

Faculty and Staff Handbook

California International University



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1.1 Statement from Chairman of the Board



As Chairman of the Board of California International University, founded as a private non-profit educational institution in 1973, I regard members of the faculty and staff as integral parts of the institution. This manual has been prepared for information regarding faculty and staff. Should you have further questions, please do not hesitate to speak with me or with one of my associates. CIU wants your relationship with us to be pleasant and rewarding.

Dr. Moon Kyu Park

1.2 Statement from the President of California International University



Faculty Handbook Statement

Please allow me to express my deepest appreciation for your efforts and outstanding service. CIU is now approaching 50 years of service. Currently, we have an amazing group of folks from world class institutions who are nationally published, have graduated from world class institutions and have argued before

the Federal Court of Appeals. I constantly receive calls and letters from alumni thanking us for our educational efforts including one student recently who now works at law firm and got what he called “my dream job.” I cannot think of a higher calling than education. For all of us who endeavor to work at CIU, we are doing one simple thing: Changing people for the better. I realize that education can sometimes be tedious or even downright unbelievably frustrating. However, let me tell you a story about how I failed.

Failure is your Friend

Project match was a program that was part of the Diversity Division of the Los Angeles College District where I was offered to teach incoming professors. Needless to say, I felt extremely proud and good about myself. Here I was, a young up-and-coming professional allowed to teach the new professors of this large college district. So, I have course required professors to read very important journals and books on education. In the class, I discussed these journals and books with a traditional lecture and question format. My first year surveys stated that I did not cover the readings. I was quite confused by this. My two bosses at the time sat me down after the class was over and discussed with me that I did certain things well but in baseball terms, I barely got to first base. They asked me to please improve in this most important area for next time, and it was quite clear that they barely asked me back to come teach for the next year. However, I was asked back, and I was determined to correct this mistake.

So, in my second year, I used PowerPoint presentations to present the work of the readings as well as lecture about them and ask questions. Once again, my evaluations from the incoming professors stated that I did not cover the readings. And once again, my bosses stated that this was a deep concern. I, of course, became defensive and explained how I was covering the readings extremely carefully even with visuals.

Somehow I managed to be invited back for a third year. This time I used PowerPoint's, handouts, lectured about the readings and had the students themselves go into groups and discuss the readings amongst themselves in every class. Well, as if it were some kind of cosmic joke, I once again received evaluations that I did not cover the readings. You need to understand that these

students were not low-level students by any means. These were students who had their PhD's already or their Master's degrees from very prestigious universities. One student graduated from the Harvard JFK school, another student graduated with his PhD from UCLA and others graduated from Pepperdine and I also had students who even studied at Oxford. It was not as if they were being disingenuous and it certainly wasn't the fact that they were not intelligent. These were extremely brilliant people who simply wanted to do the best job that they could as professors. So here I was teaching professors and many of them much older than myself, and I had been failing.

Because I did a few things fairly well and perhaps out of just pure sympathy, I was invited back for a fourth year. I realized I needed to start practicing what I preach. I needed to see exactly what I was doing wrong as a professor and look at the research. Not just older research when it comes to education such as Merirow or Kappy, but the latest research on adult learning. I also realized that perhaps looking at the books and journals was not enough. I started to think about the best professors I've ever had in my life including Victoria Santa Cruz, Merlin Wittrock and my high school English teacher Mrs. Feathers. All of us have that favorite professor or even mentor that changed our lives.

In my fourth year, I did all the things I did in the past plus simple little addition: I had the intern professors teach the readings themselves. I realize that what I was really trying to teach them was how to be professors. If someone is a basketball coach, it is probably good idea to have his players practice basketball. If somebody is teaching a painting class, it is probably a good idea for the professor to have the students actually paint. I was teaching professors, it was probably a good idea for me to have them actually teach. Also, I discovered that the research showed that placing a student in the role the professor is 150% more effective than lecturing.

Failure can be our friend. I'm sure that I will continue to fail and make mistakes as I move along with my career and even with CIU. I just want you to know that I am here for you and I will continue to be fighting for you. You can come to me anytime and please share with me your suggestions, your requests and your concerns. Let us move forward together and sometimes fail together, but to turn those failures into successes.

