

## ACADEMIC SENATE EXECUTIVE COMMITTEE

### Agenda

Tuesday, December 7, 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 30, 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
    - ii. Spring 22 Modality Shifting Guidance (handout)
  - 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. General Faculty Meeting, Spring
  - b. Spring 2022 Final Exams Schedule (handout)
  - c. New Department Formation (handout)

- d. Elections and Appointments – M. Danforth
  - i. Statement of Interest in various committees (handout)
  - ii. IRB recommendations for reappointments (handout)
  - iii. ATI Working Group (handout)
    - 1. Appointments and expectations of service
    - 2. Sub-committee – Instructional Materials
  - iv. Fourth attempt to fill position turns to EC appointment – Handbook Change
  - v. School Elections Committee – Handbook Change 202.7
  - vi. Order of Business – Bylaws change (Section III. A.)
  - vii. Standing Committee Bylaws change – (Section IV)
    - 1. Chair Election Statement of Interest (J. Tarjan’s suggestion)
    - 2. Two-years on Senate requirement
    - 3. Structure of BPC
    - 4. Strike “at least” (J. Tarjan’s suggestion)
  - viii. Committee proliferation
- e. Summer Compensation
- f. Exam Modality for Flex Classes
- g. Policies: Reimbursement Rate, and Professional Development Funding (handout)
- h. Reconsider Time Blocks
- i. Academic Calendar Thanksgiving Week (handout)
- j. Investment Divestiture
- k. Academic Integrity
  - i. Academic Integrity Pledge
- l. RTP Completeness – Handbook Change (handout) - FAC
- m. Strategic Plan Group data gathering instrument(s)
- n. Philosophy on Teaching Modalities
- o. Academic Freedom revisited – FAC
- p. Distinguished Professor Award – (handout) FAC
- q. Faculty Poll regarding online instruction (Hold pending further information)
- r. Alma Mater (Hold pending further investigation)
- s. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING February 3, 2021 (Time Certain 11:00 a.m.)**

Approval of Minutes

Announcements

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

Approval of Agenda (Time Certain 10:05)

Reports

Resolutions (Time Certain 10:35)

Consent Agenda

New Business

Old Business

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 30, 2021

10:00 a.m. – 11:31 a.m.

Video Conference

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

1. CALL TO ORDER

A. Hegde called the meeting to order.

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK

Faculty, Staff Holiday Party – December 14, 11:30 to 12:30. Location: Classroom Quad

Senate Chairs CSU Meeting – Two items came out of the meeting that were discussed at the Board of Trustees (BOT) Meeting: 1) Faculty Salary Survey to be conducted and then compared to other systems and institutions. The results and recommendations will be released March 22, 2022. 2) The ask of the legislature for \$209 million for faculty and staff compensation, \$130 million for enrollment growth, \$75 million for Graduation Initiative (GI) 2025, and one-time \$1 billion for deferred maintenance and an annual increase of \$135 million. At yesterday's Faculty Forum, the President said she would ask Chancellor Castro for CSUB to get its fair share. She told A. Hegde that she would push for more money for lines and more share of the enrollment growth money. There is more growth occurring in the Central Valley than urban campuses. (A. Hegde) Enrollment growth money is recurring. It would be a structural change. Currently, no money provided for Antelope Valley campus. (V. Harper) There is source of concern that faculty can only be hired if it's added to base budget when we've seen many staff and MPP hires occur without any additions to our base budget. As much as there is appreciation for the President, her response is not satisfying. In seven years, Student Affairs and University Advancement have grown explosively. Business Administrative Services has grown. Faculty has decreased. (J. Tarjan) M. Martinez agrees strongly with J. Tarjan. (M. Martinez) A. Hegde brings up faculty hiring when he meets one-on-one with the President. The Faculty Forum with the President was recorded. (A. Hegde) M. Danforth made a point about the exhaustion and motivation of faculty during pandemic. Something has to be done. (E. Correa) Consider whether there are any actionable items to take from the Faculty Forum for the Senate work on in the Spring. (A. Hegde)

Campus Climate Survey - 35% of faculty responded. (A. Hegde) As J. Tarjan asked, who are we really hearing from - those upset, those happy, or something in between and what does it reflect. T. Salisbury's noted that the answer to the question about diversity isn't likely to be reflective of what people are feeling if the majority of the respondents aren't identified as diverse and if people actually felt it worthwhile to participate. (E. Correa) Some version of the data from Modern Think to be shared. The DEI Commission can provide a report at the Senate in the Spring. (A. Hegde) The fear is that people will take the information from administrators and staff and say that things are fine when they ignore the issues that faculty are raising. If they don't look at the disaggregated data for faculty of color, or those who have high caregiving responsibilities, those who are unduly carrying a service burden, then they won't see who is carrying the burden. The concern is whether there are groups who didn't feel safe to respond. Only a third of faculty responded. The Senate may have to intervene. (M. Danforth) If we're not able to get some of the data from DEI Commission's report, the EC can conduct a survey to have our own data. (A. Hegde) There are questions about methodology, response rate and halo effect. The faculty results were incredibly negative. The discrepancy is that there are deep felt feelings that things are not so good based on the percentage of people answering in different categories. There is a stark divide between faculty and staff. Faculty coming from other places have remarked to him that CSUB faculty are treated with less respect than what they're used to elsewhere. (J. Tarjan) There were significant differences, according to Modern Think, at different faculty levels and in certain schools. The dissatisfaction is in specific areas. There will be an institution response to the data at the academic level with Deans and AVPs to make sure that early faculty experience, especially orientation, are worked on. Civility needs work. As Provost, he gets to see it occur. They are developing a framework to address it. There will be another survey in 2-3 years. (V. Harper) Apart from the pay, the COVID 19 effect has impacted many of the complaints to the CFA over the past few years. Specifically, the workload of transferring materials to remote delivery while maintaining the requirement for publishing and other activities. (M. Martinez) Chair orientation is also needed. (M. Danforth) A. Hegde is compiling a manual for an Economics Chair. In the Zoom world, more responsibility is being added to Chairs. Example: Change title for course form. In addition to the lack of compensation for Chairs, the task of filling out the form is better suited for clerks. (A. Hegde) Contingency planning needs clarification at all levels. It's not about the health protocol. Who steps in to be department chair when we don't have many faculty to draw from for that role? The CSU system wide chair meetings are where E. Correa got information on what to do as a department chair. Campus training is needed on how to handle when someone gets sick, new faculty arriving, etc. (E. Correa)

When a faculty member is ill, if the Dean feels the issue cannot be adequately resolved, the Provost is notified, and an interim gets funded. Academic Affairs (AA) is addressing the training: #1 provide guidance for training and resources. #2 where faculty could go if there was issue of discrimination or mistreatment. The Climate Survey is going to inform how we change things. AA will begin addressing suggestions contained in the document from E. Correa in the Spring. (V. Harper) J. Tarjan went to Long Beach for chair training when he served as interim chair. The take-away was that CSUB is the least supported in the system, and he was not prepared for the training topics. He wasn't compensated for two classes during that time. A. Hegde and others are teaching for free. It's not a good practice. Part of the burn-out is asking people to take on fifty students in their classes again and again. J. Tarjan is upset when administrators who have a workload, hire faculty away from their teaching responsibility and get other assistance. This has been the most stressful time during his 35-year career at CSUB. It's attributed to the piling on of work as department chair. It's enough to cause one to consider retirement. (J. Tarjan) Having just returned from being on leave, the two faculty who stepped up to teach his classes for three weeks were not compensated. Even just \$500 as a thank you would help. M. Martinez asked the Dean to get some money for those faculty members. As a chair, he's stepped in to teach full classes for two-thirds of a semester. There's nothing there. It has to be done because the students are there. Administrators can hire a faculty member, etc. Chairs are just stuck without any compensation for additional work. When it comes to addressing this issue with upper levels, it shouldn't be so difficult to have a fair contingency plan in place for an interim chair. (M. Martinez) The Deans are authorized to stipend people. We want to put some guidance in place, so it's structured. (V. Harper) There is a form for hourly rate when there's a need for a class substitute with line items for grading, teaching, do final exams, etc. M. Danforth worked with the Dean's Office to get MOU for release time for future semester for a tenure-track faculty member who was covering classes for another faculty member out on parental leave. It speaks to the lack of training and the lack of knowledge about resources that others don't know about the substitute instructor form. The website, [here](#). The form, [here](#). The current salary schedule, [here](#). (M. Danforth) The Chairs have the hardest job on campus. Their stipend will be increased over summer. The Provost will look heavily into Chair training. He appreciates all the times they've filled in, all the things they do for free, for carrying their departments, and for dealing with the complaints from faculty and students. He doesn't take this feedback as a negative. His responsibility is to respond with policy and resources. He knows it's been hard. The chairs created the schedules whether they were face to face or virtual. We want to do things to provide relief. Class size needs to be addressed because there are so many effects. Thank you for informing the Provost of what chairs need to do their job. (V. Harper) Faculty don't have a choice whether to accept class size overload. On the one hand, the administration is saying that students should finish in four years, we need to improve graduation rates, etc. In a small department, if he doesn't take an

extra ten students, or he doesn't offer a certain course, that changes the time-to-degree by half a year. Chairs get kicked from the front and the back. It's not a job he'd never do again. It's not about the lack of compensation. It's more about the mixed messages. He will not ask anyone in his department to do an overload. It's the chair's duty to do that, because it needs to be done. (A. Hegde) The Provost cares and will do something about it. (V. Harper)

