate. Major policy proposals shall be placed before the Senate at least one meeting before final action is taken.

4.4.4 Unless referred to an appropriate standing or special committee, the original drafts of these measures and resolutions will be reproduced and attached to the agenda of the Senate meeting during which they are scheduled for action, or, in the case of major policy proposals, scheduled for a First Reading.

4.4.5 During the First Reading, major policy measures and resolutions may be read aloud and discussed before referral to committee, or, if there is no protest, they may be referred directly to the appropriate standing committee by the Chair without being read aloud, or they may be read and discussed for informational purposes only without referral to a committee.

4.5 Numbering: Following the First Reading of proposals before the Senate, the minutes will include identifying titles, but not necessarily the texts of the proposals.

5.0 ACADEMIC SENATE PROCEDURAL RULES (MISCELLANEOUS)

5.1 Time Limits

5.1.1 The rule of limited five-minute discussion shall be applied by the Chair to agenda items under consideration but not supported by a motion.

5.1.2 Debate on a motion of referral shall be limited to ten minutes.

5.1.3 No item which becomes a part of an Academic Senate agenda without the applying of a time limit to it shall be on the floor for more than ten minutes without an extension of time by the body which requires a two-thirds vote.

5.1.4 Time limits for discussion and debate adopted by the Academic Senate for the agenda of a meeting shall be extended by the agreement of a majority of those present and voting.

- 5.2 In order to deal with emergency matters, any of the established procedures may be set aside by a two-thirds vote.
- 5.3 Floor privileges shall routinely be accorded to any Statewide Senator, to any Chair of a reporting committee, or to any President of a faculty organization present at Senate meetings if these individuals indicate a desire to speak.
- 5.4 Statements presented to the Senate shall be included in the minutes only by a two-thirds vote, and requests for such inclusions shall be made at the meeting during which the statements are presented.
 - 5.4.1 All documents submitted to the Senate for its consideration shall be identified by author and dated.
 - 5.4.2 Additions shall not be made to minutes of the Academic Senate for the purpose of showing a particular member as having been absent at the time a particular vote was taken, nor for the purpose of indicating how an absent member would have voted on a question had the member been present.
- 5.5 A request supported by a one-third vote shall be deemed sufficient to obtain a roll call vote on any substantive issue.
- 5.6 Representatives and Spokespersons for the Senate
 - 5.6.1 Members of the Senate shall act as spokespersons and representatives of the Senate only when they have been specifically designated and instructed to do so.
 - 5.6.2 The Senate has the sole power to select its representatives for statewide conferences and other meetings.
 - 5.6.3 If a replacement for a CSULB Statewide Senator is needed to attend a meeting of the Academic Senate CSU, the most recently retired and available representative from CSULB to the Academic Senate CSU shall be designated to represent CSULB as a voting member. If that person is not available, the Chair of the Academic Senate shall represent CSULB as a voting member. If none of the above is available, the Executive Committee will designate a representative.
- 5.7 Absenteeism: Those committee and Senate members who are absent from three consecutive meetings will be asked by letter if they wish to resign in order that their constituencies may be properly represented.
- 5.8 Visitors at Academic Senate Meetings:
 - 5.8.1 Meetings of the Academic Senate are open. Visitors at meetings of the Senate shall not be permitted to stand in the aisles or in any manner block the entrance to the Senate room. If, in the opinion of the Chair this rule is being violated, the Senate meeting shall be suspended until business can be conducted in a regular manner.
 - 5.8.2 The device of the executive session shall not be used to exclude visitors except when personnel cases are under consideration.
 - 5.8.3 Senate policy forbids the use of tape recorders at Senate meetings.

- 5.9 Any Senate business which is not concluded at the last Senate meeting of the academic year shall become a first reading item on the first agenda of the next academic year.

6.0 RECORDS, OFFICE, AND BUDGET

- 6.1 Senate officers shall be instructed to file Senate documents no longer current in the Archives in the Library.
- 6.2 The Academic Senate and Faculty Office, with its various budgetary allotments, shall function as a separate instructional budget performance unit listed under the Provost and Senior Vice President for Academic Affairs.
- 6.3 The Executive Committee of the Academic Senate shall serve as a budget council for the Academic Senate with the primary responsibilities of: (a) preparing and submitting all necessary budget requests to the Provost and Senior Vice President for Academic Affairs, and (b) supervising administration of budget expenditures when (or if) necessary.
- 6.4 Files, Senate Office
- 6.4.1 All files in the Academic Senate Office are open to faculty except those dealing with personnel matters or with matters deemed by a designated committee to be of a privileged nature.*
- 6.4.2 The Academic Senate shall make copies of documents available to faculty if they were distributed to the faculty by the Academic Senate, and if copies are still available.
- 6.4.3 Requests for other materials should be directed to the source of the material.

