



COLLEGE OF
SOUTHERN
IDAHO

**College of Southern Idaho Campus
Procedures and Guidelines**

2025-2026

COLLEGE OF SOUTHERN IDAHO CAMPUS PRACTICES AND PROCEDURES

This document outlines the College of Southern Idaho's practices and procedures related to instruction and academic affairs. In instances where practices and procedures are directly connected to the College of Southern Idaho Employment Policies and Operational Policies, as approved by the College of Southern Idaho Board of Trustees, the appropriate Policy is identified. In these instances, the practices and procedures outlined in this document are intended to add clarity and additional information related to the specific Policy. In instances where practices and procedures are not directly linked to a policy, the information in this document is intended to provide information regarding the accepted practices and procedures of the College. Employees of the College of Southern Idaho are expected to follow all College policies, practices, and procedures. Nothing in this document should be construed to run contrary to the Board approved Employment Policies and Operational Policies, as those policies supersede language in this document.

Final decisions on practices and procedures are always the purview of the President.

Updates to these procedures can be made as needed by the identified department responsible. Changes should be (1) initiated through standard reporting lines (2) brought to Cabinet for awareness (3) updated (with revision date) on the official posted copy at www.csi.edu

Finalized: April 2026

Faculty Procedures and Expectations
Responsible Department: Instruction and Academic Affairs
Contact Information: Vice President of Instruction

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Section 1: CSI Faculty Conduct Expectations

The College of Southern Idaho (CSI) is committed to fostering a learning environment that is respectful, inclusive, and conducive to academic success for all students. Additionally, CSI is committed to a working environment that is supportive and encouraging for all members of the faculty community. These expectations outline a common understanding of professional behavior for all faculty members in service of these two goals.

Professional Responsibilities:

1. Faculty will deliver **high-quality instruction** that is current, engaging, and aligned with program learning outcomes.
2. Faculty will promote **student success** by providing clear expectations, timely feedback, and appropriate academic support.
3. Faculty will create **inclusive learning environments** that respect and value the diverse backgrounds, experiences, and perspectives of all students.
4. Faculty will uphold **academic integrity** by fostering honest and ethical conduct in the classroom and ensuring fair and consistent assessment practices.
5. Faculty will **communicate effectively and professionally** with students, colleagues, and administrators.
6. Faculty will maintain the **confidentiality** of student information, except as required by law or compelling professional needs.
7. Faculty will commit to **continuous improvement** and are encouraged to participate in professional development opportunities.
8. Faculty will avoid any **conflicts of interest** that may compromise their professional judgment or create an unfair advantage for some students.
9. Faculty **shall refrain from any conduct** that could be considered unethical, discriminatory, harassing, or abusive towards students or colleagues.

Consequences of Non-Compliance:

Violations of these expectations may result in disciplinary action, up to and including termination of employment. The College will follow established procedures for investigating and adjudicating alleged violations.

Section 2: CSI Faculty Contract Expectations

New Faculty Contracts: Upon hire, a new faculty member (with supervisor support) completes the “new hire form” which establishes employment, salary, and reporting line for the first year of employment. The signatures of the faculty member and appropriate administrators establish the initial contract with the institution.

Contract Issuance: Continuing faculty contracts for the upcoming academic year are typically issued to faculty members by the College of Southern Idaho (CSI) at the conclusion of the spring semester. This allows for proper budgeting and planning for the following academic year.

Contract Return: Faculty members are required to carefully review and sign their contracts. The completed contracts must be returned to the Office of the President by the established due date. This deadline ensures timely processing and confirmation of faculty appointments for the upcoming academic year. Failure to return contracts by the deadline may nullify the contract or result in financial penalties. Faculty may review the contract itself for details on penalties.

Continued Employment: After three years of continuous, full-time employment (i.e., the beginning of the fourth year), the College recognizes the merit of a faculty member and the assumption that they would meet the long-term staffing needs of the department, division, program, and the institution. The contract for such a faculty member indicates that the College may not terminate a faculty afforded Continued Employment without first proving Just Cause.

When a faculty member appointment is not renewed during the introductory period, the faculty member shall receive notice of their non-retention for the ensuing academic year as follows:

- Not later than April 1 of the first academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least two months in advance of its termination.
- Not later than January 1 of the second academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least five months in advance of its termination.
- Not later than November 1 of the third academic year of service, if the appointment expires at the end of that year, or if the appointment terminates during an academic year, at least eight months in advance of its termination.

Compliance Expectations: CSI will provide faculty members with annual training on federally mandated compliance issues (including FERPA and Title IX). This training is mandatory and should be completed annually by the assigned deadline. Compliance will be tracked by HR with assistance from department chairs.

CSI Grievance Procedures: The College of Southern Idaho prioritizes a safe and respectful environment for everyone. We offer Grievance Policies to ensure students, faculty, and staff have channels to address academic and non-academic concerns fairly and confidentially.

These policies are built on the following principles:

- Open discussion and active listening foster mutual respect.
- Individuals will not be disadvantaged for proactively addressing concerns.
- Concerns will be handled confidentially and resolved promptly.
- Everyone has the right to a fair hearing of concerns with good faith and respect.

Solving Problems:

- Direct communication and resolution with the person involved is encouraged whenever possible.
- If a direct resolution is not possible, the next step is to involve a direct supervisor for support (i.e. asking a department chair for help in negotiating a solution to a problem).
- Concerns should be handled promptly.
- Problems should not be discussed with uninvolved individuals.

Filing a Formal Grievance:

- In instances of a severe grievance, faculty can use the “Report a Concern” system to instigate a Maxient report. Maxient reports become part of the official CSI record and are used to document significant issues and initiate a formal investigation.

Section 3: Faculty and Department Chair Teaching (and supervising) Expectations (rev 8/25)

Onboarding: All new CSI Faculty, both full-time and adjunct, are required to complete new faculty onboarding. Onboarding is offered by the CSI Teaching and Learning Center and covers matters related to instruction, CSI processes, and CSI systems. (This is distinct from the HR “onboarding” that covers personnel issues related to benefits). As soon as the HR hiring process is complete, department chairs (as supervisors) should connect new faculty to the Teaching and Learning Center to begin the instructional onboarding process.