3. APPROVAL OF AGENDA

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

4. APPROVAL OF MINUTES

E. Correa moved to approve the November 16, 2021, Minutes. M. Rees seconded. Approved.

5. CONTINUED ITEMS

a. AS Log (deferred)

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 (see Campus Climate Survey, under ANNOUNCEMENTS)

c. Searches (V. Harper) (deferred)

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 (deferred)

e. AB 928 (deferred)

f. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan (deferred)

6. NEW DISCUSSION ITEMS (Time Certain 10:45)

a. School Elevation Exploratory Committee (SEEC) Alternates – Co-chair D. Boschini is trying to schedule fifteen committee members. 1) How many do we need to have representation? 2) Do we need alternates? 3) Is it sufficient to look at the minutes and pick-up where one left off? (A. Hegde) Five plus or minus two people is the best practice for meeting size. (J. Tarjan) Since the work spans the entire Spring term, the suggestion is to play it by ear and use scheduling polls. If there is a lack of

representation for a certain group, then an alternate can be identified. (A. Hegde)  
The EC agreed.

- b. Distance Education Authorization Requests – The Western Association of Schools and Colleges Senior College and University Commission (WSCUC) issues Distance Education Authorization as defined by the Department of Education (DOE). The authorization would allow the programs to offer 50% or more of their degree programs via distance education modality. It's based on whether a student going through a curriculum taking courses online could complete the program. CSUB received temporary authorization during pandemic to offer courses online. It expires December 31, 2021. Refer to the memo from AVP AA to Academic Senate Chair, in the agenda packet for the list of programs requesting authorization. The request is not binding to offer the program(s) in 50% or more online. It's the Department Chair or Directors' option to offer the modality, should the pandemic prolong, etc. (A. Hegde) The concern is that some programs are not on the list because certain departments didn't fully understand what the request is about, or what the implications are. Those programs would be in jeopardy when WSCUC returns. While presentations were given at the Department Chair Leadership Council (DCLC), it's not the same as having a discussion. It's important to have those discussions so CSUB's submittal to WSCUC is representative of the modality of future programs. (M. Danforth) Since not all program chairs and directors were represented at the DCLC, the recommendation is to get confirmation from all program directors that they have been contacted by the WSCUC Accreditation Liaison Officer and AVP AA, D. Jackson. (E. Correa) All the deans received a memo and spreadsheet of programs requesting authorization. (A. Hegde) The chairs have been contacted by D. Jackson. Those conversations were recorded in the spreadsheet. (V. Harper) A. Hegde will contact D. Jackson and request 1) if AA is checking what programs have 50% or more online offered in Spring, and 2) what efforts were made to follow-up with every program and every degree or departments, and 3) for the Resolution to say that any department not mentioned may still be able to allow programs to offer distance education modality. (A. Hegde) There will be just a few departments that AVP FA can identify that will be close to 50% distance education modality. (M. Rees) Reach out to D. Jackson if one wants to have their program on the list. The form doesn't have to be completed until December 31. It doesn't mean one is mandated to teach online. It doesn't mean that a student could ask to get their degree online. (A. Hegde) There is no materiality (i.e., financial aid) at the department or institutional level for this designation. It's something that's required by the DOE. It means that when the commission comes, if department is in violation of authorization, it puts the restriction on the amount of



virtual courses they can offer. (V. Harper) It's unlikely the DOE would extend the temporary exemption. It's like getting on the AMP. It's the intention to have courses taught online. (A. Hegde) The US Government measures distance education as at least one online module in a face-to-face class in a semester. (V. Harper)

- c. Elections and Appointments – M. Danforth
  - i. Statement of Interest in various committees – Appointments made:
    - Accessible Technology Initiative (ATI) Steering Committee – Tyler Ensor/Psychology
    - Accessibility Technology Initiative (ATI) Working Group – Jonathan Troup/Mathematics
    - ADA Accessibility Policies Manual Task Force – Rebecca Penrose/EnglishConsider the candidates for the remaining committees prior to next meeting.
  - 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)
- d. Summer Compensation (deferred)
- e. Exam Modality for Flex Classes (deferred)
- f. Policies: Reimbursement Rate, and Professional Development Funding (deferred)
- g. Reconsider Time Blocks (deferred)
- h. Investment Divestiture (deferred)
- i. Academic Integrity (deferred)
  - i. Academic Integrity Pledge
- j. Sabbatical Process Improvement – referred to FAC (Discussion in EC Minutes November 2, 2021.)
- k. RTP Completeness – Handbook Change – FAC (deferred)
- l. Strategic Plan Group data gathering instrument(s) (deferred)
- m. Philosophy on Teaching Modalities (deferred)

- n. Academic Freedom revisited – FAC (deferred)
- o. Distinguished Professor Award – FAC (deferred)
- 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 info) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING December 2, 2021**

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 – BPC is working on calendar of calendars so the Academic Calendar is received early for Senate review. (A. Hegde)

Old Business

RES 212208 Academic Master Plan (AMP) 2022-23 through 2031-32

RES 212207 Formation of Ethnic Studies Department – FAC’s concern was addressed. The proposers’ response will be included in the packet. The regular business process to be used. Senators are to state first whether they are in favor or against the resolution and then speak to it. If there is time, call on guests. A link to the meeting was sent to the General Faculty. (A. Hegde) Procedurally, the guests need to raise their hand if they want to speak directly to the resolution instead of using chat. (M. Danforth) Only those who raise their hand will be recognized. He feels comfortable that people were heard. (A. Hegde)

Open Forum (Time Certain 11:15)

8. **COMMENTS FROM THE FLOOR**

Meet over Winter Break – The request is for the Chair talk to Provost about meeting over break to prioritize several important items before Spring semester. (J. Tarjan) If the Senate EC decided to work over the break, the Provost’s Office would support it. (V. Harper)

9. **ADJOURNMENT**

A. Hegde adjourned the meeting at 11:31.

ACADEMIC SENATE LOG – DECEMBER 7, 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		AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21		

**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		AAC BPC RES 212207 Formation of Ethnic Studies Department	12/02/21		

ACADEMIC SENATE LOG – DECEMBER 7, 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 – DECEMBER 7, 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, 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. RES 212207 Formation of Ethnic Studies Department	12/02/21		

ACADEMIC SENATE LOG – DECEMBER 7, 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
10/19/21	2021-2022 Referral 15 Sabbatical Application Process Improvement		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, and other considerations.			
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 – DECEMBER 7, 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		AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21		
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 – DECEMBER 7, 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		AAC BPC RES 212207 Formation of Ethnic Studies Department	12/02/21		
11/2/21	2020-2021 31 Academic Calendar 2022-2023		BPC RES 212211 Academic Calendar 2022-2023	12/02/21		



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

**Guidance Title:** ~~Fall 2021~~Spring 2022 Modality Shifting Guidance

**Guidance Number:** 21.~~001~~00X

**Policy Status:** ~~Approved~~Draft

**Affected Units:** Academic Schools, Departments, and Programs  
Office of Academic Programs

**Overview:** This revised guidance is in response to the rapidly changing environment relating to COVID-19 and its related variants. The University must do all that it can to guard the health and safety of students, faculty and staff, while preserving instructional integrity. The campus is also mindful that upon registration students create plans for their study including childcare, drive time, etc. The University endeavors to respect that planning by students. The chart below provides guidance as to which modality can shift and in which direction shifts are permissible.

<b>(S1) Zoom Class</b>	<b>(S2) Flex Class <u>or</u> ITV Class</b>
<ul style="list-style-type: none"> <li>- Modality can be shifted to (A1) Asynchronous with permission of School Dean</li> <li>- Cannot change modality to (FTF), <del>FTF</del> (S2) Flex, <u>or</u> <u>ITV</u></li> </ul>	<ul style="list-style-type: none"> <li>- Modality can be shifted to either (S1) Zoom or (A1) Asynchronous with permission of School Dean</li> </ul>
<b>(A1) Asynchronous</b>	<b>(FTF) Face-to-Face</b>
<ul style="list-style-type: none"> <li>- Cannot change modality</li> </ul>	<ul style="list-style-type: none"> <li>- Modality can be shifted to (S1) Zoom, (S2) Flex, or (A1) Asynchronous with permission of School Dean</li> </ul>

**Principles:**

- 1) We cannot add scheduled class meeting times to courses that have been scheduled as asynchronous. Therefore, A1 courses cannot be modified.
- 2) We cannot add Face-to-Face components to courses that have been scheduled as virtual. Therefore, A1 and S1 courses cannot be changed to S2, ITV, -or FTF.
- 3) We should avoid changing courses with real-time interactive components to asynchronous when possible. Therefore, S1, S2, ITV and FTF courses should not be changed to A1 unless there is a compelling need.
- 4) Any campus level decision to suspend in-person instruction would be made by the President.

