

[Direct link to Table of Contents](#)



***Policy and Procedures Manual  
For Adjunct Faculty***

Initial draft: July, 2006

Adopted by the College of Business Administrative Group on: September 13, 2006

## **INTRODUCTION**

The information provided in this handbook has been compiled to help you familiarize yourself with the policies, procedures, and practices of the College of Business, the University, and the department in which your teaching responsibilities are assigned. This handbook is a work in progress, and the Dean's office welcomes suggestions for modifications and additions that will contribute to a climate of openness, trust and partnership within the College. Welcome and we hope that you enjoy your experience as a valued faculty member in the College of Business.

<b>TABLE OF CONTENTS</b>
--------------------------

		<u>Page</u>
I.	<a href="#"><u>COLLEGE OF BUSINESS VISION AND MISSION STATEMENTS</u></a> .....	4
II.	<a href="#"><u>COLLEGE OF BUSINESS VALUES STATEMENTS</u></a> .....	5
III.	<a href="#"><u>AACSB ACCREDITATION</u></a> .....	6
IV.	<a href="#"><u>COLLEGE OF BUSINESS CONTACT INFORMATION</u></a> .....	7
V.	<a href="#"><u>START UP INFORMATION</u></a> .....	8
VI.	<a href="#"><u>THE UNIVERSITY’S SEVEN PRINCIPLES OF GOOD PRACTICE IN UNDERGRADUATE EDUCATION</u></a> .....	11
VII.	<a href="#"><u>TEACHING-RELATED POLICIES AND PROCEDURES</u></a> .....	12
	<a href="#"><u>A. Office Hour Policy</u></a> .....	12
	<a href="#"><u>B. Grades</u></a> .....	12
	<a href="#"><u>C. Incompletes</u></a> .....	12
	<a href="#"><u>D. Change of Grade Policy</u></a> .....	13
	<a href="#"><u>E. Add/Drop Policy</u></a> .....	14
	<a href="#"><u>F. Student Evaluation of Teacher (SET) Policy</u></a> .....	14
	<a href="#"><u>G. Final Exam Policy</u></a> .....	15
	<a href="#"><u>H. Academic Integrity Policy</u></a> .....	15
VIII.	<a href="#"><u>ADMINISTRATIVE POLICIES</u></a> .....	17
	<a href="#"><u>A. Determination of PQ Status/Participating Guidelines</u></a> .....	17
	<a href="#"><u>B. Evaluation and Review Process</u></a> .....	19
	<a href="#"><u>C. Absence Policy</u></a> .....	19
	<a href="#"><u>D. Separation Process</u></a> .....	20
	<a href="#"><u>E. Travel Policy</u></a> .....	20
	<a href="#"><u>F. Professional Ethics and Standards</u></a> .....	20
	<a href="#"><u>G. E-mail Policy</u></a> .....	21
	<a href="#"><u>H. Risk Management Policy</u></a> .....	21
	<a href="#"><u>I. Pay Periods</u></a> .....	22

[Top of the Document](#)

## I. COLLEGE OF BUSINESS VISION and MISSION STATEMENTS

### *Vision*

Be recognized regionally, nationally, and internationally as **the** business program of choice for Northern California

### *Mission*

We serve California as a **student-centered**, residential **learning community** that fosters innovative, high quality business education emphasizing **applied learning, integration of technology**, and **understanding of diversity**. We continuously improve our learning community through **research** and stakeholder participation.

### **Meaning of Key Words in the Mission Statement**

***Student-Centered:*** Although the majority of our students come from Northern California, whether they come from other cities and towns in California or from outside California, quality learning comes first in the minds and actions of our faculty, staff and administrators. We use our special residential setting to create and maintain a caring learning community that enables students from diverse backgrounds and ethnicities to develop the knowledge, skills and professional orientation to meet the challenges of a dynamic global business environment. Students are co-producers of their own education through effort and involvement in academic and co-curricular activities.

