

## ACADEMIC SENATE EXECUTIVE COMMITTEE

### Agenda

Tuesday, January 25, 2022

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  
December 7, 2021 Minutes
5. CONTINUED ITEMS
  - a. AS Log (handout)
    - i. AAC (J. Tarjan)
    - ii. AS&SS (E. Correa)
    - iii. FAC (M. Rees)
    - iv. BPC (C. Lam)
  - b. Provost Update (V. Harper)
    - i. Workload Reduction Strategies
    - ii. Spring 22 Modality Shifting Guidance (handout)
    - iii. Grant Committee (ad hoc) Report (handout)
    - iv. CSUB Re-Enrollment and Re-Engagement Plan (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. Elections and Appointments – M. Danforth

- i. Statement of Interest in various committees (handout)
- ii. ATI Working Group (handout)
  - 1. Appointments and expectations of service
  - 2. Sub-committee – Instructional Materials
- iii. Fourth attempt to fill position turns to EC appointment – Handbook Change
- iv. Evaluation of Academic Administrators – Handbook 311.1
- 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
- c. Summer Compensation
- d. RTP Completeness – Handbook Change (handout) – FAC
- e. Honorary Doctorate Award – Handbook Change (handout) FAC
- f. URC Recommendations – Additional Handbook Changes (handout)
- g. Bachelor of Arts Degree in History with a Concentration in Social Science Teaching (handout) AAC
- h. Exam Modality for Flex Classes
- i. Policies: Reimbursement Rate, and Professional Development Funding (handout)
- j. Reconsider Time Blocks
- k. Academic Calendar – Fall Recess (handout)
- l. Investment Divestiture
- m. Academic Integrity
  - i. Academic Integrity Pledge
- n. Strategic Plan Group data gathering instrument(s)
- o. Philosophy on Teaching Modalities
- p. Academic Freedom revisited – FAC
- q. Distinguished Professor Award – (handout) FAC
- r. Faculty Poll regarding online instruction (Hold pending further information)
- s. Alma Mater (Hold pending further investigation)
- t. 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, December 7, 2021

10:00 a.m. – 11:42 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

Two-Factor Authentication (2FA) – email and Canvas are subject to two-factor authentication. F. Gorham requests that faculty implement it by February 7, 2022. (A. Hegde) It's really an Office 365 authentication, thus the Microsoft system authentication. If one is syncing their CSUB One Drive to File Explorer on Windows will the code have to be entered every twelve hours to keep their files synchronize? She prefers One Drive because there's never been any loss of meta data. We should find out how it will affect people doing One Drive synchronization and how the new policy effects Box. (M. Danforth) There will be two ways to authenticate: 1) the single sign-on (SSO) used for Box, MyCSUB, etc. which has the two-factor authentication embedded in it. One enters their net ID and password and then it brings them into the 2FA page (with CSUB logo). 2) Microsoft sign-in (with Rowdy picture) to turn on Office 365, Canvas, and anything else that takes one to the Microsoft sign-in page. Upon implementation, one enters their email and password and then it will take them to the 2FA. (M. Danforth) A. Hegde will check with F. Gorham on M. Danforth's concerns and request that some statistics on effectiveness be made available to help with adoption of 2FA. (A. Hegde)

Library Proposal to take over FYS – Waiting for reply from GECCo before EC sends memo. (A. Hegde)

3. APPROVAL OF AGENDA

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

4. APPROVAL OF MINUTES

E. Correa moved to approve the November 30, 2021 Minutes. C. Lam seconded. Approved.

5. CONTINUED ITEMS

a. AS Log (handout)

i. AAC (J. Tarjan)

The committee is finalizing resolutions on the following:

Referral # 5 Summer Term Unit Limits

Referral #24 BA Sociology Concentration Revision – Racial and Ethnic Dynamics

Referral # 9 Proposal to Employ High Impact Practice (HIP) Tracking. The resolution will be from AAC only.

Referral # 7 GECCo Structure and Reporting

Referral #25 General Studies (GST) Department Formation - AAC received a report from the Department Formation Task Force (see Agenda handout) which they will take up. J. Tarjan will invite A. Gebauer to AAC to discuss

ii. AS&SS (E. Correa)

Referral # 9 Proposal to Employ High Impact Practice (HIP) Tracking. The work is on a stand-still as members are not in agreement after meeting with AAC. We can decide whether to send resolution from AAC and not AS&SS. There's no deadline. (A. Hegde) AAC's will come with recommendations and caveats. (J. Tarjan)

Referral # 10 Faculty Advising Structure - AS&SS has met with the Faculty Council and various Staff Advisors from different schools. There appears to be miscommunications and misunderstandings around reports that have been provided in terms of not finding accurate responses to what has been offered. Maybe by next semester some agreement or recommendation can be made. E. Correa doesn't see a resolution coming forward. (E. Correa)

Referral # 26 Testing Center – It hasn't even been touched. Some want just one room, and some want a proper infrastructure in place.

iii. FAC (M. Rees) FAC has so many referrals and many have long discussions attached to them.

Referral # 3 Electronic RTP as Application Standard – FAC went through the survey responses. There wasn't a lot of interest in alternate company while faculty is still learning Box. It could be general electronic in the future, and not company specific. (M. Rees) The first RTP files are due the first week in August. It would be helpful to have something by the end of Spring. A. Hegde has heard from faculty that when they do a rebuttal, it's not being read by the next level. The most common complaint is that the deans are not reading the rebuttal letters. It would be helpful if there was some acknowledgement that they had. There's no language in the Handbook as such. Perhaps the contract says they must do it. Also, some acknowledgement from the URC that the rebuttal letters

have been read. A. Hegde will reach out to whoever is chairing the URC and recommend that they look at the rebuttal letters. (A. Hegde) They could be put in the file and emailed. (M. Rees) A faculty member emailed the Provost's Office and sent a copy to the dean, but there is no way of knowing whether the files have been put in Box. In one instance, the dean replied that he wasn't in Box. There are some issues with Box. A. Hegde will talk to D. Boschini to make sure the letters are in the right place. (A. Hegde) People in BPA weren't getting the copies, even though they were copied on the document(s). Something broke down. Who is responsible for making sure copies are getting sent to people, whether paper or electronic? (J. Tarjan) It has to do with access permissions. Once one does their level of review, they no longer have access to it. (A. Hegde) The file metadata doesn't properly sync to Box. In the CEECS department, the unit committee uploaded the unit's review letters and the deans couldn't see it through the Windows Explorer. When they logged into the web browser, they were then able to see them. It's another area where Box could be a stopgap measure but maybe not a good permanent solution. (M. Danforth) It's not clear to people that they need to go through the web browser to access the files. We either go to software designed for RTP or go back to hard copies. No one is happy with Box. (J. Tarjan) E. Correa reinforced the need for assurance that the deans are reading the files and when there are mistakes, that they make the adjustments. She's seen several faculty members have issues with factual pieces, like publication numbers, being incorrect. When notified, nothing was done so the error kept repeating and went all the way up to the university-wide committee. There needs to be careful attention to reading and asking a few questions. If Box is giving us trouble, maybe there should just be an electronic copy that was used before. Also, have a "copy" function to make sure that everybody has a copy of whatever rebuttal letter and whatever is being posted. (E. Correa) Thank you for the discussion items. If we can't come to resolution whether to go completely electronic, we may have to go back to paper while working it out. Please direct any other RTP and/or Box issues to M. Rees. (A. Hegde)

Workshop for Lecturer RTP – M. Rees and D. Boschini are conducting it.

iv. BPC (C. Lam)

Referral #16 Institutional Research in Response to WSCUC Report – BPC decided not to take action. BPC had a very good meeting with M. Malhotra. She demonstrated products and the committee is looking forward to the improvement. (C. Lam) Draft a memo to the EC with BPC's feedback or why BPC is not acting on it. (A. Hegde)

The Senate has been through a lot of things. As we reflect, either 1) we've been addressing things that haven't been addressed or 2) exercising shared governance effectively. Hopefully, when we get to the part about additional compensation for faculty, the administration will do right by us. (A. Hegde)

b. Provost Update (V. Harper)

Retention, Tenure, Promotion (RTP) - He heard the conversation, above. It's an important process. Box is used as a stopgap. FAC will have to be involved for another software solution. The product would be a joint-shared decision. As for paper RTP, the question is how comfortable people will be coming to campus and guidelines from regulators. V. Harper will talk to the deans about reading the rebuttal letters. The Provost reads all rebuttal letters.

