

ACADEMIC SENATE EXECUTIVE COMMITTEE

Agenda

Tuesday, November 16, 2021

10:00 a.m. – 11:25 a.m.

Video Conference

1. CALL TO ORDER
2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK
3. APPROVAL OF AGENDA (Time Certain 10:05)
4. APPROVAL OF MINUTES
November 2, 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)
 - i. WSL Masking Proposal (handout)
 - ii. Tenure Density (handout)
 - iii. Grants and Sponsored Research Faculty Advisory Council
 - c. Searches (V. Harper)
 - i. AVP GRaSP –The committee meet Falls '21 and Spring '22.
 - ii. AVP IRPA – The committee meetings began last month.
 - iii. Dean BPA – The committee began last month.
 - iv. Dean NSME - The committee has been launched
 - v. Dean Antelope Valley – Appointments Administrator, Staff, Student
 - vi. Dean Library –
 - vii. Associate Dean Undergraduate and Graduate Studies – the committee meets Falls '21 and Spring '22.
 - d. Financial and strategic planning transparency and faculty participation
 - e. Library MPP Position (handout)
 - f. AB 928
 - g. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan
 - h. Proposal to Migrate FYS into the Library (handout)
6. NEW DISCUSSION ITEMS (Time Certain 10:45)

- a. Faculty Honor Doctorate Committee (handout)
- b. Revision of the use of SCI for GE in NSME (handout)
- c. Distance Education Authorization Requests (handout)
- d. Elections and Appointments – M. Danforth
 - i. Statement of Interest in various committees (handout)
 - ii. IRB recommendations for reappointments (handout)
 - iii. ATI Working Group (handout)
 - 1. Appointments and expectations of service
 - 2. Sub-committee – Instructional Materials
 - iv. Fourth attempt to fill position turns to EC appointment – Handbook Change
 - v. School Elections Committee – Handbook Change 202.7
 - vi. Order of Business – Bylaws change (Section III. A.)
 - vii. Standing Committee Bylaws change – (Section IV)
 - 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)
 - viii. Committee proliferation
- e. Campus Re-enrollment Policy (handout)
- f. Summer Compensation
- g. GECCo Authority (handout)
- h. Exam Modality for Flex Classes
- i. Policies: Reimbursement Rate, and Professional Development Funding (handout)
- j. Reconsider Time Blocks
- k. Investment Divestiture
- l. Senate Calendar and Potential Timelines in Standing Committee(s)
- m. Academic Integrity
 - i. Academic Integrity Pledge
- n. Sabbatical Process Improvement - FAC
- o. RTP Completeness – Handbook Change (handout) - FAC
- p. Strategic Plan Group data gathering instrument(s)
- q. Philosophy on Teaching Modalities
- r. Academic Freedom revisited – FAC
- s. Distinguished Professor Award – (handout) FAC
- t. Faculty Poll regarding online instruction (Hold pending further information)
- u. Alma Mater (Hold pending further investigation)
- v. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING December 2, 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

RES 212209 Fall 2021 Commencement

New Business

Old Business

RES 212207 Formation of Ethnic Studies Department

RES 212208 Academic Master Plan 2022-23 through 2031-32

Open Forum (Time Certain 11:15)

8. **COMMENTS FROM THE FLOOR**

9. **ADJOURNMENT (Time Certain 11:25 am)**

ACADEMIC SENATE EXECUTIVE COMMITTEE

Minutes

Tuesday, November 2, 2021

10:00 a.m. – 11:40 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

Absent: J. Millar

1. CALL TO ORDER

A. Hegde called the meeting to order.

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK

3. APPROVAL OF AGENDA

A. Hegde recommended moving Wang Award Recommendations to 6.a.

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

4. APPROVAL OF MINUTES

E. Correa moved to approve the October 19, 2021 Minutes. C. Lam seconded.

Approved.

5. CONTINUED ITEMS

a. AS Log

i. AAC (J. Tarjan)

Referral #26 Academic Master Plan (AMP) 2022-23 through 2031-32 - The committee has a majority vote to support the AMP resolution.

ii. AS&SS (E. Correa)

Referral #10 Faculty Advising Structure – Issues shared with the Faculty Advisors Council to get their feedback. It was presented to AS&SS. There will be further discussion and then a response.

Referral # 8 Proposal to Employ High Impact Practices (HIP) Tracking – The joint referral divided into two issues: communication support for AS&SS and tracking for AAC.

iii. FAC (M. Rees)

Referral # 2 Department Formation Criteria Revision – A task force was put forth to review issues and give feedback. FAC reviewed the document and that discussion will go back to the task force.

Referral # 14 Proposal for the Creation of Ethnic Studies (ES) Department – There were a couple questions. The reply will be sent today. (M. Rees)

A. Hegde asked for EC's thoughts about sending Ethnic Studies Department Formation proposal to Senate with support from AAC and BPC. (A. Hegde) Discussion ensued.

Since May last year, there have been requests to the proposers of what they needed to do, and they keep asking about it. FAC is looking for how the requirements will be met: 1) At least three allied tenured faculty so they could have RTP and search committees. Currently, there is no tenured faculty in the department. 2) It's clearly outlined in the task force recommendations for new department criteria that full professors are needed. FAC feels it would not be a functional department unless this last thing is addressed. FAC is concerned about the formation of a department without any tenured faculty. ASI has been asking when the proposal is moving forward. It appears that Academic Affairs will be allocating a new line to hire ETHS faculty. Bringing someone in is a way to solve the issue. (E. Correa) AB 1460 investments to be described during the Provost Report. (V. Harper) AAC reaffirmed its support of ES department formation. He is in favor of getting something in front of the Senate, even if it has conditional support. (J. Tarjan) It's understood that the Senate gets outside pressure and we do best to ignore it. We had discussion last Spring. The decision was to wait. At the same time, we shouldn't drag it out. FAC has a lot of other things in the log. RTP has far more consequences to the university. We continue to hire. There will be TT hired. The recommendation to the Senate could be to hire an ES member as chair at full professor level. It's been done before with the formation of the Child, Adolescent and Family Studies department. No one was tenured. They didn't even have the money. The state has allocated \$672,000 to CSUB specifically for Ethnic Studies. There isn't a single department that is problem free. It's the Provost's and AVP FA and Dean SS&E's problem to fix them. (A. Hegde) On behalf of FAC, there is one issue that hasn't been responded. Everyone on FAC wants the ES department to happen. The request is for FAC to get the reply addressing one topic and a chance to responded before moving forward. (M Rees) The will of 75 percent of the Senate and students is to move it forward. The hard and careful work of the FAC is appreciated. For process, if FAC says specific conditions are not met in the recommendation to the Senate, then the department should not move forward. There should be some kind of hearing before the Senate, in J. Tarjan's opinion. The issues need to be debated beyond one committee. (J. Tarjan) The Bylaws state that there are three ways to process: send to EC, send to standing

committee, or send to the Senate. We had a year. We prioritized ETHS department formation. It was discussed in Spring 2021. The majority was not ready to send it to the floor of the Senate. Now, it's the Senate Chair's responsibility to show that we are not slowing down the process. (A. Hegde) Thanks to M. Rees on all she's doing. M. Martinez is in support of the substance of the issue. The letter sent by the Latina/o Advisory Council was not to pressure the FAC, Senate or President. We don't need to be concerned about lowering our standard on how this is going to be done. We have to do the formation correctly. M. Rees is doing the right thing. (M. Martinez) Last year, AAC gave support in concept, and is waiting for FAC. BPC supports it. Anyone, from FAC or other, can add a condition if the majority of Senate agrees. Personnel issues are not for discussion. The concern is the structure of the department, where 85% of the proposal is sound and 15% is those other issues are squarely the responsibility of the Dean, AVP FA, and the Provost. We need a hearing on the Senate floor. Condition(s) can be put on the senate floor. A. Hegde called for a vote whether to put Formation of an Ethnic Studies Department on the agenda for November 4. It'll be a resolution from BPC and AAC. Majority approved. The Senate Agenda and materials go out today. The resolution is the support for formation and includes answers to the six questions. There is one question remaining. The First Reading will be based on two committees having approved in principle. The Senate could say there are conditions that need to be put in place. (A. Hegde)

- iv. BPC (C. Lam) The Academic Calendar 2023-2024 was submitted by AVP Enrollment Management, D. Cantrell. Referred to BPC. The Calendar Committee needs to get started in the Spring.
- b. Provost Update (V. Harper)
 - i. AB 1460 Funds - The Provost Group advocated for funding the requirement of Ethnic Studies courses for all students. Thank you to the California Governor, the California Legislature, the Chancellor's Office, and everyone working hard to obtain the resources. The explanation of the base allocation and recurring funds *ETHS 5 Year Budget DRFT* is in the minutes. 20-30 sections are anticipated. (V. Harper) At today's Strategic Planning Forum, there will be a slide of the \$672,000 for ETHS courses. BPC recommended that the recurring \$672,000 for AB 1640 be included in the Budget Book and how it's spent. (A. Hegde)
 - ii. Fall 2022 Hiring Cycle - there were nine restored positions, two new positions for nursing, and three unallocated. Two of those three positions unallocated positions will be discussed with the Deans' Council before finalizing the plan. The Provost will advocate to allocate an ETHS position this year. There would be a total of four TT in INST in addition to two Nursing positions. (V. Harper)
 - iii. WSL Masking Proposal (deferred)

- iv. Tenure Density (deferred)
- v. Grants and Sponsored Research Faculty Advisory Council – see 5.c.i, below.
- c. Searches (V. Harper)
 - i. AVP GRaSP – Met with the Grants and Sponsored Research Faculty Advisory Committee and the search committee. They are working on a position description.
 - ii. AVP IRPA – It will be the first appointment to be posted.
 - iii. Dean BPA – The committee began last month.
 - iv. Dean NSME - The committee has been launched
 - v. Dean Antelope Valley –
 - Provost’s Appointments (pending)
 - vi. Dean Library – New call for reconstituted committee ends today
 - vii. Associate Dean Undergraduate and Graduate Studies – the committee meets Falls ’21 and Spring ’22.
- d. Financial and strategic planning transparency and faculty participation (see 5.b.i.)
- e. AB 928 (deferred)
- f. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan (deferred)
- g. Proposal to Migrate FYS into the Library (deferred)

6. NEW DISCUSSION ITEMS

- a. Elections and Appointments – M. Danforth
 - i. Wang Awards – FHAC Recommendation - Guidance to the committee: answer whether they are outstanding or superstar. The nomination itself needs to meet the criteria. The issue is the way the submission was made, the application letter, not the individual. The FHAC has nominated the following
 - Service nomination is A. Jacobsen
 - Scholarship nomination is B. Pratt (A. Hegde)
 - ii. ATI Working Group (deferred)
 - 1. Appointments
 - 2. Sub-committee – Instructional Materials
 - iii. Fourth attempt to fill position turns to EC appointment – Handbook Change (deferred)
 - iv. School Elevation Exploratory Committee (SEEC)- A. Hegde is on the committee on behalf of the BPA. (A. Hegde) M. Rees and E. Correa volunteered to be on the committee on behalf of EC. There will be an Open Forum on the issue. There will be a report by the end of Spring. If the committee doesn’t support migrating schools to colleges, the Provost will consider the matter closed.
 - v. President’s Sustainability Committee (deferred)
 - vi. School Elections Committee – Handbook Change 202.7 (deferred)
 - vii. Order of Business – Bylaws change (Section III. A.) (deferred)

