CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, April 26, 2018
Health Center Conference Room
10:00 a.m. – 11:30 a.m.

1. Call to Order
2. Approval of Minutes
   April 12, 2018
3. Announcements and Information
   Election – University Council ends April 27, and Call for Interest - Standing Committees ends April 30
   Call for Interest – UPRC (1) Academic Senate Faculty Representative (appointed by the Executive Committee)
   Trustee Day – Invitation to meet Trustee Adam Day Friday, April 27, 12:00-1:30.  Lunch, Dezember Aera Room
   Executive Committee meetings: May 1 (pre and post Special Senate Meeting), May 8
   Senate meetings: May 10 (Session One - outgoing Senate, and Session Two – incoming Senate and Standing Committee Chair Selection)
   Canvas Pilot – Charlene Hu, Time Certain 10:10 – 10:15
   FHAC recommendations and Senate endorsement: Kristina LaGue (FHAC Chair), Time Certain 10:15 – 10:25
   Outgoing Faculty Director GECCo – Paul Newberry, Time Certain 10:25-10:35
   DLC Report – Bob Carlisle, Time Certain 10:35 – 10:45
4. Approval of Agenda
5. ASCSU Report
6. Provost Report
7. Committee and Report Requests
   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Webpage)
   a. Executive Committee (B. Hartsell)
      President-elect Zelezny Special Meeting Agenda May 1, 10:00-11:00
   b. Academic Affairs Committee (M. Slaughter)
   c. Academic Support & Student Services Committee (C. MacQuarrie)
   d. Budget & Planning Committee (A. Hegde)
   e. Faculty Affairs Committee (M. Rush)
   f. Staff Report (K. Ziegler-Lopez)
   g. ASI Report (M. Gomez)
8. **Resolutions** – (Time Certain 10:45 a.m.)
   a. Consent Agenda
   b. New Business
      RES 171826 – Fairness in Evaluation in Faculty Review, Handbook Changes (FAC) (First Reading) *
   c. Old Business
      RES 171825 - New BPA Academic Certificate (BPC) (Second Reading)
      RES 171818 - Instructor Initiated Drop Policy (AAC, AS&SS) (Second Reading) *

9. **Open Forum Items** (Time Certain 11:15 a.m.)

10. **Adjournment**

* Changes to be made to University Handbook
1. Call to Order
   D. Boschini called the meeting to order.
2. Approval of Minutes
3. Announcements and Information
   Trustee Day – Faculty meet Trustee Adam Day Friday, April 27, 12:00-1:30. Light lunch. Location TBD.
   President-elect Zelezny is scheduled for Special Faculty-Member Senate meeting May 1, 10:00-11:00 in HCCR.
   Election Status: The Call for University-wide At-Large positions is out and then the Call for Interest for University-
   wide Appointments will go out. Each senator, except the Vice-chair, is expected to be on a sub-committee and the
   rule is not enforced for the Antelope Valley representative.
   Senate meetings: The last regular Senate meeting is on April 26. On May 10, the outgoing Senate will meet, and
   then the incoming Senate will meet to select Standing Committee Chairs and to Confirm the Graduates of
   the University.)
   Executive Committee meetings are scheduled for April 17, May 1, May 8
4. Approval of Agenda
   B. Hartsell moved to defer committee reports until after resolutions. All in Favor. Agenda approved as adjusted.
5. ASCSU Report - J. Tarjan reported: 1) the draft statement by the ASCSU and the Chancellor regarding alternate
   process for consultation dealing with curricular or academic matters has been sent. 2) Senator Tarjan attended the
   CFA Rally in Sacramento and spent a significant amount of time talking to the Chair of the Higher Education
   Committee. From talking with the members of the Assembly, the 4% budget increase that the Governor promised
that the BOT reverse-engineered into student success, faculty hiring, compensation and benefits, mandatory costs, maintenance, etc. is viewed as inadequate. 30,000 students have been added to the system this year.

6. **Provost Report**  D. Schecter delivered Provost Zorn’s apology for missing the meeting. Dr. Zorn is one of the Provosts who sit on the Council of Library Deans. She and Dean Asher are at that meeting.

7. **Committee and Report Requests**

   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Webpage)

   a. **Executive Committee (B. Hartsell)*** The process for interviewing candidates for the Faculty Director of GECCo was discussed. The EC heard extensive description of Chair Boschini’s call with President-elect Zelezny. Including her career path through Academic Affairs, her background in psychology, and her commitment to shared governance. The EC discussed that there is a little bit of awkwardness while President Mitchell is still here. Dr. Zelezny emphasized that she just wants to lay the groundwork so when she starts in July, she is well-prepared to be a good president.

   b. **Academic Affairs Committee (M. Slaughter)** RES 171818 Instructor Initiated Drop Policy is on hold pending a joint meeting with AS&SS. Referral 2017-2018 #15 University-wide Impact of EO 1110 Implementation is in process. AAC may have to meet with BPC on another resolution.

   c. **Academic Support & Student Services Committee (C. MacQuarrie)*** There will be a joint meeting next week with AAC regarding RES 171818 Instructor Initiated Drop Policy. The issue is about students who take an online course and how they can complete work in the first week. The committee talked at length about the short window for the call for Faculty Director GECCo.

   d. **Budget & Planning Committee (A. Hegde)*** Referral 2017-2018 #10 Office Allocation is about to become a resolution based on the resolution passed by the ASCSU. The committee is considering information that came from the CO about space. An invitation was sent to the author of the Interdisciplinary Studies Department Formation Proposal (INSD) to come to committee to answer questions.

   e. **Faculty Affairs Committee (M. Rush)*** REF 2016-2017 #11 Ombudsperson will be pushed to next year. There will be a Fairness in Evaluation resolution next meeting. The committee is addressing specific issues. For example, who should be on RTP committees if there is unreasonable bias and staff limitations in the Administrative Review process.

   f. D. Boschini briefed the Senate that the EC received a memo on behalf of another faculty member about student’s misconduct. At issue are our policies and approach to students’ cheating, discipline, what influences go into making a report, the level of satisfaction in the a process, understand the outcomes, and the increasing number of reports of faculty dissatisfaction in that area. D. Boschini has been meeting for six weeks with D. Anderson-Facile (chair of DLDC), R. Alvarez (Student Rights and Responsibility), M. Palaiologou (Ombudsperson), and Nate Olsen (representing ethics across the curriculum) to find the gaps and why are
there so many concerns. EC is scheduled to take up the consideration whether to send to committee, set some more Handbook language, or policies to call more interest to the issues. It likely that the issue will not be fully vetted by the end of the semester.

g. Staff Report (K. Ziegler-Lopez) No report.
h. ASI Report (M. Gomez) absent

8. Resolutions – (Time Certain 10:45 a.m.)
a. New Business
   RES 171825 - New BPA Academic Certificate (AAC, BPC) (First Reading) A. Hegde introduced on behalf of the two committees. Members clarified that the proposal is not about internships or about funding any positions.
b. Old Business
   RES 171818 - Instructor Initiated Drop Policy (AAC, AS&SS) (Second Reading on hold) *
   RES 171819 - New Emphasis: Energy and Power Engineering (AAC, BPC) (Second Reading) A. Hegde introduced on behalf of the committees. The program concentration is within Engineering and Science, all required classes are currently offered, and there aren’t any budget implications. All in favor. No opposition. Passed.
   RES 171820 - Use of Small Unmanned Aircraft Systems (sUAS) (BPC) (Second Reading) A. Hedge summarized that this is a policy on aerial drones. The proposed policy is based on Federal guidelines and is consistent with policy on other campuses. All in favor. Passed.
   Discussion ensued regarding the need for all policies to be accessible and searchable
   RES 171822 - At-Large Membership on University Committees (FAC) (Second Reading) * M. Rush summarized that is was non-controversial. The resolution passed, unanimously.
   RES 171823 - Range Elevation Handbook Change (FAC) (Second Reading) * M. Rush summarized that the major change was to have the Provost as part of the process so individuals don’t fall through the cracks when range elevation comes along. The resolution passed with all in favor.