***Learning Community:*** We give our highest priority to student learning and instructional effectiveness. We create, acquire and transfer knowledge with an understanding of the importance of ethical business practices. We leverage our own learning capabilities through productive partnerships with our varied stakeholder groups such as students, faculty, staff, alumni, employers, campus and community.

***Applied Learning:*** We interact extensively with our business community to ensure that our curriculum focuses on issues that are relevant to practice. We strive to prepare graduates to be productive from day one on their first job through internships, projects and other activities.

***Integration of Technology:*** We believe that the application of information technology is an overarching attribute of the business environment. Preparing graduates to use effectively the information technology they will encounter in the business world is a distinctive competency of our programs.

***Understanding Diversity:*** We are strongly committed to enriching students' education while better preparing graduates for the global economy through increased diversity in our student body and an exposure to a variety of viewpoints, fostering sensitivity and flexibility toward cultural differences.

***Research:*** While all types of research are valued in the College of Business, we encourage research efforts that support learning and pedagogy, contributions to practice, and discipline-based scholarship for the purpose of adding value to the currency of our programs and stakeholders.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## II. COLLEGE OF BUSINESS VALUES STATEMENTS

### *Values Statements*

The following list of values was derived from a “defining ourselves” process involving College of Business faculty and staff. We recognize our obligation to uphold this set of core values and use them to guide and direct our daily activities as we go about the task of fulfilling our vision and mission.

***Integrity:*** We are committed to upholding the highest standards of ethical behavior in all aspects of our work, and representing ourselves and our intentions to others truthfully and in an honest and straightforward way to ensure that our conduct always merits trust.

***Quality:*** We are committed to the continuous improvement of our academic programs and excellence in our faculty, staff, and administrative processes to ensure that our students receive the highest quality business education.

***Service:*** We are committed to providing outstanding service to our students, our internal and external communities, and being sensitive and responsive to their needs.

***Respect:*** We are committed to fostering an environment where everyone is courteous, helpful and considerate, irrespective of individual backgrounds, interacts with others in a professional manner, treats them with respect and dignity and demonstrates an understanding of and is sensitive to their individuality and importance.

***Teamwork:*** We are committed to fostering an environment where cooperative efforts, the sharing of ideas and knowledge, open communications, and respect for the contributions of others are encouraged to achieve our common goals.

***Creativity:*** We are committed to fostering an environment where creativity and innovation are encouraged and rewarded, and where our collective talents are leveraged to generate innovative and creative solutions to problems that limit our ability to provide our students with the highest quality business education.

***Accountability:*** We are committed to being personally accountable to one another for our personal growth, professional development, and our individual performance, and collectively accountable for fulfilling our obligation to ensuring that our students receive the highest quality business education.

***Diversity:*** We are committed to fostering an inclusive work environment where diversity, however it is defined, is valued and respected and positive attitudes toward one another is promoted.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

### III. AACSB ACCREDITATION

As a new or continuing adjunct faculty member, it is important for you to know that the College of Business is accredited by an international organization called The Association to Advance Collegiate Schools of Business, or AACSB International.

AACSB International accreditation represents the highest standard of achievement for business schools, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. Since only 15 percent of business programs worldwide are AACSB accredited, AACSB International accreditation is the hallmark of excellence in management education.

AACSB International accreditation assures stakeholders that business schools:

- Manage resources to achieve a vibrant and relevant mission.
- Advance business and management knowledge through faculty scholarship.
- Provide high-caliber teaching of quality and current curricula.
- Cultivate meaningful interaction between students and a qualified faculty.
- Produce graduates who have achieved specified learning goals.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## **IV. COLLEGE OF BUSINESS CONTACT INFORMATION**

### **DEAN'S OFFICE**

*Tehama 301, x6272 (Zip 001)*

Willie Hopkins, Dean  
Kelli Mejia, Secretary to the Dean  
Clare Clifford, Administrative  
Assistant

*Glenn 111, x5895 (Zip 001)*

Ray Boykin, Associate Dean

*Tehama 387, x4583 (Zip 001)*

Chris Serna, Administrative  
Analyst/Specialist  
Kendyl Dunivan, Administrative  
Assistant

