

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA**

**Thursday, December 2, 2021
Zoom Video Conference
10:00 a.m. – 11:30 a.m.**

1. Call to Order
2. Approval of Minutes
November 4, 2021
3. Approval of Agenda (Time Certain 10:05)
4. Announcements and Information
 - Academic Integrity Working Group – A. Hegde (handout)
 - Elections and Appointments – M. Danforth
5. ASCSU Report (M. Martinez, J. Millar) (handout)
6. Provost Report
7. Committee Reports and Requests
(Minutes from [AAC](#), [AS&SS](#), [BPC](#) and [FAC](#) are posted on the Academic Senate Webpage)
 - a. Executive Committee (M. Danforth)
 - b. ASI Report (S. Magaña)
 - c. Academic Affairs Committee (J. Tarjan) (handout)
 - d. Academic Support & Student Services Committee (E. Correa) (handout)
 - e. Faculty Affairs Committee (M. Rees)
 - f. Budget & Planning Committee (C. Lam) (handout)
 - g. Staff Report (S. Miller)
8. Resolutions – (Time Certain 10:30 a.m.)
 - Consent Agenda
RES 212209 Graduation Fall 2021
 - New Business
RES 212210 Temporary Suspension of Re-Enrollment Application Policy

RES 212211 Academic Calendar 2022-2023

Old Business

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

RES 212207 Formation of Ethnic Studies Department

9. Open Forum Items (Time Certain 11:15)
10. Adjournment

DRAFT

From: Emily Callahan <epoole1@csb.edu>

Date: Tuesday, November 30, 2021 at 6:15 PM

To: Aaron Hegde <shegade@csb.edu>

Subject: Academic Integrity Working Group/Dean of Students Priorities

Hello Dr. Hegde-

Hope you had a great rest of your Monday! Below you will find a few updates on the department and priority areas as requested.

Emily Callahan (Poole) assumed the position of Assistant Dean of Students for Student Integrity and Well-Being as of September 2021. Ruby Alvarez who was in the role as Director has taken a position in another department on campus. The name of the department has changed from Student Rights and Responsibilities to the Dean of Students office. The Dean of Students office is also responsible for COVID compliance for students and mandatory testing compliance for students with a medical or religious exemption.

The Academic Integrity working group was formed in August and comprised of faculty, staff and students with a purpose of identifying areas of improvement for the department. A few goals are improving communication between faculty and the department, reestablishing trust in the process of reporting, providing clear policies and procedures across campus for consistency, increasing educational opportunities for students on all levels and monitoring trends for academic integrity violations.

Improving communication between faculty and the department has started with an acknowledgement of the report and a follow up once the case has been closed, meaning an investigation, conference and resolution has been reached. The process for any academic and nonacademic violations of student conduct are outlined in Executive Order 1098. The team has worked on updating the philosophy, policy and procedures which will provide a comprehensive guide to the policy and process for reporting. We are beginning to work with FTLC to develop educational opportunities for students that can also be used in all courses as a way to reinforce academic integrity. Lastly (for now), Maxient, a case management software system, will be implemented in the Spring. The software system which is used at 22 of the 23 campuses for Academic and Non Academic conduct cases will be a wonderful tool for ease in reporting, case tracking, and monitoring repeat violations. Maxient will also provide reports and information on trends to inform our practices and make data driven decisions.

I am committed to this work and supporting and encouraging a culture of integrity! I look forward to working with you. Please do not hesitate to reach out with questions or ideas.

Thanks,

EMILY CALLAHAN (POOLE)

Pronouns: She/Her/Hers [Why Pronouns Matter](#)

Assistant Dean of Students

Student Integrity and Well-Being
Director, Campus Programming
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CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes
Thursday, November 4, 2021
Zoom Video Conference
10:00 a.m. – 11:30 a.m.

Members: A. Hegde (Chair), M. Danforth (Vice-Chair), B. Frakes, R. Gearhart, A. Grombly, V. Harper, H. He, J. Kraybill, C. Lam, A. Lauer, J. Li (Alt.), S. Magaña, M. Martinez (Alt.), J. Millar, S. Miller, J. Moraga, M. Rees, A. Rodriguez, A. Sanchez, D. Solano, B. Street, J. Tarjan

Visitors: A. Anderson, T. Anthony, J. Armentor, D. Boschini, S. Bozarth, A. Brasher, M. Brown, M. Burroughs, EJ Callahan, D. Cantrell, C. Catota, R. Dean, C. Dell’Amico, M. Dotson, K. Driscoll, R. Dugan, F. Gorham, D. Gove, F. Graves, L. Gubkin, K. Holloway, D. Horn, D. Jackson, A. Jacobsen, D. Knepp, C. Lane, A. Layton, Y. Lee, C. Livingston, M. Malhotra, T. Matthews, H. McCown, C. Okey-Dike, I. Otaegui, I. Pesco, M. Quarles, D. Rasmussen, K. Raynes, D. Riggins, S. Roberts, J. Rodriguez, M. Rush, T. Salisbury, M. Sanchez, S. Saner, A. Smith-Spirit, J. Stark, A. Turner, L. Vega, A. Waller, R. Weller, L. Zelezny

Absent: J. Millar, A. Sanchez

1. Call to Order

A. Hegde called the meeting to order. He read a statement acknowledging CSUB’s stewardship of the land of the Tejon Tribe.

2. Approval of Minutes

E. Correa moved to approve the October 21, 2021 minutes. B. Frakes seconded. Approved.

3. Approval of Agenda

A. Hegde suggested working on resolutions before hearing the sub-committee reports. Find sub-committee reports in the agenda. E. Correa moved to approve the agenda. S. Miller seconded. Approved.

4. Announcements and Information

- President’s Report – L. Zelezny
 - Board of Trustees (BOT) meeting November 9, 2021 – The President will attend
 - CSU/CFA salary negotiations – The President is vocal on fair outcome for faculty

- Spanish Serving Institution – Thank you to J. Moraga, T. Monreal, and A. Sawyer for grassroots leadership and hosting Hispanic Heritage event
- Strategic Plan – Thank you to members of subcommittees. She's pleased with their progress
- Campus Climate Survey – Open Forum on the data, November 29 at 1:00 p.m.
- Formation of Ethnic Studies (ES) Department – Thanks in advance to the Senate for considering the importance of this opportunity for CSUB students
- Comment: Thank you to President Zelezny for her advocacy of faculty and for ES (E. Correa)
- Elections and Appointments – M. Danforth
 - Dean of the Library (4) FT Tenured General Faculty and Library – elected:
 - Amanda Grombly – Librarian
 - Kristine Holloway – Librarian
 - Chris Livingston – Librarian
 - Ying Zhong – Librarian
 - School Elevation Exploratory Committee (SEEC) – volunteered:
 - Senate Executive Committee: Elaine Correa and Mandy Rees
 - Call for Interest in Various University Appointed Positions - ends today:
 - Academic Petitions Committee (A&H position)
 - Accessible Tech Initiative (ATI) Steering
 - Accessible Tech Initiative (ATI) Working Group
 - ADA Accessibility Policies Manual Task Force
 - Alumni Associate Board
 - Campus Police Advisory Council
 - Diversity, Equity, & Inclusion Commission
 - Faculty Ombudsperson Tenured Full Professor
 - Intercollegiate Athletics Advisory Committee (IAAC)
 - Student Recreation (SRC) Advisory Board
 - Teacher Education Advisory Committee (TEAC)

University Strategic Planning & Budget Advisory Committee (USP & BAC)

5. ASCSU Report

None

6. Provost Report (V. Harper)

Searches: AVP IRPA, AVP GRaSP, Dean NSME, and Dean BPA are underway. Dean Antelope Valley and Dean Library search committees to follow.

Workload: A list of ways we can address workload issues, especially for faculty. He is working with AVP FA, D. Boschini, and will bring items to the Senate for implementation.

Classroom visit: Thank you to K. Szick for having the Provost visit her Genetics class. It was great to be in a face-to-face class with students. We expect a tremendous number of more face-to-face classes in the Spring.

Q: Timeline for the implementation of workload ideas? (E. Correa) A: The ideas will be presented to the EC in November. Some ideas have CFA boundaries.

Comment: There are faculty who are not doing service. There are faculty who are not even living in the Bakersfield area. These things have been tolerated for a long time. Many faculty would like to see this lack of availability and participation be addressed. (A. Lauer) Response: Service is part of the workload expectation. The shared responsibility of leading this institution is important. (V. Harper) Response: It's irritating to be in high-load committees, like URC where we've already identified that there's not enough release time to do a good job, and to see other faculty who are not participating in anything and there are no consequences. (A. Lauer) Response: There are 255 faculty positions available on various committees. Thank you to those participating. We are looking for more diversity in the Senate and its sub-committees. A. Hegde (Academic Senate Chair) is happy to talk to anybody who wants to learn more about what's involved. M. Danforth (Academic Senate Vice-Chair) is also a resource. (A. Hegde)

7. Committee Reports and Requests

(Minutes from [AAC](#), [AS&SS](#), [BPC](#) and [FAC](#) are posted on the Academic Senate Webpage)

a. Executive Committee (M. Danforth) (deferred)

b. ASI Report (S. Magaña) The ASI Board will discuss

- Meeting management software
 - Mid-year elected officers and the roles of the governing members
 - Meeting calendar Spring and modality relative to health and safety protocols
 - Calendar overview for 2022-2023 ASI meetings
 - Take-Out-Tuesday surveys resumed – If a department is looking for student feedback, reach out to S. Magaña.
 - Vaccine registration requirement and effect on various holds – please remind students to respond to request for action, as needed
- c. Academic Affairs Committee (J. Tarjan) (handout)
 - d. Academic Support & Student Services Committee (E. Correa) (handout)
 - e. Faculty Affairs Committee (M. Rees) (handout)
 - f. Budget & Planning Committee (C. Lam) (handout)
 - g. Staff Report (S. Miller) – Nothing to report
8. Resolutions
- New Business
- RES 212208 Academic Master Plan (AMP) 2022-23 through 2031-32 – C. Lam introduced on behalf of the BPC and AAC. It is a formality for CSUB to submit an annual AMP to the Chancellor’s Office with an update for the next ten years. This year, there are not many changes. AAC and BPC reviewed the plan and decided to approve it. (C. Lam) While the AMP gets approved by the BOT, it is not an assurance that the program(s) will be offered. It becomes an option for programs to develop sometime in the future. They still need to go through the standard process of coming through all levels of curriculum committees review and through the Senate. (A. Hegde)
- RES 212207 Formation of Ethnic Studies (ES) Department – C. Lam introduced on the behalf of AAC and BPC. The committees recommend to the President, the approval of the Ethnic Studies Department. The AAC and BPC have reviewed the proposal and found it to be both academically and fiscally sound. (C. Lam) The proposal came to the Senate in October 2020. It was sent to three sub-committees, AAC, BPC, and FAC. The resolution is brought forward by two of the three committees. FAC had some questions

which can be found in the agenda packet along with the response from the proposers. FAC is not co-sponsoring, indicating that they don't believe the proposal was complete. Senators can look at all of the materials and when it comes back to the Senate for Second Reading, any Senator can suggest any amendments to the resolution. The amendments will have to be voted on, approved by the Senate, and then it is discussed. The process of inclusive feedback at this Senate session: Guests to be placed on a speakers list, and then the floor will be opened to Senators under the customary Roberts Rules of Order. Feedback from guests and Senators go to the sub-committees for consideration in modifying the resolution. The Senate will deliberate and vote on it. The final step for the resolution is the President's approval. (A. Hegde)

Speaking from various perspectives, as an alum, black man in Kern County, adjunct lecturer, and community leader, it's critically important for students-especially minority group students- to have a strong sense of belonging to persist in getting a degree. The value proposition is telling the stories of our diversity at CSUB and to be part it. (T. Matthews) As CSUB Director of University Outreach, support of an ES department comes from being a product of Ethnic Studies, BA Pan-African Studies at CSUN. There's no way to express the impact of the program. Countless number of classmates have impacted society, some in high level positions in education, television, and the recording industry. The establishment of such a program would have a positive impact on students' lives and society. (D. Riggins) 2020-2022 CSU Student Trustee, K. Raynes decided to take the First Year Seminar (FYS) class taught by T. Salisbury. While Filipino history and experience was not part of the course, it would only be available under an ES program. Logistically, we need a department to support the entirety of first-time freshman taking the General Studies ES requirement. (K. Raynes) Acknowledging the amazing commentary made by student and mentee, K. Raynes, the ES program was created by students, dedicated to community service. The community support is evidenced by the number of campus and outside community attending this Senate meeting. There is representation from the California Faculty Association (CFA), ASI, Black Student Union, African Student Association, Students for Quality Education, the

