

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

**Thursday, February 17, 2022
Zoom Video Conference
10:00 a.m. – 11:30 a.m.**

1. Call to Order
2. Approval of Minutes
February 3, 2022
3. Approval of Agenda (Time Certain 10:05)
4. Announcements and Information
 - President's Report – L. Zelezny (Time Certain 10:10)
 - Elections and Appointments – M. Danforth
5. ASCSU Report (M. Martinez, J. Millar)
6. Provost Report
7. Committee Reports and Requests

(Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Standing Committee webpage, [here](#).)

 - 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)
 - 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
 - New Business

RES 202218 Final Exam Policy – Interim Policy Change

RES 202219 Submission of Electronic Faculty Performance Files

Old Business

RES 212212 High Impact Practice Designation and Tracking

RES 212213 Unit Cap During Summer Term

RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic
Dynamics

RES 212216 Sabbatical and Difference in Pay Leave Policies

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

10. Adjournment

DRAFT

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes

Thursday, February 3, 2022
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, S. Magaña, M. Martinez, J. Millar, S. Miller, J. Moraga, M. Rees, A. Rodriguez, A. Sanchez, D. Solano, B. Street, J. Tarjan

Visitors: D. Boschini, D. Cantrell, C. Catota, R. Dugan, F. Gorham, D. Jackson, M. Malhotra, M. Novak, J. Rodriguez, L. Vega, K. Watson, L. Zelezny, L. Zuzarte

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 minutes of December 2, 2021. B. Frakes seconded. Approved.

3. Approval of Agenda

RES 212215 Addendum to Academic Calendar 2022-2023 and RES 212217 Addendum to Academic Calendar 2021-2022 are on the Consent Agenda. Approval of agenda is also approval of those resolutions. (A. Hegde)
E. Correa moved to approve the agenda. C. Lam seconded. Approved.

4. Announcements and Information

- General Faculty Meeting – February 4, 12:00 – 2:00 p.m. via Zoom
- President's Report – L. Zelezny
 - Chancellor Castro brought Presidents together to work in shared governance with university leadership on vaccine policy revision to include boosters. CSUB took it to consultative body. Faculty and staff consultation will be at the system level. We received support from faculty and students. It aligns with other Central Valley CSUs. We're eager to get back to planned mix schedule of face-to-face, hybrid, and online instruction on February 11.
 - Trustee meeting – The favorable CFA contract ratified. She, as former faculty, supported ratification. No tuition increase.

- Governor's Budget – We have to strongly advocate for additional funding for mandatory costs. Governor Newsom didn't build in the compensation costs increases as expected. We'll go back to the table to ask him to build it in. Otherwise, we'll be cutting into reserves to pay for compensation increases. No money for the Graduation Initiative 2025. CSUB got a pittance of one-time funding for deferred maintenance. We'll work with faculty, students and our legislative officers for advocacy.
- \$83 million appropriation was proposed by the Governor for CSUB's Energy Innovation Building. We're cautiously optimistic it will remain in the May Budget Revise. The legislators will need to support it. This is where some of the expansion hire offices will be.
- Five-Year Budget Compact – It's a five-year plan that, at the minimum, will have a 5% increase. It won't be enough. Shared governance is involved in planning for the years to come. In the meantime, the Governor expects CSUB to close equity gaps, increasing access, etc. to happen upon accepting that proposal.
- Enrollment growth funding will pay for students who've already been coming and for incremental new hire lines. It comes with agreement that faculty does innovative work in energy.
- Black History Month kick-off today – Super Sunday is this month
- Diversity Awards – Top faculty member and top staff member to be recognized, February 4th, 8:00 a.m. Chief Diversity Officer is keynote speaker.
- Meeting February 10th with MPPs before the official return to campus for face-to-face instruction.
- Campus Open Forum on COVID, February 14, 11:00 a.m. It's informational.
- President's Community Forum, February 22, 9:00 a.m.
- Chancellor's visit, in person, March 2nd. K. Watson is coordinating it.
- Q: COVID protocols for community to come to performances and athletic events - When to use vaccine card versus screening.? (M. Rees) A: K. Watson will check on the difference. We want people on campus. Comment: Have Cabinet notify Faculty with any changes with more lead time.
- Elections and Appointments – M. Danforth
 - Alumni Association Board – Jonathan Basilio, Sociology
 - DEI – Arno Argueta, Modern Languages and Literatures
 - Faculty Ombudsperson – no nominations received.
 - Student Recreation Center Advisory Board – Jayhun Kim - Kinesiology
 - TEAC – Senem Saner, Philosophy

USP&BAC – John Tarjan, Management and Marketing
Call for Nominations Academic Senate Chair and Vice-Chair ends Friday
February 4, 5:00

Campus Wide Advising Task Force – ad hoc committee - watch for call
Assigned Time Article 20.37 – watch for invitation to apply

5. ASCSU Report (M. Martinez, J. Millar)

The ASCSU Academic Affairs committee had a robust conversation around COVID and returning to campus and the varying screening tools, etc. The Chancellor announced that CSU Humboldt is a Polytechnic School. AS-3517 Faculty Rights to Due Process in Disciplinary Action Procedures Within the CSU passed. It is about letters of reprimand in the RTP process and that the rebuttal be included as well. (J. Millar) CSUB is a leader in the system in the way we are handling classroom modality. M. Martinez recognized President Zelezny and Provost for their leadership. There are two resolutions in First Reading having to do with California Community Programs asking for more leeway. One is about the fiscal impact of the California Community Programs on the CSU, and the other is about having the CSU's voice at the table when any BA programs are proposed by the Community College system. (M. Martinez)

6. Provost Report

Virtual Shift Early Semester – The original curriculum to return on February 12.
Thank you to faculty for making it work.

