

## ACADEMIC SENATE EXECUTIVE COMMITTEE

### Agenda

Tuesday, September 21, 2021

10:00 a.m. – 11:25 a.m.

Video Conference

1. CALL TO ORDER
2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK  
Academic Support Services – D. Jackson, B. Street (Time Certain 10:15-10:30)
3. APPROVAL OF AGENDA (Time Certain 10:05)
4. APPROVAL OF MINUTES  
September 7, 2021 Minutes
5. CONTINUED ITEMS
  - a. AS Log (handout)
    - i. AAC (J. Tarjan)
    - ii. AS&SS (E. Correa)
    - iii. FAC (M. Rees)
    - iv. BPC (C. Lam)
  - b. Provost Update (V. Harper)
  - c. Searches (V. Harper)
    - i. AVP GRaSP – Senate Office sent Call for Nominations for (5) FT Tenured Faculty; (1) from each school plus (1) At-Large. The committee meet Falls '21 and Spring '22. Second Call for A&H, BPA in process.
    - ii. AVP IRPA – B. Street elected
    - iii. Dean BPA – Provost and EC selection for majority of faculty members
    - iv. Dean NSME – SEC Call for Nominations Fall for (4) FT tenured faculty member
    - v. Dean Antelope Valley – BPA member left the committee. BPA is running a second call for replacement. The committee meets Fall '21 and Spring '22
    - vi. Dean Library – established committee meets Spring '22
    - vii. Associate Dean Undergraduate and Graduate Studies - Call made for Nominations for (1) FT Tenured Faculty from each school and (1) At-Large on behalf of AVP AP. Second Call for A&H, BPA, SS&E in process.
  - d. Financial and strategic planning transparency and faculty participation
6. NEW DISCUSSION ITEMS (Time Certain 10:45)
  - a. Summer 2022 Schedule (handout)
  - b. Faculty HOF selection process (handout) – FAC

- c. SEEC (handout)
- d. Exam Modality for Flex Classes
- e. New Course and Curriculum Revision proposals – AAC (handout)
- f. Senate Calendar and Potential Timelines in Standing Committee(s)
- g. Academic Integrity
  - i. Academic Integrity Pledge
- h. Sabbatical Process Improvement - FAC
- i. Elections and Appointments – M. Danforth
  - i. ATI Working Group
    - 1. Appointments
    - 2. Sub-committee
  - ii. Fourth attempt to fill position turns to EC appointment – Handbook Change
  - iii. School Elections Committee – Handbook Change 202.7
  - iv. Standing Committee Bylaws change –
    - 1. Chair Election Statement of Interest (J. Tarjan’s suggestion)
    - 2. Two-years on Senate requirement
    - 3. Structure of BPC
    - 4. Strike “at least” (J. Tarjan’s suggestion)
  - v. Committee proliferation
- j. Strategic Plan Group data gathering instrument(s)
- k. Academic Freedom revisited – FAC
- l. Distinguished Professor Award – (handout) FAC
- m. Faculty Poll regarding online instruction (Hold pending further information)
- n. Alma Mater (Hold pending further investigation)
- o. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING September 23, 2021 (Time Certain 11:00 a.m.)**

Approval of Minutes

Announcements

- President Zelezny (Time Certain 10:10)
- Elections and Appointments – M. Danforth

Approval of Agenda (Time Certain 10:05)

Reports

Resolutions (Time Certain 10:35)

Consent Agenda

New Business

RES 212204 MA INST Moratorium

RES 202105 CSUB Policy on Use of sUAS – GRaSP Update  
Old Business  
RES 212202 Early Award of Tenure  
Open Forum (Time Certain 11:15)

8. COMMENTS FROM THE FLOOR
9. ADJOURNMENT (Time Certain 11:25 am)

DRAFT

**ACADEMIC SENATE EXECUTIVE COMMITTEE Extra**

Minutes

Tuesday September 7, 2021

10:00 a.m. – 11:29 a.m.

Video Conference

**Members: A. Hegde (Chair), M. Danforth (Vice-Chair), J. Millar, M. Martinez, E. Correa, C. Lam, M. Rees, J. Tarjan, V. Harper**

1. CALL TO ORDER

A. Hegde called the meeting to order.

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK

3. APPROVAL OF AGENDA

E. Correa moved to approve the agenda. C. Lam seconded. Approved.

4. APPROVAL OF MINUTES

E. Correa moved to approve the August 31, 2021 Minutes. C. Lam seconded. Approved.

5. CONTINUED ITEMS

a. AS Log (handout)

- i. AAC (J. Tarjan) The Academic Affairs Committee reaffirmed its support of the formation of an Ethnic Studies Department from last year and is awaiting the recommendation of the Faculty Affairs Committee before drafting a recommendation to the Senate.

Referral 08 Proposal for the Formation of General Studies (GST) Department – J. Tarjan requested to just put it on AAC; Remove from FAC and BPC. A. Hegde will reach out to the proposer, A. Gebauer, to get his support for revisiting his joint proposal. Carry-over to next week.

Referral 09 Proposal to Employ HIP Tracking - A sub-committee with AS&SS to work together on joint referral is under consideration.

- ii. AS&SS (E. Correa)

Referral 09 Proposal to Employ HIP Tracking – a request for the assessment director from each school to attend the meeting is forthcoming. A sub-committee with AAC to work together on joint referral is under consideration.

Referral 18 - removed from AS&SS log.

Referral 19 DEI Faculty Fellows Exploratory Group Report – members to be invited to AS&SS.

iii. FAC (M. Rees)

Referral 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty will be sent as RES 212202.

Referral 01 Extension of RES 192020 RTP Guidelines 2020-2021. The charge is to determine whether the small number of people who were hired last year should be able to postpone tenure six years down the road. The committee agreed not; there are other means to extend it. FAC's report to Senate states that there is no recommendation. Item completed.

Referral 15 DEI Faculty Fellows Exploratory Group Report – It's a priority. Two committee members are part of the group. Two co-chairs of the DEI report, I. Sumaya and J. Florez, are invited to the next meeting. AS&SS will join during that portion of DEI discussion.

Referral 04 Exceptional Service Article 20.37 Application and Screening Process – It's a priority so chairs can plan for spring semester.

Referral 02 Department Formation Criteria Revision – FAC recommends the formation of a task force of members from the AAC, BPC and FAC.

iv. BPC (C. Lam)

Referral 02 Department Formation Criteria Revision – A task force may be formed on this joint referral.