- viii. Standing Committee Bylaws change – (Section IV) (deferred)
 - 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)
- ix. Committee proliferation (deferred)
- b. Academic Calendar 2022-2023 – See 5.a.iv.
- c. Summer Compensation (deferred)
- d. GECCo Authority (deferred)
- e. Exam Modality for Flex Classes(deferred)
- f. Policies: Reimbursement Rate, and Professional Development Funding (deferred)
- g. Reconsider Time Blocks (deferred)
- h. Investment Divestiture (deferred)
- i. Senate Calendar and Potential Timelines in Standing Committee(s) (deferred)
- j. Academic Integrity (deferred)
 - i. Academic Integrity Pledge
- k. Sabbatical Process Improvement – The merits of the sabbatical are rated by the Faculty Honors and Award Committee (FHAC). The Provost relies on those ratings. Other considerations are not seen by the FHAC, such as the elements that deans and department chairs weigh in on: the number of people in the unit on sabbatical, how to cover classes, the costs of having someone cover senior courses, etc. Administrator and chair are asked to write on the merits of the proposal, which doesn’t come to the FHAC. The people who are evaluating the merit (FHAC) don’t see the Administrator and chairs’ evaluation. (M. Rees) It comes in as a ranking. The content associated with the documents are reviewed. The Provost sits with staff to work through the process of creating as many as he possibly can. (V. Harper) It would be useful for FHAC to see how chairs have weighed in on the work within their discipline. The committee is comprised of faculty from different schools and not necessarily in the discipline of the person being evaluated. There are various politics of what a chair might say. Yet, having any information that would be going to the Provost would be useful. It’s very difficult to rank the award. If the administrators and chairs are writing about how they are going to cover the sabbatical and rank the merit, the FHAC should see it. Include this issue on the referral, Sabbatical Application Process Improvement. Consider a one-page explanation of why one wants a sabbatical. On behalf of FHAC, the recommendation to the Provost is for his office to send the entire sabbatical package to FHAC. (A. Hegde) The Provost will consider the recommendation and come back to EC. (V. Harper)

J. Tarjan moved to extend the meeting five minutes. E. Correa seconded. Approved.

- l. RTP Completeness – Handbook Change – FAC (deferred)
- m. Strategic Plan Group data gathering instrument(s) (deferred)
- n. Philosophy on Teaching Modalities (deferred)
- o. Academic Freedom revisited – FAC (deferred)
- p. Distinguished Professor Award – FAC (deferred)
- q. Faculty Poll regarding online instruction (Hold pending further information)
- r. Alma Mater (Hold pending further investigation)
- s. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING November 4, 2021**

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

Academic Master Plan (AMP)

Formation of Ethnic Studies Department

Old Business

Open Forum (Time Certain 11:15)

8. **COMMENTS FROM THE FLOOR**

- Academic Master Plan – A degree falls off the AMP if not activated. Changes to the AMP have to go through the Senate. A consultation with the AVP Academic Programs is recommended, so consultation with the Chancellor’s Office occurs before any change happens. (V. Harper) That will be recommend to the parties involved. (J. Tarjan)
- Workload – The Provost reached out to E. Correa and appointed her to work with the AVP FA, D. Boschini, to come up with a plan. (A. Hegde) Ten options were identified to consider as multiple choices in the workload and recognition of CSUB faculty: Release time, Stipends, Reduced class size, Lecturers hired for grading, Limited participation on committees, Administrators returning to the classroom, Administrator grading of assignments/exams, Administrators’ salary reduction and

redistribution to faculty, Early full-year sabbatical, and Overload of courses transfer. See document in minutes. (E. Correa) There isn't time to apply for a sabbatical to get time to recover from doing all that must be done. People are overworked. They don't need a sabbatical to do more work. Consider a sabbatical to regenerate. (M. Danforth)

- Gratitude for the Academic Senate Chair – A. Hegde's task of working through issues and people on the EC, Senate, and the whole campus community has been well done. (J. Tarjan)

9. ADJOURNMENT (Time Certain 11:25 am)

A. Hegde adjourned the meeting at 11:40.

DRAFT

ACADEMIC SENATE LOG – NOVEMBER 16, 2021

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, 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.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits		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.			
	2020-2021 23 MA INST Moratorium		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	10/7/21	10/15/21	10/15/21
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 Proposal for the Formation of a General Studies (GST) Department	Withdrawn 10/19/21	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 de & deliver HIPs, need for training guide for analysis & reporting.			
10/5/21	2021-2022 21 Proposal for Ethnic Studies ETHS 1508 and Change to ETHS Curriculum	Complete	AAC in its capacity as the interschool curriculum committee, approved the ETHS 1508 course proposal for Introduction to Chicana/Chicano/Chicanx Studies and approved the proposed changes to the Ethnic & Area Studies concentration.			
10/5/21	2021-2022 24 BA Sociology Concentration Revision – Racial and Ethnic Dynamics		AAC Review rationale and impact.			
10/19/21	2021-2022 25 General Studies (GST) Department Formation		AAC Lack of home for GST, whether GST more suited as a program, mechanism for GST faculty review, GST report to EC annually			
10/19/21	2021-2022 26 AMP 2022-23 through 2031-32	First Reading 11/04/21	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32			

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, 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
11/2/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Second Reading 12/2/21	AAC BPC RES 212207 Formation of Ethnic Studies Department			

ACADEMIC SENATE LOG – NOVEMBER 16, 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, Nov 18, 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.			
9/28/21	2021-2022 Referral 10 Faculty Advising Structure		AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. See 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			
10/19/21	2021-2022 28 Academic Testing Center Exploratory Sub-Committee		AS&SS Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path			
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			

ACADEMIC SENATE LOG – NOVEMBER 16, 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, Nov 18, 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		FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist.			
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	Withdrawn 10/19/21	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	AAC & BPC approved. FAC carry over to 2021-2022	AAC, BPC, FAC 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 – NOVEMBER 16, 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, Nov 18, 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 17 Sabbatical Application Process Improvement	Carry over to 2021-2022	FAC Identify what is different or extra between the 1) Faculty Information Bulletin 2) Application Cover Sheet, 3) Handbook with directions for the applicant and 4) directions for the evaluating committee and then make consistent between them.			
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		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	9/23/21	10/1/21	10/4/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, 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.			
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 27 Composition of Search and Screening Committees – Handbook Change		AAC Handbook 309.5: clarify candidate eligibility, add “General Faculty”, reconstitute committee > 18 months.			

ACADEMIC SENATE LOG – NOVEMBER 16, 2021

Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, 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.			
9/29/21	2021-2022 16 Institutional Research in Response to WSCUC Report		BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report			
	2020-2021 20 UPRC Changes	Pending Task Force. Tabled to 2021-2022	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report.			
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	Withdrawn 10/19/21	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. RES 212205 CSUB Policy on Use of sUAS – GRaSP Update	10/7/21	10/15/21	10/15/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
9/21/21	2021-2022 22 Summer 2022 Schedule EEGO		BPC Whether unequal days between two summer sessions, eliminate break, reinstate two five-week terms in future. RES 212206 Winter Intersession 2021-2022 Calendar Update	10/7/21	10/15/21	10/15/21
10/19/21	2021-2022 26 AMP 2022-23 through 2031-32	Second Reading 12/02/21	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32			
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			

ACADEMIC SENATE LOG – NOVEMBER 16, 2021

Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, 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
11/2/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Second Reading 12/02/21	AAC BPC RES 212207 Formation of Ethnic Studies Department			
11/2/21	2020-2021 31 Academic Calendar 2022-2023					

Proposed Response to WSL Masking Non-Compliance

October 11, 2021

If library employees or student workers, during the normal hourly rounds, finds a non-compliance for masking, the offender will be asked to comply.

If a second contact is made for the same issue, a second warning/educational message will be given of the requirement to comply. Delivery of message should be in non-threatening but educational format and include information about being asked to leave if found a 3rd time without a mask.

For a third violation, SRM will be notified, respond, collect name, and direct the person to leave the building and turn the name over to Dean of Students.

SRM will have a staff member on duty until 11pm on campus during weekdays.

If a SRM staff is not available, a full time WSL employee may fill in for notifications.

If person refuses to ID themselves and leaves, their identification will be located via the check in process and a report will be sent to Dean of Students.

If refusal to leave, UPD will be summoned and if offender does not voluntary leave, PC 626 may be utilized. The report will be forwarded to Dean of Students.

Starting Dec 1st, all persons entering WSL will swipe in at the main door with their CSUB ID, or if public, sign an agreement to abide by policies of CSUB and the WSL including masking and no eating.

Lower level sliding doors will only be used for SSD and employees

WSL will have a desk or table at the main entrance, staffed by a WSL employee to greet and assist people entering the WSL. They will ensure that those entering will swipe their ID cards or complete a visitor agreement.

Signage will be created at each entry to the WSL advising of the masking compliance requirements and if fail to comply may be subject to losing WSL privileges.

Tenure Density Trends Table

Campus	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Bakersfield	57.9%	62.2%	63.1%	63.4%	61.9%	64.3%	63.0%	66.8%	64.0%	61.8%	61.0%	58.5%	56.0%	54.0%	55.4%	51.9%	53.3%	51.2%	51.8%
Channel Islands	55.4%	47.7%	40.2%	39.0%	41.4%	42.7%	44.5%	43.4%	42.2%	40.1%	37.0%	37.7%	38.6%	39.1%	39.8%	42.9%	43.4%	44.2%	47.3%
Chico	74.4%	75.3%	73.7%	69.6%	67.5%	66.0%	68.6%	71.0%	70.2%	68.2%	66.2%	61.9%	59.0%	59.8%	60.7%	61.2%	61.5%	59.6%	60.4%
Dominguez Hills	56.0%	55.5%	60.1%	63.6%	61.1%	56.5%	56.0%	58.9%	55.6%	48.4%	46.6%	43.5%	43.6%	44.1%	44.2%	42.8%	45.2%	44.0%	46.6%
East Bay	61.9%	64.7%	67.1%	63.1%	64.7%	62.2%	60.9%	65.7%	68.9%	62.3%	60.4%	57.8%	57.7%	55.6%	57.1%	57.0%	59.6%	58.2%	59.0%
Fresno	63.3%	64.3%	64.8%	61.4%	59.0%	59.6%	61.6%	67.0%	65.9%	65.2%	59.9%	58.3%	57.6%	56.0%	56.3%	55.7%	56.8%	57.2%	55.1%
Fullerton	56.1%	59.3%	54.4%	52.6%	53.4%	53.6%	56.5%	63.1%	60.1%	56.5%	54.5%	54.3%	52.7%	53.9%	54.8%	53.7%	54.9%	54.9%	55.8%
Humboldt	71.8%	74.7%	73.8%	70.1%	70.3%	72.1%	70.3%	68.6%	64.8%	61.6%	59.3%	59.2%	55.8%	55.7%	57.2%	59.7%	59.4%	61.4%	62.8%
Long Beach	60.2%	62.5%	63.2%	59.2%	57.5%	58.0%	56.8%	61.1%	61.2%	57.4%	58.7%	56.6%	54.1%	52.5%	52.9%	53.5%	53.0%	51.7%	50.8%
Los Angeles	69.3%	73.8%	71.9%	68.0%	64.2%	62.1%	62.1%	71.2%	68.9%	65.4%	64.0%	59.7%	53.8%	50.0%	47.2%	46.3%	45.7%	47.4%	51.3%
Maritime Academy	81.9%	77.1%	71.6%	67.7%	66.4%	63.6%	63.6%	68.1%	70.1%	67.5%	68.7%	65.8%	64.8%	65.1%	65.4%	65.4%	64.9%	70.3%	68.3%
Monterey Bay	45.5%	47.9%	50.8%	45.0%	49.6%	49.8%	52.4%	54.6%	49.0%	49.6%	45.5%	42.4%	38.6%	44.3%	44.2%	50.7%	50.4%	52.2%	55.2%
Northridge	59.6%	61.2%	62.7%	60.6%	60.1%	59.8%	59.3%	60.0%	59.1%	60.3%	60.5%	57.2%	55.1%	55.5%	55.2%	54.8%	56.4%	55.3%	57.2%
Pomona	70.0%	69.6%	69.8%	66.9%	65.6%	63.2%	67.7%	67.0%	65.8%	62.6%	62.6%	59.9%	58.2%	56.4%	57.6%	56.1%	54.6%	52.0%	54.1%
Sacramento	67.3%	70.7%	73.2%	70.5%	66.4%	65.8%	68.4%	70.2%	73.0%	67.9%	65.9%	62.5%	61.5%	59.5%	57.5%	58.8%	59.6%	58.4%	57.8%
San Bernardino	64.9%	66.0%	65.8%	63.1%	60.8%	61.2%	60.4%	65.9%	64.0%	64.2%	60.9%	60.4%	60.2%	56.0%	58.2%	56.6%	56.2%	55.0%	59.9%
San Diego	63.9%	68.2%	67.5%	64.3%	64.3%	63.1%	63.0%	68.7%	67.9%	68.8%	68.5%	65.0%	62.2%	61.3%	61.6%	60.3%	60.4%	60.2%	59.7%
San Francisco	66.2%	69.5%	71.1%	67.3%	65.6%	67.0%	69.9%	74.4%	69.7%	67.7%	64.3%	63.7%	63.6%	63.0%	63.0%	61.9%	61.5%	59.5%	62.1%
San José	62.4%	64.5%	63.7%	61.8%	60.0%	56.7%	56.0%	60.6%	59.2%	53.6%	55.4%	55.1%	53.4%	54.2%	54.8%	53.8%	53.6%	52.2%	52.8%
San Luis Obispo	69.7%	71.8%	72.9%	70.7%	68.6%	70.0%	71.6%	74.0%	72.3%	70.6%	71.2%	68.4%	66.8%	65.4%	64.6%	64.1%	64.4%	64.2%	65.0%
San Marcos	67.1%	73.9%	74.9%	69.8%	65.8%	62.7%	64.9%	62.2%	60.1%	57.7%	55.8%	53.0%	51.8%	50.4%	50.9%	49.6%	49.5%	50.2%	48.6%
Sonoma	66.2%	74.1%	74.9%	72.6%	69.7%	67.8%	66.4%	72.9%	68.3%	70.6%	67.3%	62.4%	59.7%	60.4%	60.2%	62.2%	61.2%	63.4%	68.5%
Stanislaus	66.5%	67.5%	68.3%	66.6%	63.4%	64.1%	66.4%	77.3%	70.2%	70.2%	67.8%	64.6%	62.9%	61.6%	60.7%	60.4%	58.8%	58.2%	57.6%
CSU Average	64.2%	66.6%	66.6%	63.8%	62.3%	61.6%	62.5%	66.4%	64.7%	62.2%	60.9%	58.6%	56.8%	55.9%	56.0%	55.7%	55.9%	55.3%	56.3%



