

## ACADEMIC SENATE EXECUTIVE COMMITTEE

### Agenda

Tuesday, November 30, 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 16, 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. Workload Reduction Strategies
  - c. Searches (V. Harper)
    - i. AVP GRaSP
    - ii. AVP IRPA
    - iii. Dean BPA
    - iv. Dean NSME
    - v. Dean Antelope Valley
    - vi. Dean Library
    - vii. Associate Dean Undergraduate and Graduate Studies
  - d. Financial and strategic planning transparency and faculty participation
  - e. AB 928
  - f. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan
6. NEW DISCUSSION ITEMS (Time Certain 10:45)
  - a. SEEC alternates
  - b. Distance Education Authorization Requests (handout)
  - c. 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
- d. Summer Compensation
- e. Exam Modality for Flex Classes
- f. Policies: Reimbursement Rate, and Professional Development Funding (handout)
- g. Reconsider Time Blocks
- h. Investment Divestiture
- i. Academic Integrity
  - i. Academic Integrity Pledge
- j. Sabbatical Process Improvement - FAC
- k. RTP Completeness – Handbook Change (handout) - FAC
- l. Strategic Plan Group data gathering instrument(s)
- m. Philosophy on Teaching Modalities
- n. Academic Freedom revisited – FAC
- o. Distinguished Professor Award – (handout) FAC
- p. Faculty Poll regarding online instruction (Hold pending further information)
- q. Alma Mater (Hold pending further investigation)
- r. 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

- 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

RES 212210 Temporary Suspension of Re-Enrollment Application Policy

RES 212211 Academic Calendar 2022-2023

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)

DRAFT

## ACADEMIC SENATE EXECUTIVE COMMITTEE

### Minutes

Tuesday, November 16, 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:** E. Correa (excused)

1. CALL TO ORDER

A. Hegde called the meeting to order.

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK

Student Cheating, Failing Students, and Solicitation of Materials for Pay – An instructor said that 40% of students couldn't be failed even though 40% are cheating. They are using the same incorrect answer that appeared on Chegg. (J. Tarjan) Some faculty members were contacted by Chegg on LinkedIn asking them to contribute materials for pay. Chegg can't be trusted for several reasons. (M. Danforth)

3. APPROVAL OF AGENDA

C. Lam moved to approve the agenda as amended. M. Martinez seconded. Approved.

4. APPROVAL OF MINUTES

C. Lam moved to approve the November 2, 2021 Minutes. M. Martinez seconded. Approved.

5. CONTINUED ITEMS

a. AS Log

i. AAC (J. Tarjan) The committee will be working on

Referral #07 GECCo Reporting Structure

Referral #08 Proposal for the Formation of General Studies (GST) Department

Referral #09 Proposal to Employ HIPS Tracking

ii. AS&SS (E. Correa) (deferred)

iii. FAC (M. Rees)

Referral #19 - DEI Faculty Fellows Exploratory Group Report – The joint meeting with BPC occurred. There were two concerns with some of the recommendations, but overall, a fellows program sounded good. FAC can discuss it again and create a memo of their recommendations.

Referral #07 GECCo Reporting Structure – see BPC report on same, below.

iv. BPC (C. Lam)

Referral #31 Academic Calendar 2022-2023 is the priority

Referral #16 IRPA Response to WSCUC Report - M. Malhotra invited to discuss it. (C. Lam) Extensive discussion and a number of suggestions were made eleven months ago regarding the lack of access to data, some of the structure, where the data is located, and how it's being used, and the status of Tableau, and where the AVP IRPA is getting advice. There doesn't appear to be any improvement. (J. Tarjan) The AVP IRPA is attending DCLC to provide an update. The Provost stands behind the Interim AVP's discoveries and what's needed. Information on what will be available and what is pending is expected from the Advisory Committee on Institutional Research and the Data Fellows Program. Changes are expected to be in Spring '22, including a new program profile structure. It's clear why the data was incorrect for many years. We're close to getting it right. (V. Harper)

Referral #19 - DEI Faculty Fellows Exploratory Group Report – BPC wants to reject the joint referral because they don't think it will address the issues. However, there are concrete suggestions on what to do next. The BPC and FAC chairs will have a discussion.