Referral 18 CSUB Policy on Use of sUAS GRaSP Update – To be discussed at the next meeting.

Referral 07 GECCo Reporting Structure – A sub-committee may be formed on this joint referral. Some historical context outlining the argument(s) was presented. Originally GECCo did the scheduling of courses. The past director did the reviews. Currently, the scheduling is mostly done by the associate deans. They didn't use faculty. The reviews of staff hired to teach CSUB or GST courses no longer occur. The problem has been exacerbated the last two years. The curricular oversight has always been in limbo. There are more than 20 GE GST and CSUB courses. In a sense they have a home in GECCo at CSUB. General Studies (GST) was not addressed in the past. (J. Tarjan) There seems to be overlap of similar issues in the referrals GST Department Formation and GECCo Reporting Structure. Formation of a GST department may be too heavy handed. (C. Lam) The referrals should be separate because of the issues with GECCo Reporting Structure: 1) Faculty who teach aren't in an academic department 2) If GECCo decided to change First Year Seminar (FYS) to three-unit course it would need to go through Senate. How much change can they make to the GECCo

committee? These changes should go to the Senate. Clarification needed on what GECCo is authorized to do and what is delegated to the Senate. It may be a change to the structure of the 1) department 2) the program. Specifically, what is the number of units and where they are located? The more immediate need is getting the instructors reviewed. (J. Tarjan) It was discussed in Spring that all faculty are to have a home unit where those department chairs or program chairs are supposed to be responsible for evaluating faculty. If GECCo is bypassing that, they need to make sure that the staff person has a home department to review their lecturer position. (M. Danforth) By design, GECCo doesn't report to anybody. There is belief that because the Senate is the final authority on academic policies that GECCo should report to the Senate, whether as separate standing committee or as part of AAC. It may be resolved if GST becomes a department/program. (A. Hegde) GECCo's lack of accountability is a concern. (M. Martinez) The general consensus of BPC is that GECCo should be under the AS. One of the arguments is that GECCo doesn't have enough diversity. GECCo needs to fall under the shared governance reporting structure. GST and GECCo are separate issues even though there may be some of the same people in both. (M. Danforth) The three committees can talk about GECCo Reporting Structure and then have a joint meeting. (A. Hegde) Referral 02 GST Department Formation – There may be an alternative to the proposal. A. Hegde will reach out to A. Gebauer to redo his request.

b. Provost Update (V. Harper)

- i. DEI Faculty Advisory Group – V. Harper would like the Senate to consider it under its purview. [Refer to DEI Exploratory Faculty Group Report Summer 2021 in Executive Committee Agenda, August 24, 2021]

Q: Has there been any outreach to E. Molina in response to her specific comments in a recent meeting? Any reference to have DEI at the administrator level? (E. Correa).

A: The analysis of the data obtained from the Greatest Place to Work aka Climate Survey is forthcoming from the firm that conducted the survey. The raw results are will not be shared. (A. Hegde)

- ii. Wellness Committee Meeting with J. Millar and her Counselor Team is next week.
- iii. Unburden the Faculty during difficult times – V. Harper requested a deliberate EC agenda item for discussion. Class size is important.
- iv. Academic Integrity
1. Office of Student Rights & Responsibilities and Academic Affairs - E. Callahan will be stepping in to oversee OSRR. There will be an announcement to clarify the role in OSRR and whether its oversight is in addition to her current position. It's not a part-time job. (A. Hegde)
  2. Academic Integrity Pledge (deferred)

3. Testing Center – There is overwhelmingly faculty concern that the need for a testing center has not been satisfied. Given the money spent on positions and activities not directly related to CSUB’s academic mission, the academic degrees should not be short changed. (J. Tarjan) RES 202123 Academic Testing Center was not signed by the President. There seems to be a disconnect between areas of the university. Revisit the issue. Limit the scope and make a pilot testing center to get something through. (C. Lam) A. Hegde and V. Harper will continue to talk to President Zelezny individually about the importance of the testing center. T. Wallace has been invited to the Senate to discuss the Academic Integrity Group and the OSRR, however he wants to wait until their work is finalized. In the meantime, bring questions about academic integrity and the testing center to President Zelezny at the Senate. A. Hegde is a member of that Group. He will update the discussion. (A. Hegde)
- v. Academic Affairs Reorganization – A recommendation for a School Elevation Exploratory Committee (SEEC) to be sent to A. Hegde for Senate consideration.
- c. Searches (V. Harper)
  - i. AVP GRaSP – Senate Call for Nominations for (5) FT Tenured Faculty; (1) from each school plus (1) At-Large. The committee meet Falls ’21 and Spring ’22
  - ii. AVP IRPA – B. Street elected. The first meeting is this week.
  - iii. Dean BPA – V. Harper is in dialogue with the President to bring in a community member. He seeks to appoint D. Boschini as the Administrator, B. Licon as Staff member, and H. Niemeyer from University Advancement. The appointments received EC’s support. An additional tenured faculty member selected by the Provost and EC needed for search committee to have faculty majority.
  - iv. Dean NSME – SEC to make Call for Nominations: (4) FT tenured faculty members
  - v. Dean Antelope Valley – A call is needed for a BPA member to fill vacancy. It meets Fall ’21 and Spring ’22
  - vi. Dean Library – The established committee meets Spring ’22
  - vii. Associate Dean Undergraduate and Graduate Studies – The Senate Office will send the Call for Nominations on behalf of AVP AP for (5) FT Tenured Faculty; (1) from each school plus (1) At-Large. The committee meets Falls ’21 and Spring ’22

No Assoc. Deans on the Assoc. Dean Search. (A. Hegde) It makes sense for a school because they know the job. However, it depends on the title and what their job description entails. (J. Tarjan) When E. Correa served as SS&E’s Assoc. Dean, it was important to hear different strategies and things to learn. It’s somewhat generic. (E. Correa) It’s up to Provost to decide what is best. (A. Hegde)

Q: How does the Chancellor’s Office (CO) make decisions on investments of campus reserves? Is the ethical practice of the companies considered? (J. Millar)

A: Provost responded that the entire system of 490,000 students is reported to the federal government and through the audited financials as one enterprise. All dollars are the CO’s dollars. Reserves are indicated in the Budget Book.