President's African American Council, and support from CSUs. We are at the crossroads how CSUB will be represented in the state. We are an inclusive and diverse space. It's a golden opportunity for CSUB as we move into the future with President Zelezny's Strategic Plan. (T. Salisbury) D. Knepp was hired to get ES on campus. It's important that some of FAC's points, namely RTP processes and joint appointment faculty, need clarification. Define how they would function. There are other faculty who could serve to strengthen and develop the future department. (D. Knepp) C. Catota is a proud product of the ES departments: African American Studies at UCLA and Latino American Studies at CSULA. CSUB received letters on behalf of the CSUB Latina/o Advisory Council and from the CSUB African American Advisory Council. She read the letter of support from Latino Advisory Council. A copy is attached to the minutes. (C. Catota) ES courses are where black students can learn about their history and begin to claim their identity and be proud of it. Then, they become better contributors to the university, their personal life, and overall society. As a CSUB staff member and mother of two children attending universities, she supports an ES department as a place where students of all cultures can learn, grow and mature. (R. Dean) Speakers were thanked for attending and sharing their thoughts. Senators were invited to speak. (A. Hegde) The creation of an ES department is crucial for campus, its students, and it would be a reflection of our community. Having courses is not enough. An ES department would support faculty and ultimately our students. It's the next step of AB 1460 implementation. ASI President Magaña read the ASI Resolution, SB 105 Support for Creating an Ethnic Studies Department at CSUB, unanimously passed by their board. A copy is included in the minutes. She urged the Academic Senate to support the creation of an ES department. (S. Magaña) The Faculty Affairs Committee (FAC) is in favor of the development of an ES Department. FAC wasn't listed in the resolution because the committee had one last issue they were dealing with the proposers. Chair Hegde requested that we don't delay the department further while also working through this last issue. It's a way to expedite the process without ignoring things. FAC's job is to deal with issues before the department commences, to set the department up for stability for success for

representation on the campus so they can have meaningful voice, influence university processes, and meet their unit obligations. FAC is looking at university policies and what the department needs in order to function and operate successfully. We aren't saying that ES is not worthy. We say it is worthy of being set up for success. The department proposers have been receptive and responsive to FAC's suggestions and recommendations. The remaining issue is to identify three tenured faculty from among current programs to meet requirements for search committees, performance review committees and other department and unit obligations and their representation on university wide committees requiring tenured faculty so ES will have a voice. There is precedent with joint appointments in other departments. FAC was excited to learn they have set up an advisory council, selecting faculty that they feel would honor the voices of the founding members so they can perform performance reviews, run search committees and other department obligations. The proposers could meet this requirement before the next Senate meeting, December 2. FAC is completely in support of ES and would like the above to be addressed before department formation so we could be ahead of the issue. Otherwise, we would suggest this condition be added in the Second Reading. (M. Rees) This is a time for discussion and feedback to the committees. If there is to be a debate, it will be in the Second Reading. (A. Hegde) Senator Kraybill expressed her enthusiastic support for an ES department. Having served on the Senate last year and this year and seen the various outlines that both the core ES members have presented, it is time to move forward. FAC makes good point. There are several of us who have sat on performance reviews for ES faculty, and they are doing well. We also sit on RTP committees for existing departments who have very low tenure density. Speaking on behalf of constituent, T. Salisbury, the ES faculty has provided highly detailed responses to FAC's concerns; There is no directive that requires senior faculty to form a department. (J. Kraybill) Senator Lauer supports the idea to improve ES and to discuss the matter, but we also need to live it. She encourages all to think about having a faculty café where there could be mingling to talk about all kinds of issues. Most of the faculty and Senators who have spoken on these issues she's never

met and would love to talk to them. There would be much more inclusion, actively living it, if faculty could meet after classes. (A. Lauer) Speaking to the process, the sub-committees look at the issues from different perspective. AAC supports the resolution from an academic perspective. BPC looked at it from a budgetary perspective. FAC brought up some other issues. There is broad support for an ES department. What will potentially come to us are some implementation details, not the concept of having an ES department. (J. Tarjan) Senator Street gave highly positive recognition to M. Rees and R. Gearhart's work last year. It was a year of great meetings at the sub-committee level and many joint committee meetings. If there are any outstanding components related to FAC, he asked that they become integrated. For the Senate as a whole, it's time to move forward on this with a vote for approval. (B. Street) Senator Gearhart chaired AAC 2020-2022. (A. Hegde) Senator Moraga acknowledge today's speakers. It's a testament to what ES brings to CSUB. He has dual role as Senator and one the authors of the proposal. There is a long history of Ethnic Studies at CSUB since 1971. Minors in African American Studies, Latin American Studies, Mexican American Studies, and Asian American Studies got lost in the conversion from quarter to semester calendar. The passage of RES 212207 will offer honest pedagogy and cultural relevancy to our community. There are many faculty on board with teaching and mentoring junior faculty. The issue is whether ES is meeting the proposal for what it's stated to offer where it's factually based or whether it requires non ethnic studies faculty to be a part of it. His belief is that ES is an inclusive discipline. It's an opportunity to bring in more faculty, but be clear about what we are bringing those folks to do. The hope is that the issues, while important issues, don't prevent passage of the resolution. (J. Moraga) There is no question that it's urgent that an ES department is formed. Many have spoken on the importance to students and the community. There is appreciation for multiple discussions. As one of the architects of the ES proposal, A. Rodriquez is eager to have this go forward. We want to make sure the department is launched on a stable foundation to give it power and stability and representation on campus. (A. Rodriquez) Recognize that we have the support of President Zelezny and many individuals who can

assist in moving things forward. Put your words and actions into making the ES Department happen. (E. Correa) The next Senate meeting is December 2. In between there is a sub-committee meeting to discuss the feedback brought forth, today. Between that time, any Senator can suggest an amendment to the First Reading of RES 212207 Formation of an Ethnic Studies Department. Understand that we want good stable ground to stand on. If the resolution passes, its advice recommends to the President to establish an ES Department, working with the Provost. Once the department is established, it's up to the Dean, the Department, and the Provost. Any issues are up to the AVP Faculty Affairs and up. It's not the Senate's business. A. Hegde reminded the body that there isn't a perfect department. That shouldn't prevent us from moving forward. Any changes that need to be made to the resolution will be brought to the Senate, December 2. As Senate Chair, A. Hegde thanked all the members of the sub-committees last year and this year, especially the chairs of the sub-committees for all their collaborative work and thoughtful feedback. (A. Hegde)

Open Forum Items

Topic: Tenure density – It gained increasing attention during B. Street's work in BPC. Tenure density is in our Strategic plan, however year-over-year it drops and drops. He is looking for, and thinks campus should, put increasing tenure density as a priority. CSUB has special students, in all the right ways. We're in a position now, with a record trend of increased student enrollment, to put the money where it should be. The Senate and General Faculty need to push forward with this. The tenure density trend is down 13-15% this decade. We need a strategic investment in tenured faculty. It's going to help students' learning, retention, and graduation. It helps support a balanced faculty workload where increased enrollment has not been met with increases in tenured faculty. While lecturers are doing more than ever, their greater numbers put a burden on tenured faculty workload. While he loves the other campus divisions, we are an educational institution. If we don't have the sections, we don't have the classes, if we don't have the faculty, we are not the university we came for. It's faculty's job to push. Faculty are the foundation of the university. It's faculty's job and role to carry out in a

manner that we see fit. Tenure density is the best way we can serve our community, campus and students. It needs to be the #1 priority on campus. Academic Affairs has been getting the same amount every year when clearly, it's not enough. We have to start dipping into other divisions to serve our campus better. (B. Street) The Senate passed RES 181913 CSUB Tenure Density, and we will continue to work on it. (A. Hegde)

Topic: Adequate faculty to cover sections – Course sections that are already in the schedule will have to be cancelled because we don't have enough qualified faculty to teach courses. Not having enough qualified faculty is an annual issue. As a department chair, J. Tarjan feels it acutely. Some core courses have more than 50 students. It's not a long-term solution to keep increasing class sizes. Eventually, if we're going to be able to retain students through quality education, we need to provide more qualified faculty and a smaller class size experience. (J. Tarjan)

Topic: Water Restriction – The City allows watering on Tuesdays and Saturdays. There is \$100 per day violation. (A. Lauer) In 2015, CSUB spoke with the City of Bakersfield and received an exemption. The Facilities Department will go back to the City to see if there are any additional rules the campus has to follow. (F. Gorham)

Topic: National Nurse Practitioners Week – November 7-13, Honoring the Nurse Practitioners everywhere for everything they do. (H. He) Thank you to H. He and the nursing instructors for all they do. (A. Hegde)

Topic: Hunger and Homeless week is November 15-21. Please give to the Food Pantry if you can. (A. Hegde)

Topic: CFA donating \$1 to the Food Pantry for every signature they receive on their petition. (D. Gove) Food Pantry organizers and advocates were invited to the General Faculty Meeting in August. Student Trustee K. Raynes spoke from her experience as a food insecure student at CSUB and how difficult it would have been without the benefit of the Food Pantry. They serve a few hundred students a week. (A. Hegde)

10. Adjournment

A. Hegde thanked the guests and speakers. The meeting adjourned at 11:25.

ACADEMIC SENATE LOG – DECEMBER 2, 2021

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits		AAC Consider Summer Session as a single term with a cumulative student workload and what is the maximum number of units which enables student success.			
	2020-2021 23 MA INST Moratorium		AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium	10/7/21	10/15/21	10/15/21
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 Proposal for the Formation of a General Studies (GST) Department	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can de & deliver HIPs, need for training guide for analysis & reporting.			
10/5/21	2021-2022 21 Proposal for Ethnic Studies ETHS 1508 and Change to ETHS Curriculum	Complete	AAC in its capacity as the interschool curriculum committee, approved the ETHS 1508 course proposal for Introduction to Chicana/Chicano/Chicanx Studies and approved the proposed changes to the Ethnic & Area Studies concentration.			
10/5/21	2021-2022 24 BA Sociology Concentration Revision – Racial and Ethnic Dynamics		AAC Review rationale and impact.			
10/19/21	2021-2022 25 General Studies (GST) Department Formation		AAC Lack of home for GST, whether GST more suited as a program, mechanism for GST faculty review, GST report to EC annually			
10/19/21	2021-2022 26 AMP 2022-23 through 2031-32	Second Reading 12/02/21	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32			

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
11/2/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Second Reading 12/2/21	AAC BPC RES 212207 Formation of Ethnic Studies Department			

ACADEMIC SENATE LOG – DECEMBER 2, 2021

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 26 Testing Center	Complete	AS&SS RES 202123 Academic Testing Center approved by Senate 3/18/21. Not by President pending Fall '21 enrollment, need, resources.			
9/28/21	2021-2022 Referral 10 Faculty Advising Structure		AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. See report from Faculty Fellow & AVP AP.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting			
10/19/21	2021-2022 28 Academic Testing Center Exploratory Sub-Committee		AS&SS Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path			
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			

ACADEMIC SENATE LOG – DECEMBER 2, 2021

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021		FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist.			
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
8/24/21	2021-2022 03 Electronic RTP as Application Standard		FAC Whether use of vendor with electronic RTP application platform is viable for CSUB			
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process		FAC Research CSU campus' rubrics & applications and establish improvement and consistency to application & screening.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards		FAC Define meritorious, pressure from senior faculty, confidentiality of process			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYS	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time		FAC Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.			
8/31/21	2021-2022 Referral 14 Proposal for the Creation of Ethnic Studies Department	AAC & BPC approved. FAC carry over to 2021-2022	AAC, BPC, FAC Consider how creation of new dept. affects current RTP process for impacted faculty, and the unit's response to FAC's recommendations of May 6, 2021.			

ACADEMIC SENATE LOG – DECEMBER 2, 2021

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/19/21	2021-2022 Referral 15 Sabbatical Application Process Improvement		FAC Identify what is different or extra between the 1) Faculty Information Bulletin 2) Application Cover Sheet, 3) Handbook with directions for the applicant and 4) directions for the evaluating committee and then make consistent between them, and other considerations.			
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty	Complete	FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure	9/23/21	10/1/21	10/4/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 27 Composition of Search and Screening Committees – Handbook Change		AAC Handbook 309.5: clarify candidate eligibility, add “General Faculty”, reconstitute committee > 18 months.			

ACADEMIC SENATE LOG – DECEMBER 2, 2021

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
9/29/21	2021-2022 16 Institutional Research in Response to WSCUC Report		BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report			
	2020-2021 20 UPRC Changes	Pending Task Force. Tabled to 2021-2022	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 18 CSUB Policy on Use of sUAS – GraSP Update	Complete	BPC Consider whether documents submitted by GraSP are informational or need action. RES 212205 CSUB Policy on Use of sUAS – GRaSP Update	10/7/21	10/15/21	10/15/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
9/21/21	2021-2022 22 Summer 2022 Schedule EEGO	Complete	BPC Whether unequal days between two summer sessions, eliminate break, reinstate two five-week terms in future. RES 212206 Winter Intersession 2021-2022 Calendar Update	10/7/21	10/15/21	10/15/21
10/19/21	2021-2022 26 AMP 2022-23 through 2031-32	Second Reading 12/02/21	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32			
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			

ACADEMIC SENATE LOG – DECEMBER 2, 2021

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

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
11/2/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Second Reading 12/02/21	AAC BPC RES 212207 Formation of Ethnic Studies Department			
11/2/21	2020-2021 31 Academic Calendar 2022-2023	First Reading 12/02/21	BPC RES 212211 Academic Calendar 2022-2023			

Committees Report Summary

December 2, 2021

Executive Committee (Melissa Danforth, Vice-Chair)

Academic Affairs Committee (John Tarjan, Chair)

1. We discussed a potential policy regarding units taken during the summer term. A draft resolution with proposed unit caps/guidelines will be discussed at our next meeting.
2. We continued our discussion of issues surrounding the tracking of High Impact Practices (HIPs) in courses. The committee will consider a draft resolution, which will likely be sponsored only by Academic Affairs Committee, in our next meeting.