## Final Exams Schedule **DRAFT**– Spring Semester 2022

#

The final exam period for fully on-line courses, **Asynchronous (A1)** is **May 14-20, 2022**, with all finals completed by **May 20, 2022**. Each instructor of an A1 fully on-line course will be responsible for setting both a start and end time for their final examination between May 14-20, 2022. It will be the instructor’s responsibility to ensure that the indicated start and end times do not conflict with their students’ other courses. **The final exam period for Synchronous courses (S1 & S2) is May 14-20, 2022** using the following matrix.

The schedule for S1 & S2 courses is based on the first day of the week on which your course meets. If your course is a lecture/lab or lecture/activity combination, use the first day of the lecture meetings to determine your exam day and time. If your course overlaps two or more of the final exam time windows, use the window in which your course meets for most of the time. Final exams are scheduled assuming all classes are MWF, MW or T/Th arrangements because we don’t have enough final exam slots to accommodate all possible arrangements.

CSUB policy provides that no student shall be required to take more than two final examinations on the same day. If a student has more than two exams on the same day, the student should contact the course instructors and request a special arrangement. If no instructor agrees to reschedule, the exam in the lowest enrolled course shall be rescheduled for that student.

First Class meeting	Class Time	Final Exam Day and Time		
MWF	7:00am - 7:50am	Friday	May 20	8:00am - 10:30am
MWF	8:00am - 8:50am	Wednesday	May 18	8:00am - 10:30am
MWF	9:00am - 9:50am	Monday	May 16	8:00am - 10:30am
MWF	10:00am - 10:50am	Monday	May 16	11:00am - 1:30pm
MWF	11:00am - 11:50am	Wednesday	May 18	11:00am - 1:30pm
MWF	12:00pm - 12:50pm	Friday	May 20	11:00am - 1:30pm
MWF or MW	1:00pm-1:50pm or 1:00pm-2:15pm	Monday	May 16	2:00pm - 4:30pm
MW	2:30pm - 3:45pm	Wednesday	May 18	2:00pm - 4:30pm
MW	4:00pm - 5:15pm	Monday	May 16	5:00pm - 7:30pm
MW	5:30pm - 6:45pm	Wednesday	May 18	5:00pm - 7:30pm
MW	7:00pm - 8:15pm	Monday	May 16	8:00pm - 10:30pm
MW	8:30pm - 9:45pm	Wednesday	May 18	8:00pm - 10:30pm
T/Th	7:00am - 8:15am	Tuesday	May 17	8:00am - 10:30am
T/Th	8:30am - 9:45am	Thursday	May 19	8:00am - 10:30am
T/Th	10:00am - 11:15am	Tuesday	May 17	11:00am - 1:30pm
T/Th	11:30am - 12:45pm	Thursday	May 19	11:00am - 1:30pm
T/Th	1:00pm - 2:15pm	Tuesday	May 17	2:00pm - 4:30pm
T/Th	2:30pm - 3:45pm	Thursday	May 19	2:00pm - 4:30pm
T/Th	4:00pm - 5:15pm	Tuesday	May 17	5:00pm - 7:30pm
T/Th	5:30pm - 6:45pm	Thursday	May 19	5:00pm - 7:30pm
T/Th	7:00pm - 8:15pm	Tuesday	May 17	8:00pm - 10:30pm
T/Th	8:30pm - 9:45pm	Thursday	May 19	8:00pm - 10:30pm

**Related Policy from University Handbook:**

**203.1 Revisions in Course Content and New Courses**

Faculty shall teach all courses in accordance with officially approved course descriptions. Significant changes in course content and the creation of new courses require the approval of the school curriculum committee or, in the case of an interschool program, the approval of the Academic Affairs Committee. Online and hybrid offerings must be approved by the department or program based on a documented rationale consistent with Distributed Learning Policy, not solely based on instructor preference. (Revised July 2, 2020)

**Summary:** A faculty member's request to change course modality must be reviewed at the department level. Once a course has students enrolled, permission to change modality must be obtained from the School Dean according to this Modality Shifting Guidance document.

**Date Submitted to Policy Portal:** 8/20/2021 pending

# CSU Bakersfield

## THE FORMATION AND MODIFICATION OF ACADEMIC DEPARTMENTS: Principles and procedures

### PRINCIPLES

#### I. Purpose and qualities of an Academic Department

##### A. Purpose of an Academic Department

- (1) The purpose of an academic department (unit) is to support the mission of the university by offering academic programs or courses in the disciplines it houses, promoting academic inquiry and critical thinking within and across disciplines, and engaging in disciplinary and interdisciplinary research, scholarship, and creative activities.

##### B. To qualify as an academic department the proposed entity must:

- (1) Offer a set of academic courses, approved through the appropriate curricular review process (departmental, school, and university levels), that lead to undergraduate or graduate degrees.
- (2) Ensure to its faculty, the rights and responsibilities of Academic Freedom, as defined by the American Association of University Professors (AAUP), to engage in free inquiry and dissent in both scholarship and instruction. This includes the rights of the unit to initiate curricular proposals, to make autonomous decisions on instructional materials, pedagogy, delivery mode, and grading systems/practices. The faculty unit is free to offer its own views and interpretations that may dissent from the received views of either the discipline or in any other arena of society.
- (3) Be mainly comprised of Unit 3 faculty, who are subject to the rights and responsibilities of the CFA-CSU CBA, the CSUB University Handbook, and other relevant university policies.
- (4) Include sufficient tenured and tenure-line faculty (see additional guidance below), with assistance of associated departments when necessary, to engage meaningfully in shared governance activities, especially those related to Retention, Tenure, and Promotion (RTP) and Post-tenure Review (PTR) processes, classroom observations, and other required activities associated with performance evaluation, and peer feedback/review.

#### II. Formation of new Academic Departments, or modifications to existing departments

- A. Requests to change the structure of a department should usually emerge from the concerns of the faculty and/or the dean directly involved. However, other individuals of the university may suggest that the faculty examine the effectiveness of the present departmental structure, especially as part of the Program Review process.
- B. A new department may be formed as (1) an entirely new entity, (2) a result of dividing an existing department, or (3) a result of combining two or more existing departments.
- C. If the change affects more than one school, then more than one dean will be involved, so any references to a dean in this policy statement imply more than one dean if the situation so indicates.
- D. Collegiality is the fundamental principle upon which the governance of the university rests. At any point in this process, any of the parties involved may consult informally with anyone in the campus community whose contribution seems desirable.

## **PROCEDURES FOR THE ESTABLISHMENT OF A NEW ACADEMIC DEPARTMENT**

### **I. Initiation of Proposal**

- A.** Faculty members, departments, or administrative officers of the University may initiate the discussion and consultation processes to consider the establishment of a new academic department.
- B.** When considering a change in departmental structure, the relevant faculty, the appropriate academic dean, and the Provost and Vice President for Academic Affairs shall engage in considerable informal discussion. These people shall solicit advice from other potentially interested parties, possibly including faculty in other departments or schools as well as the Academic Senate.
- C.** When informal discussions appear to have elicited all of the relevant issues and concerns, the faculty who wish to form the new department should write a proposal that addresses all of the areas included below (Section II. New Department Proposal: Contents).
- D.** The initial request should be submitted in writing to the appropriate dean(s). Because of the potential impact on departments/schools/programs, faculty, staff, and students, the proposal must follow the guidelines and review process set forth below (Section III. New Department Proposal: Procedure for Review).

### **II. New Department Proposal: Contents**

#### **A. Background and Introduction**

- (1) The exact name of the proposed academic department and name(s) of individual(s) preparing the proposal;
- (2) Description of the consultation process and information discussions that occurred prior to the submission of the proposal (Section I. Initiation of Proposal);
- (3) Describe how and why the establishment of a new department will better serve institutional needs, including student, faculty, staff, school, and university needs;
- (4) Description of possible consequences of not forming the new department.

#### **B. Faculty Composition**

- (1) List the proposed faculty members for the new department's first year of operation, including the names of existing faculty who would be moved or jointly appointed from other department(s) and/or school(s).

Include the following information:

- a. For each faculty member include their name, rank (Lecturer, Assistant Professor, Associate Professor, or Professor), current departmental affiliation, and if they will be moved to the new department or jointly appointed between their prior department and the new department. New departments are required to have a minimum of 3 tenured faculty (appointed or jointly appointed) in order to document that they will be able to fully carry out the hiring, periodic review, and performance review duties of the department.
- b. For each individual who will have a joint appointment, include:
  - i. the portion of their assignment within the new department,
  - ii. documentation of assignments from the President and his/her designee confirming the assignment proportion, and
  - iii. documentation from the appropriate dean designating which of the units will be responsible for conducting RTP/PTR review.
- (2) If the new department is breaking away or drawing members from existing departments, list all foreseeable effects that this change would have on other department(s) or school(s) in terms of

name change, number of faculty remaining, support staff, curriculum, operating budget, space, etc.

- (3) Each department or school that may be directly affected by curricular changes and/or course oversight should be provided the opportunity to make written comments, including written comments from affected academic program chair(s)/director(s).