Those questions are better directed to T. Davis at the Budget Forum, October 18. (V. Harper) SF State produced a resolution to divest from unethical investments. A. Hegde and C. Lam meet with T. Davis regularly and will communicate the interest in finding how the money is invested. (A. Hegde) There are a number of places where money is held. System reserves would be in long-term investments. Money that wasn't spent this year are probably in a money-market fund or something short-term. The CO is not investing in the stock market per se. There are the CSU Endowment and the CSUB Foundation accounts. Many times people conflate the restricted funds (parking funds or the dormitory funds) with the unrestricted funds (CSU Endowment and CSUB Foundation). (J. Tarjan) The questions about the various funds have been brought up to V. Martin and T. Davis. There is a complicated formula of how we get the money. It would be useful to have a faculty member or two on the CSUB Foundation Board investment committee. They may be able to direct where the money for CSUB should go. (M. Martinez) Typically, the Foundation Board hires an investment firm. The future EC appointment is recommended to be finance faculty. V. Martin, AVP University Advancement will be invited to join the EC or the Senate. (A. Hegde)

- d. Financial and strategic planning transparency and faculty participation – see 5.c.vii.
- e. Faculty Advising and Staff Advising Structure – (on hold pending report scheduled for presentation September 21) AS&SS
- f. Honorary Doctorate-Handbook Change – FAC (deferred)
- g. URC Recommendations – additional Handbook changes – FAC (deferred)
- h. Sabbatical Application Process Improvement – FAC (deferred)
- i. Institutional Research in Response to WSCUC Report – BPC (pending presentation of report September 21, 2021.) (deferred)
- j. Distinguished Professor Award – (handout) FAC (deferred)
- k. Faculty Poll regarding online instruction (Hold pending further information)
- l. Alma Mater (Hold pending further investigation)
- m. Assigned Time application revision and timing (Hold pending further information) – FAC
- n. GE Minors (hold pending response from GECCo)

## 6. NEW DISCUSSION ITEMS

- a. Spring 2022 Schedule Build Date change – The dates for registration have changed to November 8 which means the department chairs and program directors would have until October 1 to submit their schedules and then the Assoc. Deans have until October 8 to negotiate for large classrooms, etc. Advising starts on October 18. D.



Jackson oversees it. It doesn't appear that department chairs were consulted. Normally, it's sent to BPC. The Senate wouldn't get the resolution until after the Sept 17 deadline. (A. Hegde) The genesis was the pushback from DCLC. Then, the Provost asked Academic Operations to work on it. (V. Harper) Discussion ensued. The EC agreed that the resolution for addendum to the Academic Calendar will be sent by the EC. If the Senate were to sign-off on the proposed changes, it would be with caveat to please involve department chairs in future discussions. (A. Hegde)

- b. Elections and Appointments – M. Danforth
  - i. Standing Committee Bylaws change –
    - 1. Chair Election Statement of Interest
    - 2. Two-years on Senate requirement
    - 3. Structure of BPC
    - 4. Strike “at least” - (JT)
  - c. UPRC Task Force (deferred)
  - d. Strategic Plan Group data gathering instrument(s) (deferred)
  - e. Academic Freedom revisited – FAC (deferred)
  - f. University Handbook Numbering Revisions (deferred)
  - g. General Faculty Meeting major points (deferred)
  - h. Senate Calendar and Potential Timelines in Standing Committee(s) (deferred)
  - i. Classroom Observation in RTP - Q: Is there a system-wide policy how faculty will be reviewed? (M. Martinez) A: In Spring 2020, classroom observations were optional. 2021-2022 has us back on track to have normal classroom evaluation. If the classroom is in-person, the evaluation will be in person. If classroom is via Zoom, the observation will be over Zoom. (M. Rees)

**7. AGENDA ITEMS FOR SENATE MEETING September 9, 2021 (Time Certain 11:00 a.m.)**

Approval of Minutes

Announcements

- President Zelezny (Time Certain 10:10)
- DEI activities 2021-2022 – C. Catota (handout) (Time Certain 10:15)
- Elections and Appointments – M. Danforth

Approval of Agenda (Time Certain 10:05)

Reports

Resolutions (Time Certain 10:35)

Consent Agenda

New Business

RES 212202 Early Award of Tenure (First Reading)

Old Business

Open Forum (Time Certain 11:15)

8. COMMENTS FROM THE FLOOR

9. ADJOURNMENT (Time Certain 11:25 am)

A. Hegde adjourned the meeting at 11:29.

DRAFT

ACADEMIC SENATE LOG – SEPTEMBER 21, 2021

**Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
	2020-2021 22 EEGO Course Offering - Summer Term	Carry over to 2021-2022	AAC Consider Summer Session as a single term with a cumulative student workload and what is the maximum number of units which enables student success.			
8/31/21	2021-2022 06 MA INST Moratorium	First Reading 9/23/21	AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium			
8/31/21	INST Proposal to add Phil 4550 to INST WGSS Concentration	Complete and remove.	AAC INST has changed it to GWSS minor. Minors are within programs and do not have to go before the Senate. Remove from AS Log.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation		AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can deliver HIPs, need for training guide for analysis & reporting.			

ACADEMIC SENATE LOG – SEPTEMBER 21, 2021

**Academic Support and Student Services: Elaine Correa/Chair, meets 10:00 via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 26 Testing Center	Complete	AS&SS RES 202123 Academic Testing Center approved by Senate 3/18/21. Not by President pending Fall '21 enrollment, need, resources.			
	2020-2021 Referral 28 Faculty Advising and Staff Advising Structure	Carry over to 2021-2022	AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. New referral pending report from Faculty Fellow & AVP AP.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting			
8/31/21	2021-2022 18 CSUB Policy on the Use of sUAS – GRaSP Update	First Reading 9/23/21	AS&SS Is the document submitted by GRASP informational or needs action? RES 212205 CSUB Policy on the Use of sUAS-GRaSP Update			
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		AS&SS, FAC Review institutional and faculty issues and comment whether there are actionable items.			

ACADEMIC SENATE LOG – SEPTEMBER 21, 2021

**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021	Complete	FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist. The small number of hires in 2020-2021 have other means to postpone tenure. No resolution.			
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
8/24/21	2021-2022 03 Electronic RTP as Application Standard		FAC Whether use of vendor with electronic RTP application platform is viable for CSUB			
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process		FAC Research CSU campus' rubrics & applications and establish improvement and consistency to application & screening.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation		AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards		FAC Define meritorious, pressure from senior faculty, confidentiality of process			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYS	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time		FAC Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.			
8/31/21	2021-2022 Referral 14 Proposal for the Creation of Ethnic Studies Department	FAC carry over to 2021-2022	FAC (AAC & BPC approved Referral 2020-2021 14) Consider how creation of new dept. affects current RTP process for impacted faculty, and the unit's response to FAC's recommendations of May 6, 2021.			