Associate Dean Library – The Provost and the President discussed the change in the current staff position to Associate Dean Library. Provost wants the Senate's support. We will not fill the position until there is a permanent Dean Library. The search for a permanent Dean Library begins in Spring '22. The role classification and salary relative to the existing line has only a minimal impact.

RES 212207 Formation of Ethnic Studies (ETHS) Department – Upon the President's signature, the Provost will get it started immediately. He has thought it through thoroughly. It will move from Academic Programs to SS&E. INST will continue to exist. The department has to be in its place for the Dean to process the allocation of the faculty line and to make the catalog. J. Rodriguez will make the selection of department chair with faculty consultation. Effectively, the department exists as soon as it's signed. This will eliminate any uncertainty. (V. Harper) The Senate Chair requests that FAC's suggestions are reviewed. Caution the Dean about selecting the Chair. Consult the Handbook. The Senate's role is done. It's up to the Provost. However they proceed, if there is a need, we can address it at that time. (A. Hegde)

Thank you to the Executive Committee for a remarkable semester. The Provost is looking forward to what appears to be an outstanding budget for next year. He aims to match the number of new lines made six years ago. There is plenty of need for faculty and staff. Look for more information in January as we start the budgetary process. (V. Harper)

- i. Workload Reduction Strategies – The document addressed three items: stipend, WTUs, and class size. The Provost intends to begin funding in Spring. Class size is particularly important, and he plans to move those forward quite aggressively.
- ii. Spring 22 Modality Shifting Guidance – No change to the policy in place. Thanks to faculty for their work on the schedule. If something occurs due to pandemic, the faculty in consultation with the Deans can initiate a change with adequate

communication to the students. The Provost asked that faculty check their email upon returning for Spring for any potential change due to the pandemic.

Q&A and Comments:

Faculty lines for this year – Q: Has decision been made? (E. Correa) A: There are three allocated lines: one will go to Ethnic Studies, and the remaining two are unallocated. The Provost meets this week with the deans regarding those two lines. (V. Harper)

Campus course materials fees – Comments: The Cabinet decided in 2020 that there wouldn't be fees during the pandemic but the Student Affairs (SA) webpage posts the campus fees form with dates. The process of getting the Dean and Provost support of fees gets picked up in February. (J. Millar) CEE/CS used a software program that we received an Amazon Web Service (AWS) grant for. We have to pay to continue it, but we never got the course material fee approved to continue using AWS. If the Cabinet put aside course fees, it was not communicated to the departments. The CEE/CS department put in a request in February 2020 for the approval of a new course material fee. Attempts by the dean's office staff and department ASC to follow-up did not result in a response. The communication needs to be worked on. SA is affecting students through curriculum. The AWS grant came out of the Chancellor's Office. It was used to redo the curriculum for this course with the expectation that once the grant expired, it would be moved over to course material fees to continue to pay for AWS. We couldn't get the course material fees to continue to pay for AWS and the faculty had to revert the curriculum to the old curriculum during the pandemic. SA needs to communicate the status of the pending requests, the process on how to submit, whether there will be a continuance of course materials fees that were submitted in January and February, and how long it will be in effect. The communication fell through on anyone who submitted a request in January 2020 and February 2020 for Fall 2020. They did not get a response. The Course Fee Committee seems to be where there was a breakdown. (M. Danforth) Those concerns will be communicated to her VP. (J. Millar)

- c. Searches (V. Harper)
  - i. AVP GRaSP – No update
  - ii. AVP IRPA – Applications are being received.
  - iii. Dean BPA – No update.
  - iv. Dean NSME - Campus interviews are in Spring. Thank you to M. Danforth for moving the search along briskly and efficiently.
  - v. Dean Antelope Valley – V. Harper meets with the Search Committee this week.
  - vi. Dean Library - The search for a permanent Dean Library begins in Spring '22.
  - vii. Associate Dean Undergraduate and Graduate Studies – Applications will be looked at in Spring, per D. Jackson.
- d. Financial and strategic planning transparency and faculty participation (See 5.b.i.)
- e. AB 928 (deferred)



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

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

- a. General Faculty Meeting, Spring – Discussion ensued. The EC determined that the best time is the second week of the semester, Friday, February 4, 2021, 12:00-2:00 p.m. A “Save the Date” notification with Outlook calendar download containing the Zoom link to be emailed.
- b. Spring 2022 Final Exams Schedule – It’s systematic when one has a class, the exam is scheduled close to that class timeblock. For example, a 7:00 a.m. class it goes to the 8:00 exam time block. However, we have commencement on Friday, which is up against final exams. It’s not fair to students to have to choose whether to go to classes on Friday or Commencement. Currently it affects the 7:00 a.m. and 11:00 a.m. time blocks. (See handout in the agenda.) This needs to be addressed by the Calendar Committee. (M. Rees) There may still be a policy that students have the right to request an alternate exam time if they have two or more exams on the same day. (J. Tarjan) The conflict with the exam schedule and commencement was discussed by the Calendar Committee. In the 2022-2023 calendar, there is the same situation. However, the Associate Director Commencement, D. Ebeling, guaranteed that exams only happen during the daytime and Commencement happens in the evening. She can answer whether that same arrangement is true for Spring ’22. (C. Lam) Spring commencement is in the morning (A. Hegde) Even if we change the Friday exams to the evening, the students won’t want to return for the exam after the morning commencement ceremony. It’s always been an issue of having commencement on the final exam day. We run out of final exam blocks. That needs wider discussion on how to resolve the conflict. (M. Danforth) We need to have a policy and make it known that if a student has an exam on commencement day, they can request from their faculty to take it a different day. In the future we need the Calendar Committee to address the exam schedule while they are doing the Academic Calendar. (A. Hegde) Discussion ensued. We could either hold-off until the schedule is perfect or we can send the schedule out now and then give that exception, and then in Spring have a policy for faculty to work with students to have an alternate day for same day multiple final exams. We can’t solve all issues with this calendar. (A. Hegde) Get the Calendar Committee and Commencement Committee together. Perhaps it means getting support from the President and the Cabinet to pay staff to be at commencement on the weekend. (M. Danforth) Send a referral to BPC to come up with an interim policy for Spring that says if a graduating student has a final exam Thursday night, or Friday, work with their instructor for an alternate time. There may be a faculty member who wants to attend

- Commencement and they have to give an exam. (A. Hegde) Perhaps a letter from the Chair of the Faculty alerting faculty that the Senate is considering the policy. There may be a request from graduating students to find an alternate exam day. (J. Tarjan) That's a good idea. It could be added to their syllabi. (A. Hegde)
- c. New Department Formation – The EC received the recommendations from the Task Force.
  - d. Elections and Appointments – M. Danforth
    - i. Statement of Interest in various committees
      - Diversity Equity and Inclusion (DEI) – A. Argueta appointed
      - Student Recreation Center Advisory Committee – Jahyun Kim appointed
    - ii. Human Subject Institutional Board (HIRB) recommendations for appointment and reappointments – The EC recommended to the Provost to approve membership of R. Cheshire, C. Commuri, G. Herndon, B. Sanchez.
    - iii. AS&SS Librarian – The EC discussed the committee member's recommendation and appointed M. McCoy to AS&SS for Spring 2022.
    - iv. ATI Working Group (deferred)
      - 1. Appointments and expectations of service
      - 2. Sub-committee – Instructional Materials
    - v. Fourth attempt to fill position turns to EC appointment – Handbook Change (deferred)
    - vi. School Elections Committee – Handbook Change 202.7 (deferred)
    - vii. Order of Business – Bylaws change (Section III. A.) (deferred)
    - viii. Standing Committee Bylaws change – (Section IV) (deferred)
      - 1. Chair Election Statement of Interest (J. Tarjan's suggestion)
      - 2. Two-years on Senate requirement
      - 3. Structure of BPC
      - 4. Strike "at least" (J. Tarjan's suggestion)
    - ix. Committee proliferation (deferred)
  - e. Summer Compensation (deferred)
  - f. Exam Modality for Flex Classes (deferred)
  - g. Policies: Reimbursement Rate, and Professional Development Funding (deferred)
  - h. Reconsider Time Blocks (deferred)
  - i. Academic Calendar Thanksgiving Week – (deferred)
  - j. Investment Divestiture (deferred)
  - k. Academic Integrity (deferred)
    - i. Academic Integrity Pledge
  - l. RTP Completeness – Handbook Change – FAC (deferred)
  - m. Strategic Plan Group data gathering instrument(s) (deferred)

- n. Philosophy on Teaching Modalities (deferred)
- o. Academic Freedom revisited – FAC (deferred)
- p. Distinguished Professor Award – FAC (deferred)
- q. Faculty Poll regarding online instruction (Hold pending further information)
- r. Alma Mater (Hold pending further investigation)
- s. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING February 3, 2021**

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**

Chair RTP Review – There’s no time built into the schedule. There is no way to implement the procedures in the Handbook, cleanly. Perhaps it could be done through procedure on the schedule. Example, the chair has one week as part of the dean’s time. (J. Tarjan) It’s part of a referral that was already sent to FAC. (A. Hegde)

9. **ADJOURNMENT**

A. Hegde adjourned the meeting at 11:42

ACADEMIC SENATE LOG – JANUARY 25, 2022

**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. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. AAC will take up discussion.			
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	Complete	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 dev & 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.			
10/16/21	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			
10/16/21	2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
12/8/21	2021-2022 32 Undergraduate Re-Enrollment Policy Change		AAC Revising CSUB policy for re-entry and addressing concerns identified by Chancellor Castro.			