**C. Curricular and Degree Impacts**

- (1) List the courses, curricula, programs, degrees to be administered by the new department;
- (2) Describe how the change will affect the governance and delivery of curriculum and degree programs;
- (3) Present a three-year plan for assessment of student learning outcomes, departmental mission statement, course scheduling, and individual faculty assignments. In instances where a new department will not be solely responsible for a degree program, include documentation of consultation and course schedule and assessment planning from across all impacted and associated units;
- (4) In the case of impacts on departments or programs with external accreditation, provide the rationale and justification for creating the department that aligns with accreditation requirements.

**D. Faculty Rights and Responsibilities**

- (1) Describe how the establishment of the new department will affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload;
- (2) Include the following criteria and policies, including documentation that they have been reviewed and approved by the incoming departmental faculty (as included in Section II. B.1.), the appropriate school dean, and the P&VPAA.
  - a. RTP Criteria,
  - b. PTR Criteria,
  - c. Classroom observation policies, and
  - d. Criteria and procedures for the periodic evaluation of temporary faculty
- (3) In the case where the initial faculty composition of the new department does not include a minimum of three tenured faculty of the rank of Professor, include information on the pool from which qualified faculty may be drawn for RTP, PTR, and other committees that require faculty of this rank.

**E. Budgetary, Financial, and other Resource Considerations**

- (1) Describe the needs of the new department for financial support and resources, particularly for the first three years of operation, including:
  - a. operating expenses,
  - b. staff,
  - c. space, including staff (ASC) offices, mail, housing of instructional support equipment, etc.
  - d. equipment, and
  - e. other facilities;
  - f. possible other sources of non-stateside funding, if applicable.
- (2) Describe the impact the new department will have on Information Resources (Library books and subscriptions, computing equipment and support);

**F. Planned Implementation and Timeline**

- (1) The proposed date of implementation and the appropriate timeline for the process of implementation;
- (2) Include important milestones and dates for the development of the department.

### **III. New Department Proposal: Procedure for Review**

- A.** The proposal must pass through the following levels of review in the order indicated. The individual(s) at each level shall review the proposal, consult with others as seems appropriate, and then either forward it to the next level with a positive recommendation or return it to the previous level with a written explanation of the reasons for withholding approval. All levels of review must be documented clearly for subsequent review levels:
- (1) The initial proposal must be submitted to the appropriate dean(s) for consultation and signature(s). The dean(s) shall provide written comments/recommendations to the originator(s) of the proposal.
  - (2) The proposal, including responses and revisions based on feedback from the dean(s), shall then be submitted to the Provost and Vice President for Academic Affairs, who shall consult with the Council of Deans and provide written comments/recommendations reflecting their own review and feedback from the council;
  - (3) The revised proposal, including responses and revisions based on feedback from the dean(s), P&VPAA, and Dean's Council, shall then be submitted to the Academic Senate, through the Executive Committee. If all prior levels of review are deemed to have been satisfied, the proposal shall be forwarded to the Standing Committees for review. Each Standing Committee will review the proposal and provide their comments/recommendation.
  - (4) If the revised proposal receives approval from all prior levels of review, the proposal will then be sent to the full Academic Senate for review and final action; and
  - (5) The approved proposal shall then be forwarded to the President, who shall inform the Cabinet and invite their consultation before delivering their final decision regarding the proposal. If the President does not approve the proposal, they will return the proposal to the EC of the Academic Senate with comments and recommendations. The EC of the Academic Senate will share the comments and recommendations with the originators of the proposal.
- B.** If the proposal fails to receive approval at any level, the proposal shall not proceed to the next level of review. The proposers may choose to revise and resubmit it. If at any point of the process, where the proposal is not approved, and the originators wish to continue to pursue the process, they will need to re-submit the proposal starting from the beginning (III.A(1), above).



## **Interest in Appointments to Various Universitywide Committees December 7, 2021**

### **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

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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### **STUDENT RECREATION CENTER ADVISORY COMMITTEE**

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

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

#### **Jahyun Kim, Ph.D. Assistant Professor Kinesiology**

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

Thanks, Jay

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

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

Jianyu "Eugene" Wang

#### **Zachary Zenko, PH.D. – Kinesiology**

I am interested in the Student Recreation Center Advisory Committee. My background is in Kinesiology and I am very interested in the programming, facilities, and services offered by the

Student Recreation Center. This is one of the major tools we have as a campus for improving student health and wellness. We should maximize the impact of the Student Recreation Center.

Eric Lord - Counseling

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

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



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

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

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

No one showed interest.



**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.



**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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### **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.

**Isabel Sumaya, Professor of Psychology**  
**University Research Ethics Review Coordinator/ HSIRB & IACUC**  
**DDH-H108, 661-654-2381, [merc@csub.edu](mailto:merc@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**

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**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

**Isabel Sumaya, Professor of Psychology**  
**University Research Ethics Review Coordinator/ HSIRB & IACUC**  
**DDH-H108, 661-654-2381, [merc@csub.edu](mailto:merc@csub.edu)**

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**DATE:** 29 November 2021

**TO:** Aaron Hegde, Chair, Academic Senate

cc: Raj Cheshire, Grimm Farm Foundation  
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  
Gwen Parnell, Research Compliance Analyst, IRB Logistical Support

**FROM:** Isabel Sumaya, University Research Ethics Review Coordinator 

**SUBJECT:** Recommendation for Appointment for Community Member

Following policy for appointment of its members and based on the recommendation of the Human Subjects Institutional Review Board (HSIRB), this memo is to recommend the appointment of Raj Cheshire, Grimm Family Education Foundation, as a Community Concerns member, on the CSUB HSIRB. Raj is the Operations and Community Coordinator for the foundation and has been on the front lines of teaching children the importance of preparing and eating organic food as a part of Grimm Farms Edible Gardens. As a new member, Raj will be appointed to a 1-year term commencing on January 1, 2022. If the Academic Senate is in agreement with the appointment, please forward her nomination to the Academic Provost with an expression of support. Upon agreement of the recommendation, please let me know when the Academic Senate has advised the Provost's Office. Thank you.

Her contact information is:

Raj Cheshire  
[rcheshire@grimmeducation.org](mailto:rcheshire@grimmeducation.org)  
661-241-7033



# RAJ

# CHESHIRE

C: 661-496-0527 | E: rajcheshire@yahoo.com

## PROFESSIONAL SUMMARY

Ability to work effectively with diverse clientele in any non-profit, government or community based organization. Able to analyze and study relationship requirements within the community and formulate practical and productive solutions. Instrumental in achieving significant community partnerships and engaging corporations in on-going involvement. Substantial achievements in non-profit development, emphasizing in public relations and community outreach.

## EXPERIENCE

**Grimm Family Education Foundation - Community + Operations Coordinator** 02/19 – Current

- Establish relationships with key community partners to further the mission of the Edible Schoolyard Kern County and write/obtain grants through:
  - Adventist Health
  - Kaiser Permanente
  - Dignity Health
  - CSUB DPEL Research Project
  - CSUB Edible Garden
  - Bakersfield College Edible Garden
  - Bakersfield ARC
- Manage implementation of multiple project activities and coordinate planning and operations according to grant funding for the Edible Schoolyard Kern County
- Manage and monitor budget for the Edible Schoolyard Kern County Mobile Kitchen Classroom
- Work with key community partners to collaborate on special events
- Work with Foundation Founder and President on community fundraising projects including:
  - Evening in the Garden
  - Plant Sale
  - Toast & Taste the Season
- Establish internal and external communications with community partners, Foundation and Edible Schoolyard leadership team on project information
- Actively participate in assignments and activities as requested by Foundation Founder and President.
- Facilitate community relationships according to the mission of the organization to advance the mission of the Edible Schoolyard Kern County

**In-Home Educator | Excellence in Academics** 08/09 – 02/19

- Initiated, planned, and implemented specific curriculum and learning guidelines for children working at different age levels
- Maintained all student records in accordance with state law and reporting procedures
- Collaborated with Stockdale Christian Elementary School and also operated as a Private Affidavit
- Organized field trips based on core curriculum

# RAJ

# CHESHIRE

C: 661-496-0527 | E: rajcheshire@yahoo.com

- Developed and actively participated in a homeschool support group to guide individual family needs

## **Business Intermediary/Agent** | Sunbelt Business Advisors

02/06-08/08

- Worked to help clientele list and successfully sell their business
- Evaluated financial statements and assets in order to set listing price
- Developed marketing plan and screened buyers
- Effectively listed and sold a number of profitable local businesses throughout the county

## **Junior Achievement (JA)** | Program Manager

02/02-08/05

- Developed/ implemented strategies to enhance public's understanding of JA's purpose, goals, mission and objectives
- Facilitated board meetings with Executive Director and Board of Directors
- Studied/analyzed how to grow student numbers and reach out to new community partners.
- Developed training material, coordinated and conducted training with community leaders and educators
- Managed all of Kern County, Central Coast from Paso Robles to Lompoc, Visalia, Tulare and Porterville Counties
- Increased student participation by 50% in first year of program expansion countywide