ACADEMIC SENATE LOG – SEPTEMBER 21, 2021

**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty	Second Reading 9/23/21	FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure			
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		AS&SS, FAC Review institutional and faculty issues and comment whether there are actionable items.			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			

ACADEMIC SENATE LOG – SEPTEMBER 21, 2021

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
	2020-2021 03 Institutional Research in Response to WSCUC Report	Carry over to 2021-2022	BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation		AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 18 CSUB Policy on Use of sUAS – GraSP Update		BPC Consider whether documents submitted by GraSP are informational or need action.			

## Summer 2022 Schedule

**From:** Mark Novak <[mnovak2@csub.edu](mailto:mnovak2@csub.edu)>

**Date:** Wednesday, September 8, 2021 at 11:23 AM

**To:** Brian Street <[bstreet1@csub.edu](mailto:bstreet1@csub.edu)>, Aaron Hegde <[shegde@csub.edu](mailto:shegde@csub.edu)>

**Cc:** Vernon Harper <[vharper@csub.edu](mailto:vharper@csub.edu)>

**Subject:** Summer 2022 Schedule

Hello Brian and Aaron:

We note that for Summer Session 2022 that there will be a 5-week and a 4-week term. This is due to a one week break between terms.

This is a departure from the original Summer Session schedule of two 5-week terms and one 10-week term.

This 4-week term short-changes students of one week of classes and asks faculty to further condense their course material.

**EEGO as the administrator of Summer Session requests the elimination of the break between sessions and the reinstatement of two 5-week terms in future years.**

Comment?

Regards.

Mark

Mark Novak, Ph.D.  
Dean and Senior International Officer  
Division of Extended Education and Global Outreach  
9001 Stockdale Highway  
Bakersfield, California  
93311  
Office: 661-654-2446  
Fax: 661-654-2447



September 14, 2021

To: Dr. Aaron Hegde  
Chair, Academic Senate

From: Dr. Vernon B. Harper, Jr.  
Provost and Vice President for Academic Affairs

Re: Recommendation for Ad Hoc Committee

I ask the Academic Senate to establish an ad hoc committee, to be named the School Elevation Exploratory Committee (SEEC), to review the current structure of academic schools and departments to determine if the academic schools should be elevated to colleges. I welcome the Academic Senate's input on the composition of the committee and timeline. Below, I have described a potential committee composition.

#### Potential Composition

- Two Department Chairs from each of the four Schools
- ASI President
- Two School Deans
- Two Senate Executive Committee Members
- A representative from Antelope Valley
- A representative from the WS Library

#### Charge

- Establish principles to guide their deliberations
- Select a Faculty Co-Chair (Dr. Boschini will serve as Co-Chair)
- Consult the *Academic Handbook* to ensure compliance with existing policy
- Consult with campus leaders and gather necessary information
- Consult with the Office of the Chancellor and other campuses
- Recommend whether the four current schools be elevated to the level of colleges
- Recommend whether other structures (e.g. Schools, Centers of Excellence) should be considered in the future
- Consider potential benefits and challenges of the changes, if recommended
- Consider potential financial impact of changes, if recommended
- Deliver their recommendations to the Senate Executive Committee by April 1, 2022
- Hold campus-wide open forum to discuss recommendations

#### Important Notes

- No academic department will be moved, modified or altered in any way without the consent of the respective academic department and its faculty
- Any increase in managerial positions will result in a 1:1 increase in faculty expansion lines



# CSU Bakersfield

Academic Affairs

Interdisciplinary Studies Program

Mail Stop: 22 EDUC  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

(661) 654-3420  
(661) 654-6911 FAX  
[www.csub.edu/interdisciplinary](http://www.csub.edu/interdisciplinary)

## MEMORANDUM

**DATE:** September 16, 2021

**TO:** Dr. Aaron Hegde / Chair, Academic Senate

**CC:** Dr. John Tarjan / Chair, Academic Affairs Committee  
Beth Bywaters / Administrative Analyst, Academic Senate  
Dr. Jorge Moraga / Assistant Professor, Interdisciplinary Studies  
Dr. Tracey Salisbury / Assistant Professor, Interdisciplinary Studies  
Dr. Jeremiah Sataraka / Lecturer, Interdisciplinary Studies

**FROM:** Debra Jackson / AVP for Academic Affairs, Dean of Academic Programs

**SUBJECT:** ETHS New Course and Curriculum Change Proposals

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On behalf of the faculty of the Interdisciplinary Studies program, I am submitting to the Academic Affairs Committee in its capacity as the Interschool Curriculum Committee a proposal for a new ETHS course and a change to the ETHS curriculum.

### New course

ETHS 1508: Introduction to Chicana/Chicano/Chicanx Studies

### Curriculum Change

Addition of ETHS 1308 (Introduction to Asian American and Pacific Islander Studies), ETHS 1408 (Introduction to Black Studies), ETHS 1508 (Introduction to Chicana/Chicano/Chicanx Studies) and ETHS 1608 (Introduction to Native American Studies) to be options for the lower division requirement for the Ethnic Studies concentration within the Interdisciplinary Studies B.A. program

### Attachments:

MCO for ETHS 1508  
Course Proposal form for ETHS 1508  
Changes to Degree form for ETHS concentration  
Revised INST degree outline



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COURSE PROPOSAL FORM

Form Number

SELECT ONE PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL 2022

- NEW REVISION CANCELLED (no longer offered) MORATORIUM (not schedulable)

PROGRAM OR SCHOOL & DEPARTMENT

School:

- ALL UNIV A&H BPA NSME SSE EUD

Department: INST

Proposed by: Jorge Moraga

COURSE INFORMATION (required):

Course Title (Catalog Long Title): Introduction to Chicana/Chicano/Chicanx Studies

Schedule Title (30 character space limit): Intro to Chicana/o/x Studies

Subject Code: ETHS

Course Number: 1508

Is the Course Number Being Reused?: YES NO

If YES - indicate the last term course was offered:

Course Unit Value: 3

(indicate if fixed credit units or variable credit units [provide range])

Course Description: (40 word limit. For course revisions insert course description from current University Catalog; use strikethrough and underline MS Word actions to delete text or add/revise details.)