Full-time Faculty Work: Full-time faculty serve the College through both instructional and non-instructional activities. These activities are assigned by department chairs with Instructional Dean approval. In addition to these assignments, full-time faculty may choose to take on other responsibilities by becoming involved in service to their peers, to other areas of the college, and to the community. Faculty volunteer to participate in these expanded roles and may earn an advanced rank, discussed later in this document, accordingly.

Full-time faculty work as salaried employees. Accordingly, the hours faculty work each week often vary based on the instructional cycle and any additional responsibilities in which faculty have chosen to engage. Despite these variances, and the flexibility that may exist in a faculty’s schedule, full-time faculty are expected to be present and available to students, staff, peers, and the community so that the mission of the College may be accomplished.

Workload: Instructional and non-instructional activities generate faculty load. A full-time load for faculty on 9- or 10-month contracts equates to 15-16 credits each fall and spring semester. Full load for faculty on 11- or 12-month contracts is 15-16 credits in fall and spring semesters and a maximum of 10 credits in summer semesters. However, it is expected that diverse teaching conditions and a variety of non-instructional assignments across departments will necessitate a case-by-case approach when determining final load. The department chair, dean, and the Vice President of Instruction will collaborate to determine specific load values for activities.

Calculating Instructional Load: Load for a course is based upon several characteristics. These include the Carnegie credit value of the course, the amount of time a faculty must physically be present, and the type of instructional credit (lecture, lab, or clinical). Department chairs determine load values for courses with approval from deans and ultimately the Vice President of Instruction.

Calculating Non-Instructional Load: Load values for non-instructional activities are based on the estimated time required to complete the activities. CSI department chairs and deans are responsible for calculating load for non-instructional activities and ensuring consistency across departments. To be clear, many activities outside of direct instruction are required of professional faculty in order to meet the institutional mission. Not all of these are considered for extra pay based on “non-instructional load.” Activities that are determined to be “non-instructional load” will be those items department chairs and/or deans deem to be ongoing, extra time commitments that go above and beyond the responsibilities of professional faculty.

Overload: For standard 9- and 10-month faculty contracts, work assignments that exceed 15-16 load credits in fall/spring semesters may generate overload pay. Generally, department chairs may assign a specific faculty member no more than 6 overload credits per fall/spring semester (21 credits maximum) and/or 10 credits per summer semester. For 11- and 12-month faculty contracts, overload is assigned for credit values above 15-16 in the fall/spring and 7 in the summer semester. Overload in excess of these limits should be assigned sparingly based on extraordinary circumstances and should not repeat for consecutive semesters. Overload opportunities are not guaranteed and should be distributed between full-time and adjunct faculty to best meet the needs of institution.

The college prioritizes a balance between maximizing productivity and ensuring time for quality instruction, advising, service, and faculty well-being. Overload should not become a consistent expectation, and top priority should always be given to quality of instruction.

Adjunct Work: Generally, adjuncts can be assigned no more than 9-10 load credits each semester. Overload in excess of these limits should be assigned sparingly based on extraordinary circumstances and should not repeat for consecutive semesters. Exceptions to this number must be approved by the appropriate dean, the Vice President of Instruction, and the Human Resources office. The use of on-campus staff for instructional academic teaching assignments should be done sparingly (if at all). If necessary, the procedure for Staff Teaching should be followed.

Course Development: CSI does not provide supplemental compensation for course creation or development.

Dual Credit Support Compensation: In departments with sufficient dual credit enrollment, full-time faculty members are employed to support the dual credit mission. These faculty members teach (generally 5-6 credits) a reduced load with the remaining load spent in support of dual credit instructors. Specific load amounts should be articulated in the job description for each full-time dual credit faculty position. In departments without a full-time faculty liaison, other faculty will be compensated \$300.00 per year, per dual credit instructor, for the first three years of a dual credit instructor's employment to assist with new faculty development. After three years, the stipend period ends. Department chairs should initiate this payment on "one-time payment" forms during the May pay period with the funds coming from instructional department accounts.

Full-time faculty dual credit liaisons (9-month contracts) are additionally compensated for summer work with the equivalent of three credits of overload. Instructional Deans should initiate this payment on "one-time payment" forms during the July pay period with the funds coming from instructional department accounts.

Summer 10-Month Department Chair Compensation: In departments led by 10-month department chairs, those department chairs are additionally compensated for summer work with the equivalent of three credits of overload. Instructional Deans should initiate this payment on "one-time payment" forms during the June pay period with the funds coming from the summer school institutional account. Acceptance of this stipend indicates that the department chair will be available to respond in a timely manner to emails and messages. They will also be willing to

monitor course loads and take the appropriate actions (add sections/seats, close courses, etc.) during June and July. If a 10-month chair does not want to have these summer responsibilities, please contact the appropriate Instructional Dean and they will delegate the summer decision making responsibilities.

Section 4: Faculty Annual Evaluation Procedure and Expectation (rev. 8/25)

Evaluation Process: The evaluation process is collaborative, involving faculty members and department chairs working together throughout the year.

- Each academic year, faculty members will collaborate with their department chairs to reflect on their teaching and work in order to establish and update an Individual Development Plan (IDP) (see “Faculty Evaluation Form”).
- Department chairs will evaluate each faculty member's performance, considering the self-evaluation, student evaluations (completed electronically and made available to students anonymously before the semester ends), and any relevant peer evaluations (optional at the department level).
- During this process, faculty also reflect on course/program assessment information, student evaluation feedback, rank expectations, and other relevant performance data and capture their goals in their IDP.
- Department chairs will meet with each faculty member to discuss the evaluation results, providing constructive feedback, acknowledging accomplishments, and identifying areas for future development.
- Based on the evaluation discussions, faculty members and department chairs will collaboratively set new goals for the upcoming academic year, ensuring continuous improvement and professional growth.
- Throughout the year, faculty members are encouraged to engage in activities aligned with their established goals. Activities may include participation in workshops, conferences, development of new teaching materials, pursuing research projects, contributing to college committees, or engaging in community service.
- Faculty members will complete their IDP by reflecting on their performance and achievements related to the previously established goals.
- Faculty evaluations are due each year on December 31st.

Rank: The College of Southern Idaho has a system for promoting faculty members who consistently demonstrate excellence in teaching, scholarship, and service.

