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Policy and Procedures Manual

Initial draft: July, 2006

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

INTRODUCTION

The information provided in this handbook represents a collection of University and College of Business policies and operating principles, and is designed to facilitate faculty members' pursuit of excellence in their research, teaching, and service contributions. 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.¹

¹In case of a conflict between College of Business and University policies and procedures, University policies and procedures will prevail

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I. COLLEGE OF BUSINESS VISION, MISSION AND VALUES STATEMENTS

Vision Statement

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

Mission Statement

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.

Value 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

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II. ACADEMIC POLICIES

A. Periodic Evaluations and Performance Reviews

Faculty members in the College of Business undergo a Periodic Evaluation (which is primarily developmental in nature) and a Performance Review (containing developmental and judgmental components) on an annual, rotating basis. Policies governing performance reviews may be found in Section 17 and Section 19 of the Faculty Personnel Policies and Procedures manual at the following web location:

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

B. Retention, Tenure and Promotion, and Post-Tenure Review

Policies governing retention, tenure and promotion and post-tenure review may be found in Section 18, Section 21, and Section 32 (respectively) of the Faculty Personnel Policies and Procedures manual at the following web location:

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

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C. AQ Status and Teaching Load Guidelines

1. Faculty teaching undergraduate courses should be Academically Qualified (AQ) – i.e., two or more refereed journal articles or equivalent plus one additional intellectual contribution within the most recent 5- year period, spread throughout the 5 year period.
2. Faculty teaching graduate courses should be Super AQ (i.e., 3 refereed journal articles or equivalent within the most recent 5-year period, spread throughout the 5 year period).
3. The standard teaching load is 4 sections in each semester (4 & 4). **Note:** Sections of 120 or more students count as two sections.
4. Non-AQ faculty will have a 4 & 4 teaching load.
5. The teaching load of AQ faculty can be reduced to 3 sections a semester. Activities acceptable for reduced teaching load depend on the nature of a faculty member's AQ status:
 - a. If no refereed article or equivalent has been published in the past 2 years or if AQ status will be lost within 1 year without additional Intellectual Contributions (IC) accomplishments, a reduced load can only be given for substantial, documented work-in-process with a specific deliverable such as a submission or proceedings. Failure to complete the deliverable results in a 4-section teaching load.
 - b. If a refereed article or equivalent has been published in the past 2 years and AQ status will not be lost within 1 year without additional IC accomplishments, a reduced teaching load may be assigned by the Chair for activities supporting the College's mission. Examples include:
 - Progress toward submission of a refereed journal article(s) or equivalent
 - Substantial work-in-process such as proceeding papers to journal articles
 - Significant external grant activities
 - Significant curriculum development activities (not the usual curriculum activities associated with teaching)
6. A teaching load of less than 3 sections in a semester will require approval from the dean or dean's designee. A grant buyout is a good example of how faculty members can reduce their teaching load to less than 3 & 3.

This policy was unanimously adopted by the Administrative Group (AG) in spring 2002

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D. Determination of PQ Status/Participating Guidelines

Background

These guidelines are based on the following information sources:

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

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.
- The table on the next page shows the various participating faculty category definitions. As noted in this table, 3 points needed to be considered participating.

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

Activity Categories	Points	Score
Curriculum		
• 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	
Administrative Responsibility		
• 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	
Assurance of Learning – 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	
Student Organization		
• 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	
Development and Corporate Relations		
• 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	
University Relations		
• 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	
Significant Department Activity		
• 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	
Voting Rights		
• Is an active voting member of the faculty at department and college meetings – including committee assignments	2	

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E. Faculty Development Process

Fall Semester

Each faculty member completes a “Faculty Development Plan - General” (FDP) form. General plans and goals can deal with a wide range of activities, such as scholarly output, improving teaching skills, learning something new, instructional development, keeping up on one’s field, or integrating technology into courses. Each faculty member meets with his/her Chair to discuss recent development activities, academic qualification status, and general development plans, using the FDP information. Chairs review benchmark achievement (from specific projects – see below) as appropriate. Evidence of benchmark achievement (e.g., manuscript draft, editorial letter of receipt, new syllabus, etc.) will be collected. Faculty may make specific requests for the following year’s Academic Years’ Assigned Weighted Teaching Units (AWTU) by October 7.