Introduction to Chicana/o/x Studies is a focused, intersectional, and critical survey of Chicano/a history, political thought, and social activisms in the U.S. It examines the Chicanx community, the field of Chicana/o Studies, and struggles to secure racial, economic, cultural justice.

Grade Basis:

- LETTER GRADED CR/NC CR/NC with RP FYS GRADED with RP REMEDIAL

Prerequisites/Co-requisites: none

(Minimum grade requirement must be explicitly stated, if applicable. Include applicable equivalent course/test score prerequisites/co-requisites.)

**NOTE: Prerequisites may be enforced at the Schedule Level. Department consent may be enforced at the Schedule Level.**

### PREVIOUS COURSE OFFERINGS

If this is a new course proposal, has this course been offered previously with a different subject/course number?

YES  NO

If YES, indicate the Last Term Offered: \_\_\_\_\_, Year: \_\_\_\_\_ and Course ID: \_\_\_\_\_

### COURSE EQUIVALENCY

Is this course equivalent to other course(s):  YES  NO

If YES, list all of the course(s):

### COURSE REPETITION *(must include repeat and maximum unit limit details in course description):*

Repeatable for Credit?:  YES  NO

Allow multiple enrollments in the same term?:  YES  NO

Repeatable under different topics?:  YES  NO

Maximum repeatable units allowed?:

Maximum repeatable amount of times?:

### COURSE TYPE & DELIVERY MODE [https://www.csub.edu/academicprograms/files/Course\\_Classification\\_CS\\_Numbers.pdf](https://www.csub.edu/academicprograms/files/Course_Classification_CS_Numbers.pdf)

ACTIVITY  CLINICAL  INDEPENDENT STUDY  LECTURE  LAB  SEMINAR  SUPERVISION  
 THESIS  TUTORIAL  OTHER

#### Unit Split for Two Component Course Type:

Lecture: \_\_\_\_\_  Units & Activity: \_\_\_\_\_ Units  Lecture: \_\_\_\_\_ Units & Lab \_\_\_\_\_ Units  Lecture: \_\_\_\_\_  
 Units & Clinical \_\_\_\_\_ Units  Lecture: \_\_\_\_\_  Units & Discussion: \_\_\_\_\_ Units  Lecture: \_\_\_\_\_ Units & Seminar \_\_\_\_\_  
Units

FACE-TO-FACE  FULLY ONLINE  HYBRID  INDEPENDENT STUDY  ITV

### CROSS-LISTING

Is this course cross-listed with another subject/course?:  YES  NO

If YES – indicate the cross-listed course(s):

### COURSE ATTRIBUTES [Click here for course attributes list:](#)

List all applicable course attributes: ISMJ, LDGE

### SERVICE LEARNING AND COMMUNITY ENGAGED LEARNING ATTRIBUTES & VALUES (if applicable):

Select all applicable attributes (CSLI, CCEL) **and** applicable values (EC, O, R):

- |  |   |
|--|---|
| <input type="checkbox"/> CSLI (Service Learning)                 | <input type="checkbox"/> CCEL (Curricular Community Engaged Learning) |
| <input type="checkbox"/> EC Extra Credit Service Learning Course | <input type="checkbox"/> EC Extra Credit Community Engaged Learning   |
| <input type="checkbox"/> O Optional Service Learning Course      | <input type="checkbox"/> O Optional Community Engaged Learning        |
| <input type="checkbox"/> R Required Service Learning Course      | <input type="checkbox"/> R Required Community Engaged Learning        |

### CLASSROOM CHARACTERISTICS & NEEDS

List all applicable course attributes:

- Computer Lab-MAC    Computer Lab-PC    ITV Studio    Smart Classroom PC    No Room Needed

### TYPICALLY OFFERED

This Course is Typically Offered: every semester

### TEXTBOOK & OTHER MATERIALS

- |  |                                      |                                     |
|--|--------------------------------------|-------------------------------------|
| Is a Textbook Required?  | <input checked="" type="radio"/> YES | <input type="radio"/> NO            |
| If YES, Indicate Textbook Titles and ISBN Details: Please see attached MCO |                                      |                                     |
| Are Online Resource Materials Available?                                   | <input type="radio"/> YES            | <input checked="" type="radio"/> NO |
| Forward Course Details to the Library?                                     | <input checked="" type="radio"/> YES | <input type="radio"/> NO            |
| Is This Course a Zero Cost Course Material Course (ZCCM)?                  | <input type="radio"/> YES            | <input checked="" type="radio"/> NO |

### STAFFING & OTHER RESOURCES

List All Staffing and Required Resources: INST faculty

### GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR)

- |  |                           |                                     |
|--|---------------------------|-------------------------------------|
| Is This a GWAR University Writing Requirement Course?<br><i>(If YES, <a href="#">Submit GE Course Form to GECCO for Review and Approval</a>)</i> | <input type="radio"/> YES | <input checked="" type="radio"/> NO |
| Is This an Undergraduate Level Writing Course?   | <input type="radio"/> YES | <input checked="" type="radio"/> NO |
| Is This a Graduate Level Writing Course?   | <input type="radio"/> YES | <input checked="" type="radio"/> NO |

## GENERAL EDUCATION (GE) COURSE CONSIDERATION

Is This a GE Course?  YES  NO  
*(If YES, [Submit GE Course Form to GECCO for Review and Approval](#))*

Select All Applicable GE Categories:

FYS  A1  A2  A3  B1  B2  B3  B4  AI GOVT  AI HIST  C1  C2

D/SEM  F  SELF  JYDR  THM Q  THM R  THM S  UDB  UDC  UDD  CAPSTONE

## RATIONALE FOR COURSE PROPOSAL *(required)*:

**List Rational for Course Proposal:** This course will serve as an option for the lower-division requirement for the Ethnic Studies concentration in the INST BA program and will fulfill the GE Area F requirement.

## IMPACT OF COURSE PROPOSAL ON OTHER COURSE OFFERINGS *(required)*:

**What is the impact of this course proposal on course offerings from other department(s) or programs?**

**Please include supporting emails with this proposal.**

This course will provide students with an alternative course to complete the lower-division requirement of the Ethnic Studies concentration in the INST BA program and to fulfill the GE Area F requirement.