Sincerely,

Dr. Todd Eller

1.3 Statement from the Chief of Academics



Welcome to California International University. We are happy that you have decided to join the faculty at California International University (CIU). We, at CIU want to make sure that you have all your needs addressed and your questions answered accordingly. This faculty handbook will serve you in giving guidelines to assist you in the transition as a new faculty member. Lastly, if you need anything, please do not hesitate to drop by my office, email, or call me. I would love to help you in any way that I am able to.

Sincerely,

Dr. Christina Baker

Dr. Christina Baker, MA., MS., MAED, MBA, DBA, PH.D.
Chief of Academics

About Us

California International University (CIU) was established in 1973 as a liberal arts university for international students. Since that time, the University has provided international students with a Bachelor's degree program in Business Management and a Master's degree program in International Business.

Great Location for International Students:

California International University is located in Los Angeles, California, one of the world's great marketplaces. Because of its position at the heart of one of the world's most dynamic economies, CIU is an ideal environment for a student to pursue his or her interest in Business Management and/or International Business. Also, because Los Angeles has such a very diverse population, it is easy for an international student to fit in and feel at home.

Reasonable Tuition- California International University is Good Value:

CIU strives to offer quality programs while keeping its costs as low as possible for the students. Tuition is currently \$1,800 per academic quarter or \$5,400 per academic year (three (3) quarters per academic year). The normative time to complete a Master's degree in International Business is five or six academic quarters (three quarters per year) This may be less if the student is able to transfer work from another university. Today, in its facility on Wilshire Boulevard in Los Angeles, California International University continues to provide a faculty and staff of qualified professionals dedicated to the spirit of learning and to the educational enrichment of each individual student.

California International University is established:

1. California International University has been educating students for nearly 50 years.
2. California International University is fully licensed by the Bureau for Private Postsecondary Education.
3. California International University received a recommendation from the mayor of Los Angeles.
4. California International University students have professors who teach from Ivy league institutions, UCLA, USC, and Pepperdine (just to name a few).
5. California International University is in the process of seeking TRACS accreditation

California International University put students first:

1. California International University assists students with F-1 visas
2. California International University helps students find employment
3. California International University assists with housing
4. California International University helps students with tutoring needs

Foundation Statements

2.1 Mission Statement

California International University's mission is to promote the intellectual growth, spiritual development, and well-being of its students by providing quality Christian-based degree programs in the science of international business at both the undergraduate and graduate level.

The University strives to help its students apply their qualities of spiritual-discipline, critical thinking, effective social interaction, and creativity to the acquisition of knowledge and skills necessary for a career in business leadership and management. It seeks to do this by providing Biblically-based, institutionally directed program of instruction involving individual and group learning environments.

CIU's mission is to realize the love of Christ on earth by providing quality education at reasonable tuition while practicing sound academic scholarship.

CIU gives special attention to international students from developing countries.

CIU respects different religions from different cultures while striving to live up to and inculcate Christian moral standards and ethical codes in its students for application in the field of business management; among those qualities are self-discipline and diligence, simplicity, honesty and humility.

2.2. Vision Statement:

The University strives to help its students apply their qualities of self-discipline, critical thinking, effective social interaction, and creativity to the acquisition of knowledge and skills necessary for a career in business leadership and management. It seeks to do this by providing a traditional, institutionally directed program of interaction involving individual and group learning in a classroom environment.

2.3 Program Objectives:

In offering an undergraduate program of study leading to the Bachelor of Science degree in Business Management, the University's specific objectives are to provide the student with the following:

- A program of general education courses in the social sciences, behavioral sciences, humanities, and basic subjects;
- A foundation of knowledge in the areas of finance, marketing, management, and business law;

- Group learning opportunities through teacher directed class discussion which will challenge the student's critical thinking, communication and social skills, and leadership ability;
- Instruction in the use of computers as tools for business communication, planning, and control; and

In offering a program of study leading to the Master of Science degree in International Business, the University's specific objectives are to provide the students with the following:

- The opportunity to develop the interpersonal skills needed to conduct business in today's highly charged global environment.
- Knowledge and application of research methodologies and analytic methods;
- Cooperative learning opportunities in the form of group projects which will challenge the student's critical thinking, communication, social skills, and leadership ability;
- Familiarity with the problems and methods of international marketing, finance, and management; and
- Opportunities to pursue specific in depth learning needs that originate with the student.