ACADEMIC SENATE LOG – JANUARY 25, 2022

**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 – JANUARY 25, 2022

**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	Complete	AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21			
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 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			

ACADEMIC SENATE LOG – JANUARY 25, 2022

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

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty	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	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Complete	FAC RES 212207 Formation of Ethnic Studies Department	12/02/21	12/10/21	12/10/21
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 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.			
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 – JANUARY 25, 2022

**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	Complete	AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21			
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	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			
11/2/21	2020-2021 31 Academic Calendar 2022-2023	Complete	BPC RES 212211 Academic Calendar 2022-2023	12/02/21	12/10/21	12/10/21
12/7/21	2021-2022 Final Exam Schedule – Interim Policy Change		BPC Creation of policy that gives students and faculty the option of taking final exam at a time that doesn't conflict with Commencement.			



**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.

**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

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**Faculty Grant Submissions, Management, and Success at CSUB:  
Findings and Recommendations of the CSUB *Ad hoc* Grants Committee  
2021**

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*Report approved by the committee on 16 August 2021*

**Report Authors**

Dr. R. Brandon Pratt (Chair), Dr. Brittney Beck, Dr. Luis Cabrales, Dr. Elaine Correa, Dr. Heidi He, Dr. Anna Jacobsen, Dr. Eduardo Montoya, Dr. Maryann Parada, and Dr. Isabel Sumaya

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## Report: Summary and Major Recommendations

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### Committee: Scope and Activities

An *ad hoc* committee of CSUB faculty was established in Fall of 2020 by Dr. Vernon Harper, Provost and Vice President of Academic Affairs, in consultation with the Academic Senate Executive Committee to conduct a strategic review of grants and sponsored research. The committee consisted of a diverse pool of faculty who had experience with grant submissions and management at CSUB (Appendix 1).

The charge of the committee from Provost Harper was to:

*Identify ways that CSUB can best support faculty principal investigators (PIs) in obtaining external grants<sup>1</sup> and effectively administering them.*

To meet this objective, the committee outlined a plan of action (Appendix 1). A main activity was to develop and administer a survey to faculty to inform this strategic review (survey included as Appendix 12). Data were collected on faculty background and demographics (Appendix 2), experience in writing grant proposals and obtaining grants (Appendices 3 & 4), experiences with grant writing support, submitting grant proposals, and managing grants at CSUB (Appendices 5-7), and narrative responses providing experiences, perspectives, and recommendations (Appendices 8-11). Faculty participation in the survey was high (n=119). The survey data along with committee discussions served as the basis on which the CSUB *Ad hoc* grants committee analyzed CSUB grant activity. From this analysis, the *Ad hoc* grants committee provided our summary and recommendations.

### Executive Summary

Tenure and tenure-track faculty are tasked with completing work in three categories as part of their employment: 1. Teaching; 2. Service to the university and broader communities; and 3. Conducting scholarly and creative activities. Meeting department and university criteria for these categories takes considerable time and effort, and writing external grants is often not essential to this work nor is grant writing required; nevertheless, most faculty see value in grant writing, and many chose to write external grants, including many lecturers whose contracts only require teaching. *The biggest challenge that faculty encounter in writing and managing grants is lack of time.* Despite this constraint, many CSUB faculty have written grants that support a wide range of university activities (Appendix 3). Faculty are interested in submitting future grants to continue their support of students and scholarship (Appendix 4). *Significant changes that CSUB could implement to assist and support faculty in the award and management of grants, and for improving the outcomes of awarded grants, are as follows:*

- 1. Minimize institutional hurdles associated with submission and management of grants, particularly those activities that unnecessarily encroach on faculty time.*
- 2. Improve communication between faculty and grant office personnel.*
- 3. Provide more incentives to encourage and support grant writing and broadly advertise the incentives that are already in place.*
- 4. Elevate awareness and appreciation of grant writing and scholarship.*
- 5. Combine pre- and post-award offices overseen by an AVP of GRaSP.*

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<sup>1</sup> External grants refer to those from non-CSUB entities such as the Federal, State, or private foundations, whereas internal grants are those awarded from CSUB such as through the RCU Mini-Grant program.

## General Findings and Survey Results Summary

CSUB faculty submit and are awarded grants that vary in scope, dollar amount, and funding agency. Faculty roles on grants also vary from being sole PI, PI with co-PIs, and co-PI (Appendix 3). Faculty broadly view grant writing as important and they pursue grants to support students, enhance scholarship activities, and increase job performance and satisfaction (Appendix 4). Also, faculty identified other important considerations for pursuing grants related to improving their teaching, purchasing equipment, and supporting travel to meetings. The vast majority of faculty indicated that they were interested in submitting future grant proposals (Appendix 3; Fig. A3.8).

Most faculty report having no training in grant writing, either before or after their arrival at CSUB (Appendix 4). Training in grant writing (pre-CSUB, from CSUB, or from the Chancellor's Office) was associated with a greater likelihood of submitting an external grant (Appendix 4). Successfully obtaining an external grant was more likely if faculty had pre-CSUB training. The mean number of successful grants per faculty member was also greater for faculty who had previous grant training. Faculty who received grant training while at CSUB were more successful than their non-trained peers, but not as successful as those who had training in grant writing prior to coming to CSUB. *Incorporating grant writing experience into faculty search criteria may increase the likelihood that faculty are able to successfully obtain grants at CSUB.* Internal grants, such as RCU funds and the Provost professional development funds, were among the most important factors linked to faculty successfully obtaining external grants (Appendix 4).

While most faculty report that grant writing takes time away from their teaching, they recognize that grants and grant writing also serve to improve their teaching and provide support and opportunities for their students (Appendix 5). *Faculty were overwhelmingly in support of more incentives to encourage and support grant writing. Assigned time was ranked as particularly important in supporting grant writing, grant activities, and grant management.* Faculty also expressed the desire for grant writing and scholarship to be more generally acknowledged, appreciated, and rewarded.

Faculty were generally satisfied with the support they received for pre-award activities (Appendix 6). Faculty identified specific areas of concerns for improving pre-award services, that were related to the development and communication of policies and the routing processes for grant submissions. The grant routing process could be streamlined and improved. Other recommendations are included in the report under the section entitled "Key Findings and Recommendations". Communication, faculty consultation, and records were of specific concern for faculty.

Faculty overwhelmingly reported problems associated with post-award activities (Appendices 7-11), and most recommendations focused on changes to post-award activities. For post-award, numerous serious problems were identified. Recommendations highlight major issues with processes related to post-award services, although there are additional areas of concern as discussed in faculty narrative responses (Appendices 8-10). Faculty reported numerous concerns and made many suggestions and recommendations related to grant support at CSUB in addition to the major findings and recommendations discussed in this report.

## Key Findings and Recommendations (R)

### *Communication between faculty and grants office personnel*

Numerous issues with communication between faculty and grants office personnel were identified, with most concerns related to interactions with post-award. Faculty reported numerous negative and disturbing interactions with all levels of post-award personnel (Appendices 7-11). Faculty commented that post-award personnel behaved as though they were "commanding faculty to serve them," were



“dictatorial,” “adversarial,” “rude,” “demand” things, and “police” faculty. Faculty identified that they felt “bullied” by post-award, and “dread[ed] each encounter”. Faculty also indicated that post-award was “hostile” (Appendices 8-10). All these comments, in addition to other similar ones, suggest a deeply troubled relationship between faculty and members of the post-award unit. It appears that the relationship between faculty and the post-award unit will not be easy to repair. One faculty member indicated that their interactions with post-award personnel were so negative that they contemplated leaving the university. Faculty feedback reflects a disrespectful, unprofessional, and unproductive relationship between faculty PIs and members of the post-award unit. Repairing this relationship is of the highest priority.