## IMPACT OF COURSE PROPOSAL ON DEGREE(S) *(required)*:

Is This Course a Degree Requirement/Elective?  YES  NO

**If yes, submit a current/degree proposal form together with this course proposal form.**

**Indicate below which major, minor and other areas this course will be added:**

The Ethnic Studies concentration in the B.A. in Interdisciplinary Studies

## NEXT STEPS:

- Attach syllabus to this proposal
- Attach current/degree proposal form to this proposal (if applicable)
- Submit to department/program curriculum committee for review & approval
- Department submits to school curriculum committee for review & approval
- School/program curriculum committee submits related forms to GECCo (if applicable)
- If no additional approvals required are required, school/program curriculum committee submits to Academic Operations after all final approvals have been recorded. [See Annual Catalog & Curriculum Deadlines Dates](#)

**SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:**

<b>Department Chair/Program Director:</b> Debra Jackson, acting Director	<b>Date:</b>
<b>School/Program Curriculum Committee Chair:</b> John Tarjan	<b>Date:</b>
<b>Dean of School:</b> Debra Jackson	<b>Date:</b>
<b>Director of GE:</b> Andreas Gebauer	<b>Date:</b>
<b>Director of Academic Operations:</b> Lisa Zuzarte	<b>Date:</b>

**ACADEMIC OPERATIONS USE ONLY:**

<b>Effective Term:</b>	<b>Catalog Year:</b>
<b>Comments:</b>	
<b>Course ID:</b>	<b>Enrollment Requirement Group:</b>
<b>Updated Academic Requirements Page:</b>	
<b>Updated Academic Road Maps:</b>	
<b>Updated Program Plan Mapper:</b>	
<b>Articulation Office Notified:</b>	



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## CHANGES TO DEGREE FORM

Form Number

### PROPOSAL ACTION (Select One)

**EFFECTIVE CATALOG YEAR: FALL 2022**

- PROGRAM REVISION     PROGRAM CANCELLATION
- PROGRAM PLACED IN MORATORIUM     ADD CONCENTRATION     ADD EMPHASIS
- ADD OPTION     ADD MINOR

### PROGRAM OR SCHOOL & DEPARTMENT

**School/Program:** ALLU/INST

**Department:** Interdisciplinary Studies

**Proposed by:** Debra Jackson, acting director

### DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

**Degree Title:** B.A. in Interdisciplinary Studies with a concentration in Ethnic Studies

### REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

**Degree Description** (Insert Degree Description from Current University Catalog; Use Strikethrough and Underline MS Word Actions To Delete Text Or Add/Revise Details):

#### **Requirements for the Major in Interdisciplinary - Ethnic and Area Studies Concentration (33 units)**

In addition to university education requirements, Interdisciplinary Studies students with a concentration in Ethnic and Area Studies complete a minimum of 33 semester units in their chosen track specialization as part of their degree. See <https://www.csub.edu/interdisciplinary/index.html> for course titles and descriptions. Students work closely with INST advisors to map out the courses and paths that best align with their goals of study, and include, at minimum, the following elements:

1. **Required Course:** (6 units)  
     **Select one course:** ETHS 1208, 1308, 1408, 1508, 1608  
     INST 3138



2. **Arts and Humanities Courses:** Select 9 units from the approved courses:

ART 3660  
COMM 3058  
ENGL 2220, ENGL 3220, ENGL 3230, ENGL 3248, ENGL 3250  
FREN 3300  
HIST 3210, HIST 3228, HIST 3260, HIST 3310, HIST 3320, HIST 3330, HIST 3410, HIST 3420, HIST 3440, HIST 3450, HIST 3460, HIST 3470, HIST 3480, HIST 3490, HIST 3610, HIST 3620, HIST 4220, HIST 4230, HIST 4410, HIST 4420  
MODL 1200, MODL 2300  
MUS 1039, MUS 1049, MUS 3039  
PHIL 3548  
RS 1138, RS 3210, RS 3220, RS 3230, RS 3240, RS 3250, RS 3260, RS 3528  
SPAN 3120, SPAN 3130, SPAN 3140, SPAN 3230, SPAN 3310, SPAN 3320, SPAN 3330, SPAN 4130, SPAN 4300, SPAN 4310, SPAN 4320, SPAN 4330  
THTR 3128

3. **Social Sciences and Education:** Select 9 units from the approved courses:

ANTH 2128, ANTH 2308, ANTH 2310, ANTH 3310, ANTH 3318, ANTH 3320, ANTH 3360  
CRJU 3320, CRJU 3660  
PLSI 3230, PLSI 3320, PLSI 3330, PLSI 3340, PLSI 3350, PLSI 3360, PLSI 4410  
PSYC 3610  
SOC 2300, SOC 3208, SOC 3360, SOC 3350, SOC 3320, SOC 3330, SOC 3340, SOC 3420, SOC 4020, SOC 4068, SOC 4300, SOC 4310

4. **Electives:** Select 3 units from the approved courses listed above, additional courses listed below, or courses approved by director of Interdisciplinary Studies:

BA 3008  
  
ECON 3118, ECON 3410, ECON 3430, ECON 4108, ECON 4400  
ETHS 3410, ETHS 3420, ETHS 3430, ETHS 4410  
INST 3120, INST 3310, INST 3320

5. **Applied Coursework:** (3 units)

INST 4860 - Interdisciplinary Internship or other approved similar course that allows students to gain relevant experience.

6. **Senior Seminar:** (3 units)

INST 4908

**ADDING AN OPTION, CONCENTRATION OR SPECIAL EMPHASIS (ATTACH APPROPRIATE DOCUMENTS):**

Per [EO 1071](#), before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development ([degrees@calstate.edu](mailto:degrees@calstate.edu)). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program

housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);

- A list of courses and required units constituting that new subprogram;
- Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;
- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

### ADDING A MINOR

**Program Description and Minor Requirements:**

### RATIONALE FOR DEGREE PROPOSAL *(required)*:

**Provide Rationale for Degree Proposal:**

This proposal adds course options for the lower division requirement in the Ethnic Studies concentration for the B.A. in Interdisciplinary Studies

### IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

**What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?**

**Please Include Supporting Emails with This Proposal:**

None.