Referral #07 GECCo Reporting Structure – BPC finished their discussion on the joint referral. (C. Lam) AAC has drafted a resolution for discussion only. J. Tarjan will share with BPC and FAC. C. Lam will share BPC's recommendations with FAC and AAC. FAC will begin discussion.

b. Provost Update (V. Harper)

- i. Vaccination Policy - Faculty compliance is very good. A significant surge of COVID 19 cases expected this winter. We have policy in place for faculty to move to virtual instruction. Refer to the AA Policy Portal.
- ii. WSL Masking Proposal – It is about non-compliance. It's informational and does not require Senate action. (A. Hegde)
- iii. Tenure Density – Take away from listening to Governor last week is that the State reserves are going to be very high. He felt strongly about investments in CSU and UC. We'll be in a good position to designate tenure track lines for the Fall 2023 cycle. The deans have come forward on unallocated positions. Tenure density depends on having the lines. We have to reverse the trend of decreasing faculty lines since 2009. (V. Harper) CSUB filled many growth positions but not faculty lines. It is upsetting that this administration has taken things away from serving students and put them in ancillary services. If you look at physically isolated campuses like Chico, CSUB is far behind. (J. Tarjan) As guidance to the administration, RES 181913 CSUB Tenure Density was for going beyond restoring

- to system average, to be put above average. It passed the Senate and was not signed by the President. (A. Hegde)
- iv. Grants and Sponsored Research Faculty Advisory Council – B. Pratt chaired the committee that produced a report on GRaSP. From that, the Faculty Advisory Council was created, co-chaired by I. Sumaya. The Provost discussed the report with the Council. The report will be going into the Policy Portal.
  - v. Commencement Fall 2021 – More than 1000 graduates. One ceremony. Details forthcoming.
  - vi. Workload Reduction Strategies – Items from E. Correa deserve consideration. Significant pieces are grappling with the ongoing pandemic, connectivity, deadlines, homework boundaries, the loss of antibodies and what that means for hybrid work in the future. Implementation in short term: reduction of class size, policies around control of class size, online teaching rigor related to class sizes, stipends for some pandemic-related work, and perhaps assigned time for certain activities. Medium term: deans play a role in trying to engage more faculty participation in service activities. There are items difficult to implement, especially with lecturers, due to procedural and contractual constraints. Discussion to continue upon E. Correa’s return. (V. Harper)
- c. Searches (V. Harper)
    - i. AVP GRaSP –The job posting is being worked on.
    - ii. AVP IRPA – The position is about to be posted.
    - iii. Dean BPA – The committee began their listening sessions.
    - iv. Dean NSME – Looking at candidates.
    - v. Dean Antelope Valley – Provost’s appointments approved by the EC: D. Jackson - Administrator, Staff – J. Morris, Student – Makayla Dorman
    - vi. Dean Library – M. Vivian appointed to make faculty majority
    - vii. Associate Dean Undergraduate and Graduate Studies – the committee meets Fall ’21 and Spring ’22.
  - d. Financial and strategic planning transparency and faculty participation (See 5.b.iii.)
  - e. Library MPP Position – A. Hegde met with the Interim Dean Library, S. Bozarth. Documents were resubmitted. The current staff member is already an MPP. It’s a title change to Associate Dean (AD). It helps attract more people when doing searches. There is CSU Council of AD Library. If the title is not AD they can’t be on the council. The proposal listed the duties of the chair and the duties of ADs. The duties of the AD align more closely with AD in other schools. There are no budgetary implications. (A. Hegde) Discussion ensued. The options are that EC says no, or send referral to FAC, or approve from EC. Handbook 3.10.1 says consults with faculty concerning the need for assistant dean and associate administrator. Thanks to V. Harper for doing it. (A. Hegde) Since there is an upgrade to the title, no raise to the position and increase responsibilities, it doesn’t need to take time of the senate. J. Tarjan is ready to support it now. (J. Tarjan) The EC voted in favor of EC approving the title change and for Provost to go ahead with title change. A. Hegde will send a memo to Provost and copy the Interim Dean Library.