**R1-Establish a constructive, collaborative, and collegial working relationship between PIs and post-award personnel:** *The tone of communications between faculty and post-award personnel needs to improve. These changes could be easily implemented over the short-term; however, we recommend additional large-scale structural changes including a change in post-award mission to focus on PI service (R2 & R4). New leadership is needed at post-award to initiate and oversee an overhaul of the mission, operations, tone, environment, and efficiency of post-award. In this context, hiring an AVP of GRaSP that oversees both pre- and post-award is a high priority (R2). Post-award leadership needs to be committed to faculty service and support, and formation of collaborative partnerships with faculty PIs.*

#### *Policies, procedures, and organizational structure*

Faculty indicated that many campus policies related to grants are unclear. This applies somewhat to pre-award, but mostly to post-award policies (Appendices 6 & 7). A majority of faculty indicated that post-award policies have not been clearly explained to them (63.0%), that the procedures governing establishing of accounts and making a grant operational (onboarding) are unclear (58.7%), they are not satisfied with the time it takes to hire personnel (57.8%), and they do not receive budget information in a timely manner (51.1%). Clear grant-related policies that are developed with faculty consultation are required; moreover, these policies need to be available online for PI access. The CSUB Ad hoc Grants Committee examined the websites of other CSU grant support programs and found that, compared to other CSUs, the availability of important information on the CSUB website is lacking. This issue of concern requires improvement for the pre-award unit (e.g., R6), and major changes to the website for the post-award unit.

Delays in the grant start-up process are causing problems in initiating grant expenditures and activities and, for short duration grants, are preventing the completion of grant activities. These delays and a general decline in post-award support are linked to recent changes in the grant structure that separated the pre- and post-award offices. Faculty indicated that the most recent few years have seen a marked decline in grant start-up efficiency and in post-award support.

**R2-Clear and inclusive grant policies, procedures, and organizational structure:** *Grant policies and guidelines need to be developed for pre-award and post-award that delineate the role of all parties, and there needs to be a clear reporting structure (organizational chart). Policies need to be developed in direct consultation with faculty (R3) and developed in a way to minimize demands on already taxed faculty time.*

*As grant support structure on campus is re-evaluated, there is strong support for a common and centralized grant's office. Combining these services into a single unit will reduce delays and errors that are currently associated with the transfer of information between separate units (R8 & R9). A*

*management structure with an AVP that oversees these two units and prioritizes dialogue with faculty PIs (R3) could help address some of the major challenges.*

#### *Shared governance and faculty consultation*

Faculty should have the opportunity to provide input and be consulted in the development of policies and procedures that affect them. For both units, pre- (50.0%) and post-award (63.1%), faculty indicated that they do not feel they have been consulted about grants-associated policies (Appendices 6 & 7). This was one of the most consistent and stronger faculty responses across the survey. Faculty time-constraints and varied commitments need to be considered in the context of policies that affect their time, including how those policies are implemented. Faculty consultation on policies will serve to maximize productivity in grant submissions, management, and completion of the goals of funded projects.

Additionally, faculty input is important because CSUB faculty submit and obtain grants that vary in scope, discipline, dollar amount, and funding agency, while performing different roles on these grants (sole PI, PI, and co-PI; Appendix 3). This diversity creates a challenge for pre- and post-award units, as they assist faculty in navigating grant submissions to different agencies and manage awarded grants that have different reporting requirements, all in the context of CSU and CSUB policies. Problems arise when a one-size-fits-all approach is used for grant support and management. Numerous PIs experienced frustration related to post-award unit decisions based on a failure to acknowledge or understand different regulations and goals from different funding agencies and programs. Similarly, different faculty units and disciplines may require different pre-award support and assistance in identifying appropriate funding sources and programs.

***R3-Faculty inclusion in grant office oversight, policy development, and procedures:*** *Grant-related campus policies and procedures should be developed with faculty consultation and oversight, particularly for those policies that relate to faculty PIs. There are many potential ways this could be achieved. Faculty suggestions were varied and included the formation of a faculty grant-support guidance committee, consultation with existing committees (such as Faculty Affairs Committee), or the creation of a faculty advisory committee that could provide input on both pre- and post-award units policies. Because there is a diversity of grant types submitted and managed by faculty, diverse faculty should have input. Our broad recommendation is that increased faculty input and consultation is a high priority.*

#### *Changing the mission of post-award*

The mission of CSUB post-award is too focused on compliance. Compliance is an important and universal aspect of the mission of grant offices for all CSU campuses; however, there are many other roles that post-award offices may serve, and these are not currently provided at CSUB. We recommend an overhaul of the post-award unit mission and a change in policies aimed at better serving faculty PIs. Faculty overwhelmingly reported that the primary responsibility of post-award personnel should be PI support and assistance (89.1%; Appendix 8). All policies and procedures should be viewed through the lens of how they affect faculty time. Any way that post-award can shift the burden of grant management away from faculty should be prioritized. For example, nearly all faculty indicated that they would like post-award to assist them with paperwork (91.3%). A mission and focus that is driven by preserving faculty time also addresses the main hindrance that faculty face in supporting and increasing grant activities (Appendix 8). In support of this, 77.8% of faculty agreed that with increased support they could manage more grants concurrently and this has the potential to greatly increase CSUB grant activity.

**R4-Faculty service and support as key goals of post-award:** *There are numerous opportunities to make positive changes within post-award to save faculty time in managing grants. One positive step would be to implement R3 to increase faculty voice and oversight. Separately, post-award is encouraged to develop a mission statement that centralizes service and support of faculty PIs. Such changes would be likely to increase faculty grant productivity and would also increase their low morale regarding grant management. There are some excellent examples at other CSU campuses that could serve as a model for a new post-award mission.*

#### *Developing a culture that celebrates grant writing and scholarship*

Most faculty do not believe that the university is generally supportive of PIs (Appendix 5), including reporting that they do not feel supported by colleagues, departments, schools, or administration (Appendix 5). Some comments suggest that this is related to a broader feeling that scholarship is not recognized, valued, or supported across campus (Appendix 11). Nevertheless, faculty widely report that grant writing is important (74.5%). Finding ways to elevate the profile of grant writing on campus and acknowledge faculty achievements could help faculty feel more motivated and supported. In turn, this could create a culture of grant writing that inspires more faculty to participate in writing and submission of grants.

**R5-Increase recognition of grant activity:** *Support and celebrate grant writing and scholarship at CSUB. The Administration should work with the Academic Senate to find ways to permanently improve campus culture related to grant activity and scholarship. For example, a new standing committee that addresses many of the issues we have found in our survey, specifically in the context of scholarship and grants, could be a powerful and positive step (see also R3).*

#### *Faculty development*

Our results suggest that faculty are interested in improving their grant writing skills and desire more support for their professional development. They also require investment from the university (time), so that they can pursue grant opportunities. Assigned time for writing grants was stated by many (82.0%) as being important, which mirrors the many statements that high teaching loads prohibit grant writing (Appendix 8). The work performed by faculty often does not require grants, and grants are not generally a requirement for tenure and promotion; thus, time spent writing them is a low priority for many (Appendix 8, 10). One way to overcome this is to give faculty reasons to write grants through incentives. From the survey data, 72.6% of faculty stated that such incentives are a good idea. The perception that grants are not supported is at least partially due to poor communication about existing support for grant writing. In the case of assigned time, several committee members were not aware of the Provost Development Fund program that could support assigned time for grant writing. Another example is RCU Mini-Grants, where only 49% of faculty reported that RCU mini-grants were important for obtaining external grants; however, both submitting and obtaining one of these awards was one of the strongest predictors of success in obtaining an external grant (Fig. A3.2).

Another way grant writing can be supported is through professional development activities. Many faculty (82.0%) reported that it was important for the university to provide faculty with opportunities to improve their grant writing skills and that such training needs to be discipline specific (Appendices 8 & 11). Most faculty report having no training in grant writing before or after their arrival at CSUB (Appendix 4). Training in grant writing pre-CSUB and from CSUB were associated with greater likelihood of submitting and obtaining external grants (Appendix 4). One way that grant training could

be provided is by leveraging existing faculty grant writing experience within schools and departments. Supporting senior faculty with a track record of successful grant writing to mentor colleagues interested in submitting a grant would increase faculty-to-faculty mentoring and could lead to more grant submissions and awards. Several respondents mentioned that they desired more mentoring from senior colleagues with experience obtaining external grants (Appendices 8 & 11), and only 17.6% of respondents reported that they had received such mentorship from CSUB colleagues (Table A5.1).