To: Dr. Aaron Hegde, Chair, CSUB Academic Senate

From: The Tenured Faculty in the Walter W. Stiern Library and Sandra Bozarth, Interim Dean, Walter W. Stiern Library

Date: November 10, 2021

Re: Administrator II, MPP Library Staff Manager title change to MPP Associate Dean of the Library

In accordance with handbook section 310.1, the tenured Faculty Librarians and Interim Dean of the Library at Walter W. Stiern Library would like to express our shared support for a **title change** of our current MPP Administrator II position, Library Staff Manager to an MPP Associate Dean of the Library. The upcoming retirement on November 30th, 2021, of our current MPP Library Staff Manager provides the opportunity to review and assess the needs of the university, the library and how best we can serve our students. More specifically this change will:

- Provide the library with lines of communication to campus committees such as the CSU Library Associate Deans' Group.
- Provide the Walter Stiern Library with a stronger voice in systemwide decisions that affect acquisition of resources that are available on campus.
- Provide an administrator with a graduate degree in library science and a strong background in library services who will serve as a liaison between librarian faculty and staff in implementing policy and operational procedures.
- Ensure faculty support and relieve them from the need to intervene with direct staff supervision and consultation.
- Bring CSUB in line with other 20 CSU libraries with Associate Library Dean representation hence strengthening CSUB's role system-wide.
- Provide a reduction in salary as the new person may not have as much experience and start at the bottom of the salary range.

We are looking forward to a thoughtful discussion and support of a title change of our current MPP line so that we may move forward and rehire.

Sincerely,

The Tenured Librarians at Walter W. Stiern Library and
Interim Library Dean

Library Administration Job Duties per MOU for Chair and Position Descriptions for Current MPP Manager and Library Dean

Library Chair Job Duties¹:

- Meetings with vendors, ITS, and Facilities Management as necessary for renovation, database evaluation, ACRL stats and projects, as needed (10%)
- Serve on campus committees related to position (5%)
- Work with Dean and budget analyst on budget related issues, as necessary (5%)
- Assist with curricula, department academic programs, and scheduling of library classes² and reference desk duties (10%)
- Assess student learning outcomes (10%)
- Address student issues, as necessary (e.g., complaints and concerns) (10%)
- Address administrative and faculty issues, as necessary (25%)
- Recruit, hire, and schedule part-time adjunct librarians for upcoming year (10%)
- Assist with summer orientations (5%)
- Onboarding for new hires and administration of searches, as needed (5%)
- Other library business (5%)

The Associate Dean on the other hand would be primarily responsible for the daily operation of library services. With a solid background in library organizational practices (incumbent would be required to have an M.L.I.S.), the AD would serve as a liaison between library faculty and library staff. More specifically, the AD would work with librarian faculty to draft and revise library policies. The AD will be responsible for implementing and monitoring library policy.

¹ Section 104.2.4.1 Department Chairs (duties as outlined in Faculty Handbook): Responsible for “departmental operating budgets, curricula and academic programs of the department, advising of majors, assessments of student learning outcomes, instructional services, and departmental personnel (faculty and staff).” Note that we do not advise majors.

² Library classes include English 1109s sections. Each librarian will teach information literacy sessions for up to seven 1109 sections. Librarians also teach General Studies courses such as GST 1110 (Research Sources and Skills), GST 1170 (Primary Source Literacy), and GST 3100 (Researching the Electronic Library). INST 4200 (Electronic Legal Research Methods) and MGMT 6770 (Business, Economic, and Public Administration Information Resources) is also taught by a librarian.

Library Administration Job Duties per MOU for Chair and Position Descriptions for Current MPP Manager and Library Dean

Library Associate Dean/MPP Manager Job Duties

1. MAJOR JOB DUTIES (Essential Functions) 50%

A. Assist the Dean with administration and operational oversight of the library

- Oversees the operations in California State University, Walter W. Stiern Library Services department that consists of: Access Services, Acquisitions, Billing, Cataloging, Course Reserves, Database Management, Circulation, Electronic Resource Management, Resource Sharing, Serials and Stacks.
- Provides supervision and work schedules, hires, evaluates, trains, and recommends disciplinary action and dismissal of staff and student assistants (in adherence with collective bargaining agreements), if necessary, to ensure smooth operations of established policies. Ensuring additional support for library events, during, before and after hours.
- Works in collaboration with internal and external customers (students, faculty, staff and community) to fulfill the library's mission.
- Acts as front-line person for communicating and enforcing library policies.
- Represent the Dean on various committees and at university functions as requested by the Dean.
- Interact with various divisional offices and departments, such as Academic Affairs, Faculty Affairs, and Facilities Planning, as directed by the Dean.
- Accountable for money collection from business transactions, including balancing receipts, preparing cash deposits and managing audits.
- Assist with student related financial account issues related to library charges.

B. Assist the Dean with assessment, accreditation and strategic goal setting 10%

- Responsible for collecting counts and reporting the number of people who enter the library
- Coordinate reporting to external agencies, such as, IPEDS, Association of College & Research Libraries (ACRL) statistics and required CSU Chancellor's Office statistics.
- Communicates the strategic initiatives

C. Assist the Dean with community/university partnership 10%

- Attends meetings and events as needed.
- Work with the Dean and university advancement staff on alumni relations, community relations and fundraising projects
- Solicits and influences internal and external support

D. Works closely with Library Dean, Budget Analyst and librarians 20%

- Collaborates with professional MLS (Master of Library Sciences) academic librarians.
- Monitors library material operating budgets and expenditures.
- Approves and accepts gifts donations to the Library.

2. OTHER JOB DUTIES (Marginal Duties) 10%

- Perform other job-related duties and special projects as assigned.
- Attend training and maintain skill currency as appropriate to safely and effectively complete assignments including Disaster Service Worker duties.

Library Administration Job Duties per MOU for Chair and Position Descriptions for Current MPP Manager and Library Dean

- Responsible for library security, overseeing routine drills and evacuations as well as working with safety personnel, as needed, to ensure safety and security for staff, students and building.

Library Dean Job Duties

1. MAJOR JOB DUTIES (Essential Functions)

A. Manage library's resources, budget, spending, and collections 35%

- Review library resource collections to ensure that curriculum is supported;
- Oversee library acquisitions and direct the review and acquisitions of resources;
- Oversee implementation of technology and technology collections (such portable devices)
- Review expenditures to ensure that library is meeting its financial responsibilities;
- Establish policies that promote efficiency, accountability and transparency
- Review budget requests.

B. Manage library personnel and departments 30%

- Manage and organize departments and assign duties;
- Review faculty and staff job performance in accordance with HR and Academic Affairs guidelines.

C. Coordinate management of physical facility and security 10%

- Set and schedule hours for opening and closing of facility
- Review with campus partners (facilities, food services, etc) cleaning, maintenance and food service needs of the library.
- Review and establish measures and programs that provide for the safety of patrons and security of library resources;

D. Donor relations, events and programing 10%

- Meet with donors and potential donors and attend community and campus events to cultivate giving;
- Oversee grant proposal writing;
- Develop, organize and manage engaging events and educationally relevant programs for library;
- Promote library through various media venues.

E. Actively participate in CSU Council of Library Deans and systemwide initiatives 10%

F. Serve as a Disaster Service Worker, CA GOV. Code Section 3110) attend trainings and serve in the CSUB Emergency Operations Center (EOC) as assigned. 5%

2. OTHER JOB DUTIES (Marginal Duties)

- Editing and writing of informational and promotional materials
- Participate in Public History Institute and other committees and organizations.
- Manage publications produced by the library.

October 6, 2021

To whom it may concern,

I am pleased to provide this letter of support for Interim Dean Bozarth as the Library proposes migrating the FYS program into the Library. The FYS program is in need of a department to manage and evaluate the faculty teaching the course. The Library, as the managing department of the program, seems the correct choice.

The Library will evaluate and adapt the curriculum to standardize content, focus on student access to programs, and expose students to information literacy concepts. Along with that, the program will eventually be primarily taught by librarians so students would focus on how to locate and evaluate the information they need to succeed. As Interim Dean Bozarth stated in her proposal, these goals are in support of various AIMS Program Learning Outcomes and also the new information literacy foundational skill being integrated into the GE Compendium.

I have viewed and am satisfied with their proposal.

Fondly,

A handwritten signature in blue ink, appearing to read "Vernon B. Harper Jr.", is positioned above the typed name.

Vernon B. Harper Jr.
Provost and Vice President for Academic Affairs

Faculty Honor Doctorate Committee (from EC process notes 4/23/19)

When the process is announced by the Chancellor's Office, the President sends out the solicitation. That could cue the **Academic Senate Chair and the Vice Chair to call on the FHDC to have the rules at their meetings and be more assertive in the process.** There could be an initial meeting where the committee decides what happens with incomplete applications and then another to review and make recommendation(s).

The Executive Committee will review the FHDC recommendations at its meeting and then forward their recommendation to the President.

Find detailed procedures in the attached *RES 1212029 Procedures for Honorary Doctorate Nomination and Selection.*

J. Tarjan said that the Trustees and campuses can nominate and make additional language for the campus. M. Rush the EC can call a meeting first thing if they want to make changes. FAC did not see a problem with the FHAC reporting to the EC.

Revision of the use of SCI for GE in NSME

The School of Natural Sciences Mathematics and Engineering (NSME) reserves the right to decide what prefix is appropriate for NSME courses.

The NSME Chairs Council voted (with one department opposed) to adopt the following policy:

Departments within the School of Natural Sciences Mathematics and Engineering (NSME) no longer are required to use the prefix "SCI" for General Education courses or any other courses. Courses may be housed under department prefixes (e.g., GEOL, BIOL, CHEM, PHYS, etc.) at the discretion of the department.

Rationale:

Department prefixes are already used for Lower Division General Education courses in NSME. Switching Upper Division General Education courses from SCI to a Department prefix brings Upper Division General Education courses in line with Lower Division General Education courses (as well as being in line with all other CSUB schools and most CSUs). Since 2017-18 356 FTES have not been properly awarded to NSME departments for just a handful of Upper Division SCI courses. This number is equivalent to yearly totals for some NSME departments for their majors.

Use of department prefixes for GE courses is consistent with all other schools at CSU Bakersfield and most other CSU campuses. This solves the issues of IRPA GE course accounting and loss of FTES, confusion about what department is teaching the SCI course, student perceptions of rigor, and departments having their courses listed in two separate places in the course catalog.

Action

The Department of Geological Sciences plans to use department prefixes for SCI courses and report any difficulties. In transferring courses with SCI prefixes to GEOL prefixes the Department will consult with affected departments as required by Curriculum Committee and course change protocols.