9. Open Forum Items (Time Certain 11:15 a.m.)
   C. MacQuarrie recommends an advisor be added to the composition of GECCo. D. Boschini reported that the issue of office space was discussed at the Academic Affairs Council (AAC). She expressed the need to prioritize a single station for each FT faculty employees as stated in the Board of Trustee’s (BOT) recommendations and the need to assure that issues are addressed across the campus and not only at the level of each school..
   B. Hartsell inquired about the refresh schedule for Lecturers’ computers. D. Schecter said to notify the Provost’s Office if there is a FT instructor who has not had computer refreshed in four years.
C. MacQuarrie gave his Senate report to ASI last week. President-elect Zelezny is scheduled to meet with ASI on April 27th. Separately, he teaches a course in video-games. His office has equipment to experience gaming using Virtual Reality (VR). The Senate is invited to try it.

10. **Adjournment**

   B. Hartsell moved to adjourn. E. Correa seconded.

* Changes to be made to University Handbook
# Academic Affairs Committee: Mary Slaughter/Chair, meets 10:00am in BDC 134

**Dates:** Sept 7, Sept 21, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, Feb 1, Feb 15, Mar 1, Mar 15, Apr 5, Apr 19, May 3

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<td>AAC, AS&amp;SS, BPC, FAC RES 171815 B submitted by AAC, AS&amp;SS, BPC RES 171815 A submitted by FAC withdrawn</td>
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<td>RES 161720 Instructor Initiated Drop Policy</td>
<td>AAC, AS&amp;SS RES 171818 Instructor Initiated Drop Policy Second Reading 04/26/18</td>
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<td>Referral 2017-2018 #01 Proposal for New BPA Academic Certificate</td>
<td>AAC, BPC Proposal's three new one-unit classes proposal. RES 171825 New BPA Academic Certification Second Reading 04/26/18</td>
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<td>12/05/17</td>
<td>Referral 2017-2018 #15 University-wide Impact of EO 1110 Implementation</td>
<td>AAC Assure that implementation of EO 1110 is appropriately coordinated.</td>
<td>03/22/18 4/6/2018 4/16/18</td>
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<td>12/05/17</td>
<td>Referral 2017-2018 #17 Proposal for Energy and Power Engineering within BS Engineering Sciences</td>
<td>AAC, BPC Program rationale, Existing support resources, Additional resources required. RES 171819 New Emphasis – Energy and Power Engineering</td>
<td>03/22/18 4/6/2018 4/16/18</td>
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<td>Referral 2017-2018 # 22 Interdisciplinary Studies Department Formation Proposal</td>
<td>AAC, BPC Integration of non-teaching track majors and development of new programs, their governance, and the resource required for baccalaureate and master’s degree programs.</td>
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### Academic Support and Student Services: Charles MacQuarrie/Chair, meets 10:00am in DDH A108

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<td>Referral 2017-2018 # 11 Conflicts of Interest: Textbook Adoption Policy and Enforcement</td>
<td>Approved</td>
<td>AS&amp;SS, FAC RES 171816 Policy for Instructors Assigning Their Own Textbooks. Consider resolution to introduce a policy which is in the best interest of students, and how policy is enforced.</td>
<td>03/08/18</td>
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<td>Referral 2017-2018 # 12 Referral on Advising</td>
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<td>AS&amp;SS, FAC Identify a list of questions that members of the campus community need to consider when developing policies about advising. Sent to Provost 11-29-17</td>
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<td>01/24/18</td>
<td>2017-2018 #18 - Counselor Tenure Track and Impact on Student Health Services</td>
<td>Approved</td>
<td>AS&amp;SS RES 171817 Hiring of Tenure Track Counselor to Support Student Mental Health Look at the impact of Counseling Departments ability to deliver student mental health services where there is a high turn-over of PT faculty members and an increasing need for specially trained counselors and a lack of TT faculty/counselors.</td>
<td>03/08/18</td>
<td>03/16/18</td>
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<td>3/13/18</td>
<td>2017-2018 #23 CSUB Student Debt Report</td>
<td>Update data sent to Chancellor’s Office 4/17/18</td>
<td>AS&amp;SS The paper <em>Where Debt Comes Due at CSU, Unequal Debt Burdens Among California State University Graduates</em>, raises concern that the CSUB data may be flawed and the reporting is off.</td>
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<td>09/07/17</td>
<td>Referral 2017-2018 #02 BAS-CFO as Ex-Officio Non-Voting Member of BPC</td>
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<td>BPC Improve BAS understanding of faculty concern &amp; needs, and amend AS By-laws (Section IV B 3 a.) to expand membership. RES 171810 Addition of Chief Financial Officer as Ex-Officio Member on Budget and Planning Committee. Majority of faculty voted in favor to amend.</td>
<td>11/09/17</td>
<td>01/29/18</td>
<td>02/02/18</td>
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<td>09/05/17</td>
<td>Referral 2017-2018 #03 Adding Faculty Participation in Budgetary Matters to Constitution of Academic Senate Article 2, Section 1 A</td>
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<td>BPC RES 171813 Faculty Participation in Budgetary Matters. A majority of faculty voted in favor to change Constitution.</td>
<td>11/30/17</td>
<td>01/29/18</td>
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<td>09/19/17</td>
<td>Referral 2017-2018 #04 - CSU Bakersfield Antelope Valley Center Name Change</td>
<td></td>
<td>BPC First reading waived and friendly amendment to utilize proposed names. RES 171802</td>
<td>09/28/17</td>
<td>10/06/17</td>
<td>10/16/17</td>
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<td>09/19/17</td>
<td>Referral 2017-2018 #05 – Integrated Teacher Education Program (ITEP)</td>
<td>Senate action not required</td>
<td>BPC RES 171803 Integrated Teacher Education Program Review and recommendation to Senate.</td>
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<td>09/19/17</td>
<td>Referral 2017-2018 #08 – Continuation of Faculty Hiring Initiative to Promote Tenure Density</td>
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<td>BPC RES 171809 Continuation of Faculty Hiring Initiative President responded 2018-01-03; new President to be informed that this is #1 priority, contingent on funding.</td>
<td>11/30/17</td>
<td>12/07/17</td>
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<td>10/3/17</td>
<td>REF 2017-2018 #09 Use of Small Unmanned Aircraft Systems at CSUB</td>
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<td>BPC RES 171820 Use of Small Unmanned Aircraft Systems (sUAS)</td>
<td>04/12/18</td>
<td>04/20/18</td>
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<td>10/26/17</td>
<td>Dissolution of Campus Environmental Committee The resolution came directly from the Executive Committee.</td>
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<td>BPC RES 171805 Dissolution of Campus Environmental Committee (First Reading waived at Senate 10/26/17)</td>
<td>10/26/17</td>
<td>11/02/17</td>
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**BPC - Continue Next page**
Budget and Planning Committee: Aaron Hegde/Chair, meets 10:00am in SCI III Room 100

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<td>10/31/17</td>
<td>Referral 2017-2018 #10 Office Allocation</td>
<td>Tabled until 2018-19</td>
<td>BPC Resources have been redistributed whereby instructors don’t have offices. Faculty needs privacy to work effectively with students.</td>
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<td>11/07/17</td>
<td>Referral 2017-2018 #13 Academic Master Plan Form and Process Improvement</td>
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<td>BPC RES 171821 Academic Master Plan Form and Process Improvement</td>
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<td>03/22/18</td>
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### Faculty Affairs Committee: Maureen Rush/Chair, meets 10:00am in EDUC 123