- To be eligible, faculty must meet certain criteria outlined in the Faculty Handbook.
- The rank process requires faculty to prepare a portfolio demonstrating teaching, research, and service contributions.
- A faculty committee reviews portfolios and makes recommendations for rank advancement based on established criteria.

For full details, please refer to the Faculty Handbook.

Section 5: Course Offerings and Scheduling

Determining course offerings and developing class schedules involve collaboration between instructors, department chairs, Instructional Deans, and the Vice President of Instruction. The Vice President of Instruction ultimately approves course offerings and course schedules. When developing course offerings and schedules, all parties should consider the following:

- **Anticipated Student Enrollment:** courses with high student demand to meet student needs should be prioritized.
- **Faculty Availability:** the number of faculty available to teach and their expertise should be considered.
- **Community/Industry Needs & College Mission:** the needs of the community and industry in light of the College's mission and strategic plan should be considered.
- **Fiscal Stability:** the larger budgetary goals of fiscal responsibility and institutional stability should be considered; courses may be canceled for low enrollment in service to this end.

Common Course Scheduling Pattern: Sections are traditionally scheduled on the hour on Mondays, Wednesdays, and Fridays, beginning at 8:00 in the morning. On Tuesdays and Thursdays, sections are traditionally scheduled every 90 minutes, again beginning at 8:00 in the morning, except from 1:00 pm to 2:00 pm, which is an hour traditionally reserved for campus meetings. When scheduling courses, consideration should be given to preserving this open hour so that faculty have the opportunity to contribute to shared governance of the College during that time, such as participating in Faculty Senate and attending monthly department meetings. Courses scheduled during the 1:00-2:00 Tuesday/Thursday block need the approval of an Instructional Dean. Evening classes are generally scheduled from 6:00 to 9:00 pm.

Saturday classes are scheduled variably and in coordination with other departments to maximize student access.

Sections at outreach center campuses are scheduled in coordination with outreach center directors and other departments with special consideration of Zoom room availability.

Reservations of Classroom and Instructional Spaces: All spaces at the College of Southern Idaho are considered multiuse. There are no spaces specifically reserved for individual faculty indefinitely nor are there spaces indefinitely reserved for particular instruction. Faculty should work with department chairs to schedule and reserve instructional spaces that align with classroom pedagogy and student needs on a semester-by-semester basis. Other spaces on campus can be reserved for instructional and community purposes through <https://www.csi.edu/facilities/default.aspx>.

Faculty should be aware that spaces are often reserved by both community members and other instructional departments. Those reservations are honored over ad hoc usage of space. If a space is needed for instruction on an ongoing, consistent, basis, the space should be officially reserved to avoid conflict.

Registration, Late Registration, Drop and Withdraw: Registration deadlines and processes are determined at the CSI Cabinet level and published in the CSI Catalog. Faculty should be aware of these deadlines and make instructional decisions accordingly to best meet the needs of students. Faculty are expected to support student success by communicating these deadlines to students. These dates can be found in the current academic calendar.

Attendance Verification and Last Date of Attendance: Federal regulations require that institutions establish procedures to verify student attendance or participation in order to maintain eligibility for federal financial aid programs.

- Attendance Verification must be completed by the end of the first week of the course, including in flex-start and short-term courses.
 - The Office of the Vice President of Instruction will send a memo with attendance verification instructions at the beginning of each semester.
 - Students who register for a course but fail to attend during the first week of instruction (or fail to complete a designated initial activity in online courses as outlined in the syllabus) will be dropped for no show automatically after attendance verification occurs.
 - Failure to verify attendance will result in **all** students being dropped from the course.
 - Methods for verification may vary by course and instructor and should be clearly communicated to students. Examples of verification methods may include in-person attendance checks, online activities with time stamps, quizzes or assignments completed during class time, or documented participation in class discussions.
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- A clear attendance policy should be outlined in the syllabus, including expectations for class participation and activity.
 - At the end of the term, faculty will be required to submit the **last date of attendance** for all students enrolled. Therefore, faculty should keep precise attendance records for the entire teaching period.

Section 6: CSI Faculty Course Management Procedures and Expectations

The Importance of Student and Program Learning Outcomes: The College of Southern Idaho recognizes the critical role of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) in promoting a high-quality learning experience for all students. SLOs and PLOs are concise statements that describe the knowledge, skills, and abilities students are expected to gain by the end of a course and program.

- SLOs and PLOs provide students with a clear summary of what they will learn in a course or program, fostering a focused and purposeful learning experience.
- By aligning assessments with SLOs and PLOs, instructors can accurately measure student achievement and ensure course activities contribute to attaining the intended learning outcomes.
- SLOs and PLOs guide faculty in developing effective teaching strategies and course content targeted towards achieving the desired student and program learning outcomes.
- SLOs and PLOs contribute to the overall coherence of academic programs by ensuring courses build upon each other and contribute to broader program learning outcomes.
- Reflection on course/instructor performance and student performance in meeting SLOs is the central component in the outcomes assessment process as well as a large component of the faculty evaluation process.

The development and approval of SLOs and PLOs is a collaborative process:

- The Curriculum Committee approves new SLOs and PLOs and modifications to existing outcomes. The Committee reviews and approves student and program learning outcomes to ensure consistency and alignment across the curriculum.
- Faculty are encouraged to offer feedback on SLOs and PLOs through outcomes assessment and program review processes.
- Faculty members are encouraged to participate in workshops and training opportunities to refine their skills in formulating clear and measurable learning outcomes.

By actively utilizing well-defined and approved student and program learning outcomes, CSI ensures a focused and effective learning environment that promotes student success and program excellence.

Outcomes Assessment: The College of Southern Idaho prioritizes student success and program excellence. Outcomes assessment is a cornerstone of this commitment, evaluating student learning and informing continuous improvement across the curriculum.

- Outcomes assessment occurs at 4 levels with complete information found here: <https://www.csi.edu/instructional-outcomes-assessment/default.aspx>

- Faculty are expected to participate at all levels of outcomes assessment. This includes participation in “Assessment Week” scheduled for the week of Thanksgiving.

Program Review: The College of Southern Idaho is committed to continuous improvement of its academic programs. The annual program review process plays a vital role in this endeavor, which provides comprehensive evaluation of program effectiveness and guides future developments, including resource requests.