2.4 Statement of Faith and Values

California International University's (CIU) mission is to provide a Biblically based program of instruction in the science of international business at both the undergraduate and graduate levels. CIU is committed to creating future business professionals that are equipped with ideals deeply based in Christian beliefs. Thus, CIU upholds the following statements of faith to support the mission:

1. We affirm the existence of one God who created the universe, and He reigns sovereign over His Creation.
2. We affirm God exists in a Trinity of the Father, Son, and the Holy Spirit.
3. We affirm that the Bible is the Word of God. It is the source for knowledge of God and the ultimate guide for our daily lives.
4. We affirm that man was created in God's image.
5. We affirm that Jesus Christ is the son of God who is God in human form. Christ was sent to save mankind from sin and death.
6. We affirm Christ is the Messiah and is given authority to forgive us.

California international University (CIU) is dedicated to educating undergraduate and graduate students in international business with Christian ethics and ideals. We look to the scriptures to guide the curriculum and the teachings at CIU as we prepare future leaders in international business. The Bible provides ample guidance concerning Christian values and ethics as it applies to the business setting, thus CIU holds to the following ideals:

1. Devoted Servanthood

We strive to perform the labors of life with the purpose of following God's plan. The work of a business professional should not be about money, success, or power. Our work should be about serving the Lord. In keeping with Proverbs 16:3 "Commit your work to the LORD, and your plans will be established," for only the Lord can establish the plans, aims, and goals that motivate work. If we commit our work to the Lord, our plans will be established. The Lord alone can bless our work to be steadfast, secure, and successful.

2. Diversity

We recognize that God created humankind to be diverse. God delights in his creations; therefore, human differences such as race, temperament, and culture are to be celebrated, respected, and incorporated in our goal of being “one” in Christ. Revelation tells us that the final gathering of God’s people will be those from “every nation, tribe, and tongue” (Revelation 5:9). Christians should define themselves as God’s people, and we must be willing to set our differences aside in favor of unity in spirit. Regardless of racial, cultural, or gender differences, God’s people are unified around the centrality of God’s word.

3. Integrity

In educating future business professions, CIU integrated integrity into every aspect of the curriculum. The quality of being honest, having moral principles, and espousing moral uprightness is a priority at CIU. Not only is integrity one of the fundamental values that employers seek in the employees they hire, scripture indicates “whoever walks in integrity walks securely, but he who makes his ways crooked will be found out” (Proverbs 10:9).

4. Generosity

The spirit of giving is regarded as a priority at CIU. We believe that business professionals should be glad to give money, time, food, or kindness to people in need. Generosity is more than the giving of monies of possessions; generosity includes being forgiving and gentle to others. We are guided by the scriptures that affirms, “when you reap the harvest of your land, you shall not reap your field right up to its edge, nor shall you gather the gleanings after your harvest. You shall leave them for the poor and for the sojourner: I am the Lord your God” (Leviticus 23:22).

5. Justice

“What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God” (Micah 6:8). CIU endeavors to instill business professionals with a concern for justice, peace, and a genuine respect for others. We expect CIU graduates to practice justice by treating others fairly regardless of race, position, rank, class, or other classifications.

6. Industrious

CIU incorporates the value of working energetically, diligently, and devotedly not only in the business world but also in the spiritual arena. Industrious traits are essential for success in the corporate world. These traits include efficiency, perseverance, and a strong work ethic. Scripture specifies early on that God intends for humankind to work. One of the first Bible verses involving work comes when God specifies that Adam is the carer for the Garden of Eden. “The Lord took the man and put him in the Garden of Eden to work it and take care of it” (Genesis 2:15). This indicates that humankind is intended and built to work, and it should be an encouragement.

California International Uniqueness:

1. We believe the best way to evangelize is not through deeds.
2. We believe all students have the capability to learn and grow as individuals pursuing education and business in the 21st century.