*This exception is noted in the CSULB Academic Senate Council and Standing Committee General Procedures under "Open/Closed Meetings."

7.0 UNIVERSITY-WIDE ELECTIONS

- 7.1 The Executive Committee and Academic Senate staff shall exercise the following powers and duties in regard to all-University elections:
- 7.1.1 In consultation with the President and the Chair of the Academic Senate, fix the time and date of the faculty meeting at which issues will be presented and nominations shall be made, and fix the times and dates of faculty elections.
- 7.1.2 Prepare and distribute to eligible faculty members secret mail ballots containing the issues to be considered, or the names of nominees, and instructions for voting.
- 7.1.3 Collect and count the ballots in accord with Robert's Rules of Procedure, or stipulated Academic Senate procedure and deliver the final official count to the Chair of the Academic Senate, who shall declare those officially elected.
- 7.1.4 Conduct such run-off elections as may be required and as hereinafter described.
- 7.1.5 Administer any other elections as directed by the Academic Senate.
- 7.2 General Provisions

- 7.2.1 A proposition submitted to the faculty for vote shall be considered as a single proposition, unless it is specifically divided by those submitting the proposition.
- 7.2.2 A proposition submitted to the faculty for vote must accompany the ballot.
- 7.2.3 The proponents and opponents of the proposition shall be given the opportunity to include with the ballot arguments for and against the proposition.
- 7.2.4 When qualification for nomination is "holding tenure," the candidate must hold tenure at the time of nomination.
- 7.2.5 There shall be ten (10) working days between the sending of the ballots to the faculty and the deadline for receiving the ballots at the Academic Senate Office.
- 7.2.6 A list of eligible voters, including those on administrative assignment, will be given to the Academic Senate by the appropriate administrator.
- 7.2.7 Voters shall be instructed to vote for no more candidates than there are positions to be filled.
- 7.3 Election Results
 - 7.3.1 The Chair of the Academic Senate shall present election results to the President of the University, the Provost and Senior Vice President for Academic Affairs, and to the Office of the Academic Senate.
 - 7.3.2 The Office of the Academic Senate shall post the election results in the Office of the Academic Senate and publish them in the Academic Senate web site.
 - 7.3.3 All election ballots shall be destroyed thirty (30) calendar days after election results have been announced.

8.0 ELECTION OF REPRESENTATIVES TO THE ACADEMIC SENATE OF THE CALIFORNIA STATE UNIVERSITY

- 8.1 Nominations
 - 8.1.1 The Nominating Committee shall prepare a slate for the election.
 - 8.1.2 The Chair of the Academic Senate shall inform the chair of the Nominating Committee of the number of members on the Academic Senate CSU to be elected.
 - 8.1.3 The Nominating Committee shall get the approval of each nominee to have her or his name placed in nomination.
 - 8.1.4 The Nominating Committee shall present its list of nominees to the Academic Senate at the first meeting in March.
 - 8.1.5 Nominations may also be made from the floor at the March Academic Senate meeting. Those making nominations shall have the approval of each nominee to have her or his name placed in nomination.

- 8.1.6 Nominees, or their sponsors, shall have the privilege of giving brief statements of qualifications at the March Academic Senate meeting.
- 8.2 Eligibility to Serve as Representative on the Academic Senate CSU
 - 8.2.1 Eligibility for election to the Academic Senate CSU shall be the same as eligibility for election to the CSULB Academic Senate (Refer to Constitution and Bylaws of the Faculty of CSULB, Section 3.370.) if not in contradiction to eligibility requirements of the Academic Senate CSU.
- 8.3 Election
 - 8.3.1 The Academic Senate Office shall prepare the ballot and conduct the election.
 - 8.3.2 The ballot may contain, in addition to the names of the candidates, a statement not to exceed fifty (50) words, prepared by the nominee (or sponsor) concerning general qualifications.
 - 8.3.3 Candidate(s) receiving a majority of the valid votes cast shall be elected.
 - 8.3.4 In the event the number of candidates receiving a majority of the valid votes cast is less than the number of representatives to be elected, the Academic Senate Office shall conduct a run-off election. In the event that there is only one office to be filled, the two remaining candidates with the largest number of votes cast will be on the run-off ballot. In the event that there are two or more unfilled offices, the ballot will contain the names of twice the number of candidates necessary to fill those offices, minus one. The remaining candidates who received the highest votes cast will be on this next ballot. In the event that there is still an office unfilled because of no candidates having a majority, the remaining candidates receiving the largest number of votes cast (plurality) will be elected.