Spring Semester

Each faculty member completes a Professional Development Summary (PDS) Annual Update. Each faculty member meets with his/her Chair to review PDS activities and discuss ongoing development. Chairs review benchmark achievement (from specific projects – see below) as appropriate. Evidence of benchmark achievement (e.g., manuscript draft, editorial letter of receipt, new syllabus, etc.) will be submitted. If they choose, Departments/Options meet to discuss year’s progress, engage in peer-peer and faculty-Chair feedback, and review upcoming activities. Celebrate success.

Specific Projects – Any Time

Submit “Project Proposal and Resource Request Form” to the Chair. These requests are for specific resources and promise specific results. The resource allocation process will be managed by each Chair. Note that a Chair may choose to make allocation decisions at specific points during the year. Requests for the following AWTUs are due by October 7:

Faculty Professional Development Funding

At the beginning of each academic year, the Dean will allocate faculty development dollars to each department, to be managed by the Chair. At the end of each year, the Chairs report on their use of the resources. Chairs are accountable for effective resource use. Travel monies will continue to be allocated centrally, allowing for guaranteed minimum funding levels. Departments may allocate additional resources as available and appropriate. Release time may be available through direct buy-outs, use of allocated departmental funds and/or overall scheduling. As appropriate, Chairs may combine courses and shift loads. Faculty who are not active in terms of scholarship or service may have their teaching loads increased. The CSU continues to move towards workload flexibility, whereby each faculty member’s total workload is considered.

Faculty Development Plan - General

Name: _____ Date: _____

Please outline your general future plans in regards to:

Teaching/Instructional Development/Instructional Currency

Scholarship/Grants/Intellectual Contributions

Service to the Profession and/or University

Leaves (If you are planning to apply for a leave within the next year or two, please briefly state the type of leave, your goals for the leave, and when you expect to apply.

Retirement: What is your current expected date of retirement or separation from the University?

Date discussed with Chair: _____ Attach meeting notes if appropriate.

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F. Faculty Intellectual Contributions Activities

A Guide for Department Chairs

1. During the year, faculty should bring you reports of their successes, along with the evidence to back them up.
 - A. Make sure that the proper type of evidence is submitted. That is, confirm that the IC underwent a blind referee review.
 - B. It is recommended that you keep a separate file folder for each faculty member.
2. When you learn of a success, send an e-mail with the details to the Associate Dean for External Relations.
3. At the Spring FDP meetings, review (among other things) the successes.
 - A. Make sure that the proper support material is in hand for each IC.
 - C. Review last year's list (supplied by the Assistant Dean for Student Support and Accreditation), and see if any "in press" or "to be presented" ICs have been published or presented.
4. When you complete each Spring FDP meeting, give the support materials to the Assistant Dean for Student Support and Accreditation `.

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G. Graduate Program Scheduling Procedure

The Graduate Programs Coordinator is to:

Completion Date	Activity
September 30	Determine the courses for next academic year.
September 30	Know that department Chairs get faculty scheduling preferences.
October 7	Determine the list of desired instructors.
October 14	Meet with department Chairs and mutually agree on instructors, working from the “desired list” and Chairs’ input.
October 21	Finalize the schedule and distribute it to Chairs.
November 15	Determine whether leaves decisions have impacted the schedule and take appropriate action.

Last revised: 2/8/00

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H. Centers and Institute Policy

The purpose of Center and Institute activities are not only directed toward creating strong ties between the College of Business and its external constituents (e.g., business community and alumni), but also generating funding (in the form of grants and gifts) to support Center and Institute activities, contribute to College of Business overhead, and provide a means by which Center and Institute directors can create flexibility in their annual workload allocation. The purpose of this document is to provide a point of reference for Center and Institute directors as they fulfill their Center and Institute and departmental responsibilities.