### IMPACT OF DEGREE PROPOSAL ON COURSE(S)

**List All the New and Revised Courses Required for This Degree Proposal (If Applicable):**

ETHS 1508: Introduction to Chicana/Chicano/Chicanx Studies

**[Attach/Submit All the Course Proposal Forms Together with This Form for Curricular Review and Approval](#)**

### NEXT STEPS

- Attach Course Proposal Form(s) to This Proposal (If Applicable)
- Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis
- Attach Revised Academic Roadmap
- Submit to Department/Program Curriculum Committee for Review & Approval
- Department Submits to School/Program Curriculum Committee for Review & Approval
- School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)
- Chancellor's Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis
- If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded. [See Annual Catalog & Curriculum Deadlines Dates](#)

**SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:**

Department Chair/Program Director: Debra Jackson, acting Directors	Date:
School/Program Curriculum Committee Chair: John Tarjan	Date:
Dean of School: Debra Jackson	Date:
Director of GE: Andreas Gebauer	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President's Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations: Lisa Zuzarte	Date:

**ACADEMIC OPERATIONS USE ONLY:**

Effective Term:	Catalog Year:
Comments:	
CIP Code:	
HEGIS Code:	
Program Code:	
Plan Code:	
Sub-Plan Code:	

**Catalog Updated:**

**Updated Academic Requirements Page:**

**Updated Academic Road Maps:**

**Updated Program Plan Mapper:**

**Admissions Office Notified:**

Request for Approval New Course  
Proposed by: Jorge Moraga, Ph.D.  
Assistant Professor of Interdisciplinary Studies  
Program in Interdisciplinary Studies  
California State University, Bakersfield

**Catalog Description**

Course Prefix and Number: ETHS 1508  
Course Title: Introduction to Chicana/Chicano/Chicanx Studies  
Units: 3  
Narrative for Course Description: See below  
Co-requisite: None  
Prerequisite: None  
Mode of instruction: Lecture/Discussion  
Frequency of offering: Every fall semester

**ETHS 1508: Introduction to Chicana/Chicano/Chicanx Studies (3)**

**Course Description:**

Introduction to Chicana/o/x Studies is a focused, intersectional, and critical survey of Chicano/a history, political thought, and social activism in the U.S. It examines the Chicanx community, the field of Chicana/o Studies, and struggles to secure racial, economic, cultural justice. Course meets for 150 minutes of lecture each week. Satisfies: Area F, Large-Lecture Format

**Course Goals:**

1. Provide an introductory survey of Chicana/Chicano/Chicanx Studies, including but not limited to history, theory, culture, economics, politics, and popular culture;
2. Advance critical thinking and reading skills in the tradition of Chicana/o/x Studies;
3. Understand major theories, key concepts and methodology in Chicana/o/x History, Chicana Feminisms, and Chicanx Cultural Studies;

**CSU COUNCIL ON ETHNIC STUDIES STUDENT LEARNING OUTCOMES**

**Course Learning Objectives (approved by CSU COE Oct. 2, 2020)**

Each course meeting the Ethnic Studies requirement must fulfill a *minimum of three out of the following five* learning objectives as appropriate to their lower- or upper-division status. These learning objectives must be used in addition to any learning objectives and criteria established and required by each campus' Ethnic Studies department/unit/program (as traditionally defined) faculty for all courses meeting the CSU Ethnic Studies graduation requirement:

SLO 1	Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
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SLO 2	Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
SLO 3	Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
SLO 4	Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
SLO 5	Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Student Learning Outcomes<sup>1</sup>:

1. Develop a core competency in the Chicana/Chicano experience by surveying Chicana history, culture, and varying aspects of their experiences in the United States (SLO 1, 2)
2. Demonstrate a critical understanding of race, class, and gender in the construction and formation of Chicana/o/x communities in the United States (SLO 2, 3)
3. Consider questions of cross-racial and intra-ethnic solidarities to questions of activism, social justice, and anti-racism (SLO 4)
4. Apply critical reading and promote civic engagement skills during class lecture (AIMS/GE Goal 1, 2, and 3)

**GE/AIMS Program Learning Outcomes**

**Goal 1.** Students will attain competency in the skills that are foundational to a liberal arts education.

**Outcome 1A.** Students will present information using well-developed oral communication skills.

**Outcome 1B.** Students will present information using well-developed written communication skills.

**Outcome 1C.** Students will evaluate information using well-developed critical thinking skills.

**Outcome 1D.** Students will use quantitative information to draw reasonable conclusions.

**Outcome 1E.** Students will locate relevant information from credible sources.

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<sup>1</sup> These SLO's satisfy the Council on Ethnic Studies Core Competencies, unanimously approved on Oct. 2, 2020. See above.

**Goal 2.** Students will develop a well-rounded knowledge base across a broad range of disciplines.

**Outcome 2A.** Students will apply the principles, concepts, and methods of the natural sciences, arts and humanities, and social and behavioral sciences.

**Outcome 2B.** Students will integrate the principles, concepts, and methods of the natural sciences, arts and humanities, and social and behavioral sciences.

**Goal 3.** Students will develop the grounds for engaged citizenship.

**Outcome 3A.** Students will employ strategies for self-knowledge and lifelong learning.

**Outcome 3B.** Students will explain key historical events and institutions of the United States.

**Outcome 3C.** Students will identify the many bases of human diversity.

### **Required Texts**

- Acuña, Rodolfo F. *Occupied America: A History of Chicanos*, 9<sup>th</sup> ed. (Pearson, 2020). ISBN: 978-0-13-571956-5
- Hurtado, Aída. *Intersectional Chicana Feminisms: Sitios y Lenguas*. (University of Arizona Press, 2020). ISBN: 978-0-8165-3761-7
- Additional readings will be made available to students using Canvas.

### **REQUIREMENTS & ASSIGNMENTS**

Procedures to Evaluate SLOs:

1. Participation in classroom activities.
2. Homework and quizzes on reading and film assignments.
3. Exams and written (or public presentation) assignments on discussion and lectures.
4. Short papers with a visual, creative element and/or oral presentation component

### **Attendance**

Attendance is mandatory. Arrive to class on time. You are allowed only two absences for the entire semester for a genuine emergency. Please bring proper documentation to receive an excused absence.

### **Participation**

Students must come to class prepared to engage in a discussion of the readings that have been assigned. Discussions must be grounded in an analysis of the readings rather than merely ambiguous. Since the class is a large-lecture format, you will be responsible for contributing to class in a way that displays a thorough engagement with the readings provided. This can be achieved in the form of questions, key points, and/or drawing connections with contemporary news alongside conveyed arguments. Completing the assigned reading is a basic requirement for this class.

### **Exams (3 total)**

There will be three exams, each to take place towards the end of Weeks 3, 7, and 10. These exams will be composed of two parts: an objective element (multiple choice, fill in the blank, true or false) and essay responses (long answer questions). Each exam is cumulative.