MEMORANDUM

DATE: October 27, 2021

TO: Dr. Aaron Hegde / Chair, Academic Senate

CC: Dr. Vernon Harper / Provost and Vice President, Academic Affairs
Dr. Bob Frakes / Dean, School of Arts and Humanities
Dr. John Stark / Interim Dean, School of Business and Public Administration
Dr. Todd McBride / Interim Dean, School of Natural Sciences, Mathematics, and Engineering
Dr. James Rodriguez / Dean, School of Social Sciences and Education
Dr. Debra Jackson / Dean, Academic Programs

FROM: Dr. Debra Jackson / WSCUC Accreditation Liaison Officer

RE: Distance Education Authorization Requests

The Office of Academic Programs has been notified by the Department Chairs or Directors of the below listed programs that they seek Distance Education Authorization from the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). This authorization would allow the programs to offer 50% or more of their degree program via distance education modality as defined by the Department of Education [34 CFR § 600.2](#).

Upon approval from WSCUC, the CSU degrees database will be updated. Unless specifically requested by the program, these updates will not be publicized on the web in order to prevent students from mistakenly assuming that distance education authorization indicates a fully online program.

School of Arts and Humanities

- English, B.A.
- Spanish, B.A.
- Spanish, M.A.

School of Business and Public Administration

- Agricultural Business, B.S.
- Business Administration, B.S.
- Economics, B.S.
- Health Care Administration, M.S.
- Public Administration, B.A.

- Public Administration, M.P.A.

School of Social Sciences and Education

- Bilingual Authorization Program (Spanish)
- Child, Adolescent, and Family Studies, B.A.
- Criminal Justice, B.A.
- Educational Administration, Credential
- Educational Administration, M.A.
- Educational Counseling, M.S.
- Liberal Studies, B.A.
- Multiple Subject, Credential
- Psychology, B.A.
- School Counseling, Credential
- Single Subject, Credential
- Social Work, M.S.W.
- Special Education, Credential
- Special Education, M.A.

School of Natural Sciences, Mathematics, and Engineering

- Geology, B.A. and B.S.
- Geology, M.A.
- Hydrogeology, Post-Baccalaureate Certificate

Office of Academic Programs

- General Education
- Interdisciplinary Studies, B.A.

Interest in Appointments to Various Universitywide Committees November 2021

ACADEMIC PETITIONS COMMITTEE

Function: The Academic Petitions Committee (APC) meets each academic term to review petitions from undergraduate students submitted by the deadline prior to the respective meeting. Appointments are made by the Senate Executive Committee (EC).

(1) Full Time Faculty member from A&H to serve a three-year term May 2021-May 2024

Md Naser – Communications

Carol Dell'Amico - English

I am interested in becoming a member of the Academic Petitions Committee (A&H faculty). My interest stems from my desire to expand my service commitments and to serve directly on behalf of students. As for qualifications, I have been a full-time instructor on campus since 2005, so I know the campus and students well.

Thank you, Carol

ACCESSIBLE TECHNOLOGY INITIATIVE (ATI) STEERING COMMITTEE

Function: The Accessible Technology Initiative (ATI) Steering Committee is to support the ATI Officer and key functional committees in creating and sustaining a best in class environment that: addresses the university-wide accessibility needs and forward-thinking opportunities; seeks funding and resources; and manages customer service expectations and communications consistent with allocated resources and in support of the mission, vision, values and strategic plan of California State University, Bakersfield by championing ATI.

(1) Full Time Faculty Member to serve a one-year term, Fall 2021 – Spring 2022

Ying Zhong - Library

I've served on the University's Information Technology Committee (ITC) as the library representative since 2018. As the Web Services Librarian, my job duty includes maintaining currency regarding trends in web technologies and design to make appropriate recommendations for development of the library's web site including areas of ADA compliance, software/system compatibility issues, and campus requirements. Working with Shan He, I've been familiar with the ADA related issues and mastered working knowledge as well. I also had a research article published entitled *Universal Design of Learning (UDL) in Library Instruction* in the journal of *College & Undergraduate Libraries* in 2012.

Please contact me if you have any question. Thanks!

Tyler M. Ensor, Ph.D., Assistant Professor, Director of the BARRACUDA Lab

My name is Tyler Ensor, and I'm an assistant professor in the Psychology Department. I am writing because I would like to be on the ATI Steering Committee. I am blind, so have considerable, first-hand experience with technology and accessibility. I can bring this knowledge/background to the committee. Apart from this, I am a strong proponent of universal design, and thus believe that all aspects of the university must be accessible to everyone.

Thank you,
Tyler

ACCESSIBLE TECHNOLOGY INITIATIVE (ATI) WORKING GROUP

Function: The Accessible Technology Initiative (ATI) Working Group supports the campus in adhering to the CSU, State, and Federal requirements for accessibility. Committee members will be actively engaged in contributing knowledgeable perspectives regarding ATI challenges, opportunities, and needs; and engaged in active working, communications, and collaboration. The primary focus is to address items assigned by the ATI Steering Group and to support the Technology Accessibility Review committee and the ATI subcommittees on Procurement, Web, and Instructional Materials for the University.

(1) Full Time Faculty Member to serve a one-year term, Fall 2021 – Spring 2022

Rebecca Penrose, English Department (See statement under ADA Policy Manual Task Force)

Elijah (Eli) Enos, MLIS Reference & Instruction Librarian

I'm interested in serving on the ATI Working Group for 2021/2022 as an at-large faculty member. As the Stiern Library's designated General Reference & Instruction Librarian, I am very familiar with the different academic resources that our students at CSUB need to utilize for their research. My dedication to ensuring that all students are able to access these resources, along with my recently acquired certificate in Document Accessibility from the CSU, makes me an excellent candidate to join the committee, alongside my fellow library representative Amanda Grombly.

Thank you for your consideration.

Elijah (Eli) Enos, MLIS *Reference & Instruction Librarian*

Jonathan Troup - Mathematics

I am interested in this committee because I want to help make sure everyone has access to technology. I am using the Virtual Computer Lab this semester and students have at times had trouble connecting to it, so I would like the opportunity to help improve our campus technology resources and access to it. I completed a significant amount of coursework in Computer Science as a student, and continue to implement a variety of technology in both my research and my teaching.

Sincerely,

Jonathan Troup

ADA ACCESSIBILITY POLICIES MANUAL TASK FORCE

Function: to review, edit, and update the policy [here](#). This is a comprehensive policy that hasn't been updated since it was created in 2006. It will require review and input from many different areas, with no work being completed during the time that faculty are off-contract. The estimated time commitment is 5-7/hours per month.

(1) Full Time Faculty Member to serve a one-year term, January 2022 – January 2023

Rebecca Penrose, English Department

I am writing to express my interest in serving on the task force to review and update our ADA Accessibility Policies Manual. I have been a full-time faculty member in the English Department for more than 20 years and serve the campus in a wide variety of capacities. The great majority of my assigned courses meet General Education requirements, which all students must satisfy, so I have regular interactions with students who experience a wide range of disabilities and barriers to their education. Because of this, I have fairly frequent interactions with our campus SSD office, connecting students to these services and accommodations, making suggestions as necessary. I also serve as Assistant Coordinator of the CSUB Writing Program, which personally connects me to multiple studentservices across campus.

Over the past year, I have been conducting extensive, focused research that specifically explores the barriers faced by blind and visually impaired students—not only those at CSUB but in universities across the United States. I have participated in multiple workshops and seminars hosted by the Braille Instituteand the American Foundation for the Blind. I will also be delivering a presentation in March 2022 at the 37th annual Assistive Technology Conference in Anaheim, hosted by the CSU Northridge Center on Disabilities. My presentation will discuss best practices for using visual teaching tools in classes with oneor more blind or low vision student, aligning with the curricular principles of Universal Design for Learning (UDL).

It would be an honor to take an active role in assisting the CSUB administration with this manual revisionproject to demonstrate our commitment to promoting equity and inclusion.

Thank you for your time and consideration. NOTE: I would also be happy to serve on the Accessible Technology Initiative (ATI) Working Group, if there is a greater need on that committee or if the two positions parallel/complement each other.

Jonathan Troup - Mathematics

I am interested in this committee because I want to help make sure students who require reasonable accommodations receive the help they need. I would also like to help ensure that the Accessibility Policies Manual is both up to date and clear. As an educator, I have helped implement requested accommodations for students, and as a faculty member with a background in education I have learned about different kinds of accommodations various students may require.

Sincerely,
Jonathan Troup

ALL UNIVERSITY TEACHER EDUCATION ADVISORY COMMITTEE (TEAC)

The University-Wide Teacher Education Advisory Committee, which is chaired by the P&VPAA, is charged with the responsibility to review all components of teacher preparation and to recommend policy and actions regarding these matters. Its recommendations for new programs and modifications to extent ones are reviewed by the Academic Senate and approved by the President before submission to the California Commission on Teacher Credentialing. Faculty is appointed by the Senate Executive Committee to serve two-year staggered terms upon recommendation by the Vice President of Academic Affairs. Handbook 201.5

- (1) Full Time SS&E Faculty Members to complete David Sandles' two-year term, May 2020-May 2022
- (1) Full Time SS&E Faculty Member to complete Corey Mathis' two-year term, May 2021-May 2023

Juterh Nmah - Director & Assistant Professor, Educational Counseling

I am interested in serving on the University-Wide Teacher Education Advisory Committee (TEAC) because of my background as a former a school counselor working with educators and providing professional development for teachers to provide a college-going culture for their students. Currently, as a counselor educator at CSUB, I have experience working collaboratively with my colleagues in educational counseling, special educational and educational administration programs to implement standards recently recommended by CTCC and AAQEP to incorporate into the educational counseling program. I believe that my experience in these areas will allow me to work with the other members on TEAC to make recommendations as a colleague in SSE, but also to objectively provide policy recommendations or program revisions. Thank you for your consideration.

Sincerely,
Juterh Nmah

ALUMNI ASSOCIATION BOARD

Function: The Chairperson of CSUB's Academic Senate or their designee shall be invited to serve a term of two (2) years as ex-officio (non-voting) member of the Board and may be eligible for reappointment. The meetings are the third Tuesday of the month from 5:30 p.m. to 7 p.m. with dark months in October (Party in the Park), December (holidays) and February (Hall of Fame).

- (1) Faculty Representative to serve to complete a two-year term May 2020-May 2022

No one showed interest.

CAMPUS POLICE ADVISORY COUNCIL

The intent of the University Police Advisory Council (UPAC) is to support the university police with recommendations and advice for planning regarding safety concerns and related police activity on the campus. The purpose of the UPAC is to create a "best in class" university police environment by

assisting the university police by providing advice on utilizing community policing strategies on issues that impact the safety and quality of life of our diverse group of students, faculty, staff, and visitors. Part time and full-time faculty members are eligible and are selected by the AS Exec Committee to serve two-year staggered terms.

(1) Faculty member to serve a two-year term, September 2021 – September 2023.

Md Naser - Communications

Eric Lord – Counseling

Reason for interest: To continue to advise on student mental health with matters that involve the University Police Department.

My background for this committee: While at the CSUB Counseling Center, I have worked with our students and the University Police on matters related to student mental health and wellness. I understand the importance of continued discussion, planning, and implementing of policy and program changes, especially when this involves the intersection of mental health and campus safety.

DIVERSITY, EQUITY AND INCLUSION COMMISSION

The purpose of the Diversity, Equity and Inclusion (DEI) Commission is to improve the inclusivity of the campus environment by providing advice on how the university can implement meaningful institutional change. The objectives of the DEI are to:

1. Develop a University Diversity and Inclusion Action Plan and monitor its progress.
2. Identify barriers to achieving greater diversity, equity, and inclusivity at CSUB and provide recommendations on how to overcome those barriers.
3. Monitor the campus climate and recommend changes based upon findings.
4. Coordinate, communicate and collaborate on diversity, equity and inclusion efforts across the university.

This call is for

(1) Any Faculty member to serve a two-year term, December 2021 – December 2023.

Amy J. Ressler, M.F.A., Ed.D Assistant Professor of Theatre Education

I am interested in the Diversity, Equity and Inclusion Commission. I have experience with this kind of commission at my previous institution, and I would like to become involved in this mission at CSUB. Specifically, I was the advisor for the Black Student Union there, started and conducted the Gospel choir, and directed theatre productions with race issues as the core themes.