**R6-Improve support for grant writing and communication about existing programs:** *Create incentives for faculty to write grants, such as opportunities for assigned time. Develop opportunities for faculty with a track record of success to mentor others, and incentives for faculty to participate as mentees. Incorporate grant writing experience into new faculty search criteria. Clearly communicate about existing incentives for writing grants and opportunities to improve grant writing skills. GRaSP should maintain a current website of all the available CSUB and CSU support on grant writing skills building and programs that provide assigned time for grant writing. Listing current PIs on the website would help others make connections with those who have had success.*

#### *Faculty participation in grant personnel performance review*

Faculty have no formal avenue to communicate feedback in the performance of the pre- and post-award personnel because they are not involved with performance evaluation. Faculty described numerous instances when interactions with individuals were unprofessional, confrontational, or otherwise unacceptable, and this information should be solicited and part of personnel performance evaluation.

**R7-Faculty feedback in performance review:** *Faculty consultation and feedback should be solicited as part of the performance review of all grant-associated personnel and administrators; moreover, faculty should have formal involvement in the review process.*

#### *Records and the processing of requests*

Faculty reported problems with poor record keeping, the time that it takes to submit and track requests, lost records or requests, and difficulty in accessing budget information (Appendices 7 & 8). Most faculty reported that approval processes and standard form processing were not efficient or clear (71.1%), the time that it takes to hire personnel was not satisfactory (57.8%), and faculty have lost time spent tracking missing paperwork (52.2%). These issues affect grant performance, and a majority of faculty indicate that grant progress has been delayed because of slow paperwork processing (57.8%). Faculty indicated that it was extremely important that they be able to track paperwork related to their grants (93.4%). Faculty focus on this issue, along with many narrative responses regarding difficulty submitting, tracking, and receiving timely approvals, indicates that this is a topic of particular concern and one that is affecting most faculty PIs.

Lost paperwork was mentioned by several faculty and these issues affected all elements of grant submission, management, and close-out. For the pre-award unit, faculty expressed frustration with the submission routing process. For the post-award unit, there was extreme frustration with the lack of transparency in how requests were processed; long delays in the time to hire students, procure items, receive reimbursements, and process requests; and numerous instances where budget information was inaccurate, difficult to obtain, or delayed. Finally, budget discrepancies and delays in receiving information were the primary concerns associated with the closeout process.

**R8-Accurate, transparent, and simple request submission and processing:** *Processing needs to be simple and streamlined. Faculty PIs need to be able to track all requests; furthermore, requests for stipends and reimbursements should be rapidly processed. When forms are declined or requests rejected, this needs to be clearly communicated to the PI, along with information describing the reason for the decision, so that these issues can be addressed in a timely manner. Investment in appropriate digital tracking and signature software could help resolve many of these issues.*

#### *Budget reliability and transparency*

Budget information needs to be more accurately tracked by the post-award office and this information should be available in an online database that can be accessed at any time, including requested, pending, and processed items. Numerous faculty respondents described inaccurate budget information that prevented them from spending all their award funds, erroneous charges to grants, late charges after grant close-out, and discrepancies between post-award records and the charges from PIs. Post-award needs to take the lead on fixing budget issues that arise, particularly when they are due to errors that occur downstream of PIs (i.e., entry errors, delays, etc.). Increased transparency, including sharing of budget information with PIs throughout the life of a grant, could assist in catching some of these errors earlier in the process. Fixing these issues has the potential to rapidly increase resources available to PIs by allowing them to fully spend down their awards showing efficient management of their grant. This in turn benefits CSUB and the target population the grant serves.

**R9-Improved accuracy and availability of budget information:** *Implement an online real-time budget tracking system that is maintained by post-award and accessible to PIs who can help verify accuracy and completeness.*

#### *University infrastructure in the context of supporting grants*

Many grants rely on a wide range of campus units and infrastructure to successfully meet their objectives, and this is the primary reason why we can charge large amounts of indirect costs on many grants. Faculty report many challenges with timeliness of hiring, facilities, and procurement (Appendix 9). Some of these problems, for example procurement of large items, are connected to post-award processing of paperwork that is slow or gets lost (R8). Several respondents noted that the time that it takes facilities to produce quotes and complete work is too slow to include infrastructure improvements in grants. In addition, it was mentioned that the cost estimates have recently increased to such high levels that they cannot be included in grant proposals. An additional area of concern is associated with the hiring and release of wages and stipends to students. Whenever possible, burdens on students need to be reduced or removed and this includes the paperwork to hire them and to receive payment for their work.

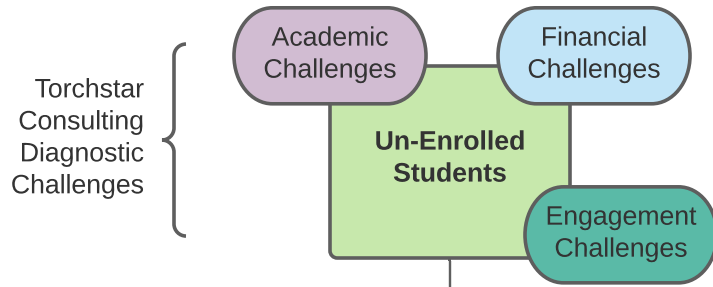
**R10-Improve university support infrastructure:** *The successful outcome for many grants relies on the university support infrastructure. A single-point of staff or administrative contact who could facilitate grant-associated hiring would help address time delays in this area. Grants are often obtained to improve infrastructure, and facilities needs to produce more timely, accurate, and competitive estimates of work, and complete the work on time and within budget. A standing committee (R5) could work to address these issues as they arise.*

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## Appendices

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# RUNNERS RISE AGAIN: CSUB Re-Enrollment and Re-Engagement Plan



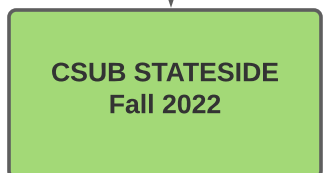
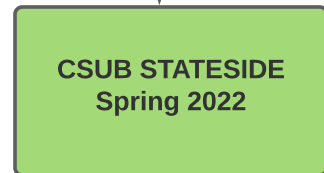
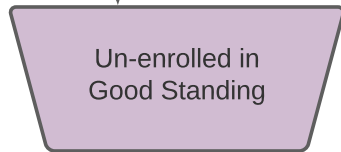
**Details**

**Good Standing**

- n=302 Students (Fall 19 and Fall 20 cohorts)
- Call Center campaign
- Outstanding balances waived
- \$1,000 Grant for books etc.
- Must re-enroll in Spring 22 or Fall 22
- Must be fulltime (>12 units)
- **Target= 30% (90 students) re-enrolled**

**CSUB Mentor Program**

- All Runner Rise Again Student will be automatically enrolled in Mentor Program from Students Affairs
- Offer campus employment



**Services**

**STUDENT FINANCIAL SERVICES**

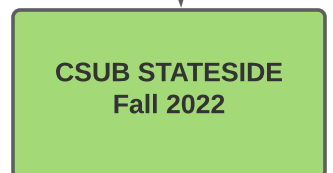
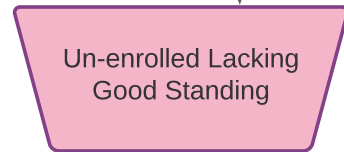
- Use of HEERF Funds to clear balances of students

**STUDENT SUPPORT SERVICES**

- Academic Counseling
- Transcript review for Fall
- Eligibility determination
- Financial Aid Review

**STUDENT AFFAIRS**

- Re-Engagement into Campus Life
- Admission to Athletics and Events



**Details**

**Lacking Good Standing**

- n=563 Students (Fall 19 and Fall 20 cohorts)
- Postcard campaign
- Outstanding balances waived
- Must re-enroll in Spring 22 or Fall 22
- Extended Education will waive fees for 1 course
- **Target= 10% (56 students) re-enrolled**

**CSUB Mentor Program**

- All Runner Rise Again Student will be automatically enrolled in Mentor Program from Students Affairs
- Offer campus employment





## MEMORANDUM

**DATE:** January 24, 2022

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

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

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

**RE:** Academic Program Assessment Quality Feedback

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On behalf of the Strategic Plan Goal 3 workgroup, I request that the Academic Senate develop a formal structure to ensure that academic programs receive regular feedback on the quality of their student learning outcomes assessment efforts. This will assist our campus in achieving Sub-Strategy 3.7.2 of the CSUB Strategic Plan.