Faculty members, in collaboration with program managers and department chairs, are essential contributors to the annual program review process. Their participation ensures a thorough and insightful evaluation:

- Faculty are expected to analyze and interpret program-related data such as student learning outcomes, enrollment trends, and curriculum effectiveness to develop a detailed analysis of the program.
- This analysis identifies areas for improvement and potential course and program updates.
- The review culminates in a comprehensive Unit Development Plan (UDP). This plan will outline strategies for addressing identified program needs and enhancing student success. Importantly, the plan will also identify and justify necessary resource requests. These requests could include:
 - Additional faculty or staff positions
 - Development or update of instructional materials
 - Technology or equipment upgrades
 - Professional development opportunities for faculty

By actively participating in the annual program review process, including the identification and justification of resource requests, CSI faculty play a critical role in ensuring the continued excellence and sustainability of the college's academic and technical programs.

Section 7: Course Level Expectations and Resources

Syllabus Creation and Maintenance:

- A comprehensive **syllabus** is mandatory for every course.
- The syllabus should be developed following the current CSI Syllabus Guide. The syllabus guide can be found here: <https://www.csi.edu/teaching-and-learning-center/resources/syllabus-guide.aspx>
- The course syllabus must include the mandatory components of the course as approved by the Curriculum Committee and recorded in the course's Curriculum Guide. These will be provided by the department chair.
- A copy of the syllabus must be readily available to students (e.g., on the LMS) and a copy should be filed each semester with the faculty member's supervisor.
- Syllabi must reflect current course content and be updated each semester the course is taught.
- The syllabus serves as the instructional contract between faculty and students. Instructors are obligated to adhere to the syllabus throughout the semester.
- General policies outlined in the syllabus (grading, attendance, etc.) must align with the CSI catalog and institutional policies, avoiding any contradictions.
- Faculty members are required to hold regular student hours to provide individual consultation and support outside of class time. These hours should be clearly communicated in the syllabus and scheduled to maximize accessibility for students. Faculty should attempt to provide a student hour daily.

Course Planning and Resources: At the College of Southern Idaho, student success is our top priority. The Teaching & Learning Center (TLC) is here to empower and support faculty in achieving this goal.

Whether teaching online, face-to-face, or a hybrid format, the TLC offers a wealth of resources and expertise to help design effective and engaging learning experiences for students.

Online and Zoom Room Courses: Faculty assigned to teach online courses are encouraged to consult the Teaching and Learning Center about issues such as course design, accessibility, and wayfinding. Additional information can be found here <https://www.csi.edu/teaching-and-learning-center/default.aspx>

- When teaching online courses, faculty must also follow CSI's Student Identity Verification process found here <https://www.csi.edu/online/identity-verification.aspx>

- Faculty assigned sections taught in Zoom Rooms are required to complete special training prior to the beginning of the teaching period. Please consult the Teaching and Learning Center for more information.
- CSI encourages the use of an online learning framework created collaboratively with input from CSI faculty, learning designers, and administration. Information on this framework can be found here <https://www.csi.edu/teaching-and-learning-center/default.aspx>

Learning Management System (LMS) – Canvas

- The college utilizes **Canvas** as our **Learning Management System (LMS)**. Faculty can use Canvas to deliver course content, facilitate communication, and manage assignments and assessments.
- At minimum, all CSI courses must have an active Canvas landing point that provides students with the course syllabus, instructor contact information, links to communicate with instructor, instructor student hours, and links to instructional content outside of Canvas, if applicable.

Textbooks and Instructional Resources: The College of Southern Idaho is committed to instructional excellence and accessibility; therefore, the College expects faculty to choose appropriate, high-quality, instructional resources. Additionally, reducing student costs associated with course materials facilitates access. Therefore, faculty are encouraged to explore and adopt Open Educational Resources (OER) whenever possible. OER are openly licensed, high-quality learning materials that are free for students to access, adapt, and share.

Textbook and Resource Adoption

- In consultation with the department chair and colleagues, faculty will select required course materials following these guidelines:
 - First consideration should be given to adopting or adapting openly licensed OER materials to reduce student costs.
 - If OER materials cannot be adopted, then the cost and number of required textbooks and materials should be minimized.
 - Textbooks should not be changed more than once every two years (six semesters), unless outdated.
- The CSI Bookstore coordinates textbook ordering each semester. Faculty will work with the CSI Bookstore and supervisor to ensure appropriate materials are available for each course.
- Faculty will respond to the CSI Bookstore in a timely manner when textbook (and OER) solicitation occurs.
- Faculty can direct any course material-related questions or concerns to the department chair, bookstore director, library director, or other appropriate college personnel.
- The college supports the faculty as discipline experts best positioned to choose instructional materials. However, the College has final approval for all instructional materials and content

and at times may require certain curricular choices to support the College's mission (e.g. requiring a common textbook among a class with many sections).

Testing Center Usage: CSI provides instructional test proctoring on the Twin Falls campus, the Mini-Cassia outreach center, and the Jerome outreach center.

- Faculty members must schedule exams with the Testing Center well in advance, particularly during peak testing periods, when the Testing Center may have limited availability for in-person exams. Students should not be sent to the testing center during the final week of the semester (“finals week”).
- Faculty are responsible for providing the Testing Center with clear instructions regarding exam format (paper-based, online), time limits, allowed materials, and any special accommodations needed for students with disabilities.
- Students requiring testing accommodations should be referred to the Student Accessibility Services office to coordinate with the Testing Center.
- CSI also provides online proctoring services for students at no additional cost. Utilizing online proctoring services for online courses is highly encouraged. Contact the Testing Center for additional information on online proctoring services.

Distance Proctoring

- Faculty may choose to partner with third party organizations to set up proctored testing off campus.
- Examples of third-party proctors can be found on the Testing Center's website.

ACADEMIC INTEGRITY PROCEDURES (rev. 8/25)

The faculty, staff, students, and administration at the College of Southern Idaho believe that academic integrity goes far beyond not participating in unethical activities. Acting with integrity is upholding the values of honesty, trust, fairness, respect, responsibility, and courage (as defined by the International Center for Academic Integrity) in all aspects of our pursuits. Having an academic community based upon these values allows us to build authentic relationships between faculty, students, staff, and administration, and to confer degrees and certificates that represent a high-quality education earned through sincere effort.