9.0 ELECTION PROCEDURES ON THE FLOOR OF THE ACADEMIC SENATE

- 9.1 Nominations for standing committees of the Academic Senate shall be made by the Nominating Committee, subject to confirmation by vote of the Senate.
Additional nominations may be made from the floor of the Senate. (See Section 2.2)
- 9.2 Nominations for other positions shall be made from the floor of the Academic Senate prior to voting. Except for membership on the Executive Committee, nominations may also be submitted by the Nominating Committee or the Executive Committee, as provided by policy or deemed appropriate by the Chair.
- 9.3 When making nominations to the University search committees and review committees, the Nominating Committee shall distribute its slate of nominees at least 3 days before the Academic Senate meeting at which they will be considered.
- 9.4 Nominations from the floor shall be accompanied by an assurance of the individual's willingness to serve and a statement of qualifications.
- 9.5 Nomination and election for offices of the Academic Senate shall be conducted for each office in turn, starting with the office of Chair.

- 9.6 Academic Senators shall vote for no more than one (1) nominee on the first and any subsequent ballot.
- 9.7 Where no nominee receives a majority of the votes cast, a subsequent ballot shall be prepared. Nominees who received the highest number of votes on the previous ballot and whose votes, when added together, result in a majority of the votes cast, shall appear on the next ballot. Voting shall continue in this manner until one candidate receives a majority of votes cast.
- 9.8 Where more than one member is to be elected for the Members-at-Large of the Executive Committee, consecutive elections shall be conducted for the available positions, and at any other time the Chair deems appropriate.
- 9.9 The election shall be by secret ballot except when there is only one nominee for a position.

Fall 1982 Update

Revised Section 1.653 by action of the Senate on 4/30/81

Fall 1983 Update

Revised Section 1.110 by action of the Senate on 1/28/82

Fall 1986 Update

Inserted new Section 1.800 by action of the Senate on 5/15/86

Fall 1990 Update

Inserted new Section 1.850 by action of the Senate on 4/26/90

Spring 1991 Update

Major revisions: Changes in title, inserted new Section 1.131, 1.134, moved 1.440 to 1.321, new Section 1.350, moved Section 1.410 to 1.421, moved 1.421 to 1.411, moved Section 1.425 to 1.422, moved Section 1.4251 to 1.4221, revised Section 1.440 (formerly 1.430), moved Section 1.440 to 1.321, inserted Section 1.690, deleted Old Section 1.840 - by action of the Senate on 5/9/91

Spring 1994 Update

Revised Section 1.830 by action of the Senate on 4/28/94

Fall 1994 - Removal of Section 1.800, Election Information for inclusion in the Constitution and Bylaws of the Faculty by action of the Senate on 11/10/94.

Necessitated the renumbering of paragraphs subsequent to 1.800.

Spring 1997

Fall 2005 Per Senate approval on November 10, 2005: Renumbered entire document; Inserted items 9.3 and 9.4; Replaced "Committee on Committees" with "Nominating Committee;" Clarified vote on time limit section 5.1.3; Revised 5.7 on attendance; Revised ballot provision time line in section 7.2.5; Amended section 9.8 election of members-at-large of the Executive Committee.



LIST OF SELECTED CSULB POLICY STATEMENTS

*All University Policy Statements are on the Academic Senate web site
http://www.csulb.edu/aa/grad_undergrad/senate/policy/*

Academic Technology and the Mode of Instruction	PS 03-11
Access to and Use of CSULB Computing Resources	PS 96-18
Access & Opportunity & Prohibiting Discrimination, Harassment, & Retaliation	PS 03-09
Assessment Policy	PS 98-06
Attendance Policy	PS 01-01
Avoidance of Conflict of Interest in the Assignment of Course Material	PS 99-15
Cheating and Plagiarism	PS 86-19
Class Scheduling	PS 99-24
Course Syllabi	PS 04-05
Department Chairs	PS 00-09
Emeritus Faculty	PS 05-02
Employment of Graduate Students	PS 96-21
External Evaluation	PS 86-07