One possible structure to consider is the inclusion of the Faculty Assessment Coordinators on their respective School Curriculum Committees in an ex-officio capacity. The FACs could provide the Committees with regular updates about program assessment compliance and the Committees could provide substantive feedback on the quality program assessment efforts.



# Interest in Appointments to Various Universitywide Committees

## January 25, 2022

### 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

**Yvonne Ortiz-Bush, PhD**, Associate Professor in the Advanced Educational Studies (AES)

If needed, I would be happy to serve on TEAC.

Yvonne

**Senem Saner**, Assistant Professor of Philosophy, Director, Philosophy for Children Program

I teach two courses geared towards teacher education: CAFS/PHIL 2620 Philosophy for Children and CAFS/PHIL 3620 P4C Practicum.

Both courses are service-learning courses and for the past five years I have been working with various elementary schools and teachers in the community as well as teacher candidates at CSUB. I believe my experience would contribute to the work of the committee and I would get a chance to learn from them as I grow my program.

I am also director of the Philosophy for Children program, housed within A&H and KIE.

I am in the philosophy department (A&H); however, Philosophy for Children courses are cross listed with CAFS (SS&E). If this qualifies me for the position, I'd be happy to serve.

Thanks, Senem

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ALUMNI ASSOCIATION BOARD

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

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

### **Jonathan Leif Basilio, PhD, Assistant Professor of Sociology**

I am an alumnus of CSUB (MA Sociology, 2011) and served as Lecturer and now, Assistant Professor, in the Sociology Department. I believe in fostering mutually beneficial ties between the alumni and the university. In particular, I can help build and maintain ties with our alumni in the local Filipino community.

Thanks again and best wishes, Jonathan

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### **FACULTY OMBUDSPERSON**

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

(1) Tenured Full Professor Faculty Member

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

Responsibilities:

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

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

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

Applications: Complete applications must include:

- Original and personalized letter of application addressing the responsibilities and qualifications described above

- Current vita
- Contact Information for two professional references

No one showed interest.

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**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.

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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.

ATI  
March 8, 2021  
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The Chancellor's Office ATI department will support the implementation timeline through the following activities:

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

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

FEW/amw

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

# ATI Instructional Materials Success Indicators Revision

## Summary

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

## 2020 Revision At-A-Glance

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

## Goal 1: Timely Adoption of Instructional Materials

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

### Goal 7: Creation and Adoption of Accessible Instructional Materials

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

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

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

### Goal 8: Communication Process and Training Plan

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

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

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

### Goal 9: ATI Instructional Materials Accessibility Plan

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

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



Dr. Aaron Hegde  
Chair CSUB Academic Senate  
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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.



Dr. Aaron Hegde  
Chair CSUB Academic Senate  
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## 2021-2022 REFERRAL # 11 Honorary Doctorate Award – Handbook Change

**FROM:** Aaron Hegde, Academic Senate Chair  
**TO:** Mandy Rees, Faculty Affairs Committee Chair  
**DATE:** October 19, 2021  
**cc:** Beth Bywaters, Academic Senate Administrative Analyst

At its meeting on October 19, 2021 the Executive Committee requested that the Faculty Affairs Committee (FAC) address the issue of Honorary Doctorate Award. During your discussion, please consider the following:

- Selection process change to RES 1213029 whereby the President's Office forwards the nominations directly to the Academic Senate Executive Committee (EC) for final recommendation, thus removing FHAC from the process
- The Academic Senate to be allowed to sign-off on the Trustees' recommendation
- The student representative's exposure to confidential faculty member information
- Handbook change – the addition of Procedures for Honorary Doctorate Nomination and Selection to the *University Handbook*
- The Faculty Honorary Doctorate Committee (FHDC) have access to the submittals (7) working days before the President's Office deadline to the Chancellor's Office.

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.

Attachment: RES 1213029

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
ACADEMIC SENATE**

**Procedures for Honorary Doctorate Nomination and Selection  
RES 1213029**

EC

**RESOLVED:** that the Academic Senate recommend to the President the attached Procedures for Honorary Doctorate Nomination and Selection

**Rationale:** This is to formalize for CSUB a set of Procedures for Honorary Doctorate Nomination and Selection. Such procedures make clear to all concerned parties how honorary degrees can be proposed and then selected through a shared governance process.

**Distribution List:**

Approved by the Academic Senate on May 30, 2013  
Sent to the President for approval on June 7, 2013  
Revisions approved by the Academic Senate on May 19, 2016  
Sent to the President for approval on May 24, 2016  
Approved by the President on June 21, 2016



## **Draft CSUB Procedures for Processing Honorary Doctorate Nomination Nomination Procedures**

Nominations will be due in the Office of the President by September 30 of the academic year for consideration for that year's spring commencement. All members of the CSUB community are encouraged to nominate candidates, including faculty, students, staff, administration members, alumni, members of CSUB advisory groups, and friends of the University. Nominations will consist of letters of nomination from at least two (2) individuals. These letters should detail the nominee's qualities and contributions that would make him/her a worthy candidate for this high honor.

### **Processing of Nominations**

The Office of the President will be responsible for ensuring that nomination packets are complete. The packets should include at least two nomination letters and any appropriate supporting documentation. At a minimum, it should include a current curriculum vita. "It is particularly important that the nomination materials establish a solid, compelling argument for the award of an honorary doctorate.<sup>1</sup>" This packet, along with the President's comments, will constitute the nomination packet forwarded to the Chancellor's Office for consideration by the Trustees Subcommittee on Honorary Degrees. The Office of the President will forward seven (7) copies of the packet to the chair of the Faculty Honorary Degree Committee no later than October 31.

### **Faculty Honorary Degree Committee**

The Faculty Honorary Degree Committee shall consist of the Chair of the Faculty, the Vice-Chair of the Academic Senate, and the members of the Faculty Honors and Awards Committee, **the ASI president or designee, a staff member selected by the President, and an alumnus, selected by the President**. It shall be chaired by the Chair of the Faculty. At the request of any member of the committee, the Executive Committee of the Academic Senate may appoint a substitute for that member of the committee, including the Chair. While the President will ultimately forward no more than two (2) nominees to the Board of Trustees, the committee may choose to forward as many or as few nominees as it deems appropriate to the President for consideration. Nominations, if any, shall be forwarded to the President no later than November 30.

### **Confidentiality**

Confidentiality in the consideration or nominations should be absolute. The Faculty Honorary Degree Committee, as a group, may meet with the Executive Committee of the Academic Senate to solicit advice on nominations, but no other outside groups should be solicited for input.

### **Honorary Degrees**

The following categories of honorary degrees may be conferred by the Board of Trustees:

1. Doctor of Fine Arts (D.F.A.)
2. Doctor of Humane Letters (L.D.H.)
3. Doctor of Laws (LL.D.)
4. Doctor of Letters (Litt.D.)
5. Doctor of Science (Sc.D.)

<sup>1</sup> Letter from Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard to CSU Presidents, November 9, 2007.

The Faculty Honorary Degree Committee, in consultation with the President, will designate a category for nominations which are sent to the President for his/her consideration.

**“Purposes for Which Honorary Degrees May Be Conferred**

A. To recognize excellence and extraordinary achievement in significant areas of human endeavor, within which are embodied the objectives and ideals of the California State University.

B. To honor meritorious and outstanding service to the California State University, collectively, or to its campuses, individually; to the State of California; to the United States; or to humanity at large.

C. To recognize men and women whose lives and significant achievements should serve as examples of the California State University’s aspirations for its diverse student body.<sup>1</sup>”

**“Criteria for the Awarding of Honorary Degrees**

A. Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded should represent an appropriate balance between local and non-local, and academic and non-academic recipients, and should represent a wide diversity of fields of endeavor.

B. Nominees for honorary degrees must be distinguished in their respective fields, and the eminence of persons nominated must be widely recognized. Nominees must have demonstrated intellectual and humane values that are consistent with the aims of higher education, and with the highest ideals of the person’s chosen fields.

C. Service or benefaction to the University do not in themselves justify the awarding of honorary degrees. However, nothing in these criteria shall preclude nominees who are benefactors of the California State University.<sup>1</sup>”

**CSUB Nominations**

Nominees should reflect the values of CSUB and have a record of achievement that reflects the highest ideals of higher education. Preference may be given to candidates who have a history of leadership and support for CSUB and/or the people of Kern County.