The scope of these Academic Integrity Procedures is to guide faculty, staff, and administration through appropriate steps once a violation has been suspected. Proactive, preventative, and positive actions regarding Academic Integrity are highly valued and encouraged, but outside the scope of Disciplinary Procedures. The processes embedded in this maintain a high degree of faculty discretion, grant students appropriate protection of due process, and create consistency and accountability that protect CSI and its employees.

Violations

Academic dishonesty and misconduct are any forms of behavior which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. The following are defined acts of academic dishonesty and misconduct. Other behaviors not itemized below, but still fitting the broad definition above are also classified as academic dishonesty and/or misconduct.

- Cheating – using or attempting to use unauthorized materials, information, or study aids in any academic exercise including all work submitted for credit or hours.
- Fabrication – unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism – the adoption or reproduction of ideas, words, or statements of another person without appropriate acknowledgement.
- Unauthorized Collaboration – sharing information or working together in an academic exercise when the course faculty member does not approve of such actions.
- Facilitation – helping or attempting to help another to violate a provision of the academic dishonesty and misconduct listed above.
- Interference with Others’ Learning—abuse, theft, or vandalism of shared or communal learning resources, including digital resources.

When a faculty member believes a violation(s) of academic integrity has occurred, it is their responsibility to initiate the Resolution Process.

Course Level Resolution Process

The faculty member will provide a written explanation of the alleged violation to the student(s) and arrange a meeting with the student(s) within five (5) business days of the discovery of the alleged violation(s).

During the meeting with the student(s), the faculty member will review the information with the student(s) and allow the student(s) an opportunity for explanation and/or acceptance of the allegation(s). Based on the information discussed and presented, the faculty member will then determine if the student(s) is/are responsible for violations of these practices. The faculty member will then impose any sanctions up to and including failure of the course. Note, if the student(s) fails to show up for the meeting and fails to arrange a new time prior the meeting, the faculty member may move forward without the student’s input. Involvement of the department chair both before and during the meeting is strongly encouraged but not required.

The goal of the disciplinary system at the College of Southern Idaho is to educate students and hold students accountable for violations of the behavioral expectations set by the college. Appropriate sanctions help the college to teach, and the student to learn, that there are consequences to inappropriate or dishonest actions. The college strives for consistency in sanctions imposed for acts of academic dishonesty and misconduct, while still allowing for professional discretion of the faculty member. Faculty are strongly encouraged to report

accurately and consistently in order to facilitate the functioning of the whole system. Below is a non-exhaustive list of possible actions available to the faculty member:

- Educate the Student
- Verbal Warning
- Additional assignment related to academic integrity
- Re-do the work
- Completion of additional work comparable to the original
- Reduced or zero credit for the work
- Failure of the course (as an isolated consequence without affecting program admittance or continuation) *
- Other sanctions by approval of the Office of Instructional Affairs

Once a course-level sanction has been determined, the faculty member will (within five (5) business days) provide the student, in writing, the outcome and rationale for the decision made. The faculty member will also “[Report a Concern](#)” online through the CSI Home Page for review by the Office of Instruction and Academic Affairs. The Office of Instruction and Academic Affairs will monitor repeat offenses, clarify any ambiguities or missing information in the report(s), and ensure all documentation is filed.

If it is discovered that a student has been found responsible for repeat violations of the Academic Integrity Disciplinary Procedures, the Dean of Students will convene the Academic Integrity Panel for further administrative procedures.

Academic Integrity Panel Resolution Process

Academic Integrity Panel: The Academic Integrity Panel will be made up of the Dean of Students, the Dean of Career and Technical Education, and the Dean of General and Transfer Education. Any member of the panel, including the chair, should recuse themselves and request that a replacement be found if there is a real or perceived conflict of interest.

Two circumstances will automatically result in an Academic Integrity Panel with associated findings and potential sanctions:

- in cases where the student has been reported for repeat violations; or
- in cases where the student appeals and is found to have grounds for appeal.

As a part of the due process rights afforded to students, students may choose to file an appeal of an outcome if they believe they have grounds for such an appeal. Below is the list of items that are grounds for an appeal of an outcome:

- Procedures were not followed at the faculty member/departmental level in the determination of the outcome.
- The sanctions are non-commensurate with the violations.
- There is a demonstrable conflict of interest on the part of the faculty member. A conflict of interest on the part of the chair may also be grounds for appeal if the chair was involved

in the process.

- There is new information that was not available at the time of the original decision that could reasonably change the outcome.

Appeals Process:

All appeals must be submitted in writing to the Dean of Students within five (5) business days of the notification of the outcome. The Dean of Students will determine if grounds have been met for an appeal. If grounds have not been met, the Dean of Students will inform the student(s) in writing within five (5) business days of the delivery of the appeal letter with the decision and the rationale used to determine that grounds have not been met. At this point, the decision will be final.

If it is determined that grounds have been met, the Dean of Students will notify the student(s) and the Office of Instruction and Academic Affairs, deliver all the documentation for review within five (5) business days, and convene the Academic Integrity Panel.

Academic Integrity Panel Responsibilities:

The Academic Integrity Panel will review all documentation, may seek additional information and clarification regarding documentation, meet with the student(s) and render a finding/or decision regarding the appropriate sanctions. This meeting will take place within five (5) business days of the submission of documentation to the Dean of Students. The Panel will then have 24 hours after the conclusion of the meeting to communicate its decision in writing to the student(s).

Sanctions available to the Academic Integrity Panel include, but are not limited to:

- All sanctions available at the course level
- Upholding, overturning, or modifying the course-level sanctions
- Formal suspension from a program and/or CSI
- Formal expulsion from a program and/or CSI

Appeal to the Vice President of Instruction

Appeal to the Vice President of Instruction is available only for students facing suspension or expulsion from CSI, and only when one or more of the following grounds have been met, as judged by the Vice President for Student Affairs and Enrollment Management:

- Procedures were not followed at the Academic Integrity Panel level in the determination of the outcome.
- The sanctions are non-commensurate with the violations.
- There is a demonstrable conflict of interest on the part of one or more of the Academic Integrity Panel members.