### **DEPARTMENT OF ACCOUNTING & MGMT INFO SYS.**

*Tehama 313, x6463 (Zip 011)*

Gail Corbitt, Chair  
Ronda McGrath, Administrative  
Coordinator  
Jill Rice, Administrative Assistant

### **DEPARTMENT OF FINANCE & MARKETING**

*Tehama 307, x5666 (Zip 051)*

Shekhar Misra, Chair  
Devona Abelar, Administrative  
Coordinator  
Sherry Boyd, Administrative  
Assistant

### **DEPARTMENT OF MANAGEMENT**

*Tehama 305, x5663 (Zip 031)*

Jeff Trailer, Chair  
Susie Lapp-Stout, Administrative  
Coordinator  
Glenna Morgan, Administrative  
Assistant

### **COLLEGE OF BUSINESS DEVELOPMENT OFFICE**

*Tehama 315, x4255 (Zip 001)*

Dee Hoffman-Wills, Assistant Dean  
for External Relations

*Tehama 317, x6178 (Zip 001)*

Paige Gilbert, Administrative  
Assistant

### **UNDERGRADUATE ADVISING OFFICE**

*Glenn 325, x4480 (Zip 021)*

Amy Lance, Senior Advisor  
Adelle DeMasi, Advisor  
Kalea Bishop, Advisor  
Jeanne Angle, Administrative  
Coordinator

*Glenn 215, x5272 (Zip 021)*

Gary McMahon, Assistant Dean for  
Accreditation/Student Services

*Glenn 211, x6359 (Zip 021)*

Oscar Haro, Business Resource  
Center Director

### **GRADUATE ADVISING OFFICE**

*Glenn 121, x6283 (Zip 041)*

Neelam Bahl, Advisor

### **COLLEGE OF BUSINESS MAILING ADDRESS:**

**400 W. 1<sup>st</sup> Street**  
California State University, Chico  
Chico, CA 95929-0051  
FAX: 530.898.4584

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## V. START UP INFORMATION

YOUR APPOINTMENT PAPERWORK: Fill out employment paperwork (Kendall 220). You will need to bring Identification Documentation such as 1) Drivers License AND Social Security Card; Please note: an ORIGINAL Social Security Card is required. Your contract will be delivered to the department office for your signature. Please return the signed contract to the department office (THMA 313) as soon as possible.

YOUR IDENTIFICATION CARD: Wildcat ID cards for use on campus, including the library, are obtained in Yuba Hall 117(on the corner of 2<sup>nd</sup> Street and Normal). Bring a photo ID (driver's license) and social security card. The office is open between the hours of 8:00 – 5:00; extended hours, only during the first week of the semester, are 8:00 – 7:00. You may obtain ID cards the same day or a few working days following the start of the semester. *Note: Teaching Assistants do not receive Faculty ID cards. You will use your current Student Wildcat Card instead.* Grad assistants may use their current student ID card.

### YOUR PARKING PERMIT

G, F/S, A, B, and M parking decals for Fall 2006 will be available for purchase beginning Wednesday, August 16 and continuing until all permits are sold. Permits will be sold at the BMU Auditorium (2nd Street entrance) from 8:00am - 4:30pm, Wednesday, August 16. There will be a separate entrance for G permit purchasers and another entrance for faculty, staff, A, B & M permit purchasers. Payment by check is PREFERRED for sales at the BMU Auditorium. Beginning Thursday, August 17, permits will be available at Student Financial Services-University Cashiering, Kendall 212, until all permits have been sold. University cashiering hours are 8:00am - 5:00pm daily. Purchasers must provide the University with their name, ID number, and vehicle make, model, color, year and license plate number for EVERY vehicle which may display the decal purchased by the individual. Permits are \$72.00 for G, A, & B permits and \$18.00 for M (motorcycle) permits.

YOUR OFFICE ASSIGNMENT: Please check with the department office for office assignments. Adjunct faculty members generally share an office and adjust their office hours to accommodate other occupants. Note: All faculty members are required to maintain five hours of office hours per week. Hours for less than full-time appointments should be prorated appropriately.