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<td>Referral 2016-2017 #11 Position of Ombudsman</td>
<td>Tabled to 2018-19</td>
<td>FAC On Senate Agenda 2/02/17 RES 161711. Returned to FAC 2/16/17</td>
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<td>09/07/17</td>
<td>Referral 2016-2017 #22 Recusal from Discussion and Voting on RTP Committee</td>
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<td>FAC RES 171808 University Review Committee Membership Nomination Exemption</td>
<td>11/30/17</td>
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<td>12/19/17</td>
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<td>9/19/17</td>
<td>Referral 2017-2018 #06 Classroom Observation of Probationary and Temporary Faculty Who Have Not Earned Rights Under Collective Bargaining Agreement</td>
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<td>FAC Address workload and rank of observer/recommender RES 171807 Amendment of Classroom Observation Policy</td>
<td>3/08/18</td>
<td>03/16/18</td>
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<td>9/20/17</td>
<td>Referral 2017-2018 # 07 UPRC Task Force Recommendations to Change University Handbook</td>
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<td>FAC Add UPRC Charge and address UPRC recommendations to process and involvement of specific authorities. RES 171806 University Program Review Committee Charge</td>
<td>11/30/17</td>
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<td>AS&amp;SS, FAC Identify a list of questions that members of the campus community need to consider when developing policies about advising. Sent to Provost 11-29-17</td>
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<td>Referral 2017-2018 #14 Unfilled School Seats Filled by At-Large Faculty</td>
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<td>FAC Is an elected person from another school obligated to represent the school whose vacant seat became At-Large? Is it true for URC, UPRC, and/or Senate seats? RES 171822 At-Large Membership on University Committee</td>
<td>04-12-18</td>
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<td>12/05/17</td>
<td>Referral 2017-2018 #16 Possible Conflict of Interest in Administrator Review</td>
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<td>FAC RES 171814 Administrator Review University Handbook Policy</td>
<td>3/08/18</td>
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**FAC - Continue Next page**
**Faculty Affairs Committee: Maureen Rush/Chair, meets 10:00am in EDUC 123**

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<td>1/24/18</td>
<td>Referral 2017-2018 #19 Faculty Awards – Consistent Criteria and Process Improvement</td>
<td>FAC  RES 171824 Faculty Awards – Consistent Criteria and Process Clarity</td>
<td>03/22/18  4/6/2018</td>
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<td>2/13/18</td>
<td>Referral 2017-2018 #20 Range Elevation for Temporary Faculty – Handbook Changes</td>
<td>FAC  Handbook changes regarding Article 11.9 of CBA, Working Personnel Action File, term name change to spring term, existing committee reviewers, and peer review panel appointments. RES 171823 Range Elevation Handbook Changes</td>
<td>04-12-18  04/20/18</td>
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</tbody>
</table>
RESOLVED: That the Academic Senate of CSU Bakersfield recommend to the President that the University Handbook be revised to include guidance for faculty as follows:

305.4 Performance Review of Faculty

Performance review shall serve to promote excellence in teaching, professional development currency in the field, and engagement with the academic community. (Revised 10/29/15)

305.4.1 General Provisions

a. Performance reviews are required of faculty for purposes of retention, the award of tenure, and promotion. All faculty, except faculty who are awarded credit towards tenure, will undergo performance reviews in years 1, 2, 3, 5 and 6 of their probationary period. Faculty who are awarded credit towards tenure are reviewed every year. At any level of the 3rd year review, a request for a full review during the 4th year may be made, as part of that review. The probationary faculty member may ask for a full review during the 4th year.

b. The P&VPAA annually establishes timelines for the performance reviews, after considering recommendations from relevant faculty committees. The timelines shall specify the dates by which the RTP file is to be ready for review and the dates by which each level of review is to have completed its work.

c. There are three RTP cycles during each academic year:
   1. Fall RTP cycle—review of second-year probationary faculty;
   2. Winter RTP cycle—review of 3rd, 5th, and 6th year probationary faculty, 4th year faculty if requested according to the provisions of 305.4.1a or if required (faculty with credit toward tenure), and tenured faculty requesting consideration for promotion; and
   3. Spring RTP cycle—review of first-year probationary faculty and temporary faculty.

c. There are two RTP cycles during each academic year:
1. Fall RTP cycle—review of 2nd year probationary faculty and review of 3rd, 5th, and 6th year probationary faculty, 4th year faculty if requested according to the provisions of 305.4.1a or if required (faculty with credit toward tenure), and tenured faculty requesting consideration for promotion; and
2. Spring RTP cycle—review of 1st year probationary faculty and temporary faculty.

d. Unit RTP criteria shall be used at each level of review for each faculty.

e. All eligible tenured faculty are obligated to serve on peer review committees, if elected.

f. Faculty shall not sit in review of their own cases, or that of a close relative or domestic partner.

g. Faculty who are undergoing review in a given RTP cycle shall not serve on any review committee in that cycle

h. All deliberations and recommendations pursuant to this section shall be confidential.

Only the affected faculty, peer review committee members, appropriate administrators, and the President shall have access to the performance review documents.

Any faculty member undergoing review who believes that they have a compelling issue that may affect an objective review, may confer with the Provost’s office and/or a designated member of CFA for support and guidance in ensuring a fair review process.

RATIONALE: There may arise situations in which a faculty member experiences stressed relations with individual members of the University over legal or professional issues. If a faculty member believes that an individual member in the review process may not be objective due to these experiences, then guidance should be in place that would help assure the faculty member that a fair and impartial review is possible. This addition to the Handbook would give such guidance.
RESOLVED: That the following amendment be made to the existing policy on page 63 of the CSUB Catalog, under “Academic Information:”

Instructor Initiated Drop Policy

Students who do not attend the first day of class may be administratively dropped from the class and must be notified by the instructor of record that a drop is pending. Students should communicate any extenuating circumstances immediately to the instructor of record. An instructor-initiated drop should be processed before the end of the first week. Students from the wait-list who attend the first day of class may then be added. Students who are on the waiting list, but do not attend the first day of class, may be dropped from the wait-list. Students who do not complete work assigned for the first week of class may be dropped from the course. Students who are on the waiting list who complete work assigned the first week of class may be added, by waitlist order.

Instructor Initiated Drop Policy for On-Line Classes

All students enrolled in online courses must log in to the course and complete any assignments or other activities that are required by the instructor during the first week. Students who fail to complete the first-week assignments by the deadline must be notified by the instructor of record that a drop is pending. Students should communicate any extenuating circumstances immediately to the instructor of record.

Summary Guidelines for Both Face-to-Face & Online Classes

Students in both face-to-face and online courses may be dropped from the class and/or the wait-list if:

1. They do not attend the first day of class
2. They do not complete work for the first week of class
Students who are administratively dropped under this policy will be sent an email by the instructor informing them of the drop. Students should not presume that they will be dropped under this policy. Students who have registered for a class, but never attended, should verify that they are officially enrolled. It is the student’s responsibility to drop/withdraw officially from the class.

It is the responsibility of all wait-listed students (face-to-face and online) to communicate with the instructor concerning readings and assignments that must be completed in the first week of class.

**RATIONALE:** The purpose of this policy is to ensure a clear understanding of the roles and expectations of both students and instructors. This policy seeks both to allow appropriate discretion to instructors and to protect students by defining the role and responsibilities of instructors for dropping students and ensuring that students are notified that they are being dropped.

The resolution is designed to allow students a reasonable window in which to attend and participate in class, and also to allow instructors to drop students who do not attend and/or complete the work so that other students who hope to add a class may do so.

**Distribution List:**
President
Provost and VP Academic Affairs
AVP Enrollment Management
School Deans
Department Chairs
General Faculty
RESOLVED: that the Academic Senate recommend to the President that the proposal to offer a new Academic Credit Certificate (Student Professional Development Initiative) be approved.

BE IT FURTHER RESOLVED: That more funds be dedicated to the Center for Career Education and Community Engagement’s (CECE) internship coordinator.

RATIONALE: Both the BPC and AAC committees have considered the proposal and find it to be academically and fiscally sound.

Currently, the CECE employs a part-time internship coordinator. This position is funded through temporary funds. Committing more money to this position ensures an accessible internship coordinator for all schools.