All appeals must be submitted in writing to the Vice President for Student Affairs and Enrollment Management within five (5) business days of the notification of the outcome. The Vice President

for Student Affairs and Enrollment Management will determine if grounds have been met for an appeal.

If grounds have not been met, the Vice President for Student Affairs and Enrollment Management will inform the student(s) in writing within five (5) business days of the delivery of the appeal letter with the decision and the rationale used to determine that grounds have not been met. At this point, the decision will be final.

If it is determined that grounds have been met, the Vice President for Student Affairs and Enrollment Management will notify the student(s) and the Vice President of Instruction and deliver all the documentation for review within five (5) business days.

The Vice President of Instruction will then have five (5) business days to review the information and render a decision in writing to the student(s) and other process participants. The decision may be to uphold, overturn, or modify the Academic Integrity Panel's decision(s). At this point, the decision is final.

Definitions and Communication Processes

“Preponderance of Evidence” is the standard which the College of Southern Idaho uses in determining responsibility for alleged violations of the [Student Code of Conduct](#) and is therefore used in determinations of all academic dishonesty and misconduct allegations. This standard of evidence asks decision makers to consider whether it is more likely than not that a violation of procedures has occurred.

For processes that require written notification, email to the csi.edu address is adequate and preferred. For official documentation, reports and associated documentation should be submitted to [Report a Concern](#).

In order to maintain reasonable timelines and due process for all, college officials may assign a designee to act in their absence.

Section 7: Final Exams and Course Conclusion

Final Exams: CSI does not designate a unique "finals week" at the end of the semester.

- Class schedules, including meeting times and locations, remain consistent throughout the entire semester.
- Final exams and culminating assignments should be integrated into the regular class schedule during the designated course period. There is no dedicated "dead week" prior to final assessments.
- Courses are expected to run the entire time for which they are scheduled, providing ample time for instruction, learning activities, and final assessments. Courses should not end early without approval from the appropriate Instructional Dean. Ending early should be an infrequent process supported by instructional best practices.

Course Conclusion

- **Student Evaluations:** At the end of each course, the college solicits anonymous feedback from students about their experiences in the course. The College uses this feedback to inform the IDP/Faculty Evaluation process. Faculty should encourage students to complete evaluations each semester.
- **Grade Submission:** Course grades must be submitted by the deadline set by the Records Office and in accordance with their established process. Each semester the Office of the Registrar will communicate grading processes and deadlines.

Grading Policy

It is expected that faculty will be aware of and follow all institutionally established grading policies that can be found in the CSI Catalog.

Section 8: Emergency Closures, Faculty Absences, and Notification Procedures

Emergency Closures: The College of Southern Idaho prioritizes the safety of its students and faculty. In the event of severe weather or other emergencies, the following procedures apply:

- **Campuswide Closure:** If the main campus closes due to an emergency, all off-campus centers and online courses will also be cancelled. This ensures a complete shutdown when student support services (IT, Student Support Services) are unavailable.
- **Off-Campus Center Closures:** If an emergency closure only affects a specific off-campus center, other college locations will continue operating as usual.
- **Emergency Alerts:** Employees and students are alerted about closures through the Rave Alert system. Faculty must opt-in for alerts; instructions can be found in the Campus Safety section on the CSI website here <https://www.csi.edu/security/emergency-management/rave-alert.aspx>.

Faculty Absences: In situations in which a faculty member cannot attend class due to illness, travel, or other reasons, the following procedures apply:

- Faculty must inform their department/program supervisor and building administrative assistant as soon as possible. This allows for appropriate signage to be posted on the classroom door, if necessary. Faculty should work with colleagues and/or their supervisor to find coverage for classes or provide alternative assignments or activities through Canvas when appropriate.
- Faculty are required to make a concerted effort to notify all students about faculty absences. Utilize email, Canvas announcements, or other appropriate means to ensure timely communication.
- Faculty absences must follow established College Human Resource policies and procedures. These can be found here <https://www.csi.edu/hr/default.aspx>.

Section 9: CSI Faculty Responsibility For Student Assistance

The College of Southern Idaho is dedicated to student well-being and academic achievement. Faculty support this effort by helping to connect students to resources.

CSI Learning and Tutoring Commons

- CSI's Learning and Tutoring Commons offers free academic support to all students.
- Both face-to-face and online tutoring is available in a variety of subjects with tutoring options added at faculty request, when possible.
- For hours of operation, check the CSI website. The Learning and Tutoring Commons is closed on major holidays and breaks.

Basic Needs

- If students are facing food insecurity, they may be referred to Gilbert's Pantry, the CSI on-campus food bank.
- Faculty may contribute to student well-being by donating items to Gilbert's Pantry. See the CSI website for frequently needed items.

Counseling Services: The College provides on-campus and online mental health counseling to students. Faculty may direct students with counseling needs to the CSI Student Counseling Office. Faculty should document any referrals to counseling or other student needs/concerns using the "Report a Concern" link on CSI's main website. Reporting concerns online allows the College to track and coordinate services to students in need.

Student Code of Conduct: The College of Southern Idaho encourages a community of respect and mutual responsibility. The Student Code of Conduct, outlined in the CSI Student Handbook, establishes clear expectations for student behavior on and off campus. This is located online on the CSI website. Visit the "Student Resources" section and access the handbook to become familiar with the Student Code of Conduct.

The code outlines:

- Expected standards of behavior, promoting a safe and respectful learning environment.
- Procedures for addressing alleged misconduct.
- Available sanctions for violations of the code.

Section 10: Additional Faculty Responsibilities and Opportunities

General Advising: While not all faculty formally advise students, all faculty are expected to know and answer basic advising questions and to be able to direct students to appropriate college resources for more specialized assistance.

Formal Advising: Faculty assigned as program advisors should do the following:

- Receive training and resources from their department chair.
- Be available for advising during their contract period, including in-service weeks, to accommodate advising needs. If unavailable during peak advising times, they must arrange coverage and notify their supervisor.
- Recommend course selections for students.
- Assist with course planning and registration.
- Review students' academic progress.
- Make referrals as needed.
- Be knowledgeable about these subjects:
 - Relevant curricula for their programs.
 - Advising best practices, including student information confidentiality.
 - Shared responsibilities between students and advisors.
 - Placement procedures.
 - General education requirements and goals.
 - Graduation requirements.
 - General transfer procedures.