I believe I have ideas to contribute and I am committed to making a positive difference.

Thank you,

Amy

Md Naser – Communications

Nathan (Yong) Li – Social Work

I am interested in this position because it is important to promote diversity and equity on campus. People (including faculty, staff, and students) from minority groups deserve to be treated fairly. I have been teaching Master of Social Work students for the past 5 years and the majority of my students have a Hispanic origin. I understand their struggles and want to help them in a better way. This committee would allow me to do just that.

Thank you,

Nathan

Zachary Zenko, PH.D. – Kinesiology

I am interested in the Diversity, Equity, and Inclusion Commission. This is my top choice. I am interested in the Diversity, Equity, and Inclusion Commission because faculty and students have routinely expressed concerns related to diversity, equity, and inclusion and I would like to be a person who helps improve the climate for all. I am also very aware of the equity gaps facing students. Doing anything to improve this would be useful and I think that I can help out. I also acknowledge that it is important for people who are not experiencing high amounts of cultural taxation to get involved and do the work. I'd like to bring my data-driven perspective to this issue and to monitoring progress. Thank you, Zack

Yvonne Ortiz-Bush - Advanced Education & Special Education

I am interested in serving on the CSUB DEI Commission. As a first-generation college student and Bakersfield native, I am focused on addressing the educational deficits that exist in our community. I believe that CSUB is uniquely positioned to develop and sustain equity-minded policy and programming that can truly change the life trajectory of the students they serve.

I am an Associate Professor in the Advanced Educational Studies (AES) Department and I supervise graduate Educational Counseling (EDCS) Student Affairs students. I teach the EDCS Social Justice class and have provided training on Latinx mental health needs to local nonprofit mental health providers. I am also a campus LGBTQ+ Ally and recently completed UndocuAlly training.

Thank you for considering my request-

Yvonne Ortiz-Bush, PhD

Jonathan Leif Basilio, PhD Assistant Professor of Sociology

I am interested in serving in the "Diversity, Equity, and Inclusion Commission." I fully subscribe to the stated goals of the committee, particularly in its efforts in identifying barriers to equity and inclusivity as well as in developing programs that lead to concrete change within the campus and wider community. These goals are also in line with my own research and work within department of Sociology, where I teach courses in "Junior Diversity and Ethics" and "Asian American Experiences." In both classes, I seek to cultivate in students a critical diversity consciousness which begins with an acknowledgement of existing systemic and structural causes of oppression and inequality. To accomplish this, students examine dominant-minority group relations and patterns of inequality and privilege and learn from the concrete work that individuals and groups have done to address these issues.

Thanks for the consideration.

Best, Jonathan

Arno J. Argueta Assistant Professor, Modern Languages and Literatures

I am interested in joining the DEI Commission for more than a single reason. First of all, I want to affect change on campus and want to produce actual change that can benefit our students in their everyday life and struggles, but also in seeing them succeed as they deserve. I am, myself, a minority member of the faculty. A first-generation college graduate, and immigrant, as well as a Latin American, I believe I can bring a perspective that can be representative of many of our students at CSUB. In this light, I believe that having had recent experiences across very different public universities I can bring perspective that can be refreshing to the commission. Most importantly perhaps, my research and teaching both discuss topics and are intimately related to diversity, equity and inclusion. From my research on rights and citizenship to my courses dealing with self-representation and modes of empowerment, I believe I can bring a critical perspective to the DEI commission and that I can be an advocate for the production of real change to benefit the on campus communities that are least represented or heard.

FACULTY OMBUDSPERSON

Description: California State University, Bakersfield seeks applications for the position of University Faculty Ombudsperson, a designated neutral or impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance for faculty. Serving as a designated neutral, the Ombudsperson is neither an advocate for any faculty member nor for the University but rather is an advocate for fairness, who acts as a source of information and referral. The Ombudsperson aids in listening to a faculty member's concerns and assists in the resolution of concerns and critical situations. In considering any given issue, the points of view of all parties that might be involved are taken into account. The Ombudsperson supplements (but does not replace) the University's existing resources for formal complaint procedures and conflict resolution.

(1) Tenured Full Professor Faculty Member

Compensation: 3 WTUs reassigned time. The Ombudsperson is appointed on a part-time, 10-month basis and reports to the President or designee. The performance of the Ombudsperson is reviewed annually by the President and more extensively at intervals not to exceed three years, under a procedure determined by the Academic Senate.

Responsibilities:

- Consultation, Referral, and Dispute Resolution
- Reporting
- Policy Analysis and Feedback

Qualifications: The Ombudsperson must be a tenured faculty member with experience in, or knowledge of, the following:

- University policies, procedures and regulations
- Communication skills necessary to relate to a diverse faculty community
- Conflict resolution skills
- Academic governance
- University resources

- Unit administration

Applications: Complete applications must include:

- Original and personalized letter of application addressing the responsibilities and qualifications described above
- Current vita
- Contact Information for two professional references

No one showed interest.

INTERCOLLEGIATE ATHLETICS ADVISORY COMMITTEE (IAAC)

The Intercollegiate Athletics Advisory Committee (IAAC) is advisory to the President in the oversight of intercollegiate athletics as required by NCAA policy. The IAAC reviews the policies and scope of operations of intercollegiate athletics to assure their consistency with the University's academic mission and vision. The committee also reviews the extent to which the department collaborates with other University units and departments to: (1) integrate student-athletes into the general student body; (2) promote student-athlete welfare; and (3) facilitate student-athletes' academic success, retention and graduation. In addition, the committee reviews the compliance of intercollegiate athletics with institutional, conference and NCAA policies and regulations. A majority of the committee voting members must be faculty. Two routine meeting per academic year. Appointments are for a three-year term, May 2021-May 2024.

(2) At-Large Faculty members to be recommended by the EC to the President for appointment.

Kyle J. Susa, Ph.D., Psychology

I am not sure if my term is up for the IAAC, but if it is I would like to put my name forward to another term. I have much experience working with Athletics on campus and as a department chair I also understand the dynamics between academics and athletics when it comes to student support, ncaa compliance, and academic standards. I feel my experience makes me uniquely suited for this position.

Thanks, Kyle

Eric Lord - Counseling

Reason for interest: I have a strong commitment to assisting student-athletes in reaching their academic, athletic, and personal goals.

My background for this committee: I have worked with student-athletes at the CSUB Counseling Center for the past nine years. I have a true appreciation for their ability to balance academic, athletic, and personal concerns. I also understand the impacts of NCAA policy on the student and the University.

STUDENT RECREATION CENTER ADVISORY COMMITTEE

Function: To advise, through review, comment, and vote, the University President and Vice-President for Student Affairs via the Student Recreation Center Director regarding facilities, programs, and services of the Student Recreation Center. The Executive Committee (EC) of the Academic Senate shall appoint the Faculty Representative. The terms of the faculty, staff, and alumni members are set by their representative bodies, but are recommended not to exceed two years.

(1) Full-Time Faculty appointed by the EC to serve a two-year term May 2021-2023

Jahyun Kim, Ph.D. Assistant Professor Kinesiology

As a faculty member of the Department of Kinesiology and an exercise physiologist, I have been interested in students' fitness and wellness. The student recreation center advisor can give great advice on fitness and wellness programs in the CSUB recreation center and potentially impact students' fitness and wellness. I would like to apply my expertise (exercise physiology and exercise programming) and passion for students' wellness to improve students' fitness and wellness in CSUB. Moreover, I have served as a student-represented committee member in the student wellness committee at Iowa State University. My expertise in fitness and wellness with previous experience as a wellness committee member in the other institution will contribute to the student recreation center advisory committee activity, improving students' fitness and wellness in CSUB.

Thanks, Jay

Jianyu "Eugene" Wang, Ph.D., Professor Kinesiology

I am interested in serving on *Students Recreation Center Advisory Committee*. I nominate myself for this position. I joined CSUB as an assistant professor in Physical Education and Kinesiology in 2003 and was promoted to full professor in 2014. Under my leadership, the Department of Kinesiology successfully developed a new concentration "Physical Activity Leadership" in Kinesiology. Additionally, one of my research interests is to promote physical activity among different populations, including college students. For example, I completed on research project "Relationships between Perceived Competence, Motivation and Physical Activity among College Students". I believe I could bring my expertise and experience to the Committee and provide the Committee with my constructive suggestions to improve the service of SRC. Thank you for your consideration.

Jianyu "Eugene" Wang

Zachary Zenko, PH.D. – Kinesiology

I am interested in the Student Recreation Center Advisory Committee. My background is in Kinesiology and I am very interested in the programming, facilities, and services offered by the Student Recreation Center. This is one of the major tools we have as a campus for improving student health and wellness. We should maximize the impact of the Student Recreation Center.

Eric Lord - Counseling

Reason for interest: CSUB offers students a whole-person approach to personal growth. My work at the CSUB Counseling Center often goes hand-in-hand with the programs and activities offered at the SRC.

My background for this committee: I have an educational background in recreation with previous work in high and low ropes courses, team building, and personal growth focused activities. My work at the CSUB Counseling Center brings the commitment of mental health and wellness to the committee as well.

UNIVERSITY STRATEGIC PLANNING & BUDGET ADVISORY COMMITTEE (USP & BAC)

The University Strategic Planning and Budget Advisory Committee monitors progress towards the achievement of the University's goals and objectives, including the review of institutional metrics and data, and provides input on the budgetary strategy to support the plan. The Committee advises the President on campus budget matters, and makes recommendations for supporting the academic mission and maintaining institutional viability in light of fiscal challenges and opportunities. Faculty members are selected by President in consultation with chairs of AS Exec Committee to serve two-year term.

(1) Faculty Representative to complete John Stark's two-year term, May 2020-May 2022

No one showed interest.

Isabel Sumaya, Professor of Psychology
University Research Ethics Review Coordinator/ HSIRB & IACUC
DDH-H108, 661-654-2381, reirc@csu.edu

DATE: 4 November 2021

TO: Aaron Hegde, Chair, Academic Senate

cc: Chandra Commuri, Public Administration
Vernon Harper, Provost & Vice-President, Academic Affairs
Beth Bywaters, Academic Senate, Administrative Support Coordinator
Leslie Williams, Secretary to the Provost
Vincent Oragwam, Director, Sponsored Programs Development, GRaSP
Gwen Parnell, Research Compliance Analyst, IRB Logistical Support, GRaSP

FROM: Isabel Sumaya, University Research Ethics Review Coordinator 

SUBJECT: Recommendation for Re-Appointment

Following policy for re-appointment of its members and based on the recommendation of the Human Subjects Institutional Review Board (HSIRB), this memo is to recommend the re-appointment of Dr. Chandra Commuri, Professor of Public Administration, to continue to serve as a Scientific Member on the board. Dr. Commuri will complete a 3-year term on December 31, 2021. His re-appointment is for another three-year term beginning 01 January 2022 concluding 31 December 2024. If the Academic Senate is in agreement with the re-appointment, please forward his nomination to the Academic Provost with an expression of your support. Upon agreement of the recommendation, please let me know when the Academic Senate has advised the Provost's Office. Thank you.

His contact information is:

Chandra Commuri
BDC A117
Ext 6140
ccommuri@csu.edu

Isabel Sumaya, Professor of Psychology
University Research Ethics Review Coordinator/ HSIRB & IACUC
DDH-H108, 661-654-2381, rerc@csub.edu

DATE: 4 November 2021

TO: Aaron Hegde, Chair, Academic Senate

cc: Grant Herndon, Community Member, HSIRB
Chandra Commuri, Chair, HSIRB
Vernon Harper, Provost & Vice-President, Academic Affairs
Beth Bywaters, Academic Senate, Administrative Support Coordinator
Leslie Williams, Secretary to the Provost
Vincent Oragwam, Director, Sponsored Programs Development, GRaSP
Gwen Parnell, Research Compliance Analyst, IRB Logistical Support, GRaSP

FROM: Isabel Sumaya, University Research Ethics Review Coordinator 

SUBJECT: Recommendation for Re-Appointment

Following policy for re-appointment of its members and based on the recommendation of the Human Subjects Institutional Review Board (HSIRB), this memo is to recommend the re-appointment of Mr. Grant Herndon, Legal Service for the Kern High School District, representing Community Concerns, for the CSUB Human Subjects Institutional Review Board (HSIRB). Mr. Herndon will complete a 3-year term on December 31, 2021. His re-appointment is for another three-year term beginning 01 January 2022 concluding 31 December 2024. If the Academic Senate is in agreement with the re-appointment, please forward his nomination to the Academic Provost with an expression of your support. Upon agreement of the recommendation, please let me know when the Academic Senate has advised the Provost's Office. Thank you.