YOUR KEYS: Contact department administrative assistant. (Please note that you will be required to turn yours keys back in when you separate from the University. There is a \$25 charge for each lost key.)

YOUR TELEPHONE: Office phones are available for local calls only. The department is charged for all local telephone calls. Charges for on-campus calls can be avoided by dialing the last 4 digits of the number only (e.g., dial 5663 for the Department Office). If you need to use the phone for business related long distance, you must obtain a calling card from the department (you have to reimburse the department for these calls) or use your own calling card.

## START UP INFORMATION (CONTINUED)

VOICEMAIL: All phones are equipped with campus Voicemail. Please call User Services at x6000 for set up and for any questions regarding your Voicemail. The Voicemail tutorial will “talk you through” your first session. All mailbox functions are based on single digit mnemonic commands: P to play your messages; M to make a message; U to access user options; D to delete the message; K to keep the message to play at another time. If you are sharing an office, check with the other occupants to coordinate an outgoing message that is compatible for each user.

YOUR OFFICE SUPPLIES: Contact department administrative assistant

YOUR OFFICE COMPUTER: Contact Rich Milliron at x6206

YOUR EMAIL: Contact the Faculty and Staff HELP Desk in Siskiyou 109 (x6000) to obtain a UNIX account, a modem account, and remote connectivity information and documentation. You must have your Wildcat Faculty ID card to have your email account set up. Various classes are offered during the semester with training on computer software packages such as WEB, Lexus/Nexus, etc. These workshops are advertised via email.

YOUR PORTAL ACCOUNT: Set up your account 24 hours after obtaining your Faculty ID. Click on “Portal Login” on the University’s web page and follow instructions to obtain account. Except for exams and quizzes, all class documents (e.g., syllabus, handouts, etc.) must be placed on WebCT (Training on and help with WebCT can be obtained by contacting the TLP staff at x6167, Meriam Library 003). All final grades are entered into the Portal.

YOUR COPIER PIN ACCOUNT: You will be given a pin number to be used in copy machines around campus. Directions for inputting your pin number are above the copy machine in the department office. Your pin number will remain the same during the duration of your employment and is connected to a debit account. Each time you make a copy, the account will be debited. Please note, your debit account will not be more than \$15.00 (223 copies) at a time. Based on previous averages, 223 copies is more than adequate for at least 3 months worth of copying. If you are exceeding the \$15.00 amount significantly earlier than 3 months, you should be submitting more Quick Copy requests. When your pin number no longer works in the machine, you are out of copies. Please notify the department office staff and they will have your copy account re-debited.

COPY REQUEST FORMS: The department has a Copy Instruction Sheet that must be completed when requesting more than 15 copies of any item. You may request copies of exams and quizzes only. The department office staff does not complete faculty copying. The form is located near the faculty mail boxes. Once completed, please attach the originals, and leave in the Print Jobs Request tray. The only pick-up/delivery is usually mid-afternoon. Quick Copy requires at least 2 full working days per request. Completed duplicating orders are delivered from Quick Copy. The department office staff will put duplicated exams and quizzes in a locking cabinet and a notice will be placed in your box. Notify office staff and they will retrieve quizzes and exams for you.

<b>START UP INFORMATION (CONTINUED)</b>
---

FAX EQUIPMENT: A fax machine is located in your department office. Ask the department administrative assistant for the number. To send a fax, please complete the fax cover sheet in the department office. The department staff will send your fax and return it to your mailbox. If the call is long distance please provide your calling card number to the staff.

YOUR PAYCHECK: Refer to the following document regarding pay periods. Paychecks are to be picked up in the department office on payday after 3:30 pm unless you have automatic deposit (Part time lecturers are eligible for automatic payroll deposit - Lecturers in the graduate program are not entitled). If you have automatic deposit, you will still receive a pay stub. Checks not picked up within four working days of issuance will be returned to Cashiering in Kendall Hall.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## VI. SEVEN PRINCIPLES OF GOOD PRACTICE IN UNDERGRADUATE EDUCATION

### **1. Good practice encourages student-faculty contact**

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

### **2. Good practice encourages cooperation among students**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

### **3. Good practice encourages active learning**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

### **4. Good practice gives prompt feedback**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

### **5. Good practice emphasizes time on task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty administrators, and other professional staff can establish the basis for high performance for all.