## Short Papers (2)

Students will be required to submit two 3-4-page short papers at the middle and end of the semester. These papers require self-reflection and location of subject identity as it pertains to the history, theories, and activism of Chicana/o/x communities. In the second paper, students must examine lenses and lived experiences of Chicana Feminisms and add a creative, artistic and/or audio-visual element to their reflection. Rubric and more details forthcoming.

### Grading Scale + Deadlines

*Note: Final grade correlates to percentage, not points.*

Assignment	Total Points	% Of Grade	Due Date
Attendance	50	10%	Everyday
Participation	50	10%	Everyday
Exams (3 total, 100 pts. each)	300	60%	TBD
Short Paper I	50	10%	TBD
Short Paper II	50	10%	TBD
<b>TOTAL POINTS</b>	<b>500</b>	<b>100%</b>	

### UNIVERSITY RESOURCES + POLICIES

Technology: Students are not allowed to use electronic devices (laptops, iPad, cell phones, etc.) during class. Students are not allowed to record class lectures.

Plagiarism: Students are expected to do all the work assigned to them without unauthorized assistance and without giving unauthorized assistance. For the complete policy, see University Catalog, Academic Integrity Policy here:

[https://www.csub.edu/osrr/\\_files/Academic%20Integrity%20Policy.pdf](https://www.csub.edu/osrr/_files/Academic%20Integrity%20Policy.pdf)

Late Work/Makeup: Communicate any concerns towards successfully accomplishing course expectations and assignments on time.

Accommodations: California State University adheres to the requirements of the Americans with Disability Act. To request academic accommodations due to a disability, please contact the Office of Services for Studies with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD office documenting that you have a disability, please come by during office hours with your letter as soon as possible so we can discuss the specific accommodations that you might need in this class. For more information, see University Accessibility and Reasonable Accommodations here:

<https://www.csub.edu/compliance/AccessibilityandReasonableAccom./index.html>



## SCHEDULE

*Instructor reserves the right to make necessary changes to this syllabus. Readings listed by due date.*

Week 1: Introductions: Identity Matters or Why Chicana/o Studies Exists: Basic Concepts

**T,**– Syllabus

**Th,**– Elizabeth Martínez, “A Word about the Great Terminology Question”; Gloria Anzaldúa, “The Homeland, Aztlán / El otro México” pp. 23-35

Watch Latino Americans, [Episode 5 – Prejudice and Pride](#)

Week 2: Pre-Columbian Civilizations (3000BC-1491)

**T,**– Acuña, A Cradle of Civilizations: Not Just Pyramids, Explorers, and Heroes

**Th,**– Acuña, El Imperio Español

Week 3: Colonization and Resistance (1492-1800s)

**T,**– Acuña, The Invasion of Mexico: Legacy of Hate

**Th,** - Gilbert G. Gonzalez & Raul A. Fernandez, “The Ideology and Practice of Empire: The United States, Mexico, and Mexican Immigrants”

Week 4: Occupied America, Pt. I

**T,**– Acuña, Occupied Texas: The Colonizers and their Myths

**Th,**– Acuña, New Mexico: The American Occupation

Week 5: Occupied America, Pt. II

**T,**– Acuña, Sonora Invaded: The Occupation of Arizona

**Th,** - Acuña, California Lost: Image and Reality

Week 6: Economics, Labor, and Migration (1848-1920)

**T,**– Zaragoza Vargas, “Tejana Radical: Emma Tenayuca and the San Antonio Labor Movement during the Great Depression”

**Th,** - Acuña, Immigration, Labor, and Generational Change: White Lies

Week 7: Empire, Struggle and Building Community (1920s-1940s)

**T,**– Acuña, The 1920s: Making America Great

**Th,** - Acuña, Mexican American Communities in the Making: The Tin Man Has No Heart

Week 8: WWII, Mexican-American Women, & Empowerment (1940s-1950)

**T,**– Acuña, World War II: The Betrayal of Promises

**Th,** - Catherine S. Ramírez, “Saying ‘Nothing’: Pachucas and the Languages of Resistance”

Week 9: Internal Colonialism, Cultural Nationalism and the Chicano Movement (1950-1970)

**T,** - Ramón Gutiérrez, “Internal Colonialism: An American Theory of Race” and Jorge Mariscal, “Left Turns in the Chicano Movement, 1965-1975”

**Th,** - Acuña, Goodbye America: The Chicana/o in the 1960s

Week 10: Chicana Feminisms

**T,** - Hurtado, Introduction: The Legacy of Martha Cotera's *The Chicana Feminist*  
**Th,** - Gloria Anzaldúa, "La conciencia de la mestiza: Towards a New Consciousness"

Week 11: Chicana Feminisms

**T,** - Hurtado, Sitios y Lenguages / Spaces and Linguaging: Creating Chicana Feminisms  
**Th,** - Hurtado, "Me Siento Cotinente" / I Feel Myself Continent: Chicana Feminist Methodologies

Week 12: Chicana Feminisms

**T,** - Hurtado, "Mi Lucha Es Mi Arte" / My Struggle Is My Art: Chicana Feminism and Art  
**Th,** - Hurtado, "Por La Raza Habla Mi Espíritu" / Through My People Speaks My Spirit: Intersectional Chicana Feminisms and the Women's March on Washington

Week 13: Renewed Struggles into the 21<sup>st</sup> century (1970s-1990s)

**T,** - Acuña, The 1970s: The Resurgence of White Nationalism  
**Th,** - Acuña, Blade Runner: Replicants are Illegal

Week 14: Renewed Struggles into the 21<sup>st</sup> century (1990s-2000s)

**T,** - Acuña, The Millennium  
**Th,** - Acuña, The Decline of the American Empire

Week 15: Renewed Struggles into the 21<sup>st</sup> century (2010-present)

**T,** - Film, TBD  
**Th,** - Film continued and debrief

Week 16: Finals

**T,** - Conclusions  
**T,** - Submit via Canvas

## **Distinguished Professor**

Here is what it refers to (via Anna Jacobsen)

As we look for ways to increase the visibility and support of our scholarship-active faculty, I think that it would be worth examining the creation of the title of "**Distinguished Professor**" on our campus. I am aware of this title being used for "internationally recognized faculty scholars" at CSU MB and LB and there are probably other campuses as well. At some institutions, it seems that these are "funded" positions through donors (often they are named distinguished professorships).

Not sure it is the right thing for our campus, but I think that it would be worth exploring.

This is not from a CSU, but I like the clarity of purpose and eligibility on this

webpage: <http://sphhp.buffalo.edu/home/information-for-faculty-staff/faculty-awards/ub-distinguished-professor.html>