## California State University, Bakersfield Honorary Degree Nominating Process

I. The President and Academic Senate Chair will call for confidential nominations for the honorary doctorate.

- Nominations are due in the Chancellor's office in mid-December.
- Two nominations may be put forward per campus per year.
- The call for nominations will include the CSU's criteria for nominees and the process for forwarding nominations to the Chancellor's office.
- Nominations are made through an open process for solicitation from divisions.
- Once the nominations are submitted, the process is confidential.
- After nominations are submitted, the campus is not obligated to move forward with a nomination.

II. ~~The Academic Senate Faculty Honors and Awards Committee (FHAC)~~ **Faculty Honorary Degree Committee** will vet the nominations and forward candidates to the Senate Executive Committee.

III. The Academic Senate Executive Committee will review candidates and forward comments to the Cabinet.

IV. The Cabinet will review and forward comments to the President.

V. After reviewing comments from the Cabinet, the ~~FHAC~~ **Faculty Honorary Degree Committee** and Senate Executive Committee, the President will select no more than two nominations to be forwarded to the Chancellor, as specified in the CSU Guidelines for the Awarding of Honorary Degrees, approved by the Board of Trustees



**University Review Committee  
California State University, Bakersfield**

59 ADM  
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Bakersfield, California 93311-1022

(661) 654-2155  
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## CONFIDENTIAL MEMORANDUM

**DATE:** March 30, 2020  
**TO:** Deborah Boschini, Chair, Academic Senate  
**FROM:** UNIVERSITY REVIEW COMMITTEE (URC)  
**SUBJECT:** Report from University Review Committee

In the academic year 2019-2020, the University Review Committee (URC) reviewed 36 files in the Fall cycle and 45 files in the Spring cycle. At the conclusion of the two review cycles, the URC convened to discuss issues that arose in this year's review process and identified the following issues.

1. There was a large number of requests for early tenure and promotion. Altogether, there is one (1) request in the Fall cycle (tenure-track, second year) and nine (9) in the Spring cycle (everyone else). According to University Handbook 305.3.4.b, "Early tenure and/or promotion of probationary faculty should be a rare event," and 305.3.4.c, "Early promotion for tenured faculty is granted for exceptional performance and should be a rare event." While there are guidelines for early tenure, according to Faculty Handbook 305.2.4.a, "Faculty have compiled a record of exceptional performance in teaching (for counselors, exceptional performance in counseling) and scholarly/creative activities and of acceptable performance in professionally related service at California State University, Bakersfield," the URC notes that for certain departments,
  - a. The "exceptional performance" criteria are not specific enough; or
  - b. The "exceptional performance" criteria are too easily achieved; or
  - c. The "exceptional performance" criteria do not exist.

The committee also noted that evaluation criteria vary greatly between departments, even within the same school.

2. Even though the amount of paperwork required is restricted to a three-inch binder, it is still a hassle for the URC to have to visit a specific room on campus to review the files, let alone taking up a room for 10 weeks each year just for this particular purpose.
3. With the increased number of faculty hires in recent years, the number of files to be reviewed is increasing. It is becoming increasingly difficult for URC members to thoroughly review all files.

With the above observations, the URC recommends

1. Certain departments revisit their "exceptional criteria" to make early tenure requests a rarer event. The criteria should also be specific enough for committees and individuals not in the field to carry out evaluation.
2. In the case of early tenure requests, the candidate's scholarship performance should be evaluated by an external reviewer outside of the university. Their teaching performance evaluated either by a faculty outside of the School, or by the Faculty Teaching & Learning Center.
3. At the School level, unit criteria between departments should be made more uniform as much as possible.
4. The University should consider submission of RTP files to a secured cloud platform, eliminating the need for paper files.

5. Instead of mandatory reviews at years 2, 3, 5, 6, where year 4 is optional, the URC suggests reviews at years 2, 4, and 6, with year 5 being optional.



CSU Bakersfield

**Department of History**  
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21 October 2021

To the A & H curriculum committee,

I write on behalf of the History Department in support of our proposal for a new History BA program: a Bachelor of Arts Degree in History with a Concentration in Social Science Teaching. Our program's Social Science Coordinator, Prof. Alicia Rodriguez, has developed this degree program based on her expertise in directing the social science program for many years and through consultation with the other involved programs (Political Science, Economics, Sociology, and Religious Studies), CSUB's Teacher Credential program, Janine Cornelison in the A&H Advising Center, and the History Department faculty, all of whom approve.

At our department meeting on September 22, my colleagues and I discussed and unanimously approved revisions to this new BA program proposal. It will be similar to our current "Traditional History" BA program, minus two upper-division content courses. The required "breadth and depth" courses in this program include 6 upper-division history content courses. Rather than be spread over "Regions" and Themes," as they are in the Traditional History degree program, these are to be taken in the following areas: California, the U.S., Africa OR Asia, Latin America OR Europe, and two history electives. This will provide students a broad exploration of the past, preparing them well for teaching social studies. To round out their social studies preparation, they must also take courses covering international relations, the U.S. Constitution, international economics, geography, and comparative religion.

All five lower-division Traditional History degree requirements are likewise required in this new program, which includes both halves of U.S. history, both halves of World History, and Historian's Craft, which explores the discipline, its methods, theories, fields, and careers, among other topics. Added to these are both micro- and macro-economics.

Our program's writing course (HIST 3008: Historical Writing) and Senior Seminar (HIST 4908) are also required, along with the capstone course in Social Science (INST 3900). These students may satisfy their Applied History requirement through EDTE 3000, a prerequisite for CSUB's credential program.

This new program will assist our students in streamlining their academic path, enabling them to focus on one program rather than two. It will likewise simplify advising these students and make much clearer to them what exactly the requirements are for a BA in History with the Social Science teacher preparation completed. This further enables them to waive the CCTC's CSET exam, required of students enrolling in a credential program in California. This also aligns our degree programs with two other programs in our school with such pre-credential programs: English and Art.

On behalf of the History Department, I thus urge you to approve our proposal for a new BA degree program in History.

Sincerely,

A handwritten signature in blue ink that reads "Miriam Raub Vivian".

Miriam Raub Vivian  
Professor and Chair of History





**\*DOWNLOAD THIS FORM AND DO A "SAVE AS" COPY (and save in [designated] folder) BEFORE FILLING OUT THE FORM\***

**\*CLICK ON THE GRAY AREA BEFORE TYPING IN A SECTION\***

## CHANGES TO DEGREE FORM

Form Number

### PROPOSAL ACTION (Select One)

**EFFECTIVE CATALOG YEAR:** Fall 2022

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

### PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Arts and Humanities/History

Department: History

Proposed by: Alicia Rodriguez

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

Degree Title: Bachelor of Arts in History with a Concentration in Social Science Teaching

### REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

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

Please see the current History BA Program (from the current catalog) below. The attached document provided in "Adding an Option, Concentration or Special Emphasis," provides the details of the proposed History BA with a Concentration in Social Science Teaching.

#### 2020-2021 | History

**Department of History**

**School of Arts and Humanities**

**Department Chair:** Miriam Raub Vivian

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**Faculty:** S. Allen, M. Dhada, D. Dodd, R. Frakes, K. Garcha, K. Mulry, C. Murphy, A. Rodriguez, C. Tang, M. Raub Vivian, S. Wempe

**Emeriti Faculty:** R. Dolkart, J. George, J. Harrie, C. Litzinger, J. Maynard, O. Rink

### **Program Description**

History has been called the memory of human group experience, the collective record of all that has happened in the past, and the emotions, ideals, and values that have given human experience its sense of continuity, causation, and meaning. As an academic discipline, history is perhaps the broadest of the liberal arts, certainly the least restricted by subject and scope. It requires the development of analytical skills, the use of deductive and inductive reasoning, the mastery of knowledge from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business.

### **Program Curriculum**

The undergraduate curriculum in History is designed to prepare students to function effectively in an increasingly globalized world. It emphasizes the examination of historical events and developments through broad historical themes and cross-disciplinary histories. Required courses include lower-division courses in United States and world history designed to provide a broad foundation in national and global history, a lower-division course in historical methodology, an upper-division course in historical writing and advanced historical methods; and a capstone experience (Senior Seminar). Students will explore the wealth of human historical experience across time and place. They will take five courses in the history of the world's regions, including the Americas, the Asian world, the Transatlantic world, the Mediterranean world, Europe, and Africa and the Middle East. They will also take three courses from at least two of the following themes: Empires; War and Freedom; Changing and Challenging Identities; and Science, Technology, Environment, and Medicine. Finally, students will have an opportunity to apply the skills and knowledge they have developed in an internship, supervised collaborative research, a public history course, or another project or setting.