Academic Support and Student Services committee (Elaine Correa, Chair)

AS&SS committee had previously discussed Referral 10 - Faculty Advising Structure with feedback from the Council of Faculty Advisors Committee. To ensure a full understanding of issues related to advising, several Professional Advisors provided feedback related to their specific Schools, advising protocols, areas of miscommunication between faculty and advisors, as well as concerns with data utilized in reports that did not reflect a complete overview of advising at CSUB from all stakeholders. Members of AS&SS agreed that the Advising structure on campus needed to remain decentralized. Additionally, the committee recognized the need to simplify and actively communicate processes across all schools. There was also an acknowledgement that data collection should be meaningful and reviewed, not simply collected without clear rationale for how the data would be used to improve advising across the campus. Issues related to Peoplesoft need to be resolved to ensure accuracy in advising. Committee members agreed that CSUB is attempting to become a more data driven campus, but the university is lacking data/statistics and thorough data evaluation by experts before drawing conclusions and identifying recommendations.

Budget and Planning Committee (Charles Lam, Chair)

1. Referral #31 – Academic Calendar 2022-23. Committee recommended several changes for Academic Calendar Task Force to consider. Changes are accepted subsequently.
2. Referral #16 – Institutional Research in Response to the WSCUC Report. AVP Malhotra provided updates to IRPA. The committee decided that since there is continued improvement to restructure IRPA, there is no recommendation needed until the current plan of action is completed.
3. Referral #02 – Department Formation Criteria Revision. Subcommittees received draft document from task force. Referral introduced.

Faculty Affairs Committee (Mandy Rees, Chair)

- The Faculty Hall of Fame referral was discussed. Issues raised included the overlap of the Hall of Fame with Emeritus Status, whether the criteria needed to be revisited, and how it should be scheduled if it was given to the Faculty Honors and Awards Committee. The FHAC will be contacted for input.

- Diversity, Equity & Inclusion Faculty Fellows Exploratory Group Report was discussed in light of the fact that BPC was not endorsing the report. FAC members who had been part of the Exploratory Group explained that the fellows program was meant to be one of many means to address DEI issues and not meant to be a single solution, it needed more details before implementation, and it was a worthwhile project.
- A report was given regarding the first reading of the proposal for an Ethnic Studies Department.

ASCSU (M. Martinez, J. Millar)

Report from November 2021 Plenary meeting

Committee of the Whole related to Campus Concerns about BOIC -19 was held. Conversation focused on how campuses are addressing repopulation. Noted were aggressive scheduling of face-to-face classes and a 'less than caring response' to faculty requests about work modality due to COVID-19 concerns.

Civility in chat and improving the ASCSU's commitment to Inclusion, Diversity and Equity were two major topics including continued Moving Beyond Bias Training, creating an additional spot on the task force focused on IDE in the ASCSU.

CSU Chair Collins offered three things faculty need to know about AB 928: 1. "What the legislation actually says: READ the legislation, 2. It will begin in 2025-26 to create a singular pathway to UC and CSU and needs to uphold all equitable and effective practices and 3 there is a feedback portal to solicit feedback from faculty to uphold the parts of the model." Chair Collins report.

Resolutions approved:

Suspension of Mandatory peer Observations of instructions and Student Evaluations for AY 2021-22

Supporting the CSU System Office Review Standards for GE Area F (Ethnic Studies)

WSCUC Continued Authorization for Remote Instruction During COVID 19

GCALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Graduation Fall 2021
RES 212209

EC

RESOLVED: that the Academic Senate recommend to the President that appropriate degrees be conferred to students satisfying the requirements of their programs of study.

RATIONALE: Faculty are responsible for designing curriculum, establishing program and degree requirements, teaching classes, advising and mentoring students, and ensuring standards are met. Let us join together as a university community in celebrating the accomplishments of these graduates and candidates for graduation.

Distribution List:

President
Provost and VP Academic Affairs
General Faculty

GCALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Temporary Suspension of Re-Enrollment Application Policy

RES 212210

EC

RESOLVED: that the Academic Senate recommends that the current CSUB policy for re-entry students to reapply after two consecutive semesters be suspended temporarily to allow any undergraduate student in good standing who was absent from the university during the pandemic to re-enroll without applying to the university. The student is required to inform CSUB that they plan to come back.

RATIONALE: the student re-entry process and the fees associated with the current policy creates a barrier for re-enrollment for many students affected by the COVID-19 pandemic and negatively impacts CSUB's ability to meet key objectives in the Chancellor's Graduation Initiative 2025.

Distribution List:

President
Provost and VP Academic Affairs
AVP Enrollment Management
AVP Academic Affairs
Interim Dean Undergraduate and Graduate Studies
VP Student Affairs

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

ACADEMIC CALENDAR 2022-24
RES 212211

BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield adopts the Academic Calendar for Fall 2022, Spring 2023, and Summer 2023.

RATIONALE: The Budget and Planning Committee, in consultation with the Academic Calendar Task Force, recommends the attached.

Attachment:

Fall 2022-Spring 2023 Calendar Draft Update 10-29-2021
Summer 2023 Summer Session Draft
Fall 2023-Spring 2024 Calendar Draft Update 10-26-2021
Summer 2024 Summer Session Draft

Distribution List:

President
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
AVP Enrollment Management
School Deans
Interim Library Dean
Interim Dean Antelope Valley
Dean Extended Education and Global Outreach
Department Chairs
General Faculty

California State University, Bakersfield

Academic Calendar

2022/2023

Fall Semester, 2022

March 28	.....	Academic Advising for Continuing Students Begins (for Summer 2022 & Fall 2022)
April 18	.....	Registration for Continuing Students Begins (for Summer 2022 & Fall 2022)
May 01	.....	Orientation for New Undergraduate Students (Begins)
May 01	.....	Deadline to Apply for Fall 2022 Graduation
May 23	.....	Last Day to Register to Vote for Primary Election
June 07	.....	CA Statewide Primary Election
June 15	.....	Academic Advising for New Transfer Students Begins (for Fall 2022)
June 15	.....	Registration for New Transfer Students Begins (for Fall 2022)
July 18	.....	Academic Advising for First-Time First-Year Students Begins (for Fall 2022)
July 18	.....	Registration for First-Time First-Year Students Begins (for Fall 2022)
August 17	.....	ALL FACULTY DUE ON CAMPUS
August 22	.....	First Day of Classes
August 31	.....	Last Day to Add Classes
August 31	.....	Last Day to Change between Audit and Letter Grading
September 05	.....	HOLIDAY - Labor Day – Campus Closed
September 19	.....	Census Day
September 19	.....	Last Day to Change between Credit/No-credit and Letter Grading
September 19	.....	Last Day to Withdraw from Classes without a "W" being recorded
October 03	.....	Academic Advising for Continuing Students Begins (for Spring 2023)
October TBA	.....	Campus-wide Emergency Evacuation Day
October 24	.....	Registration for Continuing Students Begins (for Spring 2023)
October 24	.....	Last Day to Register to Vote for the General Election
November 01	.....	Deadline to Apply for Spring 2023 Graduation
November 01	.....	Deadline to apply for Summer 2023 Graduation
November 07	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 08	.....	CA Statewide General Election
November 11	.....	HOLIDAY - Veterans Day Observed - Campus Closed
November 14	.....	Academic Advising for New Students Begins (for Spring 2023)
November 14	.....	Registration for New Students Begins (for Spring 2023)
November 14 - 18	.....	SOCI Week
November 24 - 25	.....	HOLIDAY - Thanksgiving - Campus Closed
December 05	.....	Last Day to Submit Completed Thesis / Dissertation
December 05	.....	Last Day of Classes
December 07 - 13	.....	Examination Period
December 14	.....	Commencement
December 15 - 16	.....	Grades Due

Winter Break: December 23, 2022 - January 20, 2023

*In addition to our Fall Semester listed above, CSUB's **Extended Education** offers classes during **Winter Session**. The Session begins January 3, 2023 and ends January 20, 2023. **Call the Extended Education at (661) 654-2441** for detailed information regarding their course offerings and schedules.*

California State University, Bakersfield

Academic Calendar

2022/2023

Spring Semester, 2023

October 03	.....	Academic Advising for Continuing Students Begins (for Spring 2023)
October 24	.....	Registration for Continuing Students Begins (for Spring 2023)
November 01	.....	Deadline to Apply for Spring 2023 Graduation
November 01	.....	Deadline to Apply for Summer 2023 Graduation
November 14	.....	Academic Advising for New Students Begins (for Spring 2023)
November 14	.....	Registration for New Students Begins (for Spring 2023)
January 16	.....	HOLIDAY - Martin Luther King, Jr. Day -Campus Closed
January 19	.....	ALL FACULTY DUE ON CAMPUS
January 23	.....	First Day of Classes
February 01	.....	Last Day to Add Classes
February 01	.....	Last Day to Change between Audit and Letter Grading
February 17	.....	Census Day
February 17	.....	Last Day to Change between Credit/No-credit and Letter Grading
February 17	.....	Last Day to Withdraw from Classes without a "W" being recorded
March 20	.....	Academic Advising for Continuing Students Begins (for Summer 2023 & Fall 2023)
March 31	.....	HOLIDAY - Cesar Chavez Day Observed - Campus Closed
Spring Semester Break: April 02, 2023 – April 09, 2023 (Easter is April 9, 2023)		
April 10	.....	Registration for Continuing Students Begins (for Summer 2023 & Fall 2023)
April TBA	.....	Campus-wide Emergency Evacuation Day
April 17	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
April 24 - 28	.....	SOCI Week
May 01	.....	Orientation for New Undergraduate Students (Begins)
May 12	.....	Last Day to Submit Completed Thesis / Dissertation
May 12	.....	Last Day of Classes
May 13 - 19	.....	Examination Period
May 19 - 20	.....	Commencement
May 22	.....	Evaluation Day
May 23 - 24	.....	Grades Due
May 29	.....	HOLIDAY - Memorial Day – Campus Closed

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

California State University, Bakersfield Academic Calendar 2023

Summer Session, 2023

SS1: 10-Week Session

May 01	.....	Orientation for New Students Begin (Fall 2023)
May 30	.....	ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS
May 30	.....	First Day of Classes
May 30 – June 05	.....	Schedule Adjustment Period
June 05	.....	Last Day to Add Classes
June 05	.....	Last Day to Change between Audit and Letter Grading
June 05	.....	Last Day of Schedule Adjustment Period (for Summer Session 1)
June 15	.....	Academic Advising for New Transfer Students Begins (for Fall 2023)
June 15	.....	Registration for New Transfer Students Begins (for Fall 2023)
June 15	.....	Census Day
June 15	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 15	.....	Last Day to Withdraw from Classes without a "W" being recorded
July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 10	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
July 17	.....	Academic Advising for First-Time First-Year Students Begins (for Fall 2023)
July 17	.....	Registration for First-Time First-Year Students Begins (for Fall 2023)
August 03	.....	Last Day of Classes
August 03	.....	Last Day to Submit Completed Thesis/Dissertation
Aug 07 - 08	.....	Examination Period
August 09	.....	Evaluation Day
August 10	.....	Grades Due

SS2: 5-Week Session

May 30	.....	ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS
May 30	.....	First Day of Classes
May 30 – June 05	.....	Schedule Adjustment Period
June 05	.....	Last Day to Add Classes
June 05	.....	Last Day to Change between Audit and Letter Grading
June 05	.....	Last Day of Schedule Adjustment Period (for Summer Session 2)
June 08	.....	Census Day
June 08	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 08	.....	Last Day to Withdraw from Classes without a "W" being recorded
June 22	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
June 29	.....	Last Day of Classes
July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 03 - 05	.....	Examination Period
July 06	.....	Grades Due

SS3: 5-Week Session

July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 10	.....	ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS
July 10	.....	First Day of Classes
July 10 - 12	.....	Schedule Adjustment Period
July 17	.....	Last Day to Add Classes
July 17	.....	Last Day to Change between Audit and Letter Grading
July 17	.....	Last Day of Schedule Adjustment Period (for Summer Session 3)
July 20	.....	Census Day
July 20	.....	Last Day to Change between Credit/No-credit and Letter Grading
July 20	.....	Last Day to Withdraw from Classes without a "W" being recorded
July 27	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
August 09	.....	Last Day of Classes
August 10 - 14	.....	Examination Period
August 15	.....	Grades Due