His contact information is:

Grant Herndon
2827 Sunset Ave.
Bakersfield, CA 93304
grherndon@kern.org

March 8, 2021

MEMORANDUM

TO: CSU Presidents

FROM: Fred E. Wood, Ph.D. 
Interim Executive Vice Chancellor

SUBJECT: Accessible Technology Initiative (ATI)

Background

The Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (504) require that qualified individuals be provided equal access to programs, services and activities. California Government Code 11135 applies Section 508 of the 1973 Rehabilitation Act, as amended in 1998, to state entities and to the California State University (CSU). Section 508 of the Rehabilitation Act was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities and to encourage development of technologies that will help achieve these goals.

The CSU policy statement on accessibility is articulated in [Executive Order 1111](#). Implementation of this policy is guided by the Accessible Technology Initiative (ATI) as established in Coded Memo AA-2006-41 and revised in the following coded memos: AA-2007-04, AA-2007-13, AA- 2008-21, AA-2009-19, AA-2010-13, AA-2011-21, AA2013-03 and AA2015-22. This memo supersedes all previous memos.

Vision

All CSU programs, services and activities should be accessible to all students, staff, faculty and the general public. This encompasses all technology products used to deliver academic programs and services, student services, information technology services and auxiliary programs and services.

The ATI implementation approach is driven by the following principles:

- Technology accessibility is an institution-wide responsibility that requires commitment and involvement from leadership across the enterprise.
- Technology for individuals with disabilities must provide access to obtain the same result, gain the same benefit or have the same opportunity to reach the same level of achievement as persons without disabilities.
- The implementation of Universal Design principles should reduce the need for, and costs associated with, individual accommodations for inaccessible technology products.

Key Strategies

The ATI targets the elimination of accessibility barriers across the university. The CSU is using a “capabilities maturity” strategy to achieve its vision for accessibility. This strategy focuses campus and system efforts on continuously improving and institutionalizing business and academic processes that will reliably, sustainably and successfully deliver accessible educational, administrative and community services for all. The implementation of the ATI is based on the following key components:

- **Establish strong administrative/executive support.** The CSU codified its commitment to technology accessibility in Executive Order 1111. Pursuant to EO 1111, campus presidents are charged with appointing a campus ATI executive sponsor, establishing a campus committee and overseeing campus ATI activities.
- **Ensure continuous quality improvement.** Some ATI goals require investments and changes to business procedures that will require time to deploy to our large, diverse CSU community. Just as accessibility barriers often develop over a period of years, remediation activities will sometimes require years to fully implement. During this extended remediation period, the CSU should work to achieve incremental improvements in barrier removal each year.
- **Prioritize projects/activities.** The ATI covers a broad range of technology accessibility goals involving technology products in use across all university programs and services. Given that there are finite resources (e.g. staffing, time and tools) available each year to work on these goals, campuses should select ATI implementation activities that target accessibility barriers with the greatest impact.
- **Identify specific goals/success indicators.** In order to ensure that meaningful progress is made over time, the CSU has collectively established specific ATI goals and success indicators. The broad ATI goals are articulated in the “Goals” subsection below. The success indicators are published and available on the [ATI website](#).
- **Apply capabilities maturity model.** Campus performance on success indicators will be assessed according to levels of organizational capabilities to achieve ATI goals. The levels of organizational capabilities are: Not Started, Initiated, Defined, Established, Managed and Optimized. The levels of organizational capabilities are published and available on the [ATI website](#).
- **Document progress.** It is critical that the CSU document the substantive steps that have been taken over time to remove technology accessibility barriers. This approach establishes a credible institutional commitment to equal access for persons with disabilities and facilitates reporting during campus audits. The CSU ATI implementation therefore utilizes annual campus reports to document progress (discussed further in the “Annual Reports” subsection below).
- **Drive vendor improvements to product accessibility support.** The CSU seeks to improve product accessibility through partnerships and by leveraging the procurement process.

Implementation Goals

Campuses are required to accomplish the ATI goals listed below. Each ATI goal is supported by a set of success indicators that describe the processes, procedures and activities that need to be accomplished in order to meet the goal. As changes in technology occur, the success indicators may be modified following consultation with campus executive leadership.

Web Accessibility Goals

- **Web accessibility evaluation process:** Identify and repair or replace inaccessible websites, applications (web or mobile) and digital content.
- **New website/web application and digital content design and development process:** New website, application (web or mobile) and digital content development complies with all Section 508 accessibility standards.
- **Ongoing monitoring process:** Updating and maintenance of websites, applications (web or mobile) and digital content complies with Section 508 accessibility standards.
- **Training process:** Professional development training has incorporated Section 508 accessibility standards into website and application (web or mobile) development and digital content preparation.
- **Communication process:** In general, the campus community is aware of Section 508 standards to make web-based information available to everyone (students, staff, faculty and the general public), regardless of disability.
- **ATI Web Accessibility Plan:** Campus annually reviews and updates the Web Accessibility Plan.

Procurement Accessibility Goals

- **Procurement processes:** Campus has procurement processes that follow Section 508 requirements for all acquired Information Communication Technology (ICT) products and/or services.
- **Equally Effective Alternate Access Plans:** Equally Effective Access Plans are created for Information Communication Technology (ICT) products that are not fully Section 508 compliant.
- **Training and outreach:** Training and outreach programs are in place for all ICT procurement stakeholders (e.g., buyers, purchase requestors, vendors, etc.)
- **Experience/implementation:** Campuses have sufficient experience and expertise in completing ICT procurements.
- **ATI Procurement Plan:** Annually review and update the ATI Procurement Plan.

Instructional Materials Accessibility Goals

- **Timely adoption of instructional materials:** The campus has implemented a comprehensive plan to ensure the timely adoption of instructional materials, including courses with late-hire faculty or adjunct faculty.
- **Instructor use of Learning Management Systems (LMS) and/or (non LMS) course websites:** The campus has implemented policies and procedures to promote the posting of accessible course materials in the university-approved LMS or other platforms.
- **Accessibility requirements for multimedia, interactive content and emerging instructional technologies:** The campus has implemented policies and procedures to ensure that accessibility has been incorporated into multimedia, interactive content and emerging instructional technologies.
- **Accessibility requirements for course review and remediation:** The campus has implemented procedures to ensure that accessibility requirements have been incorporated into the course review and remediation process.
- **Creation and adoption of accessible instructional materials:** The campus has implemented processes and procedures to support faculty in creating and adopting accessible instructional materials.

- **Communication process and training plan:** The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase digital accessibility across the campus.
- **ATI Instructional Materials Accessibility Plan:** Annually review and update the ATI Instructional Materials Accessibility Plan.

Implementation Approach

The ATI recognizes that each CSU campus faces unique challenges with implementing the ATI. The implementation approach outlined below was developed in collaboration with the Executive Sponsors Steering Committee (ESSC) and the ATI Priority Area Communities of Practice to ensure that campuses have adequate flexibility to manage their ATI implementation.

Each year, the CSU will make progress toward accomplishing the ATI goals by using a combination of systemwide and campus-based activities. Campuses and the Chancellor’s Office will:

- Achieve the baseline status level of “Established” for the success indicators subject to timelines as described below and
- Assess their capacity, select specific success indicators to work on, engage in a variety of projects and activities that address these success indicators, and report on their progress in the ATI Annual Reports.

Systemwide Support and Leadership

The ATI department is part of systemwide Academic Technology Services (ATS) within the Department of Academic Programs, Innovations and Faculty Development within the Division of Academic and Student Affairs. ATS will continue to support ATI in fulfilling its commitment to helping campuses accomplish the ATI goals by engaging in the following activities:

- Supporting campus ATI planning and implementation efforts by developing guidance, providing training resources, sharing significant accomplishments and exemplary practices, and researching promising tools and techniques.
- Coordinating systemwide ATI activities that reduce costs, leverage CSU resources and increase capacity.
- Collaborating with campus leadership through the ATI Leadership Council and Executive Sponsors Steering Committee to implement systemwide accessible technology policy, projects and planning.
- Maintaining effective ongoing communication with key stakeholder groups and consulting with systemwide affinity groups.
- Coordinating the annual report process, including analyzing ATI Annual Reports and distributing systemwide aggregated report results.
- Providing systemwide support to drive improvements to product accessibility support by vendors and publishers.

Campus and Chancellor’s Office ATI Responsibilities

Each campus president and the chancellor or the chancellor’s designee are responsible for the establishment and implementation of accessible electronic information and technology programs to achieve the goals of ATI. Each campus president and the chancellor will appoint an executive sponsor to guide the ATI implementation at their institution.

The executive sponsor shall

- Regularly attend ESSC monthly meetings and participate in CSU-wide ATI policy development and implementation and other related activities and operations.
- Convene the ATI Steering Committee that includes members from the key stakeholder groups across the institution such as executive administrators, academic and faculty senates, Centers for Faculty Development, Academic Technology Office, Disability Services Office, Equity and Diversity Office and ADA Compliance.

The ATI Steering Committee will oversee the ATI implementation, including

- Reviewing and revising the ATI Plan,
- Meeting the systemwide baseline according to timelines for selected success indicators,
- Implementing projects and activities to meet ATI goals, and
- Documenting progress toward these goals using the ATI Annual Report process.

Each of these responsibilities is described in more detail below.

Reviewing/Revising the ATI Plan

Each year, the executive sponsor, working with the ATI Steering Committee, will review and update their ATI plan to guide their implementation. The plan will indicate the specific success indicators which will focus effort across the three priority areas. The ATI plan template is available on the ATI website to adopt or adapt.

When developing the plan, the executive sponsor and committee will consider the following information:

- Current progress on selected list of success indicators subject to timelines.
- Current progress as described in the annual report, with particular attention to success indicators with a status level of “Not Started” or “Initiated.”
- Select ATI implementation activities across all three priority areas that will result in the greatest reduction of technology accessibility barriers.
- Use the ATI Prioritization Framework or a comparable process to consider factors such as impact, probability and capacity when prioritizing ATI implementation activities.
- Deliverables associated with systemwide ATI activities that would advance campus progress if adopted.
- Collaborations that may accelerate or improve the quality of ATI activities.

ATI Baseline/Timeline Process

- Every three years, a set of success indicators with implementation timelines from one to three years shall be agreed upon by Chancellor’s Office ATI staff and the Executive Sponsor Steering Committee.
- Success indicators assigned a timeline shall be brought up to the baseline status level of “Established” within the assigned timeline.

Implementing the ATI Plan

Ensuring the accessibility of information technology and resources is a shared responsibility and requires a coordinated, ongoing effort to ensure its success. Executive sponsors should lead the implementation effort through the following activities:

- Conduct regular ATI Steering Committee meetings, no less than twice per year.

- Ensure that the committee membership is comprised of key stakeholder groups and includes members with appropriate experience and expertise to inform decision-making.
- Engage in a periodic administrative review process with the committee regarding challenges, milestones, resources and documenting ongoing progress.
- Monitor, leverage and implement deliverables from systemwide ATI activities that will advance efforts.
- Ensure that committee members monitor, participate in, and contribute to Community of Practice activities.
- Channel ATI communications to appropriate parties.

Documenting ATI Compliance Progress

Campuses and the Chancellor's Office will submit a collection of reports each year which details progress towards accomplishing the ATI goals. The Chancellor's Office ATI department will provide the framework and methodology for submitting ATI annual reports to campuses and the Chancellor's Office.

ATI Annual Report

- Report on the status of all goals and success indicators. Consult the status level definitions; each status level has a set of criteria that must be met. Campus and Chancellor's Office will provide evidence of status levels in their report.
- Document progress toward achieving baseline/timelines on selected success indicators.
- Document the commitment to work on specific success indicators for the following year.
- Submit the annual report signed by the ATI sponsor affirming that the ATI plan was reviewed and revised and the report data is accurate.

President Summary Report

- Progress and remaining effort
 - Summarize the annual report results to the respective campus president or chancellor advising as to the ATI progress being made and remaining effort in each of the priority areas.
- Web performance report
 - Provide summary reports of the overall compliance level of key areas in the campus web environment.
- The Chancellor's Office ATI office will be copied on the report communication.