- f. AB 928 – The three senates of the Community College, CSUs, and UCs, together with leadership, are charged to come together to have common curriculum for General Education (GE) transfer admission. It is likely that individual UC campuses will continue have unique lower-division GE programs for their native students. The same is not likely to be allowed for CSU campuses so that our lower-division requirements will likely align with the new GE transfer admission pattern. That means the Senate has a responsibility to inform the departments so that they're prepared to give feedback to the ASCSU. Philosophy and Oral Communication may be greatly impacted. Social Sciences to a lesser extent. Other Humanities courses may be impacted as well. People need to be aware of developments. (J. Tarjan) Keep AB 928 as a standing item so updates can follow the progress. We can communicate to AAC and to the Senate as a whole. (M. Danforth) ASCSU reps to keep us updated, too. (A. Hegde)
- g. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan (deferred)
- h. Proposal to Migrate First Year Seminar (FYS) into the Library – If the problem is not having a departmental home for staff who are hired to teach FYS, moving it to the Library doesn't solve the overall issue of FYS. Prior to converting to semesters, we had an advisory committee that did oversight of the first year experience. It was a multi-faculty committee that chose curriculum and oversaw what would be needed for qualified instructors. GECCo was supposed to take that over that role through the faculty interest group (FIG) under the semester system. There is concern that the Library may feel that they are responsible for the curriculum. While librarians are faculty members, we had a multi-faculty advisory committee with representation from every school, counseling, and library. Faculty from across all levels were involved in the curriculum. If FIG is failing in this area, then we need to address that and should not give it over to Library. (M. Danforth) For context, there is no letter of support from GECCo. A. Gebauer was asked to for a letter of support. GECCo is in opposition to the proposal. GECCo currently oversees FYS. Once the letter comes in, it's official. We can't take it away from a group if the group says, "no". (A. Hegde) Recall that AAC has Referral #25 General Studies (GST) Formation where they would do the classroom observations, provide the staffing of the courses, and do the faculty reviews for the people who aren't reviewed in another home department. Consider that AAC look at a variety of solutions. GECCO has a proposal and they want some funding to do this. The Library has a proposal that they want two new librarians. (J. Tarjan) Discussion ensued. The Proposal to Migrate FYS to Library is premature. We need to 1) figure out what's going on with GECCo, 2) What we need to do to adjust the FIG, 3) Whether we are going to create a General Studies Department. These things are currently in process in the Senate. Let those Senate processes play out. For the time being, the Senate had recommended that any staff member hired to teach FYS or general studies or any GE class has to have an identified home department. That's our interim solution while we look at the whole situation. (M. Danforth) FYS is an issue discussed at the ASCSU level. It's clear that there's a problem. We can do better than leaving it up to GECCo or giving them more money to study it. M. Martinez has some ideas for discussion

at another time. (M. Martinez) The Academic Senate Chair to send memo to Provost and copy the Interim Dean Library. (A. Hegde)

6. NEW DISCUSSION ITEMS

- a. Faculty Honor Doctorate Committee (FHDC) – The 2019 FHDC suggested to hold an initial meeting to decide how to process the submittals. There’s usually only one meeting. FHDC recommended that their recommendation go to the EC, then on to the President. (A. Hegde) Part of the problem is that the meeting time is used to read materials for the first time. Hopefully, the FHDC will be able to see the submittals in Box before the meeting. (M. Rees) A. Hegde will request that the President’s Office make the information accessible a couple days before FHDC meeting. The other issue is what to do with incomplete applications. FHDC can discuss that over email. (A. Hegde)
- b. Revision of the use of SCI for GE in NSME - The more M. Danforth hears about categorization of SCI versus GEOL courses as A. Gebauer has communicated to EC, it’s clear there is an IRPA issue. The primary concern was that GEOL was not getting FTES credit for the GE courses with a SCI prefix. GEOL needs to talk with IRPA about why they aren’t getting FTES credit. Instead, they’re going full-steam ahead with a band-aid solution. She predicts that the problems with IRPA will snowball into other problems which could have been stopped had IRPA held a meeting with NSME chairs and/or the curriculum committee to explain what’s going on with the FTES. It’s a communication piece. (M. Danforth) NSME’s CC strongly approved GEOL changing the prefix SCI for their GE courses. The other part of the issue is labeling the SCI course as a geology course so a geology instructor teaches geology rather than just anyone in NSME. An official memo from Dean’s Office and CC regarding SCI prefix is being drafted. (A. Hegde) Perhaps IRPA and NSME forgot that the second digit of every SCI course number indicates the department. That was already decided in the quarter to semester process by NSME CC. (M. Danforth) V. Harper will dialog with the Interim AVP IRPA on the subject-code proposal.
- c. Distance Education Authorization Requests (deferred)
- d. Elections and Appointments – M. Danforth

M. Danforth moved to extend the meeting by five minutes. J. Millar seconded.

i. Statement of Interest in various committees

Appointments:

- Academic Petitions Committee – Carol Dell’Amico, May 2021-2024
- TEAC – Juterh Nmah – May 2021 – 2023
- Campus Police Advisory Council – Eric Lord – September 2021-2023



Recommendation to President:

- Intercollegiate Athletics Advisory Committee
  - Eric Lord – May 2021 – 2024
  - Kyle Susa – May 2021 - 2024
- ii. IRB recommendations for reappointments (deferred)
- iii. ATI Working Group (deferred)
  1. Appointments and expectations of service
  2. Sub-committee – Instructional Materials
- iv. Fourth attempt to fill position turns to EC appointment – Handbook Change (deferred)
- v. School Elections Committee – Handbook Change 202.7 (deferred)
- vi. Order of Business – Bylaws change (Section III. A.) (deferred)
- vii. 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)
- viii. Committee proliferation (deferred)
- e. Reenrollment Policy – Chancellor Castro sent memo to CSU Presidents, titled Campus Equity Action Plans – Graduation Initiative 2025, to develop “an immediate, systemwide re-enrollment campaign with specific goals for bringing back underserved students back...beginning this spring.” Upon meeting with AVPs, the Provost nominated D. Jackson to author the memo to the Senate suggesting a temporary suspension of current policy requiring that returning students in good standing who have been absent for more than two full consecutive semesters must reapply to the university. The request is for a temporary waiver of the current policy 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, consider revising the CSUB policy 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. Since 2019, 432 students have left CSUB. We’ve been asked to develop specific retention targets and re-enrollment targets for the students identified as starting in Fall 2019 and try to get them re-enrolled. The temporary suspension of application policy is not the only tactic. Fall 2021 students who haven’t enrolled for Spring 2022 and Fall 2022 are also targeted for action. (V. Harper) Logistically, the concern is whether we can get the students into Spring schedules since almost all upper division CMPS courses are waitlisted. We’re short faculty and can’t meet the demand. If an upper division computer science student were to enroll for Spring, they would miss out on any useful classes to get them toward their degree. There is a resource implication on this proposed change in policy. By the time Senate meets in December, that’s going to be amplified across

- all areas, because Spring transfer students will enroll next week. What is the feasibility of getting these students into Spring schedules? Are we doing a service or disservice to the student by trying to get them back by the Spring? (M. Danforth)
- The number of students coming in mid-term probably isn't high. The EC could send a resolution to the Senate December 2, and we could suggest waiving the First Reading. (J. Tarjan)
- We don't expect a tremendous number of students. The Trustees are coming on the 30<sup>th</sup> and we want to put the issue of meeting the Chancellor's directive in front of them. Suspension of re-enrollment policy is one of the objectives on the Chancellor's GI 2025 list. (V. Harper)
- If we do a referral, it might include strategies for facilitating re-entry of students. (J. Tarjan)
- Discussion ensued. The EC could submit a resolution on the temporary suspension of the reapplication requirement and basically suspend the application fee. Somehow the student has to tell CSUB that they plan to come back. It's a pandemic consideration that the EC supports and then refer the permanent change in policy for AAC's further discussion in the Spring. (M. Danforth)
- M. Martinez and J. Tarjan supported the idea. EC to draft a resolution as M. Danforth suggested and include J. Tarjan's comment about looking at other strategies in the Spring term, addressing all the concerns identified in the Chancellor's letter. (A. Hegde)
- f. Summer Compensation (deferred)
  - g. GECCo Authority (see 6.b.)
  - h. Exam Modality for Flex Classes (deferred)
  - i. Policies: Reimbursement Rate, and Professional Development Funding (deferred)
  - j. Reconsider Time Blocks (deferred)
  - k. Investment Divestiture (deferred)
  - l. Senate Calendar and Potential Timelines in Standing Committee(s)- the Senate needs its own production calendar, similar to the Budget Calendar, a calendar of calendars and identify the responsible individual. We'll sort it out Spring '22.
  - m. Academic Integrity (deferred)
    - i. Academic Integrity Pledge
  - n. Sabbatical Process Improvement – FAC (deferred)
  - o. RTP Completeness – Handbook Change – FAC (deferred)
  - p. Strategic Plan Group data gathering instrument(s) (deferred)
  - q. Philosophy on Teaching Modalities (deferred)
  - r. Academic Freedom revisited – FAC (deferred)
  - s. Distinguished Professor Award –FAC (deferred)
  - 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**

A. Hegde suggested that the Committee Reports follow Resolutions. Committee reports to be included in the Senate packet.

Approval of Minutes

Announcements

- 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

RES 212211 Academic Calendar 2022-2023

Old Business

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

RES 212207 Formation of Ethnic Studies Department

Open Forum (Time Certain 11:15)