## **Employers Training Resource (ETR)** | Job Developer

01/02-03/02

- Assisted clients with essential job skills including resume writing, cover letters, understanding ethics in the workplace, and interview skills
- Partnered with businesses in need of skilled personnel
- Represented ETR in employment negotiations with business owners
- Successfully placed 7 job seekers in permanent employment within a two month period

## **Clear Channel Radio** | Assistant Promotions Director

8/01-12/01

- Promoted regular sales remotes and scheduled events for 6 local radio stations
- Managed all events with program director and on-air talents
- Coordinated in-house promotions while working with national representatives
- Corresponded with listeners and sales customers to ensure overall customer satisfaction

## **Tyler Medical Clinic** | Public Relations Practitioner

9/00-6/01

- Managed all public relations for established medical clinic
- Directed marketing of genetic research program
- Supervised all media relations and handled all web-site activity, including e-mail correspondence. Developed marketing materials, advertisements and press releases which resulted in overall growth of medical practice

# RAJ

# CHESHIRE

C: 661-496-0527 | E: rajcheshire@yahoo.com

## **Socially Yours** | Marketing Representative

8/97- 8/00

- Identified and assisted clients needs for a global online stationery catalog business
- Managed all aspects of customer relations - including client inquiry, inline catalog navigation, product design & layout according to client specification
- Developed policies with internal and external advertising personnel for the manufacturing, fulfillment, and distribution of products
- Maintained budgets
- Data entry to generate sales and inventory reports

## ○ **EDUCATION**

California State University, Bakersfield

2000

**Bachelor of Arts** | Communications, emphasis in Public Relations with a minor in Political Science

California State University, Bakersfield

2002

**Masters Degree** | Public Administration

## ○ **HONORS & AWARDS**

- The Panetta Institute of Public Policy Internship Program 10/99-12/99
- Internship for Congressman Robert Matsui in Washington D.C
- Dean's Honor Roll List at California State University, Bakersfield
- President, Debate Team. Substantial achievements:
  - University of Miami Ohio, Best Speaker Award (Only female in top 5 speakers
  - Chico State University, Northern California Forensics Association (NCFA) Best Speaker Award National Finals, Mary, Washington (ADA) American Debate Association, Best Speaker

**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:** 29 November 2021

**TO:** Aaron Hegde, Chair, Academic Senate

cc: Brittany Sanchez, Department of Kinesiology  
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  
Gwen Parnell, Research Compliance Analyst, IRB Logistical Support

**FROM:** Isabel Sumaya, University Research Ethics Review Coordinator 

**SUBJECT:** Recommendation for Appointment for Scientific Member

Following policy for appointment of its members and based on the recommendation of the Human Subjects Institutional Review Board (HSIRB), this memo is to recommend the appointment of Dr. Brittany Sanchez, Assistant Professor of Kinesiology, to the CSUB HSIRB. Dr. Sanchez will replace Dr. Marianne Wilson whose IRB member status was "Scientific Concerns." Dr. Wilson recently transitioned to Research Ethics Reviewer for the IRB and could no longer serve as a board member. Dr. Sanchez is currently the Director of the Human Performance Laboratory and has a very active research laboratory. She has the necessary expertise in research design and methodology and is very familiar with the review process having several CSUB IRB approved protocols. Her CV is attached. Speaking with her recently, she understands the responsibilities of IRB service and the nature of her appointment.

As a new member, Dr. Sanchez will be appointed to a 1-year term commencing on January 1, 2022. If the Academic Senate is in agreement with the appointment, please forward her nomination to the Academic Provost with an expression of support. Upon agreement of the recommendation, please let me know when the Academic Senate has advised the Provost's Office. Thank you.

Her contact information is:

Brittany Sanchez  
[bsanchez36@csub.edu](mailto:bsanchez36@csub.edu)

# CURRICULUM VITA

**Brittany K. Sanchez, Ph.D., CPT-I**  
Assistant Professor | Department of Kinesiology  
California State University | Bakersfield, CA  
661.654.3137 | bksanchez@csub.com

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## EDUCATION

**Texas A&M University**  
**Ph.D., Kinesiology: Exercise Physiology** **2017**  
Dissertation: "The Influence of Metabolic Genotypes on Diet and Exercise Induced Weight Loss in Women"

**University of Houston – Clear Lake**  
**M.S., Health and Human Performance** **2011**  
Thesis: "The Association Between Critical Velocity and Unilateral Stability in Distance Runners"

**University of Houston**  
**B.S., Exercise Science** **2005**  
Minor: Clinical Nutrition

## EMPLOYMENT

non-academia \*

**Assistant Professor**, Department of Kinesiology **2017-present**  
**Director**, Human Performance Laboratory  
*California State University – Bakersfield, CA*

**Laboratory Floor Supervisor/Research Assistant** **2014-2017**  
Exercise and Sport Nutrition Laboratory – Human Clinical Research Facility  
Department of Health and Kinesiology  
*Texas A&M University - College Station, TX*

**Doctoral Research Fellow** **2013-2014**  
Texas A&M Institute for Advanced Studies  
Division of Research  
*Texas A&M University - College Station, TX*

**Head Personal Trainer \*** **2009-2011**  
Tri on the Run Fitness, Houston, TX

**Professional Freefall Videographer/Photographer \*** **2008-2016**  
Skydive Spaceland, Rosharon, TX  
NZone Skydive, Queenstown, NZ

## LEADERSHIP & SERVICE

- **ACSM Strategic Health Initiative on Obesity Committee** (2020 – June 2023)
- **Chair, Department of Kinesiology Academic Affairs** (November 2021 – present)
- **CSUB M.S. Kinesiology Candidate Selection Committee** (May 2019 – present)
- **CSUB Title Vb Internal Advisory Committee** (March 2020 – present)
- **CSUB Faculty Search and Recruitment Committees** (November 2019 - present)  
**Tenure Track Positions in 1) Public Health 2) Exercise Physiology 3) Physical Education**
- **Advisor, CSUB Students of Osteopathic Medicine Association Club** (December 2019 – present)
- **CSUB Research Council of the University Committee** (May 2019 – May 2021)
- **CSUB Student Rec Center Wellness Committee - Interim Member** (2018 to present)
- **President and Founder, Texas A&M Skydiving Club** (2011-2013)

### **Journal Peer Reviewer**

**PLOS ONE** – *Sport and Exercise Science Collection* (2018 to present)

#### **Biology and life sciences**

Nutrition

Sports science

#### **Medicine and health sciences**

Nutrition

Physiology

Sports and exercise medicine

### **Invited Speaker**

- **CSUB Kinesiology Club** – *The science of creatine research and discussion* (October, 2019)
- **CSUB New Faculty Orientation** (Fall 2020)
- **CSUB Health and Wellness Forum** (Fall 2020)
- **Guest Lecturer for several undergraduate courses**

## TECHNICAL RESEARCH PROFICIENCIES

- Blood sample collection and analysis (Venipuncture, centrifuge, and specimen fractionation)
- Analyte assessment (Clinical chemistry automated analyzers: CBC [Cell-Dyn], COBAS, ELISAs, Colorimetric and fluorometric microplate readers, Nanodrop, qPCR)
- Handheld glucose and lactate analyzers
- Bone densitometry (Dual Energy X-Ray Absorptiometry [DXA])
- Body Composition Assessment (Ultrasound [BodyMetrix], Hydrodensitometry, Air displacement plethysmography, skinfold, BIA)
- Indirect Calorimetry (REE and VO<sub>2</sub>max [Parvo Medics True One 2400])
- Cardiopulmonary/12-lead ECG Exercise Stress Test and Analysis (Treadmill and Cycle ergometer)
- Spirometry (Handheld)
- Strength Testing (isotonic, isometric, isokinetic)
- Anaerobic Power Testing (Wingate, Tendo unit, vertical jump)
- Nutritional Analysis (ESHA SQL Nutritional Software)
- Statistical Data Analysis (SPSS Software)

## PROFESSIONAL TRAINING AND CERTIFICATIONS

- **Certified Phlebotomy Technician (CPT-I)** – **California Department of Public Health**  
Clinical Training Institute (2019 – present) [current CA License]
- **American College of Sports Medicine**  
Faculty member and Certified Personal Trainer (2006 – present)

- **American Red Cross**  
CPR/AED adult and child certified (2008 – present)
- **TAMU Biosafety Department**  
Bloodborne Pathogen Training (2011 – present)  
Biosafety Level II Training (2011 – present)
- **European Society for Clinical Nutrition and Metabolism**  
Intensive Course in Tracer Methodology in Metabolism (2013)