Distributing the Aggregate ATI Annual Report to CO Executives

The systemwide summary will be presented to the executive vice chancellor for Academic and Student Affairs.

Implementation Timeline

The timeline associated with ATI implementation tasks is provided below.

- July-October: Review/revise the ATI Campus Plan.
- November: Submit the ATI Campus Annual Report and President Summary Report.
- April: Review the systemwide aggregate reports that describe progress across the system.

The Chancellor's Office ATI department will support the implementation timeline through the following activities:

- July: Distribute the Campus Annual Report.
- December-March: Review the Campus Annual Report submissions and prepare systemwide aggregate reports.
- April: Distribute the systemwide aggregate reports that describe progress across the system.
- October of every third year: Conduct the ATI Baseline/Timeline Process to select success indicators and timelines.

If you have questions regarding these guidelines, please contact Dr. Leslie Kennedy, senior director, Academic Technology Services at lkennedy@calstate.edu or (562) 951-4605.

FEW/amw

- c: Dr. Joseph I. Castro, Chancellor
Provosts/Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs
Chief Information Officers
ATI Executive Sponsors
Dr. Robert K. Collins, Chair, Academic Senate CSU
Dr. Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovations and Faculty Development
Dr. Luoluo Hong, Associate Vice Chancellor, Student Affairs and Enrollment Management
Dr. Leslie Kennedy, Senior Director, Academic Technology Services
Ms. Cheryl Pruitt, Director, Accessible Technology Initiative

ATI Instructional Materials Success Indicators Revision

Summary

The IM group refreshed each goal and subsequent success indicator (SI) to provide clarity where the group deemed that an SI could be interpreted in a variety of ways. Some language was standardized throughout to be consistent among SIs, goal, and across the three priority areas. Also, SIs that were overly narrow or rigid were replaced with modern alternatives, often combining two or three SIs into a single replacement that reflects the matured processes across the CSU. Certain SIs that were constructed to illicit a binary yes/no response that was not conducive to the status levels were also deprecated. In turn, SIs that focused on data gathering, which is a component of the status levels managed and optimized, were also deprecated. Finally, SIs or goals reaching into areas other than ATI's charge of 508 proactive accessibility were deprecated. The overall result of these revisions is a reduction of duplicated effort and more meaningful success indicators that clarify current processes and allow for the integration of future technology and techniques.

2020 Revision At-A-Glance

- 2 entire goals deprecated
- 33 Success indicators deprecated (includes all SIs in deprecated goals)
- 16 success indicators added

Goal 1: Timely Adoption of Instructional Materials

Current Goal	2020 Revision	Rationale
The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.	The campus has implemented a comprehensive plan to ensure the timely adoption of instructional materials, including courses with late-hire faculty or adjunct faculty.	Combination of Goal 1 and 2

Current Success Indicators	2020 Revision	Rationale
1.1 Campus has formally documented (e.g. Policy, Resolution or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials. [Commitment]	1.1 Campus has formally documented (e.g., Policy, Resolution, or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials.	Minor language change
1.2 Campus has developed capacity (e.g. established practices, specified staff time, educational/training resources, and/or technology)	1.2 Develop a process (e.g., developed and documented practices, specified staff time, educational/training resources, and technology) to achieve compliance with timely adoption.	Minor language change

to achieve compliance with timely adoption. [Ability]		
1.3 Removed	--	--
1.4 Campus has established a process to gather data (e.g. percentage and number) regarding adoption of IM by established campus deadline. [Measurement]	DEPRECATED	Gathering data is a function of the Managed and Optimized status levels.
1.5 Campus has established a process to distribute performance reports regarding timely adoptions to campus administration at least annually. [Measurement]	1.5 Develop a process to distribute performance reports regarding timely adoptions to campus administration at least annually.	Minor language change
--	NEW 1.6 Develop a process to distribute performance reports regarding timely adoption and late-hire adoptions to campus administration at least annually.	The addition of this SI in goal 1 was to facilitate the removal of Goal 2.

Goal 2: Identification of IM for Late-Hire Faculty (Entire goal deprecated)

Current Goal	2020 Revision	Rationale
The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.		Combine with goal 1

Current Success Indicators	2020 Revision	Rationale
2.1 All academic units have implemented specific procedures for late hire or adjunct faculty members for the timely adoption of curricular materials. [Ability]	DEPRECATED	
2.3 * Campus has established a process to gather data (e.g. percentage and number) regarding adoption of IM for late-hire adoptions.[Measurement]	DEPRECATED	
2.4 * Campus has established a process to distribute performance reports regarding timely,	DEPRECATED	

late-hire adoptions to campus administration at least annually.		
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Goal 3: Early Identification of Students with Disabilities (Entire goal deprecated)

Current Goal	2020 Revision	Rationale
The campus has implemented a comprehensive plan to ensure that students with disabilities are identified and able to request alternate media materials in a timely manner.		Although the SIs contained in Goal 3 are important, they are deemed to be outside the purview of ATI reporting

Current Success Indicators	2020 Revision	Rationale
3.1 Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]	DEPRECATED	
3.2 Campus has implemented a system to track early registration usage by alternate media-eligible students (intended to provide alternate media programs with sufficient time to produce alternate media as well as to document student conformance with alternate media submissions procedures). [Measurement]	DEPRECATED	
3.3 Campus has implemented a system that allows alternate media requests to be submitted without appearing in-person during regular business hours (e.g. web-based forms, integration with student registration portal). [Ability]	DEPRECATED	
3.4 Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]	DEPRECATED	
3.5 Campus has developed specific measures of success for early identification of students with disabilities (e.g., percentage of eligible students who utilize early registration) and implemented a system to track these measures. [Measurement]	DEPRECATED	

Goal 4: Instructor Use of LMS (or non-LMS) Course Websites

Current Goal	2020 Revision	Rationale
The campus has implemented policies and procedures to promote the posting of all required curricular and instructional resources (including print-based and multimedia materials) in a central, accessible electronic location	The campus has implemented policies and procedures to promote the posting of accessible course materials in the university approved LMS or other platforms.	Clarification of language

Current Success Indicators	2020 Revision	Rationale
4.1 Campus has formally documented (e.g., Policy, Resolution or Procedure) a process to promote or require the posting of instructional materials to a central, electronic location (e.g. LMS, lecture capture system, course website)	4.1 Develop a process to promote the posting of instructional materials to the university approved LMS and other platforms.	Clarification of language
4.3 Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS.	4.3 Develop a process and document specific guidelines and procedures for creating accessible course content hosted in the campus LMS.	Minor language change
4.4 Campus has implemented procedures to accelerate the delivery of alternate media materials to improve timeliness (e.g. electronic delivery via campus LMS or FTP).	DEPRECATED	This SI pertains to 504 student accommodation and is outside of ATI reporting
4.5 Campus has implemented a procedure that provides alternate media production staff with timely access to instructional materials within the central electronic location.	4.5 Develop a process that provides alternate media production staff with timely access to instructional materials within the university approved LMS and other platforms.	Clarification of language
4.7 Campus has established a process to review vendor documentation and/or conduct product testing to determine the accessibility support provided by the central, electronic location (e.g. LMS)	DEPRECATED	This SI is more appropriate for the ATI Procurement priority and is already addressed
4.8 Campus has established a process to periodically request and review updated vendor	DEPRECATED	This SI is more appropriate for the ATI Procurement priority and is already addressed there

documentation and/or conduct updated product testing for the central, electronic location.		
4.9 Campus has developed an Equally Effective Alternate Access Plan (EEAAP) that addresses how the campus will ensure equal access for individuals with disabilities to IM stored within the central electronic location.	DEPRECATED	This SI is more appropriate for the ATI Procurement priority and is already addressed
4.10 Campus has established a process to measure the accessibility of IM posted to the university approved LMS and other platforms	DEPRECATED	Gathering data is a function of the Managed and Optimized status levels.
	NEW 4.11 Develop a process to review the accessibility of faculty-maintained websites or web applications, whether hosted on the campus domain or elsewhere.	The purpose of this SI is to capture all other faculty developed websites that are not strictly instructional materials or controlled by a central authority.

Goal 5: Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies

Current Goal	2020 Revision	Rationale
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption process for all multimedia-based instructional resources.	The campus has implemented policies and procedures to ensure that accessibility has been incorporated into multimedia, interactive content, and emerging instructional technologies.	Clarification of language to reflect updates in the goal.

Current Success Indicators	2020 Revision	Rationale
5.1 Campus has developed and implemented accessibility requirements for selecting and adopting multimedia curricular materials (e.g. requirements for captions, transcripts, audio description, accessible web players).	DEPRECATED	This SI is covered in the Web priority
5.2 Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials.	DEPRECATED	This SI deletion reflects a matured IM process across the CSU system

5.3 Campus has established a process to inventory existing multimedia content including usage data.	DEPRECATED	This SI was deemed to be of little impact
5.6 Campus has specified staff for addressing the accessibility of existing and planned multimedia content.	DEPRECATED	This SI deletion reflects a matured IM process across the CSU system
5.7 Campus has acquired tools for addressing the accessibility of existing and planned multimedia content.	DEPRECATED	This SI deletion reflects a matured IM process across the CSU system
5.8 Campus has established work space for addressing the accessibility of existing and planned multimedia content.	DEPRECATED	This SI deletion reflects a matured IM process across the CSU system
5.9 Campus has specified staff to coordinate with postproduction captioning/transcription vendors and/or campus personnel that provide this service.	DEPRECATED	This SI deletion reflects a matured IM process across the CSU system
5.10 Campus has specified staff to coordinate with realtime captioning/transcription vendors and/or campus personnel that provide this service.	DEPRECATED	This SI deletion reflects a matured IM process across the CSU system
	NEW 5.11 Develop a process for creating, selecting, adopting, and remediating audio and video assets.	Goal 5 revision and SIs 5.11 through 5.16 align with a matured process in IM accessibility. Updates capture existing categories and future trends in Multimedia, Interactive Content, and Emerging Instructional Technologies used across the system
	NEW 5.12 Develop a process for creating, selecting, adopting, and remediating instructor developed course readers.	See 5.11 rationale above
	NEW 5.13 Develop a process for creating, selecting, adopting, and remediating digital content: documents (word processor produced, spreadsheets, presentation software, PDF).	See 5.11 rationale above
	NEW 5.14 Develop a process for creating, adopting, implementing, and remediating emerging instructional technologies.	See 5.11 rationale above
	NEW 5.15 Develop a process for creating, selecting, adopting, and remediating publisher created content.	See 5.11 rationale above

	NEW 5.16 Develop a process for creating, selecting, adopting, and remediating learning and engagement tools.	See 5.11 rationale above
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Goal 6: Accessibility Requirements for Course Review and Remediation

Current Goal	2020 Revision	Rationale
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.	The campus has implemented procedures to ensure that accessibility requirements have been incorporated into the course review and remediation process.	

Current Success Indicators	2020 Revision	Rationale
6.2 Campus has established accessibility standards or guidelines for selecting, authoring, and procuring curricular materials (e.g. documents, videos, web/mobile applications). Example: Course Accessibility Checklist	6.2 Develop a process for selecting, authoring, and procuring accessible course materials.	This SI is Revised for brevity and clarity. Overall, Goal 6's language changed from "curriculum" to "course" to emphasize materials rather than curriculum design.
6.4 Campus has established a process to allow for the review of the accessibility of online courses before posting.	6.4 Develop a process to facilitate the review and remediation of the accessibility of online courses before posting.	
6.5 Campus has established a process for faculty and/or instructional staff to incorporate accessibility at time of course redesign.	6.5 Develop a process for faculty and instructional staff to incorporate accessibility at the time of course redesign.	Minor language change
6.6 Campus has established a process to track courses that have been reviewed/revised for accessibility support.	DEPRECATED	Gathering data is a function of the Managed and Optimized status levels.
	NEW 6.7 Develop a process to conduct regularly scheduled accessibility evaluations using automated tools and manual techniques to identify course content that requires remediation.	This SI captures automated accessibility tools in the LMS and processes around those tools.