Distribution List:
President
Provost and VPAA
VPSA
AVP Academic Programs
BPA Dean
PROPOSAL: PROFESSIONAL DEVELOPMENT CERTIFICATE
SPDI Task Force
C. Commuri, A. Cottrell, M. Evans (Chair), H. McCown, B. Mendiola, T. See, D. Wu

Proposed: Professional Development Certificate
Certificate Classification: Academic, Professional

Statement of the Problem and Program Rationale

Stakeholder Need. Industry across all sectors of business in Kern County requires young professionals who are not only academically prepared to meet the challenges faced by organizations, but who are prepared with knowledge, skills, and competence to interact within the workplace environment in a professional manner.

Student Need. Research shows that soft skills are as correlated with success in the workplace as a high GPA or IQ. Many of our students will benefit from an opportunity to develop these skills. While soft skills often can be absorbed by children growing up in families whose parents are college-educated professionals, over 75 percent of CSUB students are the first in their families to attend college. Many of our students also are first generation Americans who grew up speaking languages other than English in their homes. In many instances, they have no one within their households to discuss academic or career preparation. The curriculum of our K-12 public school system does not fill the gap. Its curriculum pays little attention to soft skills such as self-knowledge, personal effectiveness, interpersonal skills, relationship management, or even common workplace etiquette. A majority of our students are commuters who work more than 20 hours per week during the academic year. Even if they are aware of the importance of soft skills, they are unlikely to have the time to develop these skills without availability of an easily accessible structured program.

Pilot Launched. In light of these needs, the CSUB School of Business and Public Administration’s Outreach Department and its Executive Advisory Council (EAC) launched a pilot initiative in Spring Quarter 2016 to “test the waters.” Members of the EAC graciously volunteered to participate in mentoring sessions and mock interviews in several of BPA’s senior capstone courses. In Fall Semester 2016 and Spring Semester 2017, the career advising modules were repeated in sections of MGMT 3000 and BA 2900. Each pilot had an evaluation component that provided data for continuous improvement and that documented strong support for the activities by both students and community professionals. Taken together, these pilots involved more than 300 students and resulted in 75 volunteer-events by community leaders. The final pilot module, scheduled for Spring 2017, will involve an additional 116 students and 25 volunteer interviewers, bringing the total pilot impact to 100 volunteer commitments positively impacting more than 400 students.

Student Professional Development Initiative (SPDI) Task Force. Given the encouraging pilot program, Interim Dean John Stark formed a Task Force in late Spring 2016 and charged it to
build out the pilot activities into a comprehensive Student Professional Development Certificate to be submitted to the faculty and BPA stakeholders for consideration.

The SPDI Task Force has completed its assignment and forwards this Professional Development Certificate Proposal to the School of Business and Public Administration and its stakeholders for consideration. The CSU has embarked on a major initiative focusing on improving retention and graduation. We firmly believe programs such as this clearly provide students with the focus, motivation, and mentoring resources to complete their studies and effectively launch a career.

**Program Design and Implementation Principles**

1) The certificate program shall develop the soft skills of BPA students and provide them with opportunities to be mentored by community professionals.

2) The certificate program shall be approved in accordance with the CSUB Academic Senate’s Policy on Academic Credit Certificates, officially conferred by CSUB, and posted to transcripts.

3) As an academic certificate program, the certificate’s outcomes assessment and continuous improvement shall be under the authority of a Program Committee overseen by BPA’s Assessment Review and Curriculum Committee. The Program Committee shall include representation for community stakeholders, participating undergraduate degree programs, BPA Academic Advising & Student Services, and BPA Outreach.

4) The program shall be widely accessible to motivated students, yet sufficiently rigorous in its admission and completion requirements to be used by employers as a quality filter and by students as a quality signal. Admission shall require completion of selected coursework and a minimum GPA, while conferment of the certificate shall require completion of all baccalaureate degree requirements and maintenance of a minimum GPA.

5) A portion of the certificate shall be embedded in courses meeting degree requirements (“touchpoints”) to: (a) ensure all BPA students have access to some experiences that improve soft skills and career preparation (b) provide a platform to encourage BPA majors to further invest in soft skills development via completion of the certificate program, and (c) streamline delivery of the program.

6) The certificate shall require voluntary components in addition to those that are embedded in required courses.

7) The voluntary components shall be embedded or documented in one-unit elective courses to: (a) ensure all requirements are posted to transcripts, (b) facilitate monitoring of progress and conferring of certificates, (c) enable roadmaps to be developed that facilitate certificate completion, and (d) generate enrollment-related instructional resources to partially support the program.

8) Activities requiring participation of community volunteers shall be embedded in the voluntary one-unit courses to: (a) limit the community resources that must be marshalled and (b) limit community engagement by students to those students admitted to and participating in the program.
9) Transfer students shall be able to complete all certificate requirements in two years, but there should be opportunities to work with CSUB freshman and sophomores more intensively.

10) To effectively manage learning outcome documentation and coordinate experiential components (e.g., career advising and mentoring, mock interviews, job shadowing, internships), the program shall be overseen by a full-time staff professional. Ideally, the sole duties of this position shall consist of certificate program administration, development of internships and other workplace experiences for BPA majors, and related services.

11) An active steering committee (BPA alumni, EAC and other advisory committee members, HR professionals, etc.) will be engaged to recruit enough community volunteers (career mentoring, mock interviews, workplace experiences) to accommodate all the participating students. Ideally, the program also will provide avenues for students in the Human Resource Management concentration to develop and contribute their expertise.

12) Program requirements shall be flexible enough to accommodate modifications and substitutions for specific BSBA concentrations and BPA majors. Majors and concentrations can: (a) offer dedicated sessions of one-unit seminars for their program with approval of the Program Committee and (b) submit curriculum proposals (i.e., course and assignment) to the Program Committee for meeting a required program outcome through alternative means.

Certificate Program Admission Requirements

1) Declared major in the School of Business and Public Administration
2) Completion of BA 2900, ECON 2900, or ERM 2900 with documentation of learning outcomes covered in those courses (see below)
3) Completion of at least 24 semester units with cumulative GPA of at least 2.75.
4) Completed Application Form
5) Statement of Interest

Program Learning Goals

The certificate recipient will:
1) Develop self-knowledge as an anchor for personal and professional development.
2) Develop personal effectiveness skills relating to self-management, social awareness, and relationship management.
3) Experience engagement and network by participating in campus, community, and professional organizations and activities.
4) Complete career exploration activities and participate in career-relevant workplace experiences. And,
5) Prepare and apply for professional employment.
Program Touch Points (Embedment or Documentation of Outcomes)

1) 2900: Intro to the Major (BA 2900, Econ 2900, ERM 2900)
2) 3008: Junior Year Diversity Requirement (BA 3008, Econ 3008)
3) 4510: Managerial Economics (Econ 4510)
4) 3710: Junior-level one-unit course (BA 3710, both semesters)
5) 4720: Senior-level one-unit course (BA 4720, Fall Semester)
6) 4730: Senior-level one-unit course (BA 4730, Spring Semester)
7) 4908: Capstone Requirement (BA 4908, Econ 4908, ERM 4908, PPA 4908)

Program Prerequisite Outcomes

Professional Certificate requirements are comprised exclusively of upper division courses. The prerequisite for the Professional Development certificate includes completion of a section of BA 2900, ECON 2900, or ERM 2900 in which assignments are completed that successfully demonstrate the following competencies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal</th>
<th>Outcome</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2900</td>
<td>Self-Knowledge</td>
<td>Identify strengths</td>
<td>StrengthsFinder2.0 diagnostic, development plan, reflection</td>
</tr>
<tr>
<td>2900</td>
<td>Self-Knowledge</td>
<td>Identify values, goals, passions</td>
<td>Personal Mission Statement or Passion Statement</td>
</tr>
<tr>
<td>2900</td>
<td>Personal effectiveness</td>
<td>Proactively taking responsibility</td>
<td>Taking responsibility dialogue or addressing obstacles assignment</td>
</tr>
<tr>
<td>2900</td>
<td>Personal effectiveness</td>
<td>Effectively manage time</td>
<td>Scheduling time for important, nonurgent tasks, reflection</td>
</tr>
<tr>
<td>2900</td>
<td>Engagement</td>
<td>Video or presentation</td>
<td>Elevator Pitch</td>
</tr>
<tr>
<td>2900</td>
<td>Career exploration</td>
<td>Academic plan, roadmap</td>
<td>Explore, align career interests with finalized academic plan</td>
</tr>
<tr>
<td>2900</td>
<td>Employment</td>
<td>RunnerLink profile</td>
<td>Create profile; review best practices (resumes, cover letters, interviews)</td>
</tr>
<tr>
<td>2900</td>
<td>Employment</td>
<td>LinkedIn profile</td>
<td>Create profile in accordance with best practices</td>
</tr>
<tr>
<td>2900</td>
<td>Employment</td>
<td>Resume and cover letter</td>
<td>Upload versions aligning with best practices to RunnerLink</td>
</tr>
</tbody>
</table>
**Program Outcome Requirements**