Personnel Policies

Location:

All courses are conducted in English exclusively and held on-ground at the University's sole campus location, 3130 Wilshire Boulevard, Los Angeles, California, 90010. The administration of the University is on the ground floor, with classrooms occupying all of the second, and part of the third floors. Equipment in use includes WiFi, computer labs, Power Point projectors and student seating to accommodate students.

3.1 Equal Opportunity Employment:

California International University is an Equal Opportunity Employer without regard to race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, veteran's status, or genetic information.

Diversity Policy

California International University is an international, multicultural, and diverse community dedicated to serving the students with learning and research materials.

3.2 Vacations and Holidays

Calendar 2019-2020

University Calendar for Year 2019 - 2020

	Fall 2019	Winter 2020	Spring 2020	Sunner 2020
Registration	August 19 – September 13	November 25 – December 20	February 24 – March 20	May 25 – June 19
Orientation & Pretest	September 18	December 18	March 25	June 24
Late Registration	September 16 – October 11	December 23 – January 24	March 23- April 17	June 22 – July 17
Classes Begin	September 23	January 6	March 30	June 29
Last day to add	October 11	January 24	April 17	July 17
Last day to drop	November 15	February 28	May 22	August 21
Final exam	December 2-6	March 16-20	June 8-12	September 7-11
Quarter Break	December 9	March 23	June 15	September 14
Commencement			June 12	

University Holidays for Year 2019 - 2020

Fall 2019	October 14, 2019	Columbus Day (M)
	November 28 & 29, 2019	Thanksgiving (Th/F)
	December 25, 2019	Christmas Day (W)
Winter 2020	January 1, 2020	New Year's Day (W)
	January 20, 2020	Martin Luther King Jr. Day (M)
	February 17, 2020	President's Day (M)
Spring 2020	May 25, 2020	Memorial Day (M)
Summer 2020	July 3, 2020	Independence Day observed (F)
	September 7, 2020	Labor Day (M)

3.3 Administrators:

Full-time administrators are entitled to a paid vacation based on the following schedule:

Over 1 year to 2 years – two weeks (10 working days)

Over 2 year to 5 years – three weeks (15 working days)

Over 5 years or more – four weeks (20 working days)

3.4 General staff (Secretarial, Clerical, and Building Maintenance):

Over 1 year to 5 years – two weeks (10 working days)

Over 5 years to 10 years – three weeks (15 working days)

Over 10 years or more – four weeks (20 working days)

3.5 Faculty:

Since all faculty are teaching part-time there is no regular vacation schedule. If a class does not go ahead due to a holiday that is observed by the university, the faculty member is still paid for the class.

3.6 Leave of Absence and Sick Leave:

Full-time faculty members are permitted to have three (3) days of paid sick or emergency leave per semester. Please note that you need to inform the office of such absence in order to acquire the appropriate coverage of your course meeting.

Also, part-time faculty are allowed one (1) day of paid sick or emergency leave per semester. Please note that you need to inform the office of such absence in order to acquire the appropriate coverage of your course meeting.

The CIU policy is not considered deferred compensation but is a form of short term insurance designed to protect the employee from possible financial hardship and is thus avoidable during illness, pregnancy, disability or visit to the doctor or dentist. The plan also provides for limited use of accrued sick leave for personal necessities

3.7 Maternity Leave:

This is part of the sick leave policy. Maternity leave is to be charged first to sick leave then to vacation time. When both have been exhausted the employee may request a leave of absence for a period not to exceed 2 months from the beginning of the maternity leave.

3.8 Leave for Paternity reasons:

Full-time male employees may request the use of accrued sick leave time, vacation time, and/or a leave of absence without pay for purposes of assisting or caring for his minor children or the mother of his newborn child while she is incapacitated for maternity reasons.

3.9 Military Leave:

Up to 15 calendar days military leave may be granted full-time personnel for National Guard or Reserve Summer Training without loss of pay or vacation rights.

3.10 Jury Duty:

There is no university established time limit for which a staff member may be released for Jury duty. Jury duty does not result in a loss of pay.

3.11 Funeral Leave:

In the event of death in the immediate family, herein defined as parent, brother, sister, spouse, daughter, son, grandparent or in-law, 3 days leave with pay will be given to any employee when the time of death and the days immediately following correspond with the time when a faculty or staff member would ordinarily be on duty at the institution.