Starting a New College of Business Center or Institute

Centers and Institutes represent a major outreach arm of the College of Business. Faculty members in the College of Business are encouraged to start Centers and Institutes to support this outreach mission. (Because the service load of directors is normally heavier than those without such responsibilities, untenured professors are strongly discouraged from seeking center or institute directorships.) Faculty must go through the formal university process to start a Center or Institute. Instructions for creating a center or institute can be found at the following website:

<http://www.csuchico.edu/vpaa/manual/NewCenterInstituteGuide.html>

Oversight Responsibility

The Associate Dean of the College of Business has oversight responsibility for Center and Institute activities and budgets. Faculty wishing to start a new Center or Institute must submit a business plan to the Associate Dean. The business plan must clearly indicate how the Center or Institute will contribute to the College of Business' mission and demonstrate the potential to become self-supporting (financially) within two-years. No state funds will be used to start or continue the operations of a center or institute.

Prior to September 15th of each calendar year, the Associate Dean will meet with Center and Institute directors to review objectives, strategies, and budgets. An outcome of this meeting will be a brief

written report containing objectives (i.e., activities and major events), strategies/action plans for achieving objectives, and budget for the upcoming Academic Year. On or before May 1st of each calendar year,

Center and Institute directors must submit an Annual Report to the Associate Dean. This Report will be used to assess the viability of Centers and Institutes, with respect to their ability to successfully implement chosen strategies, meet objectives, and conform to budgetary expectations (i.e., breakeven or positive cash flow). If, after two years of operation, a Center or Institute is found to be no longer viable (because of failure to meet objectives, lack of funding, etc.) it will no longer be recognized by the College of Business and operations will be ceased.

As a minimum, the Annual Report will contain the following information:

History: Provide brief background of the Center/Institute

Center Information: (i.e., name, contact information, director, website, etc. – this information can be placed in an appendix to the report)

Board Information: (i.e., first and last name of each board member, complete address, email address, and phone number– this information can be placed in an appendix to the report)

Vision/Mission: State the Center/Institute vision and mission

Outcomes: Summarize each activity/event that the Center/Institute sponsored and the outcome of the activity/event

Budget: Summarize actual revenues and expenditures using the following budget template:

Budget: Academic Year XXX

REVENUES

- Carryover
- Grants
- Projects
- Etc.

TOTAL REVENUE: _____

EXPENDITURES

- Salaries:
 - Administrative
 - Student Assistants
 - Grant Support
 - Etc.
- Travel:
 - Faculty/Staff
 - Student(s)
 - Etc.
- Postage/Freight
- Telephone
- Office Supplies
- Marketing & Promotional Materials
- Events:
 - Facilities
 - Hospitality
 - Etc.

TOTAL EXPENDITURES: _____

TOTAL PROFIT/LOSS: _____

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III. ADMINISTRATIVE POLICIES

A. Evaluation Policy

Policies related to student evaluation of faculty teaching may be found in Section 16 of the Faculty Personnel Policies and Procedures manual at the following web location:

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

All teaching faculty in the College of Business are expected to hold office hours during specified times during the week. Hours should be posted on the faculty member's office door and provided in the course syllabus. Five hours per week should be the minimum number of office hours held each week.

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B. Faculty Leave Policy

Policies governing faculty leaves may be found in Section 22 of the Faculty Personnel Policies and Procedures manual at the following web location:

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

College of Business Difference in Pay Policy

The College of Business wants to support as many faculty research projects as financially feasible and programmatically possible. However, meeting the needs of students and the mission of the college must be taken into account in the awarding of “difference in pay” (DIP) leaves. The purpose of a DIP leave is to participate in professional development activities that enhance the individual and the college. The college is in full support of these goals. The following criteria are used in the awarding of DIP leaves.

- The DIP leave must be in alignment with the College of Business Mission and Strategic Plan.
- The DIP leave can not have a significant negative impact on course coverage in the discipline of the requestor.
- The DIP leave can not have a significant negative impact in the AACSB ratios in the discipline of the requestor.
- The actual activity or project of the DIP must not change significantly from the approved activity or project. If it does, a new application for DIP leave must be submitted for approval.