## TEACHING EXPERIENCE

<p><b>Assistant Professor/Lecturer</b>  <i>Department of Kinesiology, California State University, Bakersfield</i>  <i>KINE 6180 – Master’s Thesis Committee Chair and Advisor</i>  <i>KINE 6021 – Advanced Exercise Physiology (Master’s Degree Course)</i>  <i>KINE 4160 – Exercise and Aging (Lecture)</i>  <i>KINE 4150 – Clinical Exercise Physiology (Lecture)</i>  <i>KINE 4140 – Advanced Exercise Physiology (Lecture and Lab)</i>  <i>KINE 3320 – Motor Learning (Lecture and Lab)</i>  <i>KINE 3120 – Nutrient Utilization in Sport and Health (Lecture)</i>  <i>KINE 3118 – Epidemiology and Wellness (Lecture)</i>  <i>KINE 3040 – Exercise Physiology (Lecture and Lab)</i>  <i>KINE 1018 – Lifetime Fitness (Lecture)</i></p>	<p><b>2017-present</b></p>
<p><b>Teaching Assistant</b>  <i>Department of Kinesiology, Texas A&amp;M University</i>  <i>KINE 433 – Physiology of Exercise</i>            Lectured classes, collaborated with curriculum, and assisted/held meetings with students upon request.</p>	<p><b>2015</b></p>
<p><b>Math Tutor/Coordinator</b>  <i>Student Learning Center, Texas A&amp;M University</i>            Prepare students for entry level collegiate math courses, supervised staff tutors, administered and graded all exams.</p>	<p><b>2011 – 2012</b></p>

## AWARDS/HONORS

<p><b>TAMU Institute for Advanced Studies Fellowship</b>, <i>Texas A&amp;M University</i>            Conducted collaborative human genomics research with Nobel laureate, Dr. Claude Bouchard (Pennington Biomedical Institute)</p>	<p><b>2013 – 2014</b></p>
<p><b>Health and Kinesiology Departmental Research Scholarship</b>, <i>Texas A&amp;M University</i></p>	<p><b>2011 – 2012</b></p>
<p><b>Health and Human Performance Honor Society</b> (Founding Member), <i>University of Houston – Clear Lake</i></p>	<p><b>2010</b></p>

## RESEARCH GRANTS

<p><b>RCU Faculty Grant Award</b>, <i>California State University, Bakersfield</i>            Awarded (\$4,890)</p>	<p><b>2019</b></p>
<p><b>Faculty TLC Professional Development Grant</b>, <i>California State University, Bakersfield</i></p>	<p><b>2017</b></p>

Awarded (\$500)

**(submitted) "Promoting physical activity and quality of life in Hispanics and Latinos," 2019**

National Institute of Health (NIH) Co-investigator (PI: Zachary Zenko).

Direct funding requested (\$222,849)

## JOURNAL PUBLICATIONS

\*First or second Author

1. Baetge, C., Earnest, C.P., Lockard, B., Coletta, A.M., Galvan, E., Rasmussen, C., Levers, K., Simbo, S., Jung, Y.P., Koozehchian, M., Oliver, J., Dalton, R., Sanchez, B., Byrd, M., Khanna, D., Jagim, A., Kresta, J., Greenwood, M., Kreider, R.B. (2017). *Efficacy of a randomized trial examining commercial weight loss programs and exercise on metabolic syndrome in overweight and obese women.* **Applied Physiology, Nutrition, and Metabolism**, (999), 1-12.
2. Dalton, R., Sowinski, R., Grubic, T., Collins, P., Coletta, A., Reyes, A., Sanchez, B., Koozehchian, M., Jung, Y.P., Rasmussen, C., Greenwood, M., Murano, P., Earnest, C., Kreider, R.B. (2017). *Hematological and Hemodynamic Response to Acute and Short-Term Creatine Nitrate Supplementation.* **Nutrients**, 9(12), 1359.
3. \*Coletta, A. M., Sanchez, B., O'Connor, A., Dalton, R., Springer, S., Koozehchian, M. S., ... & Kreider, R. B. (2018). *Alignment of diet prescription to genotype does not promote greater weight loss success in women with obesity participating in an exercise and weight loss program.* **Obesity science & practice**, 4(6), 554-574.

## PUBLISHED ABSTRACTS AND CONFERENCE PRESENTATIONS

\* First Author or Mentor

1. \* Sanchez B., W Amonette. *Locomotive Biomechanics Wearing a Simulated Life Support System During Varying Cognitive and Treadmill Grade Conditions.* **International Journal of Exercise Science**. 2:2,21, 2010.
2. Lockard, C. Baetge, K. Levers, E.Galvan, A. Jagim, S. Simbo, M. Byrd, Y. Jung, J. Oliver, M. Koozechian, R. Dalton, D. Khanna, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen, R. Kreider. *Women who participate in a structured weight loss program with resistance-exercise experience more favorable changes in body composition when compared to other popular weight loss programs.* **Experimental Biology**. Boston, MA. April 9, 2013.
3. Galvan E, B. Lockard, C. Baetge, K. Levers, A. Jagim, S. Simbo, M. Byrd, Y. Jung, J. Oliver, M. Koozechian, R. Dalton, D. Khanna, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen and R. Kreider. *Women who participate in a structured weight loss program with resistance-exercise experience more favorable changes in blood lipids when compared to other popular weight loss programs.* **Experimental Biology**. Boston, MA. April 9, 2013.
4. Simbo S, B. Lockard, C. Baetge, K. Levers, E.Galvan, A. Jagim, M. Byrd, Y. Jung, J. Oliver, M. Koozechian, R. Dalton, D. Khanna, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen and R. Kreider. *Effects of participation in popular weight loss and fitness programs on markers of health and fitness in women.* **Experimental Biology**. Boston, MA. April 9, 2013.
5. Dalton R, B. Lockard, C. Baetge, K. Levers, E.Galvan, A. Jagim, S. Simbo, M. Byrd, Y. Jung, J. Oliver, M. Koozechian, D. Khanna, R. Dalton, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen and R. Kreider. *Effects of participation in popular weight loss and fitness programs on insulin and leptin in women.* **Experimental Biology**. Boston, MA. April 9, 2013.
6. Levers K, B. Lockard, C. Baetge, E.Galvan, A. Jagim, S. Simbo, M. Byrd, Y. Jung, J. Oliver, M. Koozechian, R. Dalton, D. Khanna, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen and R. Kreider. *Adding access to online meal plans and monitoring to a structured weight loss program with resistance-*