3.12 Payday:

As a CIU employee, you will normally be paid on the 15th and the last day (30th or 31st depending on the month) of the month. Our payroll system selects 5 days holding period for processing the payroll. (ie. The cut-off date for the payment on the 15th is paying until the 10th of the month and the cut-off date for the payment on the end of the month is up to 25th of the month.). Faculty will be paid once on the last day of the month.

3.13 Compulsory Deductions:

The following compulsory deductions will be withheld from your salary:

3.14 Federal Income Tax (FIT):

Your Federal Income Tax withholding is determined by the amount of your gross pay and the number of exemptions you claim at the beginning of your employment. You must complete form W-4 Employee's Withholding Allowances Certificate to report the number of exemptions you claim at the end of the year. You will receive a W-2 form that reflects your total earnings and withholdings for Federal Tax. This form is to be filed with your Federal income tax return.

3.15 State Income Tax (SIT):

The State Income Tax withholding is determined by the amount of your gross pay and the number of dependents you claim.

3.16 Social Security Tax (FICA):

These deductions will be withheld at the rate determined by the IRS and subject to change from time to time. The current rate in 2020 when the policy is drafted is 7.65% of your gross pay.

3.17 State Disability Income Tax (SDI):

These deductions will be withheld at the rate determined by EDD and subject to change from time to time. The current rate in 2020 when the policy is drafted is 1.0% of your gross pay.

More Policies

4.1 Affirmative Action:

You as a group of employees, acting individually, may submit a complaint on any action believed to be based on the above factors. You may go directly to the designated equal opportunity counselor. However, you are urged and expected to attempt to resolve with your supervisor any misunderstanding concerning such an action before you are involved in the complaint procedure.

4.2 Use of Telephone

Office phones are provided for conducting official business and should not be used for personal calls.

4.3 Blood Donations

The goal of the blood program of the American Red Cross is to provide a blood bank for dispensing blood and blood derivatives to persons throughout the country who may be in need and to meet military needs and national emergencies. Donated blood will be allocated free where the need is greatest. Members of immediate families of blood donors are eligible to receive blood when needed without charge. Employees donating blood are allowed up to 4 hours of leave if immediately required for recuperation.

4.4 Exit Clearances

If you are leaving the institution, check with the administrative office as to where your paycheck should be sent, where to turn in keys, etc.

4.5 Resignation

If you decide to resign from your position, the institution will expect you to give as much advance notice as possible. Two weeks is generally considered the minimum expected notice although more time, if possible, is desirable. The resignation should be submitted in writing to your supervisor and should include the effective date, a forwarding address, and if possible, your reasons for resigning.

4.6 Grievance Procedures

You have the right to file a grievance, which is a request for personal relief in a matter of concern or dissatisfaction that relates to your employment and is subject to the control of your supervisor or the administration. The initial presentation, which may be written, or oral is normally made to your immediate supervisor, or if necessary, to the administration. A grievance concerning a particular act or occurrence must be presented within 15 days of the date of the act or occurrence, or the date

that you became aware of it. The grievance must clearly outline the matter of concern or dissatisfaction and indicate the personal relief requested. Personal relief means a specific remedy directly benefiting you, but you may not include a request for disciplinary action for another employee.

Faculty Responsibility

5.1 Textbooks and Supplies

Students are expected to purchase their textbooks, but faculty should inform the administrative office at least six weeks before the start of a term the text to be used and other pertinent information.

The university will generally be expected to process the orders.

Faculty should attempt to obtain complimentary copies.

Supplies should be requested through the office.

It is the discretion of the professor to choose the best textbook fit for the course that she or he is teaching.

5.2 Library Use

Faculty members are invited to use the library and should encourage students to do likewise.

Faculty should feel free to recommend books to be purchased for the library.

Faculty members should provide students with information regarding libraries in the greater Los Angeles area to further their research outside the course room.

5.3 Transportation

In conducting official business for the University, and where the faculty or staff members' automobile must be used, the accommodation of 20 cents per mile may be allowed. Please note that arrangements are to be made with the administrative office.