Commencement: The College of Southern Idaho recognizes the significance of commencement as a milestone for graduating students. Faculty play a vital role in this celebration, demonstrating their support for student achievement.

All faculty are expected to attend commencement ceremonies according to the following guidelines:

- Faculty should prioritize attending their specific departmental ceremony to celebrate the success of their students.
- In addition to their departmental ceremony, faculty are encouraged to participate in the Liberal Arts ceremony during the spring semester. This fosters a sense of community and celebrates the accomplishments of all graduating students.
- Faculty will be invited to participate in December graduations (as well as May graduations). While December graduation does not require the same number of faculty participants, it is expected that departments will share participatory responsibilities for this ceremony.

By attending commencement ceremonies, faculty show pride in their students' accomplishments, help make commencement a special occasion for graduates and their families, and signify the college's dedication to student success.

Committees: The College of Southern Idaho is committed to shared governance, a model wherein faculty actively participate in shaping the college's direction. Shared governance through committee participation ensures faculty voices are heard and their expertise is utilized to create a thriving learning environment for students.

Faculty Senate:

- The Faculty Senate serves as the primary voice of faculty on campus.
- Faculty are encouraged to attend Senate meetings, voice their opinions, and participate in discussions on matters affecting academic programs, student services, and college policies.
- Faculty can run for senate officer positions and contribute to shaping the agenda and direction of the Faculty Senate.

Campus-Wide Committees:

- Numerous committees address various aspects of college life, from curriculum development to student support services.
- Faculty Rank is dependent on service to the institution, in large measure through these committees.
- Committee needs vary, with some being short-term project-based and others ongoing with longer time commitments.

The Benefits of Engagement:

- Faculty participation ensures their perspectives are considered in college decision-making processes.
- Faculty expertise provides valuable insights for improving programs, services, and policies.
- Committee involvement allows faculty to develop leadership skills, broaden their perspective, and collaborate with colleagues across disciplines.
- By actively participating in governance, faculty contribute to creating a dynamic and student-centered learning environment.

We encourage all faculty to embrace these opportunities to contribute their expertise and shape a thriving college community.

Professional Development: CSI provides opportunities for both internal and external professional development. Internal professional development opportunities are coordinated by the Teaching and Learning Center. Faculty are encouraged to take advantage of these opportunities when possible. Support is also provided to attend external conferences and professional development opportunities. To request external travel, faculty should submit a "Prior Approval for Travel" form to their department chair. Upon approval, the department chair will forward the request to the appropriate Instructional Dean for funding approval. Faculty traveling to external conferences are asked to present at the next CSI Summer Conference in order to share best practices and disseminate information.

Faculty Sabbatical Leave: Sabbatical provides full-time faculty with paid leave for intellectual and professional development (study, research, travel, etc.) to ultimately benefit both the college and its students.

Eligibility:

- Must be a full-time faculty member for at least 6 consecutive years.
- Not eligible for another sabbatical within 6 years of returning from a previous one.

Leave Length may be: one full academic year, one full semester, one or two summer periods

Compensation:

- No less than 50% of annual salary for one-year leave.
- Full pay for a one-semester leave.
- Prorated pay for summer leave based on contract length and salary.
- Cannot accept outside full-time paid positions during the leave.
- Combined sabbatical pay and other grants cannot exceed annual salary (except for tuition/expenses).

Post-Sabbatical Obligations:

- Must return and teach for two full years after the leave.
- Failure to fulfill this obligation will result in a financial penalty.

Application Process:

- Requires approval from department chair/director, Instructional Dean, and Vice President of Instruction
- A plan to cover workload during the leave is required.
- Submit a formal application by December 1st, including goals, objectives, and a proposed program of study.

Selection Criteria:

- Proposed work/study directly benefits the college and its students.
- Proposed work/study enhances the faculty member's professional development.

Selection Committee:

- President, Vice President of Instruction, Instructional Dean

Additional Notes:

- Priority given to faculty who haven't had a previous sabbatical.
- Maximum of 2% of full-time faculty can be granted sabbatical leave per year (budget dependent).

Resources:

- For more information, refer to the CSI Sabbatical Request and Agreement form and the CSI Sabbatical Proposal template.

Employment Outside of the College of Southern Idaho (rev. 8/25)

The Office of Instruction and Academic Affairs recognizes that full-time faculty and instructional staff may engage in outside employment of a professional and personal nature. We further encourage the sharing of professional knowledge with the community at large. However, IAA employees owe their primary employment responsibility to CSI and to the education of CSI students. Accordingly, the engagement in employment or independent contractor relationships outside of CSI is subject to the following guidelines.

Faculty and instructional staff in IAA owe their primary employment responsibility to CSI and are expected to prioritize CSI students over other outside responsibilities. Faculty and instructional staff are expected to fulfill, to the best of their abilities, the responsibilities established in their respective job description. No faculty or instructional staff member may undertake outside employment that interferes with the employees assigned duties or creates a conflict of interest. For purposes of this policy, a conflict of interest includes, but is not limited to, any situation in which the employee may be viewed as providing services normally offered by CSI, which may otherwise be detrimental to CSI's mission or operations, or which may involve or allow for the disclosure of confidential information.

When the primary professional loyalty of the employee is not focused on CSI, a conflict of commitment exists. Conflicts of commitment are prohibited and must be immediately resolved by the employee and his/her immediate supervisor. Employees are required to disclose to CSI any such outside employment, the employer, and the work involved with that employer at the time such employment begins or upon hire by CSI, whichever comes first. Additionally, CSI facilities, equipment, and technology should not be used to support outside employment. Facilities, equipment, and technology are funded to support CSI students and the CSI mission, not to subsidize outside employment.

Disclosure of outside employment should be documented each year on the employee's evaluation form and, if necessary, on an official conflict of interest declaration.

Outside activities in an employee's discipline or area of specialization are encouraged to the extent that they contribute to the improvement of teaching skills, provide a needed professional service and/or advance the cause of CSI/community relations.