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

California State University, Bakersfield

Academic Calendar

2023/2024

Fall Semester, 2023

March 20	.....	Academic Advising for Continuing Students Begins (for Summer 2023 & Fall 2023)
April 10	.....	Registration for Continuing Students Begins (for Summer 2023 & Fall 2023)
May 01	.....	Orientation for New Undergraduate Students (Begins)
May 01	.....	Deadline to Apply for Fall 2023 Graduation
May 22	.....	Last Day to Register to Vote for Primary Election
June 06	.....	CA Statewide Primary Election
June 15	.....	Academic Advising for New Transfer Students Begins (for Fall 2023)
June 15	.....	Registration for New Transfer Students Begins (for Fall 2023)
July 17	.....	Academic Advising for First-Time First-Year Students Begins (for Fall 2023)
July 17	.....	Registration for First-Time First-Year Students Begins (for Fall 2023)
August 21	.....	ALL FACULTY DUE ON CAMPUS
August 28	.....	First Day of Classes
August 31	.....	Last Day to Add Classes
August 31	.....	Last Day to Change between Audit and Letter Grading
September 04	.....	HOLIDAY - Labor Day – Campus Closed
September 19	.....	Census Day
September 19	.....	Last Day to Change between Credit/No-credit and Letter Grading
September 19	.....	Last Day to Withdraw from Classes without a "W" being recorded
October 02	.....	Academic Advising for Continuing Students Begins (for Spring 2024)
October TBA	.....	Campus-wide Emergency Evacuation Day
October 23	.....	Registration for Continuing Students Begins (for Spring 2024)
October 24	.....	Last Day to Register to Vote for the General Election
November 01	.....	Deadline to Apply for Spring 2024 Graduation
November 01	.....	Deadline to apply for Summer 2024 Graduation
November 07	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 08	.....	CA Statewide General Election
November 10	.....	HOLIDAY - Veterans Day Observed - Campus Closed
November 13	.....	Academic Advising for New Students Begins (for Spring 2024)
November 13	.....	Registration for New Students Begins (for Spring 2024)
November 13 - 17	.....	SOCI Week
November 23 - 24	.....	HOLIDAY - Thanksgiving - Campus Closed
December 08	.....	Last Day to Submit Completed Thesis / Dissertation
December 08	.....	Last Day of Classes
December 09 - 15	.....	Examination Period
December 15-16	.....	Commencement
December 18	Evaluation Day
December 19 - 20	Grades Due

Winter Break: December 21, 2023 - January 18, 2024

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California State University, Bakersfield

Academic Calendar

2023/2024

Spring Semester, 2024

October 02	.....	Academic Advising for Continuing Students Begins (for Spring 2024)
October 23	.....	Registration for Continuing Students Begins (for Spring 2024)
November 01	.....	Deadline to Apply for Spring 2024 Graduation
November 01	.....	Deadline to Apply for Summer 2024 Graduation
November 13	.....	Academic Advising for New Students Begins (for Spring 2024)
November 13	.....	Registration for New Students Begins (for Spring 2024)
January 15	.....	HOLIDAY - Martin Luther King, Jr. Day -Campus Closed
January 19	.....	ALL FACULTY DUE ON CAMPUS
January 22	.....	First Day of Classes
February 01	.....	Last Day to Add Classes
February 01	.....	Last Day to Change between Audit and Letter Grading
February 17	.....	Census Day
February 17	.....	Last Day to Change between Credit/No-credit and Letter Grading
February 17	.....	Last Day to Withdraw from Classes without a "W" being recorded
March 18	.....	Academic Advising for Continuing Students Begins (for Summer 2024 & Fall 2024)
		Spring Semester Break: March 24, 2024 – March 31, 2024 (Easter is March 31, 2024)
April 01	.....	HOLIDAY - Cesar Chavez Day Observed - Campus Closed
April 08	.....	Registration for Continuing Students Begins (for Summer 2024 & Fall 2024)
April TBA	.....	Campus-wide Emergency Evacuation Day
April 17	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
April 22 - 26	.....	SOCI Week
May 01	.....	Orientation for New Undergraduate Students (Begins)
May 01	.....	Deadline to Apply for Fall 2024 Graduation
May 10	.....	Last Day to Submit Completed Thesis / Dissertation
May 10	.....	Last Day of Classes
May 11 – 17	.....	Examination Period
May 17 - 18	.....	Commencement
May 20	.....	Evaluation Day
May 21 - 22	.....	Grades Due
May 27	.....	HOLIDAY - Memorial Day – Campus Closed

**California State University, Bakersfield
Academic Calendar 2024**

Summer Session, 2024

SS1: 10-Week Session

May 01	.....	Orientation for New Students Begin (Fall 2024)
May 28	.....	ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS
May 28	.....	First Day of Classes
May 30 – June 05	.....	Schedule Adjustment Period
June 05	.....	Last Day to Add Classes
June 05	.....	Last Day to Change between Audit and Letter Grading
June 05	.....	Last Day of Schedule Adjustment Period (for Summer Session 1)
June 17	.....	Academic Advising for New Transfer Students Begins (for Fall 2024)
June 17	.....	Registration for New Transfer Students Begins (for Fall 2024)
June 15	.....	Census Day
June 15	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 15	.....	Last Day to Withdraw from Classes without a "W" being recorded
July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 10	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
July 15	.....	Academic Advising for New First Time First-Year Students Begins (for Fall 2024)
July 15	.....	Registration for First-Time First-Year Students Begins (for Fall 2024)
August 05	.....	Last Day of Classes
August 05	.....	Last Day to Submit Completed Thesis/Dissertation
August 06 - 07	.....	Evaluation Day
August 08	.....	Grades Due

SS2: 5-Week Session

May 28	.....	ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS
May 28	.....	First Day of Classes
May 30 – June 05	.....	Schedule Adjustment Period
June 05	.....	Last Day to Add Classes
June 05	.....	Last Day to Change between Audit and Letter Grading
June 05	.....	Last Day of Schedule Adjustment Period (for Summer Session 2)
June 08	.....	Census Day
June 08	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 08	.....	Last Day to Withdraw from Classes without a "W" being recorded
June 22	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
June 27	.....	Last Day of Classes
July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 01 - 02	.....	Examination Period
July 03	.....	Grades Due

SS3: 5-Week Session

July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 08	.....	ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS
July 08	.....	First Day of Classes
July 10 - 12	.....	Schedule Adjustment Period
July 17	.....	Last Day to Add Classes
July 17	.....	Last Day to Change between Audit and Letter Grading
July 17	.....	Last Day of Schedule Adjustment Period (for Summer Session 3)
July 20	.....	Census Day
July 20	.....	Last Day to Change between Credit/No-credit and Letter Grading
July 20	.....	Last Day to Withdraw from Classes without a "W" being recorded
July 27	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
August 07	.....	Last Day of Classes
August 08 - 12	.....	Examination Period
August 14	.....	Grades Due

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

ACADEMIC MASTER PLAN 2022-23 THROUGH 2031-32
RES 212208

AAC & BPC

RESOLVED: That the Academic Senate recommend to the President the approval of the attached Academic Master Plan.

RATIONALE: Proposing a new degree is a two-stage process: (1) a very brief rationale for the degree is placed on the Academic Master Plan, and if approved by the CSU Board of Trustees, (2) the full degree proposal is developed and approved at the campus and system level.

The attached plan has been prepared by Associate Vice President for Academic Affairs, Dean of Academic Programs, Dr. Debra Jackson and reviewed by AAC and BPC of the Academic Senate.

Attachment:

Academic Master Plan 2022-23 through 2031-32.

Distribution List:

President
AVP for Academic Affairs and Dean of Academic Programs
AVP Faculty Affairs
AVP Enrollment Management
School Deans
Interim Library Dean
Interim Dean Antelope Valley
Dean Extended Education and Global Outreach
Department Chairs
General Faculty

ACADEMIC PLAN
Existing and Projected Degree Programs
~~2021~~~~2022-22-23~~ through ~~2030~~2031-31-32
California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
School of Arts and Humanities						
Art	BA					2023-24
Communications	BA^^@					2022-23
English	BA	MA				2022-23
History	BA	MA				2021-22
Latina/o and Latin American Studies					BA 2019	
Music	BA				BM 2022	2026-27
Philosophy	BA					2021-22
Religious Studies	BA					2026-27
Spanish	BA	MA				2025-26
Theatre	BA					2022-23
School of Business and Public Administration						
<u>Business Administration</u>	<u>BS</u>	<u>MBA</u>				2021-22
<u>Economics</u>	<u>BS</u>					2026-27
Environmental Resource Management	BS					2026-27
Health Care Administration		MS				2025-26
<u>Public Administration</u>	BA	<u>MPA</u>				2023-24
Agricultural Business	BS					2025-26
Accounting					MS 2020	
Finance					MS 2020	
Technology Management					MS 2021	

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* Suspended program
^ Offered only through self-support
^^ Offered through both state-support and self-support
@ Online program
Note: Underlined programs are nationally accredited subject areas

ACADEMIC PLAN
Existing and Projected Degree Programs
~~2021-2022-22-23~~ through ~~2030-2031-31-32~~
California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
Applied Economics and Analytics					MS 2019	
Logistics and Supply Chain Management					MS 2022	
School of Natural Sciences, Mathematics, and Engineering						
Biochemistry	BS					2020-21-22
Biology	BS	MS				2026-27
Chemistry	BS					2020-21-22
<u>Computer Engineering</u>	<u>BS</u>					2024-25
Computer Science	BS	MS				2023-24
<u>Electrical Engineering</u>	<u>BS</u>					2024-25
<u>Engineering Sciences</u>	<u>BS</u>					2024-25
<u>Environmental Sciences</u>					BS 2021	
Geology	BA, BS	MS				2026-27
Human Biological Sciences	BA					2026-27
Mathematics	BS	MAT*				2016 2026-27
Natural Sciences	BA*, BS					2023-24
<u>Nursing</u>	<u>BS</u>	<u>MS</u>			DNP 2023	2021-22
Physics	BS					2025-26
Public Health	<u>BS</u>				BS-2019	<u>2027-28</u>
School of Social Sciences and Education						
Anthropology	BA	MA*				2025-26
Behavioral Neuroscience					MS^ 2024	

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* Suspended program

^ Offered only through self-support

^^ Offered through both state-support and self-support

@ Online program

Note: Underlined programs are nationally accredited subject areas

ACADEMIC PLAN
Existing and Projected Degree Programs
~~2021-2022-22-23~~ through ~~2030-2031-31-32~~
 California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
Child Adolescent and Family Studies	BA					2023-24
<u>Counseling</u>		MS				2022-23
Counseling Psychology		MS				2025-26
Criminal Justice	BA					2022-23
Education		MA^^@				2022-23
Educational Administration		MA				2020-21-22-23
<u>Educational Leadership</u>			EdD			2022-23
Kinesiology	BS	MS^@				2023-24
Liberal Studies	BA					2020-21-27-28
Political Science	BA					2025-26
Psychology	BA					2025-26
<u>Social Work</u>		MSW^^				2022-23
Sociology	BA^^@	MA*				2020-21-27-28
Special Education		MA				2022-23
Interdisciplinary and Other						
Administration		MS^@				2021-22
General Education						2020-21-27-28
Honors						2023-24
Interdisciplinary	BA	MA*				2021-22

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* Suspended program
 ^ Offered only through self-support
 ^^ Offered through both state-support and self-support
 @ Online program
 Note: Underlined programs are nationally accredited subject areas

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC, BPC

Formation of the Ethnic Studies Department

RES 212207

RESOLVED: That the Academic Senate recommends to the President the approval of the Formation of the Ethnic Studies Department.

RATIONALE: The Senate Academic Affairs Committee and the Budget and Planning Committee have reviewed the proposal and find it to be both academically and fiscally sound.

Attachments:

The Formation and Modification of Academic Departments

Proposal to Create an Ethnic Studies Department

Campus ETHS Prop_Rev4_12_21rev2[19927]

ETHS 5 Year Budget DRFT

Ethnic Studies Recommendations_final 2021-05-06

Dean SS&E approval of ETHS

Provost Letter of Support – Ethnic Studies Department

Bozarth Library eths letter of support

Memo Response to FAC re INST Department proposal Fall 2021 (D. Jackson)

CSUB ES Advisory Council acceptance – Buenavista

CSUB ES Advisory Council acceptance - Burroughs

CSUB ES Advisory Council acceptance - Cargile

CSUB ES Advisory Council acceptance - Danforth

CSUB ES Advisory Council acceptance - Dugan

CSUB ES Advisory Council acceptance - Grombly

CSUB ES Advisory Council acceptance - Montano

CSUB ES Advisory Council acceptance - Robertson

CSUB ES Advisory Council acceptance – Sanchez

CSUB ES Advisory Council acceptance – Toombs

LAC – Letter of Support for Dept of Ethnic Studies

CSUB African American Advisory Council – Support Letter for Ethnic Studies courses

ASI SB 105 – support for Creating an Ethnic Studies Department at CSUB

THE FORMATION AND MODIFICATION OF ACADEMIC DEPARTMENTS: PRINCIPLES AND PROCEDURES

PRINCIPLES:

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

PROCEDURES

1. If someone suggests a change in departmental structure, the relevant faculty, the appropriate academic dean and the Provost and Vice President for Academic Affairs should engage in considerable informal discussion. These people should solicit advice from other potentially interested parties, possibly including faculty in other departments or schools as well as the Academic Senate.
2. When informal discussions appear to have elicited all of the relevant issues and concerns, the faculty who wish to form the new department should write a proposal that addresses the following points:
 - (a) How and why the change will better serve institutional needs;
 - (b) How the change will affect the governance and delivery of curriculum and degree programs;
 - (c) How the change will affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload;
 - (d) How the change will affect the need for financial support, including operating expenses, equipment, facilities and staffing;
 - (e) What impact the plan will have on Information Resources (Library books and subscriptions, computing equipment and support) and what is the source for additional funding; and
 - (f) A plan for effecting the change.
3. The proposal must pass through the following levels of review in the order indicated. The individual(s) at each level shall review the proposal, consult with others as seems appropriate, and then either forward it to the next level with a positive recommendation or return it to the previous level with a written explanation of the reasons for withholding approval:
 - (a) The appropriate academic dean, who shall inform any potentially interested faculty and invite their consultation;
 - (b) The Provost and Vice President for Academic Affairs, who shall inform the Council of Deans and invite their consultation;

(c) The Academic Senate, through the Executive Committee, shall forward this proposal to Standing Committees or to the Full Senate at its reasoned discretion before taking final action; and

(d) The President, who shall inform the Cabinet and invite their consultation before delivering his/her final decision regarding the proposal.