8. **COMMENTS FROM THE FLOOR**

Academic Master Plan – Request for independent research whether the AMP can be altered if there are unrealistic dates or programs we want to remove. (J. Tarjan) The AMP is the option to develop a plan, and not an obligation. (A. Hegde)

9. **ADJOURNMENT**

A. Hegde adjourned the meeting at 11:40.

ACADEMIC SENATE LOG – NOVEMBER 30, 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	Second Reading 12/02/21	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 30, 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 30, 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 30, 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	Complete	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 30, 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	Complete	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	Complete	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 30, 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	First Reading 12/02/21	BPC RES 212211 Academic Calendar 2022-2023			



# CSU Bakersfield

## Academic Affairs

Office of the Associate Vice President for Academic Affairs and  
Dean of Academic Programs

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

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

## 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

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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 30, 2021

### **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

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### **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

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**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 Institute and the American Foundation for the Blind. I will also be delivering a presentation in March 2022 at the 37<sup>th</sup> 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 one or 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 revision project 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

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**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  
**No one showed interest.**

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**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.

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**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.

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### **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.**

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### **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 CUSB 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.

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**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@csub.edu](mailto:reirc@csub.edu)**

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**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@csub.edu](mailto:ccommuri@csub.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

Academic and Student Affairs  
401 Golden Shore, 6th Floor  
Long Beach, CA 90802-4210

[www.calstate.edu](http://www.calstate.edu)


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

Tel: 562-951-4710  
Email: [fwood@calstate.edu](mailto:fwood@calstate.edu)

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.

**CSU Campuses**  
Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

### ***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.

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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](mailto: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]	<b>DEPRECATED</b>	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
--	<b>NEW</b> 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]	<b>DEPRECATED</b>	
2.3 * Campus has established a process to gather data (e.g. percentage and number) regarding adoption of IM for late-hire adoptions.[Measurement]	<b>DEPRECATED</b>	
2.4 * Campus has established a process to distribute performance reports regarding timely,	<b>DEPRECATED</b>	

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).	<b>DEPRECATED</b>	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)	<b>DEPRECATED</b>	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	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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	<b>DEPRECATED</b>	Gathering data is a function of the Managed and Optimized status levels.
	<b>NEW 4.11</b> 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

<b>Current Goal</b>	<b>2020 Revision</b>	<b>Rationale</b>
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.

<b>Current Success Indicators</b>	<b>2020 Revision</b>	<b>Rationale</b>
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).	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	This SI deletion reflects a matured IM process across the CSU system
	<b>NEW 5.11</b> 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
	<b>NEW 5.12</b> Develop a process for creating, selecting, adopting, and remediating instructor developed course readers.	See 5.11 rationale above
	<b>NEW 5.13</b> Develop a process for creating, selecting, adopting, and remediating digital content: documents (word processor produced, spreadsheets, presentation software, PDF).	See 5.11 rationale above
	<b>NEW 5.14</b> Develop a process for creating, adopting, implementing, and remediating emerging instructional technologies.	See 5.11 rationale above
	<b>NEW 5.15</b> Develop a process for creating, selecting, adopting, and remediating publisher created content.	See 5.11 rationale above

	<b>NEW</b> 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.	<b>DEPRECATED</b>	Gathering data is a function of the Managed and Optimized status levels.
	<b>NEW</b> 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.

	<b>NEW 6.8</b> Develop a process to prioritize and remediate inaccessible course content.	This SI added to emphasize the importance of prioritizing inaccessible course content for remediation
	<b>NEW 6.9</b> 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)	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	This SI removed to reflect a matured process across the system
	<b>NEW 7.11</b> 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

<b>Current Goal</b>	<b>2020 Revision</b>	<b>Rationale</b>
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

<b>Current Success Indicators</b>	<b>2020 Revision</b>	<b>Rationale</b>
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)	<b>DEPRECATED</b>	Gathering data is a function of the Managed and Optimized status levels.
8.7 Campus provides personnel necessary to support the awareness campaign.	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	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	<b>DEPRECATED</b>	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.	<b>DEPRECATED</b>	This SI removed to reduce redundancy and reflects a matured process across the system
	<b>NEW 8.11</b> 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
	<b>NEW 8.12</b> 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
	<b>NEW 8.13</b> 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
	<b>NEW 8.14</b> 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

<b>Current Goal</b>	<b>2020 Revision</b>	<b>Rationale</b>
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	<b>DEPRECATED</b>	This SI removed to reflect a matured process across the system
	<b>NEW 9.2</b> 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
	<b>NEW 9.3</b> 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





**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



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## 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>