- Completion of all Bachelor’s degree requirements for a BPA major with a CSUB GPA of at least 2.75.
- Completion of the following activities (or an approved equivalent) at a level that demonstrates the competencies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal</th>
<th>Outcome</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3008</td>
<td>Personal effectiveness</td>
<td>Understand &amp; appreciate diversity</td>
<td>Reflective assignment addressing JYDR diversity objectives</td>
</tr>
<tr>
<td>4510</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Industry analysis</td>
<td>Analyze industry aligning with career interests (IBISWorld)</td>
</tr>
<tr>
<td>4510</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Occupational analysis</td>
<td>Analyze occupation aligning with career interests</td>
</tr>
<tr>
<td>3710</td>
<td>Personal effectiveness</td>
<td>Stress management</td>
<td>Workshop or equivalent, reflection</td>
</tr>
<tr>
<td>3710</td>
<td>Engagement</td>
<td>Participation</td>
<td>Campus or community organization (10 hours)</td>
</tr>
<tr>
<td>3710</td>
<td>Engagement</td>
<td>Service</td>
<td>Campus or community service (10 hours)</td>
</tr>
<tr>
<td>3710</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Career advising &amp; mentoring</td>
<td>Career advising from mentor, reflection</td>
</tr>
<tr>
<td>3710</td>
<td>Employment</td>
<td>Update application file</td>
<td>Update LinkedIn, RunnerLink profiles &amp; elevator pitch (2)</td>
</tr>
<tr>
<td>4720</td>
<td>Personal Effectiveness</td>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence 2.0 diagnostic, skills development, reflection paper</td>
</tr>
<tr>
<td>4720</td>
<td>Employment</td>
<td>Mock interview</td>
<td>Mock interview with community professional; reflection</td>
</tr>
<tr>
<td>4720</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Exposure to work environment</td>
<td>Internship, job shadowing, etc.</td>
</tr>
<tr>
<td>4720</td>
<td>Engagement</td>
<td>Participation or Service</td>
<td>Campus or community (10 hours)</td>
</tr>
<tr>
<td>4730</td>
<td>Personal effectiveness</td>
<td>Professional etiquette</td>
<td>Etiquette modules (networking, dining, meetings, communications, image), possibly graduation dinner</td>
</tr>
<tr>
<td>4730</td>
<td>Personal effectiveness</td>
<td>Teamwork</td>
<td>Workshops (team leadership, effective participation), reflection</td>
</tr>
<tr>
<td>4730</td>
<td>Employment</td>
<td>Job search</td>
<td>Comprehensive job search &amp; applications</td>
</tr>
<tr>
<td>4908</td>
<td>Employment</td>
<td>Update application file</td>
<td>Update resume, cover letter (2)</td>
</tr>
</tbody>
</table>
**New Course Proposals**

**BA 3710. Professional Development Skills: I (1 unit).**
Seminar on professional development topics and skills. Requirements include: (1) updating of resume, cover letter, LinkedIn and RunnerLink profiles, and elevator pitch; (2) at least 10 hours documented participation in an approved campus or community organization; (3) at least 10 hours of approved volunteer service for the campus or a community nonprofit organization; (4) participation in an approved career advising or mentoring activity; (5) demonstration of knowledge and skills relating to stress management; and (6) accompanying reflection assignments. Prerequisite: admission to Professional Development certificate program.

**BA 4720. Professional Development Skills II (1 unit).**
Seminar on professional development topics and skills. Requirements include: (1) Completion of emotional intelligence diagnostic and skills development exercises; (2) participation in mock interview; (3) At least 10 hours participation in campus or community organization or volunteer service; (4) approved activity consisting of at least 10 hours exposure to the work environment (e.g., job shadowing, internship); and (5) accompanying reflection assignments. Prerequisite or co-requisite: BA 3710.

**BA 4730. Professional Development Skills III (1 unit).**
Seminar on professional development topics and skills. Requirements include: (1) professional etiquette workshops or activities relating to networking, meetings, communications, dining, and image; (2) demonstration of knowledge and skills relating to effective teamwork; (3) effective, comprehensive job search; and (4) accompanying reflection assignments. Prerequisite: BA 3710. Prerequisite or co-requisite: BA 4720.
BA 3710. PROFESSIONAL DEVELOPMENT SKILLS I (1 semester unit)
Seminar on professional development topics and skills. Requirements include: (1) updating of resume, cover letter, LinkedIn and RunnerLink profiles, and elevator pitch; (2) at least 10 hours documented participation in an approved campus or community organization; (3) at least 10 hours of approved volunteer service for the campus or a community nonprofit organization; (4) participation in an approved career advising and mentoring activity; (5) demonstration of knowledge and skills relating to stress management; and (6) accompanying reflection assignments. Prerequisite: admission to Professional Development certificate program

Textbook and Course Materials

Varies with instructor

Professional Development Certificate: Rationale

Research shows that soft skills are as highly correlated (if not more correlated) with success in the workplace as IQ or GPA. For this reason, the School of Business & Public Administration offers Professional Development Certificate for its majors to earn alongside their Bachelor’s degrees. BPA’s faculty and community advisory boards anticipate that this Certificate will have value to students in the job market.

Certificate Program Learning Goals (PLG) and Objectives (PLO)
The Certificate has five goals (PLGs). Students completing the certificate program will:
1. Develop self-knowledge
2. Develop personal effectiveness skills
3. Experience engagement through campus, community, and professional networking
4. Complete career exploration activities and participate in workplace experiences
5. Prepare for employment

Specifically, students will demonstrate these program learning objectives (PLOs) in the course:
1. Prepare for employment by presenting an effective resume and cover letter.
2. Prepare for employment by presenting effective RunnerLink and LinkedIn profiles.
3. Prepare for employment by presenting an effective elevator pitch.
4. Engage by actively participate in a campus or community organization.
5. Engage by providing volunteer service to the campus or a community organization.
6. Develop self-knowledge and prepare for employment via a career advising session with a community mentor. And,
7. Develop personal effectiveness by demonstrating knowledge and skills relating to stress management

**Blackboard and Course Communication**

Course materials will be available on the “BA 3710” Blackboard course site (e.g., syllabus, course calendar, handouts, assignments, assignment due dates). Check for course announcements outside of class via the Announcements tool in Blackboard. For the most part, assignments are to be turned in by uploading them via the Assignments tool or using the Discussion Board tool in Blackboard. Use the Blackboard Message tool to contact me and not the Email tool, which sends email to my CSUB account. I more efficiently use my time if I can keep all course communications in one place (i.e., Blackboard). However, you may email my CSUB account if your communication is time sensitive and I have not responded in 24 hours. Feel free to visit me in my office, especially during office hours or by appointment. You also will be using the “Professional Development Certificate” Blackboard site for this course. This website contains valuable resources and tracks your progress in meeting certificate requirements.

**Course Procedures and Organization**

This is a one-unit seminar. As such, it requires 750 contact minutes. Rather than meeting 50 minutes per week for 15 sessions, we will be meeting 75 minutes for 10 sessions. See the Calendar below for meeting dates. Schedule changes, if any, will be announced in class and Blackboard.