4. If the proposal fails to receive approval at any level, those involved may choose to revise and resubmit it.

APPROVED BY ACADEMIC SENATE APRIL 10, 1997

APPROVED BY PRESIDENT ARCINIEGA MAY 5, 1997

TITLE MODIFIED BY THE ACADEMIC AFFAIRS COMMITTEE 2012

PROCEDURES MODIFIED AND APPROVED BY ACADEMIC SENATE OCTOBER 24, 2013

APPROVED BY THE PRESIDENT ON NOVEMBER 14, 2013

1. Ethnic Studies Department Proposal for CSUB

a. How and why elevating the Ethnic Studies concentration in Interdisciplinary Studies to an Ethnic Studies Department will better serve institutional needs:

The California State Legislature's passage of AB1460, a bill that required a three-unit ethnic studies graduation requirement of students graduating from the California State University, Governor Gavin Newsom's signing the bill into law, and the CSU's own subsequent revision of its Title 5 General Education Breadth Requirements to include as part of General Education a minimum of three semester units of "lower-division study designed to understand ethnic studies." At CSUB, the new mandate, with input from the Ethnic Studies Task force and in consultation with the General Education Committee, resulted in the adoption of a new GE requirement, Area F. The sum of these events marked a watershed moment in the history of California higher education.

In addition to this momentous change that will fundamentally alter higher education in California and have a ripple effect across the nation, the current national discussion on race relations, inequality, and discrimination among racialized groups are external forces that help make the moment right for the creation of an Ethnic Studies Department at CSU Bakersfield. There are, however, campus-specific pressures and considerations that compel CSUB to embrace the creation of a new Department of Ethnic Studies. These include 1) addressing curriculum needs and providing sections of Area F course in sufficient numbers to allow students to graduate expeditiously, in line with Graduation Initiative 2025, 2) engaging in practices that respect the discipline of Ethnic Studies and support the faculty who teach in the area, and 3) providing students interested in ethnic studies with the opportunity to learn from dedicated specialists and partake in university-wide academic programs afforded to students in other programs.

First, regarding the new GE Area F requirement, this requirement translates into the need for as many as 14 sections of GE Area F Ethnic Studies courses in Academic Year 2021-2022, the first year that the requirement goes into effect, and approximately 34 sections each year in the years that follow. This estimate was reached in consultation with Dr. Debra Jackson, Interim Associated Vice President of Academic Affairs and Dean of Academic Programs. Simply put, there will high student demand for courses that meet the Area F requirement and it makes no sense from an institutional and organizational standpoint, to not have an academic home where specialists in the field determine the area's course offerings, not unlike the GE American Institutions-History courses being seated in the Department of History and taught by historians.

Second, the discipline of Ethnic Studies and the faculty who teach in it must be afforded the respect of faculty in other established disciplines. Understanding the genesis of the discipline of Ethnic Studies and its unique role as a field that embraces activism is important in appreciating why the faculty who teach courses in the discipline deserve a home department. In 1969, the San Francisco campus of the California State University became the birthplace of the academic discipline of Ethnic Studies. The discipline, which recently celebrated fifty years since its establishment, has grown into a robust,

complex, and diverse area of study that seeks to provide a holistic and thorough examination of the histories and experiences of the traditionally underrepresented, racialized groups in the United States: Native Americans, African Americans, Chicano/a/x/Latina/o/x Americans, and Asian American/Pacific Islanders. In the context of exploring the experiences of these groups, the discipline seeks to provide a critical examination and analysis of racism and white supremacy in this country. Furthermore, as a discipline born from activism, it seeks to help students understand and promote participatory democracy, community responsiveness, and social justice. Ethnic Studies is not simply the study of race and ethnicity. The unique lens with which it studies these groups is unlike disciplines such as sociology, anthropology, or history, which use their own methods for exploring race and ethnicity.

The global pandemic and the murder of George Floyd have given rise to the current national conversation on race and ethnic relations and have highlighted systemic inequality and discrimination across the educational, employment, judicial, health care, and economic systems in the United States. To members of the groups that have experienced discrimination, the current climate has produced a new, vibrant, and perhaps unparalleled fiery wave of social justice activism. In addition, many White Americans are awakening to the depths of these inequities and likewise calling for change. Now is the time for CSUB to do its part in addressing the problems that racialized Americans face by not only offering Ethnic Studies courses, but by establishing an Ethnic Studies Department.

Further, it should be noted that CSUB has long been laying the foundation for the establishment of an Ethnic Studies Department. In 2014, Chancellor Timothy White formed a statewide CSU Task Force on the Advancement of Ethnic Studies. While serving as President of CSUB, Dr. Horace Mitchell chaired the task force, which released its recommendation in January 2016, calling for the expansion of Ethnic Studies at the CSU. That document led to the hiring, in 2017, of two new faculty members trained in Ethnic Studies, Dr. Jorge Moraga and Dr. Tracey Salisbury.

An effort that paralleled President Mitchell's Ethnic Studies Task Force chairmanship was the planning, application, awarding, and implementation of a National Endowment for the Humanities Grant, "Crossing Borders, Making Connections: Interdisciplinarity, Humanities, and Ethnic Studies," under the co-direction on Dr. Dustin Knepp, Associate Professor of Modern Languages and Literature and then Director of Interdisciplinary Studies, and Dr. Liora Gubkin-Malicedem, Associate Dean of Arts and Humanities and Professor of Religious Studies at CSUB. The grant funded an on-campus discussion group that explored the discipline of Ethnic Studies, engaged in community outreach efforts, and worked to create an awareness among the CSUB campus community and its service region of the purpose and need for the anticipated Ethnic Studies Department.

Therefore, given that (1), former CSUB President Mitchell chaired the CSU Task Force on Ethnic Studies and that (2), CSUB received a National Endowment for the Humanities grant intended to further Ethnic Studies visibility and its preparation, it is our belief that this campus has a special history of its own when it comes to developing Ethnic Studies.

We need to see these two localized and statewide efforts as the momentous victories that they were; without these two events, it is doubtful that this proposal would be able to find traction on this campus today.

It should be highlighted that within the Interdisciplinary Studies Program there exists an Ethnic Studies Concentration. Being housed under INST has not served the concentration well. Faculty in INST must serve both the concentration and the broader programs housed under the INST umbrella, which results in faculty serving students in the INST BA capstone and internships courses who have no connection to the Ethnic Studies concentration. Creating an Ethnic Studies Department and migrating the Ethnic Studies Concentration to the new department will improve the university's ability to administer the concentration and cultivate students for it, as well as allow INST to focus on developing other aspects of this important program. In essence, it will be beneficial INST and to the Ethnic Studies Concentration.

Given the new CSU and State of California Ethnic Studies mandates, CSUB's central role in promoting the expansion of Ethnic Studies, as represented by President Horace Mitchell's service on the Ethnic Studies Task Force, and the stage set by the "Crossing Borders," grant, now is the time for CSUB to act in earnest and honor its commitment to our students, the faculty who will teach the new Ethnic Studies courses, and the community that the university serves. The folly of hiring faculty without providing them with a designated home academic department has been an injustice to those faculty and will be so to new faculty hired to meet the Ethnic Studies requirement.

Should CSUB be content with only offering courses to meet the letter of the law and not proactively create a Department of Ethnic Studies, this inaction would undermine the sincerity of university's commitment to Ethnic Studies and would reduce the requirement to mere tokenism. It will be viewed by the broader public, particularly by people of color, as the university sanctimoniously declaring that ethnic studies is important, yet being content to prescribe Ethnic Studies specialists second-class status.

Finally, an Ethnic Studies Department in addition to providing students with a space to interact socially, it will serve as a place to educate students and as a center for frank discussions that will promote positive social change in our region. Exposure to the discipline's teachings and explorations of systemic racism and discrimination, as well as its emphasis on activism, will help shine the harsh light of reality on the shortcomings and problems not only affecting the nation, but on those affecting our community. Furthermore, the CSUB's Academic Master Plan includes a planned program for an Ethnic Studies Bachelor of Arts degree. The creation on an Ethnic Studies Department will facilitate a degree program's development by building a foundation of key lower-division program components from which a degree program can rise.

The opportunity to take Ethnic Studies courses that fulfill General Education requirements will serve all students – regardless of race or ethnicity – in the modern, diverse workplace and world in which they live. The awareness of the complex histories and experiences of these racialized groups – and of the lingering legacy of white

supremacy in our community, and how it may insidiously manifest itself in everyday life – provides students with the opportunity to better serve and work with those with whom they might not share cultural experiences.

Furthermore, in an effort to fully support students interested in the discipline of Ethnic Studies, it is imperative that the university move from a program staffed with lectures to one staffed by tenure-track faculty, because a program staffed with a majority of lecturers will be a grave disservice to students. Without a guarantee of permanent work, and with the heavier teaching load required of lecturers, lecturers may not be willing or able to commit to sponsoring students interested in participating in initiatives such as the Student Research Scholars Program or the Sally Casanova Predoctoral Program. Developing a timeline for hiring tenure-track faculty in consultation with Administration is a step in the plan for effecting change.

b. How the change will affect the governance and delivery of curriculum and degree programs:

The Interdisciplinary Studies faculty who are expected to migrate to an Ethnic Studies Department anticipate that the new home for the department will be in the School of Social Sciences and Education (SSE). Currently, Interdisciplinary Studies, in which the Ethnic Studies Concentration lay, is housed in Academic Programs. Interdisciplinary Studies will remain in Academic Programs and after any student who is pursuing the Ethnic Studies Concentration completes the program under the university's teach out policy, the concentration will be dissolved. Interdisciplinary Studies will continue to offer its degree program and special minors under it that are served by multiple academic programs on campus.

c. How will the change affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload:

The existing INST faculty who are expected to be the founding faculty of the Ethnic Studies Department currently have the option of undergoing review using the Modern Languages and Literature RTP criteria under which they were hired or using the INST RTP criteria, which exceptional criteria, adopted in May 2020. During the period in which they are probationary faculty, they may continue to undergo review using either the MLL criteria or the INST criteria when the new program is established. Once the Department of Ethnic Studies is created, new criteria will be adopted in Academic Year 2021-2022, in consultation with tenured Ethnic Studies faculty at other CSUs. After earning tenure, the existing tenure-track faculty will be expected to undergo review using the new Ethnic Studies criteria. Lecturers hired in the 2021-2022 Academic Year will undergo review using the INST RTP criteria adopted in Spring 2020. Any faculty (lecturers or tenure track) who are hired for the 2022-2023 Academic Year will be expected to use new Ethnic Studies Department criteria.

In addition to the existing INST faculty who are expected to migrate to the new Department of Ethnic Studies, additional faculty, at the minimum rank of lecturer, must

be hired to meet the demand created by the new Ethnic Studies requirement. An insufficient number of qualified faculty will mean an inadequate number of sections offered, resulting in bottlenecks that will hinder students' academic progress and negatively affect graduation rates.

Assuming a 4% increase each fall semester in first-time freshmen, the projected enrollments will be:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total FTF	1,423	1,472	1,529	1,590	1,653	1,719	1,787

The projected increase in first-time freshmen enrollments translates into the need for as many as 14 sections of approved Ethnic Studies courses in Academic Year 2021-22, and in subsequent years, 34 sections annually. Therefore, this expected demand anticipates the need to hire two full-time lecturers beginning in Fall 2020, and an additional lecturer in Fall 2021. The need for yet another full-time lecturer is expected in the program's five year of operation, AY 2025-2026.

That said, a program cannot thrive when it is staffed only by a majority of lecturers. Marshaling sufficient support from the broader CSUB faculty, the faculty in the Department of Ethnic Studies will expect commitments from Administration to support expansion of tenure-track lines as enrollments merit. Without tenure-track faculty, a department's ability to expand will be shackled and committees that require service from tenured faculty only, such as those pertaining to RTP, will dilute the influence that the department will hold and strain existing tenure-track faculty.

With regard to workload, it is expected that the department chair would receive six (6) WTUs of reassigned time each semester, for a total of twelve (12) WTUs of reassigned time each academic year. Aside from the reassigned time for the department chair, faculty workload and assignments will conform to the contract in effect between the California Faculty Association and the California State University.

d. How the change will affect the need for financial support, including operating expenses, equipment, facilities, and workload:

It is anticipated that the two Interdisciplinary Studies tenure-track faculty, Dr. Jorge Moraga and Dr. Tracey Salisbury, will leave that program and become the inaugural faculty of the new Ethnic Studies Department. With the exception of support for library materials identified below, because these are currently supported through Interdisciplinary Studies, the greatest expense that will be incurred will be in the need for support staff. Support staff in Academic Programs currently serve the Interdisciplinary Studies Program, but as the Ethnic Studies Program will be housed in an academic school, it will need a new Administrative Support Coordinator within the school. Please see the accompanying Five-Year Budget Projection document for details on costs.