- exercise promotes more positive changes in triglycerides. Experimental Biology.* Boston, MA. April 9, 2013.
7. Baetge, B. Lockard, K. Levers, E. Galvan, A. Jagim, S. Simbo, M. Byrd, Y. Jung, J. Oliver, M. Koozechian, R. Dalton, D. Khanna, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen and R. Kreider. *Adding access to online meal plans and monitoring improves success to a structured weight loss program with resistance-exercise in women. Experimental Biology.* Boston, MA. April 9, 2013.
  8. Jung Y, M. Byrd, C. Baetge, B. Lockard, K. Levers, E. Galvan, A. Jagim, S. Simbo, J. Oliver, M. Koozechian, R. Dalton, D. Khanna, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen and R. Kreider. *Adherence to a high protein and low fat energy-restricted diet while participating in a circuit resistance-exercise program promotes fat loss with no loss in fat free mass in postmenopausal women. Experimental Biology.* Boston, MA. April 9, 2013.
  9. Jagim, M. Byrd, B. Lockard, C. Baetge, K. Levers, E. Galvan, S. Simbo, Y. Jung, J. Oliver, M. Koozechian, R. Dalton, D. Khanna, B. Sanchez, J. Kresta, K. Horrell, T. Leopold, M. Cho, S. Springer, A. Rivera, C. Cerda, C. Rasmussen and R. Kreider. *Adherence to a high protein and low fat energy-restricted diet while participating in a circuit resistance-exercise program promotes positive changes in blood glucose and lipids in post-menopausal women. Experimental Biology.* Boston, MA. April 9, 2013.
  10. Byrd M, Y. Jung, B. Lockard, C. Baetge, K. Levers, E. Galvan, A. Jagim, S. Simbo, J. Oliver, M. Koozechian, D. Khanna, R. Dalton, B. Sanchez, K. Horrell, T. Leopold, M. Cho, J. Fluckey, S. Riechman, M. Greenwood, J. Hart, K. Shimkus, W. Gapinski, M. Pere. *Effects of nutrient timing following resistance-exercise on changes in body composition in post-menopausal women participating in weight loss program. Experimental Biology.* Boston, MA. April 9, 2013.
  11. Dalton R, C Baetge, B Lockard, K Levers, E Galvan, A Jagim, S Simbo, M Byrd, Y Jung, JM Oliver, M. Koozechian, D Khanna, B. Sanchez, JY Kresta, K. Horrell, T. Leopold, M. Cho, S Springer, A Rivera, C Cerda, C Rasmussen, R Kreider. *Analysis of efficacy and cost effectiveness of popular weight loss and fitness programs. International Society of Sports Nutrition National Conference.* Boulder, CO. June, 15, 2013.
  12. Byrd M, S Simbo, YP Jung, B Sanchez, M Cho, CW Lee, B Lockard, C Baetge, K Levers, E Galvan, A Jagim, JM Oliver, R Dalton, B Bessire, K Horrell, T Leopold, M Koozechian, D Khanna, K Shimkus, W Gapinsky, M Perez, J Hart, S Riechman, J Fluckey, M Greenwood, C Rasmussen, R Kreider. *Effects of immediate and delayed nutrient timing following resistance exercise on changes in mixed muscle fractional synthesis rate (FSR) in post-menopausal women participating in a weight loss program. International Society of Sports Nutrition National Conference.* Boulder, CO. June, 15, 2013.
  13. Dalton R, K Levers, S Simbo, YP Jung, E Galvan, M Koozechian, D Khanna, B Sanchez, N Barringer, A Coletta, J Carter, A Reyes, S Springer, M Cho, C Goodenough, A O'Connor, C Rasmussen, R Kreider. *Raspberry Ketones – A Brief Review of the Potential Benefits and Risks as a Dietary Supplement. Vegetable and Fruit Improvement Center 20<sup>th</sup> Anniversary Conference.* College Station, TX. February 26, 2014.
  14. Levers K, S Simbo, YP Jung, E Galvan, R Dalton, B Sanchez, N Barringer, A Coletta, J Carter, S Springer, M Cho, C Goodenough, A O'Connor, C Rasmussen, R Kreider. *A Comprehensive Review Detailing The Effects Of Tart Cherry Supplementation On Markers of Inflammation, Muscle Damage, And Soreness Following Acute Bouts Of Intense Resistance And Endurance Exercise. Vegetable and Fruit Improvement Center 20<sup>th</sup> Anniversary Conference.* College Station, TX. February 26, 2014.
  15. O'connor A, S Simbo, YP Jung, E Galvan, K Levers, R Dalton, M Koozechian, D Khanna, B Sanchez, N Barringer, A Coletta, J Carter, A Reyes, S Spring, M Cho, C Goodenough, C Rasmussen, R Kreider. *A Review of the Proposed Cardioprotective Characteristics of the Polyphenolic Compounds in Grape Products. Vegetable and Fruit Improvement Center 20<sup>th</sup> Anniversary Conference.* College Station, TX. February 26, 2014.
  16. \* Sanchez B, C Rasmussen, R Kreider. *Ergogenic Function of Pumpkin Seed Extract on Exercise Performance, Fatigue, and Biomarkers of Muscle Metabolism Following Physical Exertion. Vegetable and Fruit Improvement Center 20<sup>th</sup> Anniversary Conference.* College Station, TX. February 26, 2014.
  17. Levers K, E Galvan, A Coletta, R Dalton, Y Jung, A O'Connor, C Goodenough, S Simbo, C Seesselberg, B Bonin, M Koozechian, B Sanchez, N Barringer, C Rasmussen, M Greenwood, and R Kreider. *Assessment of factors related to carbohydrate intolerance I: OGTT glucose AUC. Experimental Biology.* San Diego, CA. April 30, 2014.
  18. Galvan E, K Levers, A Coletta, R Dalton, Y Jung, A O'Connor, C Goodenough, S Simbo, C Seesselberg, B Bonin, M Koozechian, B Sanchez, N Barringer, C Rasmussen, M Greenwood, and R Kreider. *Assessment of factors related to carbohydrate intolerance II: OGTT glucose at 120 minutes. Experimental Biology.* San Diego, CA. April 30, 2014.
  19. Jung Y, B Lockard, C Baetge, K Levers, E Galvan, A Jagim, S Simbo, M Byrd, J Oliver, M Koozechian, R Dalton, D Khanna, B Sanchez, J Kresta, K Horrell, T Leopold, M Cho, S Springer, A Rivera, C Cerda, C Chang, C Rasmussen, and R

- Kreider. *Comparative effectiveness of popular diet programs on changes in body composition and visceral adipose tissue in women*. **Experimental Biology**. San Diego, CA. April 30, 2014.
20. Dalton R, K Levers, E Galvan, A Coletta, Y Jung, A O'Connor, C Goodenough, S Simbo, C Seesselberg, B Bonin, M Koozehchian, B Sanchez, N Barringer, C Rasmussen, M Greenwood, and R Kreider. *Assessment of factors related to carbohydrate intolerance III: Fasting HOMA*. **Experimental Biology**. San Diego, CA. April 30, 2014.
  21. Springer S, B Lockard, C Baetge, Y Jung, K Levers, E Galvan, A Jagim, S Simbo, M Byrd, J Oliver, M Koozehchian, R Dalton, D Khanna, J Kresta, B Sanchez, K Horrell, T Leopold, M Cho, A Rivera, C Cerda, C Chang, C Rasmussen, and R Kreider. *Comparative effectiveness of popular diet programs on changes in android and gynoid body composition in women*. **Experimental Biology**. San Diego, CA. April 30, 2014.
  22. Goodenough C, K Levers, E Galvan, A Coletta, R Dalton, Y Jung, A O'Connor, S Simbo, C Seesselberg, B Bonin, M Koozehchian, B Sanchez, N Barringer, C Rasmussen, M Greenwood, and R Kreider. *Analysis of the validity of a carbohydrate intolerance questionnaire II*. **Experimental Biology**. San Diego, CA. April 30, 2014.
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37. Coletta A, C Baetge, P Murano, E Galvin, C Rasmussen, M Greenwood, K Levers, B Lockard, SY Simbo, YP Jung, M Koozehchian, M Cho, M Mardock, J Kresta, J Oliver, B Sanchez, M Byrd, D Khanna, A Jagim, CP Earnest, RB Kreider. *Efficacy of Commercial Weight Loss Programs on Metabolic Syndrome. Experimental Biology Meeting.* San Diego, CA. April 6, 2016.
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45. Grubic T, R Dalton, R Sowinski, PB Collins, A Coletta, A Reyes, B Sanchez, M Koozehchian, YP Jung, C Rasmussen, P Murano, CP Earnest, RB Kreider. *Seven days of high and low dose creatine nitrate supplementation II: performance. International Society of Sports Nutrition Annual Meeting.* Clearwater, FL. June 11, 2016.
46. Sowinski R, Dalton R, T Grubic, PB Collins, A Coletta, A Reyes, B Sanchez, M Koozehchian, YP Jung, C Rasmussen, P Murano, CP Earnest, RB Kreider. *Seven days of high and low dose creatine nitrate supplementation III: hemodynamics. International Society of Sports Nutrition Annual Meeting.* Clearwater, FL. June 11, 2016.
47. Grubic T, R Sowinski, R Dalton, C Favot, B Sanchez, PB Collins, A Reyes, C Rasmussen, M Greenwood, CP Earnest, RB Kreider. *Glycemic and Insulinemic Response to a Commercial Food Bar Containing a Whey Protein Blend with*

*Isomalto-oligosaccharides Plant Fiber as the Carbohydrate Source. International Society of Sports Nutrition Annual Meeting.* Phoenix, AZ. June 23, 2017.

48. Collins PB, CP Earnest, RL Dalton, RJ Sowinski<sup>1</sup>, TJ Grubic, BK Sanchez, CJ Favot, AG Reyes, AM Coletta, C Rasmussen, M Greenwood, PS Murano, RB Kreider. *Short-Term Effects of a Ready-to-Drink Pre-Workout Beverage on Skeletal Muscle Strength and Endurance. International Society of Sports Nutrition Annual Meeting.* Phoenix, AZ. June 23, 2017.
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50. Collins PB, CJ Favot, CP Earnest, RL Dalton, RJ Sowinski, TJ Grubic, BK Sanchez, AG Reyes, AM Coletta, C Rasmussen, M Greenwood, PS Murano, RB Kreider. *Short-Term Effects of a Ready-to-Drink Pre-Workout Beverage on Blood Chemistry and Self-Reported Side Effects. International Society of Sports Nutrition Annual Meeting.* Phoenix, AZ. June 23, 2017.
51. \*Vollmer C, B Sanchez. *Effect of 4-week Creatine Monohydrate Supplementation on Absolute Strength in Trained and Untrained Healthy Adults. Southwest ACSM Annual Meeting.* Costa Mesa, CA. October 29, 2021.