**Course Grading and Assignments**

You must attend class regularly and satisfactorily complete all the assignments to receive credit for the course. If you do the assignments and miss no more than two class sessions, you will receive credit (CR) for the course. The assignments and their relationship to Certificate Program Goals (PLG) and Objectives (PLO) are as follows:

<table>
<thead>
<tr>
<th>PLG</th>
<th>PLO</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>Update &amp; present resume and cover letter</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Update &amp; present RunnerLink and LinkedIn profiles</td>
</tr>
<tr>
<td>1,5</td>
<td>3</td>
<td>Update &amp; present elevator pitch</td>
</tr>
<tr>
<td>3,4</td>
<td>4</td>
<td>Engagement and networking on campus or in a community organization (≥10 hrs)</td>
</tr>
<tr>
<td>1,3</td>
<td>5</td>
<td>Campus or community service</td>
</tr>
<tr>
<td>1,4</td>
<td>6</td>
<td>Complete a career advising interview</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Demonstrate stress management knowledge and skills</td>
</tr>
</tbody>
</table>

**Academic Honesty**
Students are expected to do all assigned work without unauthorized assistance. CSUB policy requires that instructors: (1) refer possible violations (with evidence) to the Office of Student Rights and Responsibilities for investigation and possible disciplinary action and (2) impose a grade penalty deemed appropriate, which includes possibly assigning a final grade of F. Campus policy on academic honesty can be found by doing a word search for "academic integrity" in the online CSUB Catalog.

**Accommodations for Students with Disabilities**

The mission of the Services for Students with Disabilities Office (SSD) is to provide support services that will enable every student, regardless of disability, to have access to a university education. Students who think they may have a disability should contact the SSD Office in SA 140 to apply for services. SSD evaluates the application and recommends appropriate accommodations for the disabilities that it certifies. I follow all SSD recommendations.

**TENTATIVE CALENDAR**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Certificate Program and Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Proposed Networking, Engagement, Volunteer Activities</td>
</tr>
<tr>
<td>3</td>
<td>Best Practices &amp; Updates: Resumes and Cover Letters</td>
</tr>
<tr>
<td>4</td>
<td>Best Practices &amp; Updates: Elevator Pitches and Interviews</td>
</tr>
<tr>
<td>5</td>
<td>Prepare for Career Advising Session with Mentors</td>
</tr>
<tr>
<td>6</td>
<td>Best Practices &amp; Updates: LinkedIn and RunnerLink Profiles</td>
</tr>
<tr>
<td>7</td>
<td>Stress Management</td>
</tr>
<tr>
<td>8</td>
<td>Stress Management</td>
</tr>
<tr>
<td>14</td>
<td>Reflection on Networking &amp; Engagement Activities</td>
</tr>
<tr>
<td>15</td>
<td>Reflection on Campus/Community Volunteer Service</td>
</tr>
<tr>
<td>Final</td>
<td>Elevator Pitch</td>
</tr>
<tr>
<td></td>
<td>Submit Documentation of Completed Assignments and Competencies</td>
</tr>
</tbody>
</table>
BA 4720, Professional Development Skills II
California State University, Bakersfield
Semester 20

Instructor:  
Office Location:  
Email and Phone:  
Office Hours:  
Course Meetings:  
Course Location:

BA 4720. PROFESSIONAL DEVELOPMENT SKILLS II (1 semester unit)
Seminar on professional development topics and skills. Requirements include: (1) completion of emotional intelligence diagnostic and skills development exercises; (2) participation in mock interview; (3) at least 10 hours of participation in campus or community organization or volunteer service; (4) approved activity consisting of at least 10 hours of exposure to the work environment (e.g., job shadowing, internship); and (5) accompanying reflection assignments. Prerequisite or co-requisite: BA 3710.

Textbook and Course Materials


Professional Development Certificate: Rationale

Research shows that soft skills are as highly correlated (if not more correlated) with success in the workplace as IQ or GPA. For this reason, the School of Business & Public Administration offers Professional Development Certificate for its majors to earn alongside their Bachelor’s degrees. BPA’s faculty and community advisory boards anticipate that this Certificate will have value to students in the job market.

Certificate Program Learning Goals (PLG) and Objectives (PLO)
The Certificate has five goals (PLGs). Students completing the certificate program will:

6. Develop self-knowledge
7. Develop personal effectiveness skills
8. Experience engagement through campus, community, and professional networking
9. Complete career exploration activities and participate in workplace experiences
10. Prepare for employment

Specifically, students will demonstrate these program learning objectives (PLOs) in the course:

8. Develop personal effectiveness by completing an emotional intelligence diagnostic and by developing and carrying out a related skills development program.
9. Prepare for employment by completing a mock interview.
10. Engage by actively participate in a campus or community organization or by providing volunteer services to the campus or a community organization. And,
11. Participate in career exploration and work experiences by proposing and carrying out an approved workplace experience.

**Blackboard and Course Communication**

Course materials will be available on the “BA 4720” Blackboard course site (e.g., syllabus, course calendar, handouts, assignments, assignment due dates). Check for course announcements outside of class via the Announcements tool in Blackboard. For the most part, assignments are to be turned in by uploading them via the Assignments tool or using the Discussion Board tool in Blackboard. Use the Blackboard Message tool to contact me and not the Email tool, which sends email to my CSUB account. I more efficiently use my time if I can keep all course communications in one place (i.e., Blackboard). However, you may email my CSUB account if your communication is time sensitive and I have not responded in 24 hours. Feel free to visit me in my office, especially during office hours or by appointment. You also will be using the “Professional Development Certificate” Blackboard site for this course. This website contains valuable resources and tracks your progress in meeting certificate requirements.

**Course Procedures and Organization**

This is a one-unit seminar. As such, it requires 750 contact minutes. Rather than meeting 50 minutes per week for 15 sessions, we will be meeting 75 minutes for 10 sessions. See the Calendar below for meeting dates. Schedule changes, if any, will be announced in class and Blackboard.

**Course Grading and Assignments**

You must attend class regularly and satisfactorily complete all the assignments to receive credit for the course. If you do the assignments and miss no more than two class sessions, you will receive credit (CR) for the course. The assignments and their relationship to Certificate Program Goals (PLG) and Objectives (PLO) are as follows:

<table>
<thead>
<tr>
<th>PLG</th>
<th>PLO</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>Complete emotional intelligence diagnostic and use it to plan and carry out skills development program</td>
</tr>
<tr>
<td>4,5</td>
<td>2</td>
<td>Prepare for and carry out a mock interview</td>
</tr>
<tr>
<td>3,4</td>
<td>3</td>
<td>Participate in an organization or volunteer activity (≥ 10 hours)</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Propose and carry out an approved workplace experience (≥ 10 hours)</td>
</tr>
</tbody>
</table>

**Academic Honesty**

Students are expected to do all assigned work without unauthorized assistance. CSUB policy requires that instructors: (1) refer possible violations (with evidence) to the Office of Student Rights and Responsibilities for investigation and possible disciplinary action and (2) impose a grade penalty deemed appropriate, which includes possibly assigning a final grade of F. Campus policy on academic honesty can be found by doing a word search for "academic integrity" in the online CSUB Catalog.
Accommodations for Students with Disabilities

The mission of the Services for Students with Disabilities Office (SSD) is to provide support services that will enable every student, regardless of disability, to have access to a university education. Students who think they may have a disability should contact the SSD Office in SA 140 to apply for services. SSD evaluates the application and recommends appropriate accommodations for the disabilities that it certifies. I follow all SSD recommendations.