Faculty members and instructional staff engaged in private consulting/employment must inform clients that they are acting as a private consultant and that CSI is not a party to any applicable contract, nor is it liable, or responsible for the employee's performance. Faculty members and instructional staff must secure approval from the Vice President of Instruction for any professional private consulting activities which require absence or involve unusually demanding commitments. Consulting must take place outside of normal work hours and should not rely upon CSI support (technology, space, etc.).

Administrative approval for consulting by employees will be granted only when the proposed activity is compatible with the employee's professional competence, will not impair the performance of the employee's assigned duties, does not involve the use of college supplies, equipment, or facilities, and is not contrary to CSI's best interest.

The name, College of Southern Idaho, and its logo are the exclusive property of CSI and should not be used as a part of claims, advertisements or the content of any private consulting report. CSI stationery or letterhead should be used only for official CSI business.

Selection Process Faculty of the Year (rev. 2/26)

The following outlines the selection process for the faculty of the year awards (one GTE award, one CTE award) presented each year at the CSI graduation.

Step One: The week of President's Day (February), the Dean of Students sends out an email to all students soliciting nominations. Students send nominations (name of professor and course) to the Dean of Students by the end of the first week of March.

Step Two: The second week of March, the Dean of Students provides a spreadsheet of nominations (names of faculty members and corresponding number of times they were nominated) to Instructional Administration. The nomination list is reviewed by the Vice President of Instruction and Instructional Deans.

Step Three: By the end of the third week of March, Instructional Administration reviews the list and provides back to the Dean of Students the top three finalists for each award (GTE and CTE) along with student evaluation comments from the past three years. Instructional Administration will review comments before sharing to remove any personally identifiable information and any comments inappropriate to this context.

Step Four: The Dean of Students notifies each of the six finalists of their nomination and asks each candidate for a one-page letter that accepts the nomination. In this letter, the candidate should address some version of the following: what led them to become a teacher; what motivates them to be an exceptional teacher; their favorite classroom memory as a teacher. The acceptance should be received by the Dean of Students by the day instructors return from spring break.

Step Five: The Dean of Students and the Student Body President will then review the letters of acceptance and student evaluations to decide the winners of each award. If needed, they may seek out additional information from Department Chairs to help in making the decision.

Step Six: The Dean of Students notifies the Vice President of Instruction that a decision has been made. The Vice President of Instruction notifies the Business Office who invoices the Foundation \$2000.00 noting "faculty staff awards" and the names of the two recipients with payment back to IAA. These awards are funded by the Foundation through the *Pool A Unrestricted Budget* funds reviewed each year by the Foundation Board. ****In addition (2/10/2026)**, winners will receive \$2,000 each from the President's Office, for a total of \$3,000 per person between the Foundation funds and President's funds.

Step Seven: The winner will be notified by the end of the first week of May and announced at graduation each spring.

Step Eight: Using a one-time payment form, the IAA office pays both winners \$3000.00 to appear in the May 25th paycheck (\$1,000 from the Foundation and \$2,000 from the Office of the President).

Student Accommodations Workflow at the College of Southern Idaho (rev. 1/26)

The College of Southern Idaho is committed to ensuring equitable access to educational opportunities for all students. To support this commitment, the following memo outlines the standard workflow for student instructional accommodation, clarifying roles and expectations for students, faculty, and the Student Accessibility Services office.

The following workflow should guide the process of creating accommodation letters for students:

1. Student Initiates the Process

The accommodation process begins when a student contacts the CSI Student Accessibility Services office. The student provides appropriate documentation and engages in an interactive process with office staff to identify reasonable and appropriate accommodations based on their individual needs.

2. Accommodation Determination and Notification

Once eligibility and accommodations are determined, the Student Accessibility Services office prepares an official accommodation letter. This letter outlines the recommended (and legally supported) accommodations and is sent electronically to the faculty members for the identified courses.

3. Faculty Review and Acknowledgment

Upon receipt of the accommodation letter, faculty members review the approved accommodation and acknowledge receipt. Faculty may then contact the Student Accessibility Services office with questions or to discuss implementation details if clarification is needed. It is to be noted that timeliness in this communication is a top priority. Issues (or acceptance) need to be resolved as soon as possible in the interest of student success. **The student should only receive the letter after the faculty member and the Director of Student Accessibility Services have agreed to the content.**

4. Letter Updated Based on Faculty Feedback

If a faculty member requests a modification or update to the accommodations letter, a revised copy will be created by Student Accessibility Services and sent back to the faculty member. It is to be noted that timeliness in this communication is a top priority. Issues (or acceptance) need to be resolved as soon as possible in the interest of student success.

***5. (optional) Administrative Oversight**

If, at this step, the faculty member and the Director of Student Accessibility Services have been unable to agree upon a letter of accommodation, then the Dean of Students and the appropriate Instructional Dean will be contacted to assist with the resolution.

6. Student Receives Confirmation

The accommodation letter is then shared with the student, serving as confirmation of approved accommodations and outlining the student's responsibility to communicate with faculty as needed throughout the semester. **The student should only receive the letter after the faculty member and the Director of Student Accessibility Services have agreed to the content.**

7. Implementation of Accommodations

Faculty work collaboratively with the student and, when appropriate, the Student Accessibility Services office to implement the approved accommodations in the classroom, labs, clinical settings, or other instructional environments. Adjustments are made in a manner that preserves instructional standards while ensuring access.

8. Ongoing Support and Review

Accommodations may be revisited or adjusted as necessary. This review can happen at the request of faculty or the request of the student. Students and faculty are encouraged to remain in communication with the Student Accessibility Services Office if circumstances change or if accommodations are not effectively supporting access. **Accommodation negotiation should not occur between student and faculty. If a student needs to readjust their accommodations, they will need to meet with Student Accessibility Services.**

This workflow is designed to promote timely communication, shared responsibility, and a consistent approach to accommodations across the institution. Changes in accommodations **should NOT** be resolved in isolation between a faculty member and student OR between a student and the Office of Student Accessibility Services. All changes, updates, or negotiations to process **should happen between the faculty member and the Office of Accessibility Services** and then shared officially with the student for the student record.

Section 11: Referenced Forms

Faculty Evaluation Form

Prior Approval for Travel Form

Staff Teaching Form

Sabbatical Request and Agreement Form

Conflict of Interest Form