### **6. Good practice communicates high expectations**

Expect more and you will get it. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

### **7. Good practice respects diverse talents and ways of learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need to have the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## VII. TEACHING-RELATED POLICIES AND PROCEDURES

**A. Office Hour Policy:** “A full-time faculty member shall hold a minimum of five office hours per week. Such office hours shall be scheduled at times and on days when students are normally in attendance. This provision shall be applied pro rata for persons employed less than full-time.” Part-time faculty generally holds at least one office hour per section each week. If you are sharing an office, please coordinate your hours where they will not conflict with the other occupants. All faculty: Please report these hours to the department office to be included on the faculty class/office hour listing as well as list them on your class syllabus. Please post any changes outside the office and notify the department office. See “Absences” for more information.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

**B. Grades:** Details on how to submit grades will be emailed to you towards the end of each semester

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

**C. Incompletes:** Incompletes are issued only when a portion of the required coursework has not been completed and cannot be met for some unforeseen reason. An “Agreement for Removing an Incomplete” must be filed with the department office at the end of the semester. Please see “Change of Grade” policy if you are changing an incomplete to a letter grade.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## TEACHING-RELATED POLICIES AND PROCEDURES (CONTINUED)

**D. Change of Grade Policy:** Forms to change final course grades can be obtained from the department office. Changes may be subject to approval, and the reason for the proposed change must be clearly specified. Once you have completed your portion of the form, including reason for change (see below), please leave it with the department office staff. The office staff will obtain any remaining signatures if necessary, send it to be processed and record the change for department records.

Please review the following steps when submitting a change of grade:

1. Complete the two-part change of grade form in ink.
2. Approval (indicated by signatures) is required to make the following change:
  - a. “I” or “SP” grades changed to an “A through F, U, NC, or CR” require only an instructor’s signature.
  - b. Grade (A through F, U, NC, CR, or W) being changed to another grade requires instructor, chair, and dean approval.
  - c. Any grade being changed to a “W” (drop/withdraw) requires instructor, chair, and dean approval.
3. Students are not allowed to hand carry changes unless the form is in a sealed envelope with a signature across the seal.
4. The green copy of the form will be returned to the instructor for their records after the change has been processed.
5. University policy does not allow any changes once a degree has been completed and posted to the student’s academic record.

The following are examples of compelling reasons for change (The University Catalog 2003-2005):

1. Instructor error in computing or marking the grade
2. Clerical error by the Office of Student Records and Registration in posting the grade;
3. Prejudice on the part of the instructor in assigning the grade, or;
4. Failure by the instructor to follow grade standards described in the course.

The general policy on “additional work completed” is the following: Additional work completed should not change a student’s grade unless your syllabus contains a clear statement to the effect of: “All students can improve the grade earned in this course by completing additional work during or after the semester. See instructor for details.” If your syllabus contains such a statement, please notify and provide the department office with a copy. The purpose of the policy is to give all students the same opportunity to improve their grades. If you have additional questions, please contact Student Records x5143.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## TEACHING-RELATED POLICIES AND PROCEDURES (CONTINUED)

**E. Add/Drop Policy:** During the first two weeks of class, students can add and drop classes through the Portal system. Beginning the third week of classes, adds and drops require the instructor's signature on a Change of Program (COP) form, or the instructor can drop and add students through the department on a supervision form or by email. After the fourth week of the semester, a COP form must be used to add or drop courses. A serious or compelling reason (see below) is required as are the signatures of the instructor, department chair, and the dean of the college.