Faculty Awards	PS 03-08
Faculty Professional Responsibility	PS 00-07
Grade Appeal Procedure	PS 99-16
Grading Policies	PS 05-07
Graduate Student Grievances	PS 95-06
Hybrid and Distance Learning Classes	PS 03-11
Intellectual Property	PS 95-08
Joint Appointment of Faculty	PS 94-11
Misconduct in Research and Creative Activity	PS 91-02
Nepotism	PS 05-10
Office Hours	PS 02-10
Permanent Reassignment of Faculty Member to Another Department	PS 96-09
Protection of Human Subjects	PS 00-03
RTP Policy	PS 96-12
Sabbatical and Difference-in-Pay Leaves	PS 97-10
Student Evaluation of Faculty	PS 80-01 Rev
Student Grievance Procedures	PS 95-21
Summer and Winter Session Guidelines	PS 96-19



AAUP 1940 Statement of Principles on Academic Freedom and Tenure

With 1970 Interpretive Comments

*AAUP 1940 Statement of Principles on Academic Freedom and Tenure
with 1970 Interpretive Comments*

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure.

The 1940 Statement is printed below, followed by Interpretive Comments as developed by representatives of the American Association of University Professors and the Association of American Colleges in 1969. The governing bodies of the two associations, meeting respectively in November 1989 and January 1990, adopted several changes in language in order to remove gender-specific references from the original text.

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher¹ or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching

¹ The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. [1]²

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

ACADEMIC FREEDOM

- (a) *Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*
- (b) *Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.[2] Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.[3]*
- (c) *College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[4]*

ACADEMIC TENURE

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank,[5] the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.[6] Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.[7]
3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.[8]
4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.[9]

Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

² **Boldface numbers in brackets refer to Interpretive Comments which follow.**

1940 INTERPRETATIONS

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 *Statement of Principles on Academic Freedom and Tenure* were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 *Conference Statement on Academic Freedom and Tenure*.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (c) of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph (a)(4) of the section on Academic Tenure. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

1970 INTERPRETIVE COMMENTS

Following extensive discussions on the 1940 Statement of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the Statement in terms of the experience gained in implementing and applying the Statement for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration the following "Interpretive Comments." These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.

In the thirty years since their promulgation, the principles of the 1940 *Statement of Principles on Academic Freedom and Tenure* have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 *Statement*, to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 *Statement* is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 *Statement*; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents* 385 U.S. 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

The numbers refer to the designated portion of the 1940 *Statement* on which interpretive comment is made.

1. The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the

Statement on Professional Ethics, adopted in 1966 as Association policy. (A revision, adopted in 1987, was published in *Academe: Bulletin of the AAUP* 73 [July--August 1987]: 49.)

2. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

3. Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 *Statement*, and we do not now endorse such a departure.

4. This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 *Statement* immediately following its endorsement which reads as follows:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (c) of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph (a)(4) of the section on Academic Tenure. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph (c) of the section on Academic Freedom in the 1940 *Statement* should also be interpreted in keeping with the 1964 "Committee A Statement on Extramural Utterances" (*AAUP Bulletin* 51 [1965]: 29), which states *inter alia*: "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar..."

Paragraph V of the *Statement on Professional Ethics* also deals with the nature of the "special obligations" of the teacher. The paragraph reads as follows:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of other obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

5. The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title.¹

6. In calling for an agreement "in writing" on the amount of credit given for a faculty member's prior service at other institutions, the *Statement* furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution.²

7. The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the

¹ For a discussion of this question, see the "Report of the Special Committee on Academic Personnel Ineligible for Tenure," *AAUP Bulletin* 52 (1966): 280-82.

² For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *AAUP Bulletin* 64 (1978): 274-75.

appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the *1940 Statement* with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the *Standards for Notice of Nonreappointment*, endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

- (1) *Not later than March 1 of the first academic year of service*, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
- (2) *Not later than December 15 of the second academic year of service*, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
- (3) At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the *Statement on Recruitment and Resignation of Faculty Members*, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

8. The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the *Recommended Institutional Regulations on Academic Freedom and Tenure*, prepared by the American Association of University Professors.

9. A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the *Statement on Procedural Standards in Faculty Dismissal Proceedings*, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the *1940 Statement* is silent.

The *1958 Statement* provides: "Suspension of the faculty member during the proceedings is justified only if -immediate harm to the faculty member or others. is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay." A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor maybe denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

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