Lastly, as noted above, with the implementation of AB 1460, in Academic Year 2021-2022, our campus will need to offer 14 sections of introductory courses that satisfy the GE Area F Ethnic Studies requirement. Therefore, the need to hire full-time faculty trained in Ethnic Studies (or related fields) will remain of vital importance. Fortunately, the grim budget realities anticipated as a result of the global pandemic have not been borne out; indeed, according to a March 1, 2021, *New York Times* article, between April 2020 and December 2021, California witnessed a 1.2% increase in tax revenues compared with the same period in 2019, thus negating arguments that budgetary woes will stifle growth. Therefore, institutional support will be paramount in the advancement of an Ethnic Studies Department.

e. What impact will the plan have on Information Resources (library books and subscriptions, computing equipment and support) and what is the source for additional funding:

Interim Dean of the Library, Sandra Bozarth, has indicated that while the full-time faculty who teach in Interdisciplinary Studies (and who are expected to teach in the Ethnic Studies Program), have not requested additions to the existing databases or new journal subscriptions, the costs could change if new courses are added that will require additional support. Below are the costs that could be incurred should the existing faculty request additional support once the program is approved. It is worth noting that the faculty who are expected to teach in the new Department of Ethnic Studies are current CSUB faculty whose current needs are supported with existing resources, and that costs for current existing courses can fluctuate each semester, depending on the media needed to support a course. The below represents an estimate of the possible costs that would be involved, should the faculty need new materials.

JOURNALS:

1. Title-by-title subscriptions will cost about \$3000-\$10000 per year OR
2. additional journal databases between \$2000 and \$8000 per year per

BOOKS & MONOGRAPHS:

\$3000 – \$4000 to purchase subject specific books (print and/or electronic; electronic are more expensive but allow greater access to students) related to the specific courses that are going to be offered.

MEDIA:

3-year subscriptions to videos with the possibility of maybe purchasing some in perpetuity. This can get up to \$6000 per class for perpetual (prices tend to be between \$375 and \$1200 perpetual) or \$150 per video per year on either a 1 or 3 year license. This would be where a significant amount of money would be spent in the first 2-3 years of the program.

Minimum suggested startup costs: \$5000 - \$15000

Sandra Bozarth writes, “If this funding is not available at the start of the academic year, the department could likely be sustained with current materials but faculty requests for new materials may not be approved and will be combined with other library materials requests as is normal practice.”

In addition, Bozarth indicated that the program should plan on an annual increase in costs of approximately 5-7 percent each year. Please see the accompanying Five-Year Budget Projection for an estimation of costs.

In sum, in terms of overall costs, as the included Five-Year Budget Projection indicates, the new program represents a significant investment by CSUB, the CSU, and the people of the State of California. The value of this program cannot, however, be measured by a spreadsheet. The creation of an Ethnic Studies Department and the platform that it will provide for expanding course offerings will create a new lens through which students view the world and engage in the communities in which they live. Ethnic Studies courses will underscore that all people, regardless of color, are part of the social fabric. The value of moving toward a society that recognizes and accepts all as equals will help demolish the underpinnings of inequality, the conflicts that are borne from it, and the social costs it incurs. Indeed, if the CSU is to live up to its moniker, “The People’s University,” CSUB will do well to support a program that is truly inclusive of all the people of California.

f. Plan for effecting the change:

Creating a new department is a massive undertaking that requires time and energy, and commitment to provide resources to support the effort. As both the Dean of the School of Social Sciences and Education and the Provost have signaled a robust commitment to supporting the effort, the faculty would work closely with these administrators, as well as with the Academic Programs, Academic Operations and Support, as well as faculty groups, including the Academic Senate, the General Education Curriculum Committee, and the Curriculum Committee of the School in which Ethnic Studies will be housed. This plan for implementation includes but is not limited to:

1) Working with the Dean of Social Sciences and Education to identify office space in SSE for the Ethnic Studies faculty and the new department’s Administrative Support Coordinator, if additional space is needed for the ASC. In addition, the new department chair will be selected in accordance with the University Handbook.

2) Working closely with Academic Programs and Academic Operations to ensure that all Ethnic Studies subject-coded courses, which are currently housed in the Interdisciplinary Studies Program along with the Ethnic Studies Concentration, will migrate to the new Department of Ethnic Studies. The course numbering system that INST has developed for Ethnic Studies was created with an eye toward facilitating the transition.

3) Engaging in discussions with the Dean of Social Sciences and Education, the AVP of AP, and the Provost regarding a commitment to hire additional tenure-track faculty to serve the new department. With one eye on the issue of tenure density and another on cultivating an autonomous department with a full opportunity to participate in shared governance and serve students, hiring additional tenure-track faculty is a necessity.

4) At their prerogative, the Ethnic Studies faculty may seek “sounding board” guidance from senior faculty and department chairs in Social Science and Education regarding process, as the program grows and develops.

October 13, 2020

Revised: February/March 2021.

Revised: April 12, 2021.

ETHS Program Five-Year Budget Projection

Year 1 - 2021-22 Year 2 - 2022-23 Year 3 2023-24 Year 4 2024-25 Year 5 - 2025-26

Source of Funds (assumes no increase in funding received from CO)						
AB 1460	672,000	672,000	672,000	672,000	672,000	672,000
Total Source of Funds	672,000	672,000	672,000	672,000	672,000	672,000
Use of Funds						
Salaries & Benefits	316,087	685,094	816,141	954,433	983,066	
Advising	0	42,144	43,408	44,710	46,052	
Administrative Support	15,000	111,828	99,775	98,246	99,103	
Student Support and Success Initiatives	0	30,000	30,000	10,000	10,000	
Total Use of Funds	331,087	869,066	989,323	1,107,389	1,138,221	
Available Funds / (Additional Needed)	340,913	(197,066)	(317,323)	(435,389)	(466,221)	

Fund Balance	340,913	143,847	(173,476)	(608,865)	(1,075,086)	
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Personnel - Salary and Benefits						
Current Salaries & Benefits ***	316,087	325,570	335,337	345,397	355,759	
Expansion Salaries						
SSP II - half-time/12 month	0	27,500	28,325	29,175	30,050	
ASC I - 12 month	0	55,000	56,650	58,350	60,100	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	70,000	72,100	74,263	76,491	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	70,000	72,100	74,263	76,491	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	0	72,100	74,263	76,491	
new Full-time Lecturer (10 courses/yr)	0	70,000	72,100	74,263	76,491	
new Full-time Lecturer (10 courses/yr)	0	0	0	74,263	76,491	
new Part-time Lecturer (2 courses/yr to replace assigned WTUs for program director/chair)	0	20,000	20,600	21,218	21,855	
Chair/Director summer stipend	0	4,600	4,738	4,880	5,027	
Total Expansion Salaries	0	317,100	398,713	484,937	499,486	
53.25% Expansion Benefits	0	168,856	212,315	258,229	265,976	
Total Salaries & Benefits	316,087	811,526	946,365	1,088,564	1,121,221	
Equipment and Supplies						
Office Supplies	2,500	5,000	5,000	5,000	5,000	
Desk and chair	0	4,000	0	0	2,000	
Computer	0	14,420	3,715	3,825	0	
Recruitment	12,500	4,120	4,244	0	0	
Library	0	10,000	10,000	10,000	10,000	
Curriculum Development	0	20,000	20,000	0	0	
Total Equipment & Supplies	15,000	57,540	42,959	18,825	17,000	
Total Expenses	331,087	869,066	989,323	1,107,389	1,138,221	

*** Note: Current Salaries/Benefits grouped together for privacy purposes.

FAC Recommendations on Creation of a New Department of Ethnic Studies

May 2021

Intent and goals

The goals of the Faculty Affairs Committee (FAC) in conducting our review of this request are to protect current and future faculty and ensure that the unit is able to meet faculty obligations and needs, especially as these affect recruitment, appointment, review, promotion and tenure, faculty assignments, and workload. We are supportive of faculty and strive to provide comments and recommendations that will promote a productive and successful future department and academic unit.

Background

In considering the potential issues and key requirements for new departments, recent precedent is a valuable guide. There have been few new departments in recent years, and most of these involved the restructuring of existing disciplines and faculty, such as with the Department of Music and Theatre. The most relevant recent formation of a new department at CSUB was the creation of a new engineering program and associated department, which added an entirely new discipline to the school and is analogous to the current request. In forming this new department, and to meet the need to have tenured members of the department at the rank of Professor, a department structure and membership was established that ensured that senior faculty were part of the new department. From the prior department of "Geology and Physics" two departments were created that included the "old" department of "Geological Sciences" and a new department of "Physics and Engineering." The new department included senior faculty who were reassigned to be wholly within the new department (Physics faculty), some senior faculty that were jointly appointed between the old and new departments (Geology and Physics & Eng. jointly appointed Faculty), and new faculty hired exclusively in the new program discipline of Engineering. This departmental structure was developed over approximately two years and with a fixed timeline that was also associated with developing and initiating pilots of new degree programs.

Recommendations and justification

FAC makes the following recommendations regarding the formation of a new Department of Ethnic Studies. These recommendations are based on university policy, prior precedent, and principles of shared governance and collegiality.

► Recommendation

Develop, as a first step, a group of associated faculty to serve as an Advisory Council to coordinate the development of the department, course scheduling, and faculty assignments.

Rationale:

An advisory council can aid in the development of key policies and procedures as outlined below. If courses are taught by instructors across different units, coordination of faculty is key. This is especially important in the context of assessment of student learning outcomes, program development, course scheduling, and individual faculty assignments (across all impacted units). Some of these activities could likely be supervised by the Department Chair and fall within the duties of chair (104.2.4.1).

► Requirement

Identify founding members of the new department faculty from among current programs and faculty, including enough tenured ("full") Professors (>3) to meet minimum departmental requirements for the composition of search and performance review committees.

Rationale:

The larger the pool of tenured founding faculty who are part of the unit, the less the workload on any individual member in serving on search, performance review, and other committees within the unit, school, or university that may require unit representation.

University policies that govern performance review require at least three (3) tenured members within the unit (see below). These faculty may have joint appointments between two departments (302.12). This is a minimum recommendation, and the department would be strengthened by the inclusion of more faculty within the unit.

In the creation of a new department, it is important to remember that CSUB recognizes joint appointments across more than one department unit (302.12). Members of the unit may be cross-listed with their current departments, while also formally serving as members of the founding faculty of a new department. This enables the population of the new department with sufficient voting members of rank to meet committee membership requirements and to provide experienced leadership and diverse perspectives to the department.

Units are responsible for recruitment, appointment, review, promotion, and tenure of faculty. These require the formation of committees of tenured faculty from the unit and may require the formation of committees of tenured Professors, depending on the review cycle. Additional information on these requirements is included below.

Units are responsible for constituting Search Committees for the selection of new probationary or full-time temporary faculty (304.2). The search committee must consist of at least three (3) full-time faculty members. All search committee members must be tenured or probationary faculty members elected by the department, but participation of probationary faculty is limited and requires approval. The department may request the P&VPAA to allow probationary members to serve on the search committee. If probationary faculty members are elected to the committee, the Hiring Handbook recommends they may not constitute more than 1/3 of the committee (Hiring Handbook, Composition and selection of the Search Committee). A majority of this committee shall be faculty members with major teaching responsibilities. Search Committee policies require at least two (2) full-time tenured

faculty (if a request to have a probationary member is approved) and most commonly require a minimum of three (3) full-time tenured faculty to populate Search Committees.

Units are responsible for RTP evaluations (305.6.1), Periodic Evaluation (306.2.2), and Post-tenure Review (306.3). The unit RTP committee shall consist of no fewer than three (3) full-time tenured faculty (305.6.1). Except in cases of probationary faculty already at the top rank (Professor or equivalent), in promotion and tenure considerations, members of the unit RTP committee must have a higher rank than those being considered for promotion or tenure. The PTR committee shall consist of no fewer than three (3) full-time tenured faculty. These faculty must be of higher rank than the individual being evaluated, except for in review of Professors when committee members must be of equal rank to the individual being evaluated. Review committee policies require at least three (3) full-time tenured faculty within the unit that could populate performance review committees. These must be at the rank of "full" Professor for review of any unit members at ranks of Professor or Associate Professor. Because faculty who are themselves undergoing review in a cycle cannot also serve on review committees (305.4.1), it is recommended that a unit have more than the minimum necessary faculty.

Units shall also develop policies and procedures for classroom observation (305.4.2.7). Depending on the policies for classroom observation, additional faculty may be required within the unit.

► **Requirement**

Develop a timeline of important milestones in the formation of the department and development and approval of new department policies and procedures. This is a key step to ensure that all requirements have been met prior to the formal founding of the new department. A timeline also ensures that sufficient time has been built into the process for necessary shared governance dialogues.

Rationale:

RTP Criteria (304.4.2.4), Classroom observation policies (305.4.2.7), and Criteria and Procedures for the periodic evaluation of temporary faculty (306) need to be developed by the department and be reviewed and approved by the school dean and the P&VPAA. These criteria and policies need to be approved prior to the formal initiation/start of the department, especially in the event that any new faculty are hired to be part of the new unit.