### **Serious and Compelling Reasons:**

1. An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from the university; for example, a one to two week absence with a doctor's written excuse.
2. An extended absence due to a death in the immediate family. This applies to absences exceeding a week due to family affairs that must be attended to by the student. This can be verified by death certificate or other verifiable documentation; not the obituary notice from the newspaper.
3. A necessary change in employment status which interferes with the student's ability to attend class. This change in employment status must be verified in writing, on official letterhead, and signed by the student's employer.
4. Other unusual or very special cases, considered on their own merit.

The following would not fall under the intent of "serious and compelling" reasons:

1. Grade anticipated in class is not sufficiently high, or student is doing failing work.
2. Failure to attend class, complete assignments, or take a test.
3. Dissatisfaction with course material, instructional method, or instructor.
4. Class is harder than expected.
5. Pressure of other classes, participation in social activities, or simple lack of motivation.
- 6) A change of major.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## TEACHING-RELATED POLICIES AND PROCEDURES (CONTINUED)

**F. Student Evaluation of Teachers (SET) Policy:** Two envelopes (for each section) containing questionnaires and written comment forms will be placed in your mailbox the Friday prior to the beginning of the SET period. You will have a three-week period (usually during November for fall and April for spring) to administer the SET's. Specific instructions to administer the SET's will be included with your packet. When planning your syllabus schedule, allow a portion (estimated time is at least 20 minutes) of one class meeting to administer the SETs. Results of the SET administration are generally available in the first few weeks of the following semester. Summary data is placed in your mailbox, and written comments are available in your personnel file; located in the Dean's Office.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

**G. Final Exam Policy:** "Faculty are strongly advised not to use the last week of classes for examinations unless there is no scheduled examination during the week of final exams." (Executive Memorandum 98-11) "All classes are required to meet for one two-hour period during finals week for instruction or examination. Faculty are required to meet at the class time and place scheduled, specified in the final exam schedule in the 'Class Schedule' book and on the CSU, Chico website [www.csuchico.edu](http://www.csuchico.edu) under Class Schedule. If you will be giving a common final, check with the department office for time and room. Requests for exemptions to this policy must be approved in advance by the department chair and college dean. Failure to conform to this policy may result in a letter of reprimand or formal discipline." (Executive Memorandum 98-11)

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## TEACHING-RELATED POLICIES AND PROCEDURES (CONTINUED)

**H. Academic Integrity Policy:** The College of Business at California State University, Chico believes in its responsibility to create and maintain an educational environment that values ethical conduct by faculty, students, and staff. To that end, the College of Business adopts the fundamental values of academic integrity as espoused by The Center for Academic Integrity. These fundamental values are: honesty, trust, fairness, respect, and responsibility. The following website contains additional information on the College of Business academic integrity policy:

[http://www.cob.csuchico.edu/COB\\_Information/Academic\\_Integrity.html](http://www.cob.csuchico.edu/COB_Information/Academic_Integrity.html)

### **College of Business Academic Integrity Guidelines March 29, 2006**

The College of Business at California State University, Chico believes in its responsibility to create and maintain an educational environment that values ethical conduct by faculty, students, and staff. To that end, the College of Business adopts the fundamental values of academic integrity as espoused by The Center for Academic Integrity. These fundamental values are: honesty, trust, fairness, respect, and responsibility. The [fundamental values](#) are clearly defined on the Center's website (<http://www.academicintegrity.org>).

CSU, Chico in June of 2004 adopted the "Policy on Academic Integrity and the Establishment of the Council for Promoting Academic Integrity" (EM 04-36). In this policy it provides clear definitions of academic integrity and responsibilities. In addition, the EM also addresses the issue of due process:

#### **Due Process**

In dealing with academic integrity issues, it is incumbent upon the academic community that all of its members are assured of fair and equitable treatment. Additional information may be provided by or found in

- Code of Student Rights and Responsibilities (EM 96-38)
- Office of Student Judicial Affairs (SJA)
- Faculty Personnel Policies and Procedures (FPPP)
- Executive Order 628, CSU System Policies and Regulations.
- Title 5, California Code of Regulations, in particular, section 41301: Student Disciplinary Procedures for the California State University

Any unlawful threats, acts of retaliation, or false accusations against any member of the faculty, staff, or students will be cause for disciplinary action under section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities. (Executive Memorandum 04-