	NEW 6.8 Develop a process to prioritize and remediate inaccessible course content.	This SI added to emphasize the importance of prioritizing inaccessible course content for remediation
	NEW 6.9 Develop Equally Effective Alternate Access Plans (EEAAPs) that address how the campus will ensure equal access for individuals with disabilities to LMS container and integrations (learning tools interoperability [LTI]) stored within the university approved LMS and other platforms.	This SI was moved from Goal 4 (previously SI 4.9), and language added to distinguish between the LMS interface and the content contained within, as well as programs that are integrated within the LMS platform

Goal 7: Creation and Adoption of Accessible Instructional Materials

Current Goal	2020 Revision	Rationale
The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.	The campus has implemented processes and procedures to support faculty in creating and adopting accessible instructional materials.	Clarification of language

Current Success Indicators	2020 Revision	Rationale
7.1 Campus has formally documented (through Policy, Resolution or Procedure) the nature of faculty responsibility for selecting and authoring accessible curricular materials.	7.1 Campus has formally documented (through Policy or Resolution) faculty responsibility for selecting and authoring accessible instructional materials.	Minor language change
7.3 Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars).	7.3 Develop a process to create, distribute, and update examples of accessible instructional materials.	Minor language change
7.5 Campus has established a procedure and provided associated tools to allow faculty and/or instructional staff to verify the accessibility of curricular content. [Ability]	7.5 Develop a process and provide resources for faculty and instructional staff to create accessible instructional content.	Minor language change

7.7 Campus provides access to technology to support faculty creation of accessible instructional materials (e.g. workstations, software, scanners)	DEPRECATED	This SI removed to reflect a matured process across the system
7.8 Campus provides personnel resources (e.g. instructional designers, lab technicians, and student assistants) necessary to support faculty creation of accessible instructional materials.	DEPRECATED	This SI removed to reflect a matured process across the system
7.9 Campus has established a process to provide digital copies of course readers to alternate media production staff upon request.	DEPRECATED	This SI removed to reflect a matured process across the system
7.10 Campus has established a process to provide digital copies of library electronic reserves to alternate media production staff upon request.	DEPRECATED	This SI removed to reflect a matured process across the system
	NEW 7.11 Develop a process that incorporates accessibility when acquiring, converting, digitizing, creating, and maintaining library assets.	This SI is inclusive of deprecated 7.9 and 7.10 and is updated to reflect a matured process across the system while providing clarity and reducing prescriptiveness

Goal 8: Communication Process and Training Plan

Current Goal	2020 Revision	Rationale
The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.	The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase digital accessibility across the campus.	Minor language change

Current Success Indicators	2020 Revision	Rationale
8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities.	8.1 Develop a formal communication campaign with executive support to increase knowledge of accessibility issues and responsibilities.	Clarification of language
8.3 Campus has developed and disseminated a variety of training materials, both in content and modality (e.g. quick use guides, workshops, FAQ), for selecting, authoring, procuring, and distributing accessible instructional materials.	8.3 Develop a process including various training materials, both in content and modality, for creating, selecting, adopting, and remediating instructional materials.	Clarification of language

8.5 Campus is tracking participation in training activities and usage of training materials for accessible authoring, conversion, and delivery of curricular materials (e.g. number of workshop attendees, number of users who download templates or watch training videos)	DEPRECATED	Gathering data is a function of the Managed and Optimized status levels.
8.7 Campus provides personnel necessary to support the awareness campaign.	DEPRECATED	This SI removed to reduce redundancy and reflects a matured process across the system
8.8 Campus provides resources necessary to support the development of awareness campaign.	DEPRECATED	This SI removed to reduce redundancy and reflects a matured process across the system
8.9 Campus provides personnel necessary to support the training activities	DEPRECATED	This SI removed to reduce redundancy and reflects a matured process across the system
8.10 Campus provides resources necessary to support the development and delivery of training activities.	DEPRECATED	This SI removed to reduce redundancy and reflects a matured process across the system
	NEW 8.11 Develop a process that integrates accessibility information into faculty orientations.	This SI focuses efforts on areas that are deemed important for accessibility awareness and reflects a matured process across the system
	NEW 8.12 Develop a process that integrates accessibility information into faculty development.	This SI focuses efforts on areas that are deemed important for accessibility awareness and reflects a matured process across the system
	NEW 8.13 Develop a process that integrates accessibility information into academic technology activities.	This SI focuses efforts on areas that are deemed important for accessibility awareness and reflects a matured process across the system
	NEW 8.14 Develop a process to provide ongoing professional development for employees with ATI accessible instructional materials responsibilities.	This SI is added for parity across all three priority areas

Goal 9: ATI Instructional Materials Accessibility Plan

Current Goal	2020 Revision	Rationale
Campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.	Annually review and update the ATI Instructional Materials Accessibility Plan.	Goal language changed to emphasize ATI plan, and reflect similarities across all three priority areas.

Current Success Indicators	2020 Revision	Rationale
9.1 Campus IMAP committee membership consists of stakeholders from all key units (Student Affairs, Academic Senate, Curriculum Committee, Academic Technology, Library) as well as faculty, staff and students	DEPRECATED	This SI removed to reflect a matured process across the system
	NEW 9.2 Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Instructional Materials Plan.	Standardizes ATI plan requirements and language
	NEW 9.3 Develop a process for the instructional materials subcommittee to inform the revision and coordinate the implementation of the Annual Instructional Materials Plan.	Specification of the subcommittee role within the ATI Plan process



MEMORANDUM

DATE: November 10, 2021

TO: Dr. Aaron Hegde / Chair, Academic Senate

CC: Dr. Vernon Harper / Provost and Vice President, Academic Affairs
Dr. Dwayne Cantrell / AVP for Enrollment Management
Ms. Monica Malhotra / Interim AVP for Institutional Research, Planning, and Assessment

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

RE: Campus Re-enrollment Policy

In an October 4, 2021 communication to all CSU campus Presidents, CSU Chancellor Joseph Castro directed campuses to develop “an immediate, systemwide re-enrollment campaign with specific goals for bringing underserved students back to our universities beginning this spring.”

Current CSUB policy for re-entry students requires that returning students in good standing who have been absent for more than two full consecutive semesters must reapply to the university. This process, and the fees associated with it, create a barrier for re-enrollment.

The Office of Academic Programs asks the Academic Senate to consider a temporary waiver of the current CSUB policy for re-entry students to allow any undergraduate student in good standing who was absent from the university during the pandemic to re-enroll without reapplying to the university. In addition, the Office of Academic programs asks the Academic Senate to consider revising the CSUB policy for re-entry students to allow undergraduate students in good standing to be absent for a longer duration than currently allowed before being required to reapply to the university.

From: <csu-presidents-owner@lists.calstate.edu> on behalf of "Castro, Joseph" <jcastro@calstate.edu>
Reply-To: "Castro, Joseph" <jcastro@calstate.edu>
Date: Monday, October 4, 2021 at 3:46 PM
To: csu-presidents <csu-presidents@lists.calstate.edu>
Cc: csu-presassistants <csu-presassistants@lists.calstate.edu>
Subject: Campus Equity Action Plans - Graduation Initiative 2025

Dear Presidents:

Since presenting the State of the CSU address a few weeks ago, I have been moved by the resounding response to our call for a more inclusive and equitable university. As I stated then and will repeat often— fostering inclusivity and equity systemwide is among my highest priorities. So today I am writing to extend a challenge I first presented to the Graduation Initiative 2025 Advisory Committee during the earliest days of my tenure. Together, let us accelerate our progress toward GI 2025 goals with a special focus on eliminating equity gaps.

I have attached to this communication a copy of the committee's report. I have used their recommendations as a basis for articulating a series of systemwide actions with the greatest potential for helping more students of color and Pell recipients earn a high-quality CSU degree. Among the strategies under consideration are:

- An immediate, systemwide re-enrollment campaign with specific goals for bringing underserved students back to our universities beginning this spring;
- the implementation of digital planners and degree roadmaps across all 23 campuses by no later than June 2022 to ensure that every CSU student has access to a clear pathway to graduation; and
- a systemwide focus on dramatically improving student learning outcomes in the 5-10 courses with the largest numbers of D/F/W grades and highest enrollments of underserved students.

As I finalize the systemwide equity plan, I encourage you to immediately begin developing your own ambitious, metric-driven, near-term priorities grounded in the guiding principles of GI 2025 and the Advisory Committee report. Next month I will share the system plan as part of our annual GI 2025 Convening, and I will publicly announce that all campuses are developing their own equity plans. Indeed, this work is among the most challenging of our careers and it will require us to engage with a renewed sense of collaboration and intentionality. I look forward to our ongoing partnership in this most critical endeavor.

Best,



Joe

From: Andreas Gebauer <agebauer@csub.edu>
Sent: Thursday, October 14, 2021 7:44:42 PM
To: Aaron Hegde <shegde@csub.edu>
Subject: GECCo authority

Hi Aaron,

I have a question regarding how far GECCo's authority in regard to GE course designation goes. Specifically, GECCo recently received a request from the Department of Geological Sciences to approve a new upper division Area B course under the GEOL designation. However, for more than 20 years, our campus has chosen to offer Upper Division Area B courses under the SCI designation. This is to provide a clear distinction between upper division major courses and upper division GE courses. It also reduces student confusion, as well as their preconceived notion about course difficulty based on prefix (some don't think they cannot succeed in a CHEM or MATH course). GECCo does have the authority to ensure that GE courses use either a -8 or -9 as the last number for a GE course. Does this authority extend to this designation, i.e., would it have to be GECCo that approves that Upper Division Area B courses are offered under department designations or the SCI designation? Or is this something that would be decided solely by the NSME Curriculum Committee. Tony desires the change because he thinks that his department is not credited for FTES properly by IRPA because the UD B courses are listed as SCI, not GEOL. This is, of course, in error, as FTES go with instructor name, not course name.

I bring this up because this was already discussed by GECCo and their decision was to keep the SCI designation. However, I know that Tony, the chair of geological sciences, continues to pursue this issue, having first brought it up at the CC level (after I asked that this is done to make sure it is a deliberate decision, but they didn't vote on it when the discussion tended to a "stay at SCI" direction because Tony withdrew it, for now) and now at the Chair's Council level. I do not know what side the NSME curriculum committee will come down on, but in case they want to change it, who has the last word?

My initial response to the question is that GECCo is responsible for the course designation in this case as well as it is specific to UD B GE and will affect student success in GE courses. What do you think? Is this a question that should be referred to AAC/senate for consideration, or can it be resolved, one way or the other, right now?

Thanks,

Andreas

Dr. Andreas Gebauer
Professor of Chemistry
General Education Faculty Director
General Education Assessment Coordinator
California State University Bakersfield



**California State University, Bakersfield
Division of Academic Affairs**

Policy Title: PROVOST Direct Reports Professional Development Funding

Policy Status: DRAFT

Affected Units

Provost's Council, Provost's Direct Reports

Policy Statement

Professional Development is a critical component of CSUB's success. By investing in people, CSUB internally grows its base of talent.

For professional development expenses above \$500, the Provost must provide written authorization to his/her direct reports before any professional development expense is incurred. A professional development expense would be a workshop or training series designed to enhance an individual's skill or competence. Importantly, regular travel for conference meetings etc. are not included within the scope of this policy.

Consultations

Provost's Council

Approved Date

TBD

Effective Date

TBD

Date Submitted to Policy Portal

TBD



Dr. Aaron Hegde
Chair CSUB Academic Senate
California State University, Bakersfield
(661)-654-3110
shegade@csub.edu

2021-2022 REFERRAL # 30 Completeness of RTP File – Handbook Change

FROM: Aaron Hegde, Academic Senate Chair
TO: Mandy Rees, Faculty Affairs Committee (FAC) Chair
DATE: November 2, 2021
cc: Beth Bywaters, Academic Senate Administrative Analyst

A handwritten signature in black ink, appearing to read "Aaron Hegde".

At its meeting on November 2, 2021, the Academic Senate requested that the FAC address the issue of Completeness of RTP File – Handbook Change 305.5.3. During your discussion, please consider:

- Direction for the unit committee if they feel something is missing in the file
- Clarifying the wording to better communicate the meaning of the current language, such that materials have to be inserted and go through all levels of review
- Whether the order of review to include chair as follows: the unit committee, chair, dean, University Review Committee (URC), and Provost
- Whether to alter the schedule to include chair letter
- The timeline of the review schedule
- Whether things could be taken out of the PAF and then put in the WPAF

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

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>