5.4 Instructional Matters

Classes should begin and end at the authorized and scheduled time as stated in the schedule of courses and the syllabus.

The instructor is expected to be in attendance for the entire class session.

When the instructor finds it impossible to meet a class, the university should be notified as far in advance as possible.

Student evaluation should follow procedures as outlined by the President of the university.

Conduct the classroom teaching to the highest professional and Christian manner.

Implement the course and program objectives for each course.

Prepare course syllabi using our standard format provided by California International University.

Support the University's mission, vision, and statement of faith in the course.

5.5 Grading and attendance:

Grades

Grades should be turned into the administrative office no later than one week following the close of the term.

Please make sure that all students have picked up all their trash and all personal belongs as the university is not responsible for the lost personal belongings.

Tardy

Students should not be more than 15 minutes late and if the student is late, he or she is only allowed one time and thereafter will be marked tardy.

Emergencies do happen, but students need to make up the work.

If a student is chronically late, inform the president immediately.

Please note that only 3 tardy attendances result in an automatic drop of one letter grade.

A 4th tardy results in a drop of two letter grades.

Therefore, 5 late attendances result in a failing grade.

Absences

The instructor is responsible for monitoring student attendance and excessive absenteeism should be reported.

Students cannot have more than 3 absences

If a student actually had a family emergency or illness that prevented them from attending at least 70% of classes, the student can drop the class and take it again another semester.

If a student has more than one absence, then this student cannot receive an "A" in the class.

If a student has three absences the highest grade a student can attain is a "B-."

Once a student has two absences, please inform the administration that they are “At Risk ” to the President.

5.6 Faculty Conduct:

It is the responsibility of the instructor to turn off lights after the use of a room and to “tidy up” the facility.

It is the responsibility to conclude the course at the end of each term by the due date.

Professors need to report any concerns to the administration. Please keep in mind this is a drug, alcohol and smoke free campus.

5.7 Campus Security:

Campus personnel attempt to patrol areas outside the building during class periods but the school cannot be held responsible for criminal actions or results from such behavior.

Thefts or acts of a criminal nature should be reported immediately.

University employees and students should take precautions to safeguard themselves and their possessions.

5.8 Harassment Policy

The California International University strives to maintain a secure environment free from harm or harassment for all of its constituents, faculty, staff, and students. The University will not tolerate any form of harassment or sexual assault. Therefore, the California International University will not employ or continue to employ any faculty or staff members who have been found in a judicial or administrative proceeding to have committed sexual assault towards another while employed at the University. The University will not enroll any student who has been found in a judicial or administrative proceeding to have committed sexual assault while enrolled at the University.

California International University does not permit any form of harassment on or off campus.

According to the U.S. Equal Employment Opportunity Commission (n.d.), “It is unlawful to harass a person (an applicant or employee) because of that person’s sex. Harassment can include sexual harassment or unwelcome sexual advances, requests for sexual favors, and other unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.”

This negative action creates hostility, offensive work environment, adverse employment decision, victim’s demotion, victim’s firing, and victim’s quitting. This violates Title VII of the Civil Rights Act of 1964. Remember that sexual harassment has many various forms, and all are not

professional in the workplace. Sexual harassment is not wanted, or professional, or funny, or welcomed, or mature, or work related and not polite. This includes unwelcome sexual remarks or jokes, sexual advances, propositions, or requests for sexual favors, unwelcome and intentional physical conduct, including touching, grabbing, hugging, pinching, cornering, obstructing, gesturing, or leering. Also, this includes acts of aggression, intimidation, hostility, or unequal treatment based upon an individual's sex. In addition, this includes materials, unclothed individuals or individuals engaged in sexually explicit conduct or offensive pictures, photographs, figurines or other graphic images, conduct, or communications, including, but not limited to e-mail, faxes, texts, and other documents.

There are steps you can take if you believe that you have been harassed. Speak to the person if possible, make sure he or she understands that this is offensive and unwanted attention/actions. Make sure to document everything and include experiences such as the location, details, and witnesses. Do not forget to communicate and speak up to the administration. Any student, staff, or faculty who believe that they have suffered harassment or assault of any kind from any other member of the University's staff, faculty, or student body should notify the Dean or President immediately. All notices of this nature are to be forwarded to the President who will conduct an investigation of any allegations.