FAC notes that lecturers beginning in the fall of 2021 will be under the INST periodic evaluation and classroom observation criteria, and is glad to see this immediate need being addressed. Though completed evaluation criteria are not expected in the department proposal, a plan and timeline for the development, approval and adoption of departmental criteria and policies should be in place and included.

Once the founding faculty are designated (see above), these faculty need to develop evaluation policies and criteria for the new department. These policies and criteria need to be developed so that they are consistent with and align with university policies. Developing policies related to performance evaluation and criteria for evaluation requires consultation and approval from both the dean and provost; this makes this a potentially time-consuming process and one that needs to be conducted prior to hiring and formally populating the unit. Current faculty who will be appointed within the new unit will have the right to be reviewed under either the criteria of their prior unit or their new unit, so approved criteria must be in place prior to any current faculty being assigned to the new unit. New faculty are hired under

the criteria of the new unit, so approved criteria must be in place prior to hiring new faculty. Formally approved evaluation criteria need to be in place and available to faculty within the unit no later than 14 days after the first day of instruction of the academic term (CBA 15.3).

A suggested timeline with important milestones:

Year 1

Fall 2021

- Establish founding membership of department (following recommendations and requirements above); designate future full-time members of the department and joint department appointments
- Faculty vote to recommend a chair-elect and consult with dean to formally designate the in-coming chair
- Initiate development of RTP, periodic review, and classroom observation policies and criteria
- Work with the Academic Senate to receive formal approval of the new department

Spring 2022

- Form a search committee and hire a departmental ASC
- Request new faculty lines, based on projected needs of program
- Finalize approval of RTP, periodic review, classroom observation policies and criteria
- Chair - Work with impacted departments and academic units to develop a course schedule and course assignments for the following AY

Year 2

Fall 2022

- Formally 'start' the new unit
- Distribute approved RTP criteria and periodic evaluation criteria to all faculty with 14 days of the start of classes
- Schedule and conduct classroom observations
- Form evaluation committees as required for faculty within the department who are scheduled for review
- Form search committees and conduct faculty hires (if new lines are approved)

► Recommendation

Although not required, we strongly recommend the development of departmental "rules of governance." The "Rules of Governance" should, at minimum, specifically address the following items:

- Voting procedures, including proxy voting (specifying whether it is allowed, under what circumstances, etc.)
- Department committees (scope, responsibilities, structure, membership)
- Advisory committees (scope, responsibilities, structure, membership)
- Frequency of department meetings

Rationale:

Developing formal departmental policies will strengthen the unit and will prevent difficulties that may arise in the functioning of the unit.

Beth Bywaters

From: James Rodriguez
Sent: Thursday, October 08, 2020 5:28 AM
To: Vernon Harper; Debra Jackson
Subject: Re: SSE Resolution on Ethnic Studies

Follow Up Flag: Follow up
Flag Status: Flagged

Vernon and Debra,

The following resolution was unanimously passed by the SSE department chairs, program directors, and associate dean on September 21, 2020. In addition, there was a second opportunity during the Dean's Advisory Council meeting on October 7, 2020 for changes and discussion of the resolution when the minutes for the meeting were reviewed and unanimously approved.

Resolution: The leadership is in favor of SSE developing a proposal or creating a structure to facilitate the Ethnic Studies Department being within the school.

We support development of a letter from the School [via Dean Rodríguez] in support of establishing the department of Ethnic Studies to be housed in SSE acknowledging there are details to be worked out as the process moves forward.

Furthermore, we acknowledge this is a natural fit [for Ethnic Studies] in the School, it [Ethnic Studies] connects very well with other majors in the School, the students we serve have an interest in Ethnic Studies and would have a connection with it, and a number of School faculty are trained and would connect [to Ethnic Studies]. Therefore, we are very much in favor of moving forward and establishing the department while acknowledging there are details and mechanics that need to be worked out.

Motion to approve: Stark (first); Martinez (second)

Voting: Unanimous (11 Chairs/Directors) in favor, 0 opposed, and 0 abstained.

Please let me know if you have questions or would like to discuss.

Best,

James

James L. Rodríguez, Ph.D.
Dean, School of Social Sciences and Education
Professor of Child, Adolescent, and Family Studies
California State University, Bakersfield
Email: jlrodriguez@csub.edu



November 2, 2021

To whom it may concern,

I am pleased to provide this letter of support in the formation of a new Department of Ethnic Studies (ETHS) at California State University, Bakersfield.

The ETHS Department will provide ETHS faculty with institutional support and important resources that they need to serve our students well. Kern County has changed dramatically over the years and when viewing our campus demographics, you can clearly see the great need for a Department of Ethnic Studies. Our students would benefit significantly from an entire department focused on teaching students about the history and experiences of nonwhite communities and to ensure that all students have access to curriculum that looks like them.

I am in full support of the development of the Department of Ethnic Studies.

Fondly,

A handwritten signature in blue ink, appearing to read "Vernon B. Harper Jr.", written in a cursive style.

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



CSU Bakersfield

Walter W. Stiern Library

Office of the Dean

Mail Stop: 60 LIB
9001 Stockdale Highway
Bakersfield, California 93311-1022
(661) 654-3042
(661) 654-3238 FAX
www.csu.edu/library

Date: March 1, 2021
To: Dr. Alicia Rodriguez
From: Sandra Bozarth
Interim Dean, University Library

Subject: Letter of Support for the Ethnic Studies Department Proposal

The Ethnic Studies Department proposal at CSUB would be well supported through a broad range of existing scholarly monographs, journals, and electronic resources currently available at the Walter W. Stiern Library. However, upon reviewing core research tools at other CSU-campuses with Ethnic Studies Departments/programs, the Library finds that additional library resources may be of need. To begin this new department with a substantial and robust collection, recommended startup costs for new library resources range from \$5,000 to \$15,000 depending on the types and amount of resources acquired. Additional annual costs may range from \$3,000 to \$10,000 per year with an average increase of 5% each year. Without this funding, Ethnic Studies faculty requests for new or additional library resources may not be approved and will be combined with other faculty library material requests from across campus, as is normal practice, based on library budgets.

The Library supports the Ethnic Studies Department Proposal at CSUB, and we look forward to partnering together in the years to come.

MEMORANDUM

DATE: September 23, 2021

TO: Dr. Aaron Hegde / Chair, Academic Senate

CC: Ms. Mandy Rees / Chair, Faculty Affairs Committee
Beth Bywaters / Administrative Analyst, Academic Senate
Dr. Jorge Moraga / Assistant Professor, Interdisciplinary Studies
Dr. Tracey Salisbury / Assistant Professor, Interdisciplinary Studies
Dr. Jeremiah Sataraka / Lecturer, Interdisciplinary Studies

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

SUBJECT: Response to FAC Recommendations re: INST Department Proposal

On behalf of the faculty of the Interdisciplinary Studies program, I am submitting to the Faculty Affairs Committee a response to its May 2021 document titled “FAC Recommendations on Creation of a New Department of Ethnic Studies.” This response was written by and approved by the Interdisciplinary Studies faculty—Dr. Jorge Moraga, Dr. Tracey Salisbury, and Dr. Jeremiah Sataraka—on September 23, 2021.

Attachments:

- FAC Response 09-23-21
- CSUB ES Advisory Council acceptance - Buenavista
- CSUB ES Advisory Council acceptance - Burroughs
- CSUB ES Advisory Council acceptance - Cargile
- CSUB ES Advisory Council acceptance - Danforth
- CSUB ES Advisory Council acceptance - Dugan
- CSUB ES Advisory Council acceptance - Grombly
- CSUB ES Advisory Council acceptance - Montañó
- CSUB ES Advisory Council acceptance – Robertson
- CSUB ES Advisory Council acceptance – Sanchez
- CSUB ES Advisory Council acceptance – Toombs

Tracy Lachica Buenavista
Jerome Richfield 340D
18111 Nordhoff Street
Northridge, CA 91330-8251
tracy.buenavista@csun.edu

September 17, 2021

To Whom It May Concern,

I write this letter to formally accept the invitation to serve on the external Ethnic Studies Advisory Council for CSUB's Ethnic Studies program faculty. I understand that commitment to such an advisory role may include assisting the faculty with the development of an effective Ethnic Studies department, curricula, mentorship, and empowering ethnic studies faculty leadership capabilities.

Sincerely,



Tracy Lachica Buenavista, Ph.D.
Professor, Department of Asian American Studies
Core Faculty Member, Doctoral Program in Educational Leadership
California State University, Northridge



CSU Bakersfield

School of Arts and Humanities

Department of Philosophy and Religious Studies

Mail Stop: 10 HOB
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2291
(661) 654-6904 FAX
www.csub.edu/philosophyrs

September 20, 2021

To the CSUB Faculty Affairs Committee:

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink that reads "Michael Burroughs". The signature is written in a cursive style with a long, sweeping flourish at the end.

Dr. Michael D. Burroughs
Director, Kegley Institute of Ethics
Associate Professor of Philosophy
California State University, Bakersfield



CSU Bakersfield

School of Social Sciences and Education

Department of Political Science

Mail Stop: 26 BDC
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2141
(661) 654-6075 FAX
www.csub.edu/polisci/

9/23/2021

Dear Interdisciplinary Studies/Ethnic Studies Faculty Members,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink, appearing to read "Ivy A.M. Cargile".

Ivy A.M Cargile
Associate Professor
Political Science
California State University, Bakersfield

CSU Bakersfield

September 22, 2021

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,



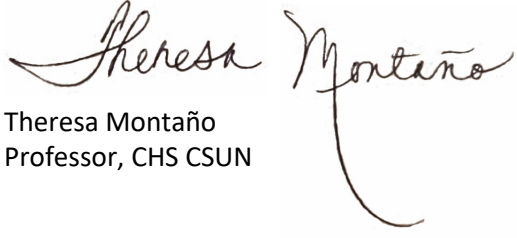
Dr. Melissa Danforth
Professor of Computer Science
Vice Chair, CSUB Academic Senate

Sept. 23, 2021

Dear CSUB Ethnic Studies Faculty and Supporters,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink that reads "Theresa Montañó". The signature is written in a cursive style with a large, sweeping flourish at the end of the name.

Theresa Montañó
Professor, CHS CSUN



CALIFORNIA STATE UNIVERSITY, LONG BEACH

AMERICAN INDIAN STUDIES

September 14, 2021

Dear Dr. Moraga,

I write this letter to formally accept the invitation to serve on the external Ethnic Studies Advisory Council for CSUB's Ethnic Studies program faculty. I understand that commitment to such an advisory role may include assisting the faculty with the development of an effective Ethnic Studies department, curricula, mentorship, and empowering ethnic studies faculty leadership capabilities.

Sincerely,

A handwritten signature in black ink that reads "Kim Robertson".

Kimberly Robertson (Mvskoke), Ph.D.

Associate Professor

American Indian Studies

California State University, Long Beach

1250 Bellflower Blvd, Long Beach, CA 90840

kimberly.robertson@csulb.edu

323-217-7159

Co-Creative Director

Meztli Projects "Ready to Rise" Youth Program

kimberlydawnrobertson.com

pronouns: she/her/hers

9/20/21

Dear Faculty Affairs Committee,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

Marisa E. Sanchez
Associate Professor of Sociology



SAN DIEGO STATE
UNIVERSITY

Department of Africana Studies
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 6032
Tel: 619 · 594 · 6531
Fax: 619 · 594 · 0728
Email: africana@mail.sdsu.edu

September 24, 2021

Dear Interdisciplinary Studies/Ethnic Studies Faculty,
California State University, Bakersfield

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

Charles Toombs, Ph.D.
Professor of Africana Studies
San Diego State University
ctoombs@sdsu.edu

October 28, 2021

TO: Dr. Aaron Hegde, Chair of Academic Senate

FROM: CSUB African American Advisory Council

RE: African American Advisory Council's Support for a CSUB Department of Ethnic Studies

As the community and campus members of the African American Advisory Council created by President Lynnette Zelezny, we submit this letter to the California State University, Bakersfield's Academic Senate in support of the establishment of an Ethnic Studies Department at CSUB.

Established by President Zelezny in 2018, CSUB's African American Advisory Council is composed of representatives from local government agencies, faith leaders, nonprofits, civic and business organizations, as well as members of the campus community. The council was established for the purposes of having the university administration, faculty, and staff collaborate with local leaders of the community to devise approaches to better serve our region and our students. Key goals of the African American Advisory Council are to provide guidance and resources to help ensure that CSUB's graduates are well-prepared to compete in a diverse workplace and equipped not only to thrive in their professions and the communities in which they live, but to develop the skills needed to prepare them for leadership roles. With these goals in mind, this diverse group of voices helps ensure that mutually beneficial professional connections are being made between campus representatives, especially our Black students, and stakeholders in Bakersfield, Kern County, and in our broader service region.

The proposed department will provide ETHS faculty with the institutional support and resources they need to better serve our Black students and provide them with an education rooted in the purposeful origins and premise of Ethnic Studies. While this initial proposal remains under deliberation by the Academic Senate's subcommittees, we would like to voice our intentional advocacy and enduring support for the creation of this department in the strongest possible terms.