36, *Policy on Academic Integrity and the Establishment of the Council for Promoting Academic Integrity, June 24, 2004.*)

In examining academic integrity guidelines at other institutions there seems to be different levels of treatment for academic integrity violations. Many institutions start with warnings and then proceed up through expulsion from the institution. The following are suggested guidelines for the College of Business:

#### **Lower Division Courses**

First Offense – Reduction in grade on assignment (report to SJA)

Second Offense – Reduction of grade or “F” in the class (refer to SJA)

#### **Upper Division Courses**

First Offense – Zero grade on that assignment (report to SJA)

Second Offense – “F” in the class (refer to SJA)

#### **Graduate Courses**

First Offense – Zero on that assignment and reduction of grade for the course (report to SJA)

Second Offense – “F” in the class (refer to SJA)

These are only suggested guidelines and the treatment of each academic integrity violation is the responsibility of the instructor. Some violations of academic integrity may warrant moving directly to the more severe treatment. The difference between reporting and referring to the Office of Student Judicial Affairs (SJA) is that reporting is a notification so that SJA can track students and violations; referring a student to SJA is the formal process of SJA investigating and possibly recommending further treatment for the violation.

In addition to these guidelines the following process is suggested:

1. Instructor meets with the student to discuss the incident.
2. Instructor informs their chair of all incidents.
3. Instructor discusses with chair before either reporting or referring the issue to SJA.

The reason for keeping the chair informed is to avoid any potential violations of “due process” that would damage the academic integrity process in the college.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## VIII. ADMINISTRATIVE POLICIES

### A. Determination of PQ Status/Participating Guidelines

#### Background

These guidelines were developed based on the following information sources:

- AACSB states that normally a master's degree and relevant experience are required to attain professionally-qualified status. The standard also states that the experience should be significant in duration and level of responsibility and current at the time of hire.
- Information obtained from an AACSB accreditation workshop and extensive discussions with two AACSB review teams on specifics appropriate to Chico.

#### PQ Status at Time of Initial Hire

- The instructor normally will have an MBA (or higher) or other appropriate master's degree (or higher). Special exceptions may be made if the level of position and relevancy of the job to the teaching area are exceptional.
- The highest position attained is significantly beyond an entry-level professional job. The instructor should have been employed full-time in professional positions for at least 3 years. Increased level and length of employment is expected when teaching upper division and graduate classes. Professional certifications and other objective evidence strengthen the case.
- A significant full-time professional position was held within 5 years of initial hire at Chico.

**Maintenance of PQ Status** – In order to maintain PQ status after a five-year hiatus from a professional position, an instructor must either:

- Engage in significant professional employment of appropriate duration during the most recent 5-year period. Examples might include summer faculty internship positions or significant, verifiable consulting engagements of several months duration relevant to classes taught.

**Or**

- Significant intellectual contributions in the most recent 5-year period, normally with at least one refereed journal article in that 5-year period.

**Note:** Instructors must have held a position “significant in duration and level of responsibility” at one time in their career to ever be eligible for PQ status. In other words, **an instructor cannot be PQ without the appropriate organizational experience, regardless of publication record or individual consulting activities.**

**TABLE**

Participating Faculty Category Definitions (3-point needed to be participating)