### **American History and Institutions Requirements**

Satisfaction of the American Institutions requirements shall be met by no less than one course in United States History and one other course in United States Government, or respective examinations administered by the History and Political Science Departments. Courses that satisfy the US history requirement are HIST 1218 and 1228, or their equivalents. For information about the United States History competency examination, see below.

### **Examination Procedure Statement**

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, an alternative is available to those who want to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the semester. A student who waits until the senior year to challenge the history requirement may jeopardize graduating on schedule.

### **Advanced Placement (AP) Program**

The Department of History accepts scores of 3 or better on Advanced Placement examinations in United



States History, European History, and World History as satisfying the most nearly equivalent lower-division courses in the major.

**Requirements for the Bachelor of Arts Degree with a Major in History**

Requirements	Units
<b>Total Units Required to Graduate</b>	<b>120 units</b>
<b>Major Requirements</b>	<b>48 units</b>
Lower Division	15
Upper Division	33
<b>General Education Requirements</b>	<b>32-44 units</b>
First-Year Seminar	2
LD Area A Foundational Skills	9
LD Area B Natural Sciences	9
LD Area C Arts and Humanities	3
LD Area D Social and Behavioral Sciences	6
American Institutions	3
SELF	0-3*
Junior Year Diversity Requirement	0-3*
UD Thematic Areas B and D	3-6*
Capstone	0*
GWAR	0
<b>Additional Units</b>	<b>35-28 units</b>

\*The SELF requirement may double count with B, C, or D. JYDR may be satisfied in major, minor or other university requirement. Students are waived from UD area of their program. **The GWAR** must be satisfied through Historical Writing (HIST 3008 (3)), and **the GE** Capstone must be satisfied through Senior Seminar (HIST 4908 (3)).

**Requirements for the Major in History (48 units)**

**Lower Division**

1. United States History survey, two courses: HIST 1218 and 1228, or equivalents
2. World Civilizations survey, two courses: HIST 1418 and 1428, or equivalents
3. The Historian’s Craft: HIST 2000

**Upper Division:** Among the 8 **regions** and **theme courses**, at least 2 must focus on the period before 1700; *qualifying courses are in italics*.

1. Historical Writing: HIST 3008 (with a minimum C-)
2. Regions (5 courses): these must come from at least three of the following regions:
  - a. The Americas: HIST *3110*, 3120, 3130, 3140, 3150, 3210, 3228, 3230, 3240, 3258, 3260, 3270, 3280, 3310, *3320*, 3330, 4210, 4220, 4230, 4250
  - b. The Asian World: HIST *3460*, 3470, *3480*, 3490, 4410, 4420, 4430, 4440

- c. The Transatlantic World: HIST 3610, 3620, 3630, 3650
  - d. The Mediterranean World: HIST 3640, 4638, 4640
  - e. Europe: HIST 3510, 3520, 3530, 3540, 3550, 3560, 3570, 3580, 3590, 4510, 4528
  - f. Africa and the Middle East: HIST 3410, 3420, 3440, 4670, 4690
3. Themes (3 courses): these must come from at least two of the following themes:
- a. Empires: 3110, 3320, 4420, 4510, 4638, 4670
  - b. War and Freedom: HIST 3120, 3130, 3310, 3440, 3470, 3490, 3540, 3570, 3580, 3620, 3640, 4210, 4430, 4440
  - c. Changing and Challenging Identities: HIST 3210, 3228, 3230, 3260, 3270, 3460, 3480, 3520, 3530, 3550, 3560, 3610, 3630, 4220, 4230, 4248, 4250, 4410, 4640, 4690
  - d. Science, Technology, Environment, and Medicine: HIST 3258, 3420, 3650, 4528
4. Applied History: HIST 3860: three units in an internship, faculty-supervised collaborative research, oral history project or other approved applied history experience; or a course in public history (4020, 4030, 4040, 4050), or EDTE 3000
5. Senior Seminar (capstone course): HIST 4908

### **Requirements for the Major in History with a Public History Emphasis (48 units)**

#### **Lower Division**

- 1. United States History survey: two courses, HIST 1218 and 1228, or equivalents
- 2. World Civilizations survey: two courses, HIST 1418 and 1428, or equivalents
- 3. The Historian's Craft: HIST 2000

#### **Upper Division**

- 1. Historical Writing: HIST 3008 (with a minimum C-)
- 2. Region (5 courses): these must come from at least 3 of the following regions:
  - a. The Americas: HIST 3110, 3120, 3130, 3140, 3150, 3210, 3228, 3230, 3240, 3258, 3260, 3270, 3280, 3310, 3320, 3330, 4210, 4220, 4230, 4250
  - b. The Asian World: HIST 3460, 3470, 3480, 3490, 4410, 4420, 4430, 4440
  - c. The Transatlantic World: HIST 3610, 3620, 3630, 3650
  - d. The Mediterranean World: HIST 3640, 4638, 4640
  - e. Europe: HIST 3510, 3520, 3530, 3540, 3550, 3560, 3570, 3580, 3590, 4510, 4528
  - f. Africa and the Middle East: HIST 3410, 3420, 3440, 4670, 4690
- 3. Public History (3 courses): HIST 4020, HIST 4030, HIST 4040, HIST 4050
- 4. Applied History (1 course): HIST 3860: 3 units of an internship, faculty-supervised collaborative research, oral history project, or other approved applied history experience
- 5. Senior Seminar (capstone course): HIST 4908



## **Requirements for the Minor in History**

The minimum requirements for a History minor are four courses totaling 12 semester units; three of these courses (9 semester units) must be upper division, and each of these three must come from these different regions: U.S., Europe, and the non-Western World (Africa, Asia, Latin America, or the Middle East).

## **Requirements for the Social Science Teacher Preparation Program**

The Social Science Subject Matter Preparation Program is designed for students interested in a career teaching social science at the secondary school level. The program satisfies the requirements set by the California Commission on Teacher Credentialing (CCTC), which has authorized CSUB to offer an approved single-subject teacher preparation program in Social Science. The program provides subject matter preparation for entry into a single subject credential program. Students who successfully complete and meet the program requirements can request subject matter certification from the program coordinator. While the subject matter program is not an academic major, course work for the program can be used to satisfy requirements in certain academic majors, and in CSUB's General Education program. It is therefore important that students meet regularly with the Social Science Program Coordinator for advising. Please note that the Social Science Subject Matter program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. The new program follows. For more information, contact the program coordinator, Alicia Rodriguez, 661-654-2166.

## **Requirements for the Social Science Teacher Preparation Program**

### **I. Core Requirements (8 courses; 24 units)**

HIST 1218 and 1228

Five courses from the following:

HIST 1418 and 1428; HIST 3240 or PLSI 3420; ECON 2018 and 2028

One of the following:

SOC 3300, or ECON 3550, or PLSI 3370

And INST 3900

### **II. Breadth and Depth requirements (7 courses; 21 units) Choose ONE COURSE from EACH of the following groups:**

#### **A. U.S. History**

HIST 3110, 3120, 3130, 3140, 3150

#### **B. World History and Perspectives (One from each group):**

##### **1. Africa/Asia**

HIST 3410, 3420, 3440, 3470, 3480, 3490

##### **2. Europe/Latin America**

HIST 3560, 3570, 3310, 3320, 3330, 4510,

##### **3. International Relations/Global Perspectives**

ECON 3118, 3410, PLSI 3040, 3320, 3350, 3360, 3510

#### **C. U.S. Constitution/Government**

PLSI 3140, 3450, 3210, 3220, 3150



- D. International Economics  
ECON 4108, 4400, PLSI 4640
- E. Comparative religious/ethical systems  
RS 1108, 1128, 1138, 3208, 3240, 3250, 3368, 3538, 4528

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

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

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

**ADDING A MINOR**

**Program Description and Minor Requirements:**

N/A

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

**Provide Rationale for Degree Proposal:**

Currently, the History Department offers a “Traditional” History BA and a BA in History with a “Public History” Concentration. Separately, the Social Science Subject Matter Certification Program, housed in the History Department, is a subject matter competency waiver program authorized by the California Commission on Teacher Credentialing (CTC). Students who wish to teach in the social science fields at the junior high or high school level must demonstrate competency in the specific subject areas in which they might be expected to teach, and they may do so by either successfully completing a Social Science Program authorized by the CTC (such as CSUB’s program) or by successfully passing a state standardized subject matter test in Social Science, the California Subject Examination for Teachers, (CEST), administered by the CTC. Students who successfully complete the Social Science Program at CSUB are issued a subject matter competency waiver, which waives them from taking



**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.csumb.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



## **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>