Given the racial reckoning that the United States continues to face in the aftermath of the summer of 2020, the African American Advisory Council considers it vital that Kern County's premier and only publicly supported university house an academic department that is responsible for educating and graduating culturally competent leaders. There are shockingly few courses offered that reflect the stories and realities of African Americans in the U.S. Most of the stories that are shared speak to Black pain, adversity, and struggle. More stories of triumph need to be told. Not only would this strengthen the development and persistence of African American leaders who dream of hearing stories of people who look like them, but it would also enrich the

perspective and understanding of majority-group students who have not learned much about Black stories of success.

This is an effectiveness issue. The 2020 United States Census data predicts that by 2045 this nation will no longer have a White/Caucasian majority; the country will consist mostly of people who are nonwhite. As the country undergoes this demographic shift, there is urgency in ensuring that college and university graduates are aware of and can think critically about the role of race and ethnicity in our various social and institutional systems, such as our financial, political, and educational systems, to name a few. The National Student Clearinghouse Research Center reported a drop in Black student enrollment of 19% over the last two decades. California State University has also seen a precipitous decline, and enrollment numbers for CSUB have corresponded to the negative national and statewide trends. The Education Trust also reports that Black student enrollment has declined in the same period at more than 60% of colleges and universities nationally. While numerous factors contribute to lower enrollment, a sense of belonging and the reputation of an institution certainly contribute to attraction. Over the last year, Black students at CSUB have vocalized their support for Ethnic Studies courses and articulated specific incidents of perceived marginalization. Black students are not experiencing the same positive culture as other students. They don't feel as welcome. The national and statewide data coupled with anecdotal stories from CSUB students affirm a simple solution: more Black stories must be intentionally taught and celebrated for African American students to feel a stronger sense of belonging at CSUB. It would likely strengthen enrollment.

This is also a values issue. Sharing the stories and diverse perspectives of multiple ethnic groups, especially minority groups, is simply the right thing to do. The university has a mandate to include all student groups, even those who represent the minority. The inspirational motto "Runners on the Rise" must apply to all students, including Black students, or the elevated language rings hollow. As professionals dedicated to improving our community and steering it toward a better future, we consider it to be of utmost importance and urgency that future generations of African Americans are prepared to take on the myriad of challenges that lay ahead, and can exercise with expert knowledge and informed judgement, the kinds of unbiased decision-making that will be required in leading, serving, and governing a diverse community. This was part of Martin Luther King Jr.'s lofty dream. CSUB speaks to this aspiration on their website with these noble words, "The university strives to be a model for supporting and educating students to become knowledgeable, engaged, innovative and ethical leaders in the regional and global community." We agree with that statement and CSUB's aspirational values of diversity, equity, and inclusion. Now is the time to live those values in real terms for Black students.

Kern County is the epicenter of a rich, dynamic, and inspiring local history in which anti-racism and labor activists have courageously fought against discrimination and injustices. We are Black, and we live here too. It is therefore imperative that the Bakersfield campus of the California State University system ensure that our region's collective experiences and contributions to African American society and culture

remain an integral part of our students' intellectual and socio-cultural development. Every day in Kern County and around the nation, Black students, parents, faith leaders, business professionals, and community advocates overcome adversity to achieve success in America. To combat the lingering effects of systemic inequities across multiple social sectors – those stories must be told in university classrooms. For this region to realize the promise and opportunities of our Black students and future leaders, these stories must be told in CSUB classrooms.

Ethnic Studies is a necessary pathway to ensure that all students receive a quality education rooted in critical thinking, intercultural learning, and anti-racist, liberatory pedagogy. Failure to offer courses that provide this enriching diversity of perspective constitutes a disservice to white and nonwhite students alike. In the aftermath of George Floyd, a Black man, colleges and universities across the nation asked what they could do better to support Black students attending their institutions of learning. This is one clear response that would be embraced by the African American students and faculty at CSUB and local community leaders. In our opinion, there should remain no further barriers to moving forward. We have the ability to make it so – we must now demonstrate the courage to be inclusive and socially just.

Thus, we strongly urge you and your colleagues to support the creation of an Ethnic Studies Department, which will better serve CSUB's students and its alums, and help make them unbiased leaders in a rapidly changing country and world.

Thank you for your time and consideration.

Regards,

Representatives of the African American Advisory Council
(Names below)

Traco P. Matthews

Chief Program Officer, CAPK
CSUB African American Advisory Council

Arleana Waller

Founder MLKcommUNITY / ShePower
CSUB African American Advisory Council

Dr. Rhonda E. Dunga, Ph.D

Associate Professor of Sociology, CSUB

Dr. Tracey M. Salisbury

Assistant Professor, Interdisciplinary Studies, CSUB

Jessica R. Grimes, Ph.D

Dean of Economic & Workforce Development, KCCCD

Patricia Lane

Coordinator for Black Educator Teacher Residency Program

Uchechi Okey-Dike

President, Hawk Honors Program

Ora Frink

Black Community Member

Shameka Morris

Black Community Member

Michael Bowers

Planning Commissioner, City of Bakersfield

Vice President of Public & Government Affairs, Centric Health

NaTasha Johnson

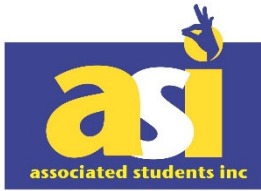
President, Upside Productions Management

Keith Wolaridge

Trustee, Panama Buena Vista Union School District

Dr. Julian West

Director of Student Success, Porterville College



Associated Students, Incorporated
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93301-1002
(661) 654-3487
asi-president@csub.edu

SB 105
Support for creating an Ethnic Studies Department at CSUB

- WHEREAS:** The Associated Students, Incorporated (ASI) of California State University, Bakersfield (CSUB) is the official representative body, and the voice of CSUB’s more than 11,000 students and is entrusted to represent the best interests of their constituencies; AND
- WHEREAS:** ASI is committed ensuring students have an equal opportunity to succeed at their education by fostering inclusive campus environments; AND
- WHEREAS:** On February 28, 2020, ASI unanimously passed SB 203 supporting AB 1460 and called on Governor Gavin Newsom to sign the legislation. On, August 17, 2020 Governor Newsom signed AB 1460 into law; AND
- WHEREAS:** AB-1460 requires the California State University to provide for courses in ethnic studies at each of its campuses and require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified¹; AND
- WHEREAS:** Currently, CSUB has an Ethnic Studies concentration housed in Interdisciplinary Studies with two faculty members which will not be adequate to teach all the courses necessary to fulfill AB 1460; AND
- WHEREAS:** According to the proposal for creating an Ethnic Studies Department, there “will be an urgent need to offer an adequate number of sections of approved Ethnic Studies courses to meet student demand, which will allow our students to graduate in a timely manner and help CSUB meet its graduation targets.”²; AND
- WHEREAS:** This increased need for courses would require as many as 34 sections of introductory required Ethnic Studies courses each year in order to meet the requirement; AND
- WHEREAS:** “An Ethnic Studies Department will serve as a place to educate students and as a center for frank discussions that will promote positive social

¹AB 1460 California State University: graduation requirement: ethnic studies.
<https://openstates.org/ca/bills/20192020/AB1460/>

² CSUB Ethnic Studies Proposal

change in our region. Exposure to the discipline’s teachings and explorations of systemic racism and discrimination, as well as its emphasis on activism, will help shine the harsh light of reality on the shortcomings and problems not only affecting the nation, but on those affecting our community.”³; AND

WHEREAS: The new Ethnic Studies Department would allow CSUB to offer a Bachelor’s of Arts degree in Ethnic Studies with three tracks – Black Studies, General, and Latinx Studies which would benefit students’ academic opportunities; AND

WHEREAS: “Given the new CSU and State of California Ethnic Studies mandates, CSUB’s central role in promoting the expansion of Ethnic Studies, as represented by President Horace Mitchell’s service on the Ethnic Studies Task Force, and the stage set by the “Crossing Borders,” grant, now is the time for CSUB to honor its commitment to our students, the faculty who will teach the new Ethnic Studies courses, and the community that the university serves by creating an Ethnic Studies Department”⁴; THEREFORE LET IT BE

RESOLVED: ASI supports elevating the Ethnic Studies concentration in Interdisciplinary Studies into an Ethnic Studies Department at CSUB in order to facilitate the implementation of AB 1460 and provide support to the faculty members who will be hired to teach the courses; LET IT BE FUTHER

RESOLVED: ASI urges the Academic Senate to support the proposal brought forward by the Ethnic Studies faculty which seeks to elevate the Ethnic Studies concentration in Interdisciplinary Studies into an Ethnic Studies Department at CSUB; LET IT BE FUTHER

RESOLVED: Copies of this resolution will be distributed widely, including, but not limited to, CSUB President Dr. Lynnette Zelezny, CSUB Provost Vernon Harper, CSUB Academic Senate Chair Dr. Aaron Hegde, Dr. Alicia Rodriguez, Dr. Jorge Moraga, and Dr. Tracey Salisbury.

Passed unanimously by the ASI Board of Directors on Friday, November 20, 2020

Vanessa Chicaiza
ASI President 2020-2021

³ CSUB Ethnic Studies Proposal

⁴ CSUB Ethnic Studies Proposal

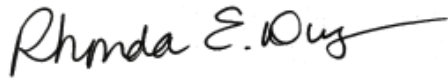
MEMORANDUM OF UNDERSTANDING

Between the Department of Ethnic Studies and
The Ethnic Studies Administrative Affiliate Faculty

The role of the Ethnic Studies Administrative Affiliate Faculty is to provide support for recruitment, appointment, review, promotion, and tenure of faculty in the Department of Ethnic Studies until a time when there is a sufficient number of tenured faculty members in the Department to fulfill these responsibilities without assistance from other academic departments. Per this Memorandum of Understanding, the responsibilities of the Administrative Affiliate Faculty Members are limited to

- Serving on search committees for new tenure-track and/or new lecturer faculty hired to teach courses in the Department of Ethnic Studies; and
- Serving on performance review committees for probationary tenure-track and/or temporary faculty who are members of the Department of Ethnic Studies.

By signing below, the faculty member acknowledges that they have read and understand all of the requirements described above and agree to fulfill the responsibilities described above until there are at least three tenured faculty members in the Department of Ethnic Studies, at which time this memorandum of understanding is terminated.



Dr. Rhonda Dugan

Associate Professor of Sociology

Nov 22, 2021

Date

MEMORANDUM OF UNDERSTANDING

Between the Department of Ethnic Studies and
The Ethnic Studies Administrative Affiliate Faculty

The role of the Ethnic Studies Administrative Affiliate Faculty is to provide support for recruitment, appointment, review, promotion, and tenure of faculty in the Department of Ethnic Studies until a time when there is a sufficient number of tenured faculty members in the Department to fulfill these responsibilities without assistance from other academic departments. Per this Memorandum of Understanding, the responsibilities of the Administrative Affiliate Faculty Members are limited to

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- Serving on performance review committees for probationary tenure-track and/or temporary faculty who are members of the Department of Ethnic Studies.

By signing below, the faculty member acknowledges that they have read and understand all of the requirements described above and agree to fulfill the responsibilities described above until there are at least three tenured faculty members in the Department of Ethnic Studies, at which time this memorandum of understanding is terminated.



Dr. Luis Vega

Professor of Psychology

Nov 22, 2021

Date

MEMORANDUM OF UNDERSTANDING

Between the Department of Ethnic Studies and
The Ethnic Studies Administrative Affiliate Faculty

The role of the Ethnic Studies Administrative Affiliate Faculty is to provide support for recruitment, appointment, review, promotion, and tenure of faculty in the Department of Ethnic Studies until a time when there is a sufficient number of tenured faculty members in the Department to fulfill these responsibilities without assistance from other academic departments. Per this Memorandum of Understanding, the responsibilities of the Administrative Affiliate Faculty Members are limited to

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- Serving on performance review committees for probationary tenure-track and/or temporary faculty who are members of the Department of Ethnic Studies.

By signing below, the faculty member acknowledges that they have read and understand all of the requirements described above and agree to fulfill the responsibilities described above until there are at least three tenured faculty members in the Department of Ethnic Studies, at which time this memorandum of understanding is terminated.



Dr. Isabel Sumaya
Professor of Psychology

Nov 19, 2021

Date

MEMORANDUM OF UNDERSTANDING

Between the Department of Ethnic Studies and
The Ethnic Studies Administrative Affiliate Faculty

The role of the Ethnic Studies Administrative Affiliate Faculty is to provide support for recruitment, appointment, review, promotion, and tenure of faculty in the Department of Ethnic Studies until a time when there is a sufficient number of tenured faculty members in the Department to fulfill these responsibilities without assistance from other academic departments. Per this Memorandum of Understanding, the responsibilities of the Administrative Affiliate Faculty Members are limited to

- Serving on search committees for new tenure-track and/or new lecturer faculty hired to teach courses in the Department of Ethnic Studies; and
- Serving on performance review committees for probationary tenure-track and/or temporary faculty who are members of the Department of Ethnic Studies.

By signing below, the faculty member acknowledges that they have read and understand all of the requirements described above and agree to fulfill the responsibilities described above until there are at least three tenured faculty members in the Department of Ethnic Studies, at which time this memorandum of understanding is terminated.


Jeanine Kraybill (Nov 19, 2021 11:19 PST)

Dr. Jeanine Kraybill

Associate Professor of Political Science

Nov 19, 2021

Date