<b>Activity Categories</b>	<b>Points</b>	<b>Score</b>
<b>Curriculum</b>		
• Teaching a new course for the first time with self developed materials	2	
• Developing a new course proposal	1	
• Developing new material for an existing course where at least 30% of the course is different than in previous semesters	1	
• Actively participate in an ongoing basis in the review and updating of course materials and content (at least 5 meetings per semester)	1	
• Core course coordinator – actively supervise the content and part time instructors of the course	1	
<b>Administrative Responsibility</b>		
• Any job requiring regular attendance at the College AG meetings	2	
• Academic Senate Officer	2	
• COB assessment coordinator	2	
• Accreditation Task Force member	1	
• Executive Search Committee member	1	
• Business Ethics Coordinator	2	
<b>Assurance of Learning</b> – involved in program or option assessment efforts beyond the normal activities associated with assigning students’ course grades		
• ALAB committee member	1	
• STEPS program	1	
• Option review committee	1	
<b>Student Organization</b>		
• Advisor to a student organization	2	
• Attend at least 4 student organization meetings or activities per semester	1	
• Supervise outside of class student projects	1	
<b>Development and Corporate Relations</b>		
• Participate in at least two fund raising activities such as going to visit donors with the development officer	1	
• Writing a grant	1	
• Receiving funding for that grant	1	
• Attend two or more dinners, luncheons, etc. per year with recruiters and/or corporate sponsors visiting the campus	1	
• Attend Industry Council/Advisory Board meetings	1	
• Member of Advisory Board	2	
<b>University Relations</b>		
• Serve on a University or College Committee	1	
• Presentation at CELT	2	
• Member of Academic Senate	1	
• Grand Marshall for Commencement	1	
• Attending AACSB workshops or conferences	1	
<b>Significant Department Activity</b>		
• Serve on major Department committees such as RTP	1	
• Work to achieve option strategic goals (document this effort)	1	
• Professional conference presentation	2	
• Professional conference attendance	1	
<b>Voting Rights</b>		
• Is an active voting member of the faculty at department and college meetings – including committee assignments	2	

**B. Evaluation and Review Process:** You will be asked to prepare a dossier that will be included in your personnel file. Please ask your department office for deadlines and requirements (usually mid-October for fall and mid-February for spring). Refer to the document provided below regarding requirements.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

**C. Absence Policy:** A faculty member must have his/her chair approve any absence from a scheduled responsibility (e.g., a class, an office hour, or a meeting of a campus committee of which he/she is a member). This approval must precede the absence if at all possible. The approval will include the reason for the absence and efforts which are planned to mitigate the effect of the absence (e.g., substitutes, make-ups). Absence approval forms can be obtained from the department administrative assistant.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

**D. Separation Process:** At the end of your appointment (if you are not being rehired for the following semester) you will be required to complete and obtain signatures of eight locations across campus on the “Separation Clearance Form.” Otherwise, this form must be submitted upon termination of employment at CSU, Chico. Please see the department administrative assistant when beginning this process.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

**E. Travel Policy:** Travel request forms must be approved in advance of your trip. Please contact the department administrative assistant for further information. University policies governing travel may be found at the following web location:

<http://www.csuchico.edu/sp/policy/management/tp/travelpolicy.htm>

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

**F. Professional Ethics and Standards:** Policies governing professional ethics and standards may be found in Section 2 of the Faculty Personnel Policies and Procedures manual at the following web location:

<http://www.csuchico.edu/hr/Documents/VPHR-FPPP.pdf>

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

### **G. E-mail Policy**

California State University, Chico considers e-mail an official method of communication with students which can provide substantial improvements over traditional written communication as it delivers information in a convenient, timely, cost effective, and environmentally aware manner. This method ensures that students have access to official communications through a standardized channel.

Official information sent to student wildcat e-mail addresses may include the following: approved notification of university business processes and/or appropriate university, college, or department academic information such as emergency announcements, security information, billing information, confirmation of major change, etc. Alternative methods, (e.g., US postal mail, website notification) in addition to e-mail, may also be used to communicate official university business.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

### **H. Risk Management Policy**

If you plan to take students on a trip away from campus, you will need to file numerous risk management documents. Please contact your department chair two weeks before your planned departure in order to complete the forms.

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)

## **I. Pay Periods**

Academic Year faculty members receive six paychecks each semester that they teach. The pay periods are as follows:

### **Fall Appointment (no spring appointment)**

1. September
2. October
3. November
4. December
5. January
6. February

### **Fall/Spring Appointment (AY)**

#### **Fall Semester**

1. September
2. October
3. November
4. December
5. January
6. **AUGUST**

#### **Spring Semester**

1. **FEBRUARY**
2. March
3. April
4. May
5. June
6. July

[Back to TABLE of CONTENTS](#)

[Top of the Document](#)