The University will also cooperate with all enforcement agencies in the event of an arrest. In an emergency, where a person feels that he or she is in physical danger, the University recommends that the person should notify police at once by dialing 911. For additional support services, you may contact the Asian Pacific Counseling and Treatment Center at the following numbers: (213) 252- 1200 or (213) 252-1250. The address is Asian Pacific Counseling and Treatment Center, 3550 West 6th Street, Suite 500, Los Angeles, CA 90020.

5.9 Academic Freedom:

The teacher is entitled to full freedom in conducting research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon a mutual understanding with the administration of the University.

The professor is entitled to freedom in the classroom in discussing the course's subject but should be careful not to introduce into the lectures controversial matter which has no relation to the course's subject.

California International University instructors are members of a learned profession and are considered officers of the instruction. When an instructor writes or speaks as a member of the community, he or she is free from institutional censorship or discipline but his or her special position in the community imposes certain obligations. As a person of learning and an educational officer, the instructor should remember that the public may judge the education profession and the institution by his or her utterances. Hence, the instructor should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that he or she is not a spokesperson for California International University.

5.10 Motivating Students

California International University is a diverse university that has many students from various countries, ethnic backgrounds, ages, and family dynamics and this diversity helps support the learning in the classroom and encourages individuality and originality.

Many students find themselves unmotivated due to so much going on in their personal lives, e.g. student visa status, the lack of employment, green card wait time, or because of boredom. However, the professors at CIU use all forms of learning to support those who learn visually, auditory, and tactical/kinesthetic. This is through the use of discussions, lecture, partner work, small group, large group, presentations, and various assessment such as quizzes, exam: multiple choice, matching, true/false, short answer, case studies and essays.

Professors use real life examples in the class to motivate students. Such strategies that help motivate students are: goals and objectives, vision maps for business, vision boards for individuals, encouragement, praise and appreciation. Many professors use Keller's ARCA Model of Motivation Design and Bloom's Taxonomy in the Classroom.

Keller's ARCA Model of Motivation Design:

Attention:

1. Incongruity and Conflict: Use contradictions, play "devil's advocate"
2. Concreteness: Use visual representation, anecdotes and biographies
3. Variability: Change- tone of voice, movements, instructional format
4. Humor: Use puns, humorous analogies and anecdotes, and jokes (w/moderation)
5. Inquiry: Use problem-solving activities and constructive practices
6. Participations: Use games, simulations, role-playing etc.

Relevance:

1. Experience:
 - Tell learners how new learning will use existing skills
 - Use analogies to relate current learning to prior experience
 - Relate to learner interests
2. Present Worth:
 - Explicitly state the current value of instruction
3. Future Usefulness:
 - Relate instruction to future goals (have students participate in this)
4. Need Matching:
 - Give students the opportunity to achieve, exercising responsibility, authority, and

influence

5. Modeling:
 - Use enthusiasm, peer-modeling, etc.
- 6 Choice
 - (student choice)

Confidence:

1. Learning Requirements:

- Advise students of requirements (goals and objectives)
- 2. Difficulty:
 - Sequence activities in increasing difficulty w/continual but reasonable challenge
- 3. Expectations:
 - Use metacognition to forecast outcomes based upon effort; set realistic goals.
- 4. Attributions:
 - Encourage students to internalize locus of control by attributing success to themselves
- 5. Self-Confidence
 - Foster using confidence strategies

Success:

1. Natural Consequences:
 - Allow students to use newly acquired skills in realistic, successful setting
2. Unexpected Rewards:
 - Include student expectation of extrinsic reward (for boring tasks) or use a surprise reward
3. Positive Outcomes:
 - Provide feedback-praise, personal attention, motivation-immediately
4. Avoidance of Negative Influences:
 - Don't use threats, surveillance practices and total external evaluation
5. Scheduling:
 - Repeat reinforcement at fluctuating, non-predictable intervals

Bloom's Taxonomy:

Create:

- Produce new or original work
design, assemble, construct, conjecture, develop, formulate, author and investigate

Evaluate:

- -justify a stand or decision, appraise, argue, defend, judge, select, support, value, critique, weigh

Analyze:

- Draw connections among ideas, differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Apply:

- Use information in new situations, execute implement solve, use demonstrate, interpret, operate, schedule, sketch

Understand

- Explain ideas or concepts, classify, describe, discuss, explain, identify, locate, recognize, report, select translate

Remember

- Recall facts and basic concepts, define, duplicate, list, memorize, repeat and state

5.11 Disciplinary and Adverse Actions (Conduct Policies):

Employees are expected to maintain high standards of integrity, conduct, and effectiveness. When such standards are not met, it is essential that prompt and just corrective action be taken. When

disciplinary action or adverse action is warranted, the discipline will be in proportion to the character of the offensive or series of offenses.

The California International University will not hire or continue to employ any member of the faculty or staff who is found in a judicial or administrative proceeding to have violated any provision of the Private Post-secondary Educational Act or to have committed an act that would constitute grounds for the denial of a license under Section 480 of the Business and Professions Code.

5.12 Staff Development

All faculty members are expected to attend faculty development workshops quarterly. These will be scheduled by the administration.

The faculty has ability to make possible changes to the university's curriculum in relation to the learning outcomes, but this should be discussed with the administration.

The faculty can also determine academic policy and procedures that appropriate to the various educational degree programs of the university but this should be discussed with the administration.

5.13 Role of the President of California International University

The President has the administrative responsibility for all academic programs of the university. California International University allows the president to serve as the head of the academic leadership and develop a strategic plan. The president also has the responsibility to support and achieve academic excellence through scholarship and teaching, secure resources that faculty members need. The president also serves as an advisor and mentor to the students. The president will perform the assessments from the program, curriculum and faculty. The president supports the needs of the students, faculty, and staff with the mission and standards of quality in mind. Lastly, the president oversees the day to day operations,

5.14 Role of the Chief of Academics Officer

The Chief of Academics Officer (CAO) reports to the President of California International University. The CAO provides leadership in planning and evaluation efforts in academic areas including curriculum. The CAO holds faculty develop meetings and collaborates the professional development opportunities. The CAO ensures that educational facilities operate as expected. The CAO also manages day to day operations of the university.

Current Administration and Faculty

Administrative Officers

President: Todd Eller, Ph.D

Chief Academic Officer: Christina Irene Baker, Ph.D

Fiscal Officer: Chris Lee, M.S.

Director of Student Services: Joonhee Oh, M.S.

Director of Human Resources: Frances Plotkin, B.A.

Chief Financial Officer: Hong K. Lee, B.A.

Director of Library: Kelvin Sun, M.S.

Faculty Council:

Moon Kyu Park, D.A.

Degree Program Faculty/ Professors:

DeSorbo, Barbara.

-Ph.D., Southern Illinois University, English, Communications

Hortua, Giovanni

-Ph.D., M.A., University of California Irvine, U.S. History

Kim, Jun-Pill

-Ph.D., City and Regional Planning, The Ohio State University; M.S. Civil Engineering

Lee, Kenneth

-Ph.D., Religion, Columbia University; Master of Diversity, Princeton Theological Seminary

Lewis, Mark

-MBA, Pepperdine University, Finance, Theory of Investment

Lindsey, Michael

-MBA, Anderson School of Management, University of California, Los Angeles, Principles of Management, Introduction to Management, Computer Applications in Business

Park, Moon Kyu

-D.A., Political Science, Idaho State University; MA. Political Science, University of Chicago. Word Politics and International Business.

Wood, Judith

-J.D., University of Minnesota; Bachelor of Physics, University of Minnesota, Tax Accounting

Park, Jun H.

-MBA, Pepperdine University, International Business Policy, Business Information System

Baker, Christina Irene

-Ph.D., Curriculum and Instruction, Capella University. Marketing Management, International Personnel Management

Eller, Todd

-Ph.D., Organizational Behavior, University of California, Los Angeles, Organizational Behavior, International Marketing

Publication and Distribution of the Faculty Handbook is updated every academic year.

Faculty may access a copy by request from the administrative office. The administrative office is open between 9:00a.m. -7:00p.m. on all weekdays: Mondays through Fridays.