During any academic year the College of Business will attempt to award as many DIP leaves as is feasible while limiting the negative impact on programs, students and accreditation.

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C. Summer Research Support Policy

The purpose of summer research support is to encourage faculty to maintain their academic qualifications through the publication of refereed journal articles. These stipends will be awarded to faculty based on the following criteria:

- Alignment with College of Business mission
- Faculty's current AQ status or Instructors (full time temp) PQ status
- Statement of research
- Previous research awards and performance (future awards)
- Department chair recommendation

All research award applications are evaluated by a research committee composed of faculty members who received summer research support in the immediate past summer. The committee provides the AG with a ranking of the applications based on the above criteria. If the total amount to be distributed is, for example, \$25,000 and the AG decides to award grants of \$5,000 and there are seven applications, the first five highest ranked applications will be funded. Faculty members receiving other types of personal compensation during the summer are not eligible to receive funding. Applications for summer research support should be submitted directly to the chair of the research committee. A sample application form is provided below:

Summer Research Funding Application

Year:

Name:

Department:

Project Title:

Project Description:

Project Deliverable:

I understand that if I receive a summer research award I will provide the College of Business by September 1st documentation of the research accomplished during the summer. This documentation will include a draft or submitted paper/article. In addition, I am not receiving any other personal compensation for this research during the summer.

Signature

Date

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D. Option Declaration Policy

As of fall 2006 Business Administration students must have completed all lower-division core or be enrolled in the last of the lower-division core prior to declaring an option. Transfer students are handled on a case-by-case basis (typically transfer students are allowed to declare an option if they have two or fewer classes remaining in the lower-core regardless of what they are).

The pre-requisites on all upper-division core classes are changed as of fall 2006 registration. No PBUS or PBIS will be listed in the registration system on MGMT 300, MINS 301, BLAW 302, MGMT 303, MGMT 304, MKTG 305, SCMS 306, and BADM 495.

When declaring an option, Advisors will note on the Advising Sheet that “student is enrolled in the last of the lower-division core classes.” It may be necessary at times to make an exception to the above policy so as not to impede the student’s progress toward graduation. This will be handled on a case-by-case basis and if warranted the Advisor makes note of the exception on the Advising Sheet.

Per the 05-07 catalog, Business Information Systems Students must complete Math 107 and Math 108 (or BADM 103) and ENGL 130 with a grade of C or better. As of fall 2006 BSIS students must complete Math 107 and Math 108 (or BADM 103 or Math 105) and ENGL 130 with a grade of C or better.

Approval for declaring an option can only be obtained from one of the Advisors.

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E. Travel Policy

Policies governing travel may be found at the following web location:

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

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F. Student Project Funding Policy

The College of Business strives to support as many faculty/student projects as financially feasible. In order to provide equitable allocation of these limited funds the following criteria are used.

- The project must be in alignment with the College of Business Mission and Strategic Plan.
- The project needs to have a broad faculty and/or student impact.
- Only initial funding requests are considered (no same project repeat funding).
- The funds may only be used for allowable expenses (no hospitality expenses – banquets, parties, etc.).

During any academic year project support is limited to available funding and is considered on a case-by-case basis. The purposes of these funds are to assist the project with either seed money or expense cost sharing. These funds cannot be used for faculty or student stipends or salary expenses.

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G. Summer School Policy

1. **Faculty:** One of the primary goals of the College of Business is that all full-time faculty members be either AQ or PQ. The new AACSB standards also mandate that all “participating” faculty members be AQ or PQ. To facilitate this goal, the College of Business policy requires that *preference* for teaching in summer school be given to participating, full-time faculty who are either AQ or PQ. Exceptions may occur if the College is unable to meet its summer school commitments.
2. **Students:** California State University, Chico rules prohibit students from taking two 3-unit, 3-week classes at the same time. The College policy now is that if a three week class is taken, students are not permitted to take any other class that overlaps. Students can, of course, take two classes (concurrently) that are offered during a 5-week summer session.

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IV. MISCELLANEOUS POLICIES

A. Academic Integrity

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

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:

V. 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.

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B. 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>

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