## RESEARCH EXPERIENCE

**Served as Primary Investigator, Study Coordinator, Co-Investigator, or Research Assistant**

1. The Association Between Critical Velocity and Unilateral Stability in Distance Runners (2011). [Supported by UHCL School of Human Sciences and Humanities]. B. Sanchez (PI). **Primary Investigator/Study Coordinator.**
2. Curves: Women's Health & Fitness Initiative Extension (2011 – 2016). [Funded by Curves International and Interleukin Genetics] R. Kreider (PI):
  - a. Effects of a carbohydrate restricted high protein, high fat diet on weight loss and health outcomes in women participating in the Curves fitness & weight loss program (C2013). **Study Coordinator/Co-Investigator.**
  - b. Effects of diet type selection based on response to a carbohydrate intolerance questionnaire and genetic screening on success to a weight loss and exercise program (CGEN). **Doctoral Research Assistant.**
  - c. Validation of carbohydrate intolerance questionnaire (CIQ). **Doctoral Research Assistant.**
3. Nutrabolt International Research & Development Program (2013-2017). [Funded by Nutrabolt International]. R. Kreider (PI):
  - a. Pharmacokinetic, thermogenic, hemodynamic, ergogenic assessment of a pre-workout dietary supplement (C4-A). **Doctoral Research Assistant.**
  - b. Effects of a pre-workout dietary supplement on training adaptations in resistance trained athletes (C4-T). **Doctoral Research Assistant.**
  - c. Pharmacokinetic assessment of acute ingestion of different forms of creatine (CN-A). **Doctoral Research Assistant.**
  - d. Effects of 28 days of different forms of creatine supplementation on muscle creatine, body composition, and exercise performance in recreationally active males (CN-T). **Doctoral Research Assistant.**
4. Effects of tart cherry supplementation on markers of inflammation, muscle damage, and muscle soreness (2013-2014). [Funded by Anderson Global Group]. R. Kreider (PI):
  - a. Effects of tart cherry supplementation on markers of inflammation, muscle damage, and muscle soreness following intense resistance exercise (TCR). **Doctoral Research Assistant.**
  - b. Effects of tart cherry supplementation on markers of inflammation, muscle damage, and muscle soreness following endurance exercise (TCE). **Doctoral Research Assistant.**
5. Curves: Women's Health & Fitness Initiative Extension (2011 – 2013). [Funded by Curves International]. R. Kreider (PI):

- a. Comparison of the Curves 90-day Fitness and Weight Loss Challenge to Popular Diet Programs (C-90). **Doctoral Research Assistant.**
  - b. Effects of Post-Exercise Protein Supplementation on Training Adaptations to the Curves Fitness Program (NT). **Doctoral Research Assistant.**
  - c. Metabolic Syndrome Analysis. **Doctoral Research Assistant.**
6. The effect of creatine monohydrate on plasma homocysteine in methylenetetrahydrofolate reductase (MTHFR) C677T polymorphisms (2019 – present) [Funded by CSUB GRaSP RCU Faculty Grant]. B. Sanchez (PI): **Primary Investigator/Study Coordinator.**

## ADDITIONAL ACHIEVEMENTS

### **United States Parachute Association (USPA)**

- National Skydiving Record – Largest Wingsuit Formation (September 2015)
- Texas Women’s State and National Records - Formation and Sequential Skydiving (October 2006, October 2010, October 2011)
- 1st place - USPA National Skydiving Championships, 8-way Intermediate Formation Skydiving (November 2011)

Featured Profile in USPA *Parachutist* magazine, an International publication - January 2014

Featured in Texas A&M’s HLKN *On the Move* publication - Fall 2012

Featured in University of Houston HHP Newsletter ‘Alumni Spotlight’ - Fall 2009

Published athlete in *UK Daily News, Taipei Times, The New York Times, Fox News, and CNN:*

International BASE Jumping Invitational Tournament, Baling Bridge, Guizhou China (2012-2016)

Kuala Lumpur Tower, Malaysia (August 2006)

3rd place - Texas Canopy Piloting Skydiving Championships (2005)

Published athlete in *Skydiving* magazine - Skysurfer in SurfFlite advertisement (July 2002)

Televised on multiple nationally recognized platforms across China/UK News, and

Versus TV - Professional BASE jumping demonstrations in China, Norway, Malaysia, and the USA


Invited Competitor in *Go Fast* Apollo Games 2017 – Zakynthos, Greece (August 2017)

Ambassador Volunteer – HLKN Distinguished Lecture Series, Texas A&M University (April 2017)

March 8, 2021

**MEMORANDUM**

TO: CSU Presidents

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

SUBJECT: Accessible Technology Initiative (ATI)

***Background***

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

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

***Vision***

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

The ATI implementation approach is driven by the following principles:

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

### ***Key Strategies***

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

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

### ***Implementation Goals***

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

### *Web Accessibility Goals*

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

### *Procurement Accessibility Goals*

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

### *Instructional Materials Accessibility Goals*

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



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

### ***Implementation Approach***

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

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

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

### ***Systemwide Support and Leadership***

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

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

### ***Campus and Chancellor’s Office ATI Responsibilities***

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

The executive sponsor shall

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

The ATI Steering Committee will oversee the ATI implementation, including

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

Each of these responsibilities is described in more detail below.

### **Reviewing/Revising the ATI Plan**

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

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

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

### **ATI Baseline/Timeline Process**

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

### **Implementing the ATI Plan**

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

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

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

### **Documenting ATI Compliance Progress**

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

### **ATI Annual Report**

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

### **President Summary Report**

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

### **Distributing the Aggregate ATI Annual Report to CO Executives**

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

### ***Implementation Timeline***

The timeline associated with ATI implementation tasks is provided below.

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

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

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

If you have questions regarding these guidelines, please contact Dr. Leslie Kennedy, senior director, Academic Technology Services at [lkennedy@calstate.edu](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



## **CSU Fall Recess 2021**

### **\*Bakersfield**

Thanksgiving holiday (11/25-26)

<https://www.csub.edu/calendar/academic-calendar-2021-2022>

### **\*Channel Islands**

Thanksgiving Recess (11/25-27; campus closed)

<https://catalog.csuci.edu/content.php?catoid=53&navoid=3944>

### **Chico**

Fall/Thanksgiving Break (no classes held) (5 days)

<https://www.csuchico.edu/apss/calendar/aca-cal-2021-22.shtml>

### **\*Dominguez Hills**

Thanksgiving Day Holiday (11/25) and Break (11/26-27 campus closed)

### **+Fresno**

Thanksgiving Break (11/24-26) (3 days)

<http://www.fresnostate.edu/academics/about/calendars/current.html>

### **East Bay**

Fall Recess, 11/22-26 (no classes, campus closed 11/25-26) (5 days)

<https://catalog.csueastbay.edu/content.php?catoid=27&navoid=22661>

### **Fullerton**

Fall Recess, 11/22-28 (No classes, campus closed 11/25-26) (5 days)

<https://apps.fullerton.edu/academiccalendar/AcademicYear.aspx?Year=2021>

### **Humboldt**

Fall Break, 11/22-26 (no classes, campus closed 11/25-26)

<https://registrar.humboldt.edu/academic-deadlines>

### **Long Beach**

Fall Break 11/22-24 (no classes, campus open) Thanksgiving Holiday (11/25-26; campus closed)

<https://www.csulb.edu/academic-affairs/academic-affairs-calendar>

### **Los Angeles**

Fall Recess (11/22-24, no classes, campus open) Thanksgiving (11/25-27 campus closed)

<https://www.calstatela.edu/academicresources/academic-calendar>

### **\*Maritime**

Thanksgiving Break (11/25-26, Non-instructional days)

<https://www.csum.edu/registrar/calendar/2021-2022-academic-calendar.html>

**Monterey Bay**

Fall Break, 11/22-24 (Faculty Planning Days, no classes); Thanksgiving, 11/25-26  
<https://catalog.csusb.edu/content.php?catoid=7&navoid=364>

**\*Northridge**

Thanksgiving Recess, 11/25-28 (Campus closed)  
<https://www.csun.edu/admissions-records/events/holiday-thanksgiving-recess-2021>

**\*Pomona**

Thanksgiving (11/25), Indigenous People's Day (11/26)  
<https://www.cpp.edu/academicplanning/academic-calendar/2021-22/fall-2021.shtml>

**\*Sacramento**

Thanksgiving Holiday (11/25-26)  
<https://catalog.csus.edu/academic-calendar/#fall2021text>

**\*San Bernardino**

Thanksgiving Recess (11/25-28)  
<https://bulletin.csusb.edu/calendar/>

**+San Diego**

Thanksgiving Recess (11/24, no classes; 11/25-26 campus closed)  
[https://registrar.sdsu.edu/calendars/academic\\_calendars/fall-2021-academic-calendar](https://registrar.sdsu.edu/calendars/academic_calendars/fall-2021-academic-calendar)

**San Francisco**

Fall Recess (11/22-24, no classes, campus open; 11/25-27, campus closed)  
<https://webapps.sfsu.edu/public/webcalendar/acad/cal/today/week/20217>

**+San Jose**

Non-instructional Holiday (11/24, no classes); Thanksgiving Holiday (11/25-26, campus closed)  
<https://www.sjsu.edu/classes/calendar/2021-2022.php>

**San Luis Obispo**

Academic Holiday-Thanksgiving (11/22-28)  
<https://registrar.calpoly.edu/academic-calendar>

**\*San Marcos**

Thanksgiving Holiday (11/25-26, no classes Saturday 11/27)  
[https://www.csusm.edu/academic\\_programs/calendars.html](https://www.csusm.edu/academic_programs/calendars.html)

**+Sonoma**

Thanksgiving Break (11/24-11/26)

<https://www.sonoma.edu/academics/calendar>

**Stanislaus**

Non-instructional Days (11/22-24); Thanksgiving Holiday (11/25-26)

<https://www.csustan.edu/academic-calendar>

**Minimal Break (Thursday and Friday Only) – 9 campuses**

Bakersfield  
Channel Islands  
Dominguez Hills  
Maritime  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Marcos

**Expanded Thanksgiving (Wednesday-Friday) – 4 campuses**

Fresno  
San Diego  
San Jose  
Sonoma

**Full Fall Recess (Monday-Friday) – 10 campuses**

Chico  
East Bay  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Monterey Bay  
San Francisco  
San Luis Obispo  
Stanislaus



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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>