TENTATIVE CALENDAR

<table>
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<tr>
<th>WEEK</th>
<th>TOPICS &amp; DUE DATES</th>
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<tr>
<td>1</td>
<td>Certificate Program and Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Best practices: Interviewing</td>
</tr>
<tr>
<td>3</td>
<td>Prepare for mock interview</td>
</tr>
<tr>
<td>4</td>
<td>Emotional Intelligence: self-awareness</td>
</tr>
<tr>
<td>5</td>
<td>Emotional Intelligence: self-management</td>
</tr>
<tr>
<td>6</td>
<td>Emotional Intelligence: social awareness</td>
</tr>
<tr>
<td>7</td>
<td>Emotional Intelligence: relationship management</td>
</tr>
<tr>
<td>13</td>
<td>Reflection: mock interviews</td>
</tr>
<tr>
<td>14</td>
<td>Reflection: engaging in organizations or volunteer service</td>
</tr>
<tr>
<td>15</td>
<td>Reflection: workplace experiences</td>
</tr>
<tr>
<td>Final</td>
<td>Submit Documentation of completed assignments and competencies</td>
</tr>
</tbody>
</table>
BA 4730, Professional Development Skills III
California State University, Bakersfield
_________Semester 20____

Instructor:                                    Office Hours:
Office Location:                               Course Meetings:
Email and Phone:                               Course Location:

BA 4730. PROFESSIONAL DEVELOPMENT SKILLS III (1 semester unit)
Seminar on professional development topics and skills. Requirements include: (1) professional
etiquette workshops or activities relating to networking, meetings, communications, dining,
and image; (2) demonstration of knowledge and skills relating to effective teamwork; (3)
effective, comprehensive job search; and (4) accompanying reflection assignments.
Prerequisite: BA 3710. Prerequisite or co-requisite: BA 4720.

Textbook and Course Materials

Varies with instructor

Professional Development Certificate: Rationale

Research shows that soft skills are as highly correlated (if not more correlated) with success in
the workplace as IQ or GPA. For this reason, the School of Business & Public Administration
offers Professional Development Certificate for its majors to earn alongside their Bachelor’s
degrees. BPA’s faculty and community advisory boards anticipate that this Certificate will have
value to students in the job market.

Certificate Program Learning Goals (PLG) and Objectives (PLO)
The Certificate has five goals (PLGs). Students completing the certificate program will:
   11. Develop self-knowledge
   12. Develop personal effectiveness skills
   13. Experience engagement through campus, community, and professional networking
   14. Complete career exploration activities and participate in workplace experiences
   15. Prepare for employment

Specifically, students will demonstrate these program learning objectives (PLOs) in the course:
   12. Develop personal effectiveness skills relating to various dimensions of professional
      etiquette.
   13. Develop personal effectiveness skills relating to participation in and leadership of teams.
   14. Prepare for employment by carrying out an effective job search.

Blackboard and Course Communication
Course materials will be available on the “BA 4730” Blackboard course site (e.g., syllabus, course calendar, handouts, assignments, assignment due dates). Check for course announcements outside of class via the Announcements tool in Blackboard. For the most part, assignments are to be turned in by uploading them via the Assignments tool or using the Discussion Board tool in Blackboard. Use the Blackboard Message tool to contact me and not the Email tool, which sends email to my CSUB account. I more efficiently use my time if I can keep all course communications in one place (i.e., Blackboard). However, you may email my CSUB account if your communication is time sensitive and I have not responded in 24 hours. Feel free to visit me in my office, especially during office hours or by appointment. You also will be using the “Professional Development Certificate” Blackboard site for this course. This website contains valuable resources and tracks your progress in meeting certificate requirements.

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<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>Complete activities and assignments demonstrating professional etiquette knowledge and skills.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Complete activities and assignments demonstrating knowledge and skills relating to effectively contributing to and leading teams.</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Carry out an effective job search</td>
</tr>
</tbody>
</table>

Academic Honesty

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</tr>
<tr>
<td>3</td>
<td>Job search preparation</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork: effective contribution</td>
</tr>
<tr>
<td>5</td>
<td>Teamwork: leadership</td>
</tr>
<tr>
<td>6</td>
<td>Professional Etiquette: networking</td>
</tr>
<tr>
<td>7</td>
<td>Professional Etiquette: communications and image</td>
</tr>
<tr>
<td>8</td>
<td>Professional Etiquette: meetings</td>
</tr>
<tr>
<td>9</td>
<td>Professional Etiquette: dining</td>
</tr>
<tr>
<td>10</td>
<td>Reflection: certificate program</td>
</tr>
<tr>
<td>15</td>
<td>Certificate Graduation / Celebration activity</td>
</tr>
</tbody>
</table>
Resource Requirements

The certificate program prerequisite (BA 2900, ECN 2900, or ERM 2900) is regularly offered and will not require additional resources. Three one-unit seminars are required. While enrollment will cover instructional cost for the instructor of record, each of these seminars embeds a component requiring significant engagement with employers: (1) career advising and mentoring sessions in BA 3710, (2) mock interviews and an experiential workplace component in BA 4720, and (3) job search in BA 4730.

The program will require a staff person to coordinate record keeping. Its success will be greater if resources are devoted to actively networking in the community to secure internship agreements. BPA will need to re-deploy current resources to achieve efficiencies in order to fully support the program.

The program is structured to enable the Dean’s Office and University Advancement to package individual activities and modules as prospectuses for enhancement and upgrading through external sponsorships (e.g., workshops offered by outside experts in specific areas, graduation dinner).

Catalog Copy (2016-2018 Catalog)

Page 79
OTHER ACADEMIC PROGRAMS
Undergraduate Certificate Programs
School of Business and Public Administration
Alphabetically add “Certificate in Professional Development” to the list (between “Certificate in Accounting” and “Certificate in Public Administration”)

Page 105
SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION
Add the following section between “Graduate Degree Programs” and “Affiliated Organizations”

Professional Development Certificate Program
The School of Business and Public Administration offers an interdepartmental Certificate in Professional Development to prepare its graduates for professional success by building knowledge and skills in these areas: (1) self-knowledge, (2) personal effectiveness, (3) engagement and networking, (4) career exploration and workplace experiences, and (5) effective job search. Admission requirements: (1) 24 semester hours completed with a GPA of 2.75 or higher; (2) BA 2900, ECON 2900, or ERM 2900; (3) completed application form and statement of interest. Certificate requirements: BA 3008 or ECON 3008; ECON 4510; BA 3710, 4720, and 4730; BA 4908, ECON 4908, ERM 4908, or PPA 4908; and completion of all requirements for the Bachelor’s degree. See your academic advisor for information.
New courses approved for GE
GECCo reviewed and approved six new GE courses this year from two different schools (with one course pending from a third school):

- ART 4058 (Senior Capstone)
- ART 4908 (Senior Capstone)
- CHEM 4908 (Senior Capstone)
- CHEM 4948 (Senior Capstone)
- HIST 4908 (Senior Capstone)
- SPAN 4908 (Senior Capstone)
- LBST 4908 (Senior Capstone) [Approval pending]

GE Faculty Professional Development
For 2017-18:
Workshops for new GE faculty
1. From Your Course to Our Curriculum: GE Basics (9/5/17)
2. From Your Course to Our Curriculum: GE Basics (11/7/17)

GE Faculty Conversations
1. A, B, C, or All of the Above: Assessing Critical Thinking with Multiple-Choice Tests (9/15/17)
2. Giving + Guiding + Grading: Reducing Grading Time for Writing Assignments (10/3/17)
3. “But There Isn’t Enough Time!”: Incorporating Oral Presentations into Your Course (10/20/17)
5. A Chemist and an Art Historian Walk into a Bar . . . Creating Interdisciplinary Connections Through GE Themes (12/5/17)

GE Faculty Socials (designed to share ideas and lend support in a casual setting)
1. Beer and Brilliance (3/2/18)
2. Margaritas and Methodology (11/3/17)
3. Margaritas and Methodology (4/6/18)
4. Margaritas and Methodology (5/4/18)

GE Pilot Programs
This year we offered additional pilot programs to test strategies designed to help students succeed in their GE courses.

Just-in-Time Teaching (JiTT) Pilot (Fall 2017)
JiTT is a teaching and learning strategy based on the interaction between web-based study assignments and an active learner classroom. Students respond electronically to carefully constructed web-based assignments which are due shortly before class, and the instructor reads the student submissions "just-in-time" to adjust the classroom lesson to suit the students' needs. Thus, the heart of JiTT is the "feedback loop" formed by the students' outside-of-class preparation that fundamentally affects what happens during the subsequent in-class time together.

Pilots created a JiTT component that they thought would work well for their class, met together to discuss strategies and concerns, and evaluated their efforts at the end of the term. Also, they were asked (but not required) to share their JiTT experiences at a Spring GE Professional Development session. Three of them (minus Elena who only teaches in the fall) are doing so April 27.

Four faculty members from the American Institutions courses (History and Government) were recruited for a Fall 2017 pilot study of Just-in-Time-Teaching strategies:
  o Jenny Andreotti (History)
  o Kathleen Freeland (History)
  o Elena Acosta (PPA)
  o Fred Plane (PPA)

Supplemental Instruction (SI) Pilot (Spring 2018)
Supplemental Instruction is a “peer-led learning support mechanism, a series of out-of-class sessions led by a student who has taken the course and been successful. It does not target students who need help but is available to all and “works best with heterogeneous groupings of students.”

Senem Saner, the Critical Thinking GE Faculty Fellow, agreed to offer SI in her Philosophy 1019 Area A3 critical thinking course.

Jeff Egan from Writing Resource Center oversees SI for several areas and offered to manage the SI for Area A3. His office does the hiring, paying, and training of the SI advisors. In addition, they also plan the assessment of the SI program and provide periodic data comparisons. Jeff and Senem interviewed applicants for the Student Peer Advisor for SI and chose Monica Juarez Martinez. She was in Dr. Saner’s class in Spring 2017.

Teaching Innovation Grant Pilot Projects (Spring 2018)
We created Teaching Innovation Grants to assist GE instructors in making connections with colleagues teaching in the same GE theme across different disciplines/schools with the goal of helping students to understand and appreciate the value of different disciplinary approaches to a common topic.

Faculty Director Newberry sent out two Calls for Interest during the winter break. We received two successful applications that are on-going in Spring term

1. Theme Q: Quality of Life
Faculty members
- Katie Hanson, Religious Studies (RS 1118: Religion and Film, C2)
- Patrick Emmett, Religious Studies (RS 4518: Meaning of Death, UDC)
- Natalie Thompson, Anthropology (ANTH 3308: Anthropology of Film, UDD)

This project links three thematic courses from two different disciplines, with two courses upper division and one lower division that will demonstrate disciplinary differences and similarities around the issues of life satisfaction and social connectedness. Each instructor will assign a short reading assignment and present a guest lecture in each of the other classes. They expect to help students understand how life satisfaction and social connectedness influence quality of life, and how different disciplines approach these topics.

All three faculty members have been invited to present their findings at a GE Professional Development session in the fall term to motivate others to collaborate in a like manner.

2. Theme R: Revolutionary Ideas and Innovations

Faculty members
- Marie Stango, History (HIST 1218: Survey of US History to 1877, AI-Hist)
- Kate Mulry, History (History 1218: Survey of US History to 1877, AI-Hist)
- Rebecca Weller, Art History (ART 3618: Revolutionary Art of the 19th Century, UDC and Theme R)

This project links together two GE courses, Hist 1218: Survey of U.S. History to 1877 (AI-History) and a thematic course, Art 3618: Revolutionary Art of the 19th Century (GE Theme R). Both Hist 1218 and Art 3618 allow students to examine the long-lasting and far-reaching effects of the revolutionary epoch of the nineteenth century, in which innovative ideas took root both in Europe and in North America.

Each of the three faculty members will give a mini-lecture followed by an assignment in the other two classes. The three faculty members meet during the term, before and after these mini-lectures, to discuss the project and evaluate its effectiveness. Assessment assignments were created in conjunction with Debra Jackson who is filling in as GE Assessment Coordinator this term.

All three faculty members have been invited to present their findings at a GE Professional Development session in the fall term to motivate others to collaborate in a like manner.

**GE Course Recertification**

When GECCo reviewed courses in the initial round of submissions, they approved some for a period of three years and some for a period of two years, which was purposely done to stagger course review and recertification. GECCo initially approved courses in Areas A1-A4, JYDR, and GWAR for a two-year period. That period expires after the summer 2018 term.

The primary goal of this pilot process is make sure that faculty teaching GE courses know that an approved Master Course Outline or Master Syllabus exists for each GE course and that it is
important that their syllabus is consistent with that MCO or MS. Faculty who have taught the course in any of these areas in any semester between Fall 2016 and Spring 2018 have been invited to attend a discussion with the Faculty Fellow of that area and a member of GECCo to discuss their courses with their peers. Each area offered two different meeting times for the weeks of April 16 and April 23.

Most other GE courses approved prior to 2016 will need to be recertified next year.

GE Assessment for 2017-2018

- Closed the Loop for 2016-17 Assessment - Areas B, C, D, AI
  - Met and consulted with faculty from all Areas to discuss the current findings and ways to improve the assessments in the future.
- Implemented Assessment for Fall 2017-18 - Information Literacy and SELF
- JITT Faculty Focus Group, created assessment activities
- Teaching Innovation pilots, assisted in developing rubrics and assignments to assess ULO 2B (interdisciplinary knowledge)
- GE Learning Outcome 1E (information literacy) assessment in CAPS and Senior Seminar courses
- GE Learning Outcome 3A (self-knowledge and life-long learning) assessment in SELF courses

GE Campus Outreach

The GE Faculty Director and other members of the GE team meet periodically with members of the campus community not directly involved with GE. For example, this year members of the GE team

- Continued to work with the campus AVP for Student Affairs, Jim Drnek to alert campus faculty (including GE faculty) of the opportunity for personalized virtual tours of California State Parks in the classroom. Three pilot tours took place this spring: Emily Poole (CSUB 1009: FYS), Chris Livingston (Dezember Room of WSL), and Nate Olson (PHIL 3368: Environmental Ethics).

GE Outreach Beyond the Campus

We continue to work with our “feeder” campuses to encourage ease of transfer and to facilitate collaboration between the various schools.

- GE Faculty Director Newberry participated in two CSUB/BC Fast Pass Transfer Workshops on the Bakersfield College campus. The goal of the workshops was to develop Four-Year Roadmaps to Graduation (October 30, 2017; February 6, 2018).
- GE Faculty Director Newberry joined the California Academic Partnership Program (CAPP) committee that includes a variety of representatives from KHSD, BC, Taft CC, and CSUB.

GE Personnel

Voting members of the GE Curriculum Committee (GECCo) for AY 17-18.

AH
- Mary Slaughter Communications
- Charles MacQuarrie English
BPA
- John Tarjan  Mngmt.& Marketing
- Steve Daniels  Public Admin.

NSME
- David Gove  Mathematics
- Carl Kloock  Biology

SSE
- Isabel Sumaya  Psychology
- Anne Duran  Psychology

Working with GECCo proper is a team consisting of appointed faculty, an administrator, and one elected student member. These people offered advice, guidance, and information to the voting members of GECCo, but none of the members, below, had voting privileges.

Non-Voting Members
- GE Faculty Director, Paul Newberry
- AVPAP Vernon Harper
- Student Representative, Sonny Medina (Fall 2017); Krystal Raines (Spring 2018)
- Learning Community Facilitators for Foundational Skills
  - Oral Communication (A1), Kelly O’Bannon, Communications
  - Written Communication (A2), Kim Flachmann, English
  - Critical Thinking, Senem Saner (A3), Philosophy/Religious Studies
  - Quantitative Reasoning (A4), Becky Larson, Mathematics
- Learning Community Facilitators for Themes and GPS
  - Theme Q (Quality of Life), Jeff Moffit, PEAK
  - Theme R (Revolutionary Ideas and Innovations), Rebecca Weller, Art
  - Theme S (Sustainability and Justice), Aaron Hegde, Economics
  - Guidepost Sequence (GPS), John Tarjan, Management and Marketing
- GE Assessment Coordinator
  - Michael Ault, PLSI (former GE Assessment Coordinator. Debra Jackson is continuing Michael’s assessment activities while he is on sabbatical for Spring term.

Respectfully submitted to the Academic Senate on behalf of GECCo by AIMS Faculty Director, Paul Newberry
April 26, 2018