Black History Month – There is a series of events being held

General Faculty Meeting Presentation – The Provost shared his presentation with the EC. The highlights are as follows: The number of faculty searches occurring now. No threat to search positions that don't appear; It's because the faculty hiring form one and form two haven't been received yet. The faculty cluster hire for Fall 2023 cycle will be explained. Thank you to D. Boschini and C. Catota for working on that. Faculty workload strain during the pandemic is being addressed, thanks to E. Correa for bringing it front and center. The Provost was able to identify \$100,000 for release time and stipends in the next two terms for a variety of different areas. There is a new area of investment focus on cultural taxation. Resources have been put forward for that purpose. More at the meeting Friday, February 4, at noon.

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) There have been three meetings since the last Senate meeting. A great portion of the time was spent keeping up to date

on what sub committees are doing. New discussions resulted in seven new referrals: AAC received two, AS&SS received one, BPC received three, and FAC received one. Refer to the EC minutes and AS Log in the Senate agenda for details. The EC also worked on planning for General Faculty Meeting, making appointments to committees and preparing for the 2022-2023 election cycle. President Zelezny joined the EC meeting this week to address some of the committee's questions and to give her report.

- b. ASI Report (S. Magaña) ASI Board discussed extension of Student Trustee service while another appointment is pending.
- c. Academic Affairs Committee (J. Tarjan) Note three resolutions for First Reading from AAC. Items for next AAC meeting:
Referral #2 Dept Formation Criteria Revisions
Referral #8 Formation of General Studies Department (GST)
Referral #32 resulted in RES 212210 Temporary Suspension of Re-Enrollment Application Policy. The committee is looking at having the policy as permanent.
Referral # 35 BA in History with Social Science Teaching Concentration
Referral # 29 Task Stream Usage and Access– The concerns are 1) who has access and can grant access, 2) what types of information should be kept there and do we need policies to be in compliance with FERPA.
- d. Academic Support & Student Services Committee (E. Correa) There are many things the committee has yet to work through. Considerable time has been spent on two referrals:
Referral #10 Faculty Advising Structure – The committee interviewed everyone on campus they could think of for their feedback on advising. Different points of view and consensus on conclusion not made, leading to the formation of the Campus-wide Student Advising Task Force to address some of those concerns. AS&SS has some recommendations coming forward.
Referral #9 High Impact Practice (HIP) Tracking – HIPs are important regarding retention of our students. We want to say that faculty has control over the courses they teach. Therefore, if we're being asked to retain students and help them get to graduation, we should be able to say that the control over the curriculum permits us to teach the courses in ways that we feel are those most effective. We see the value of HIP. The issue has to do with it being institutionalized in a specific way that everyone is required to do it. AS&SS will send a memo to EC. The committee will be discussing these referrals:
Referral #28 Academic Testing Center Exploratory Sub-Committee – Thank you to President Zelezny for seeing what the faculty want.

Referral #29 Task Stream Usage and Access – Look at the impact the program has for access and information to internal and external people.

e. Faculty Affairs Committee (M. Rees)

Referral #15 Sabbatical Application Process Improvement – To be discussed.

Referral #3 Electronic RTP as Application Standard – To be discussed.

f. Budget & Planning Committee (C. Lam)

Referral #37 Academic Calendar 2022-2023 – See RES 212215, below.

Referral #29 Task Stream Usage and Access – The committee is looking at whether any policy changes, and what is the current data policy.

Referral #33 Final Exam Schedule Interim Policy Change – The committee is looking at why there is such a hurry to have commencement after the final exam. It also puts pressure on students who have affinity graduation ceremonies. There is a suggestion to having it the week after exams.

Budget update from VP BAS and BPC member T. Davis - CSUB received only \$2-3 million as band aid fix when we need \$35 million for deferred maintenance.

g. Staff Report (S. Miller) Nothing to report.

8. Resolutions –

Consent Agenda

RES 212215 Addendum to Academic Calendar 2022-2023

RES 212217 Addendum to Academic Calendar 2021-2022

New Business

RES 212212 High Impact Practice Designation and Tracking – J. Tarjan opened on behalf of AAC. AVP AA, D. Jackson, provided background: It's part of Goal Three in our strategic plan. It concerns developing and supporting innovative HIP in academic programs and academic support services. Use of designations is meant to be for internal tracking. It is not being used to evaluate individual instructors or programs. It allows for additional development of faculty for their courses. We do it, but don't have a mechanism to show which courses use HIP and how often. The Faculty Teaching and Learning Center (FTLC) would develop what is tracked and the school curriculum committees would affirm which courses would be using HIP and tracking. (D. Jackson) The referral was sent to AAC and AS&SS. The resolution is only from AAC. This is the First Reading. The Chair of AS&SS called on to provide their perspective on why they don't have a support resolution. (A. Hegde) Two points: 1) AS&SS recognizes HIPs are important yet faculty should retain control over course curriculum, the content, and how it is taught. 2) Think about the impact HIPs have institutionally. We support the gathering of data. However, there's concern about how it will impact governance over the materials that are in the course, as well as

who teaches the course and what the expectations will be for those courses to be taught in a very specific way. AS&SS does not support the resolution as presented. (E. Correa) Feedback is to be directed to AAC via J. Tarjan. (A. Hegde) Developing and supporting HIPs and having ongoing professional development and monetary support as WSCUC recommended is desirable. However, the coding and measure of success comparison to what's being done and what it would prove needs clarification. What is being compared? Perhaps the practices were being used before the coding came. Is there motivation to include HIPs? Practically speaking, Upper Division General Education has (5) sets of learning outcomes and HIP would increase to (6). What is the incentive to adding another level of outcomes, coding, and expectations? (M. Rees) There have been assertions that HIPs improve student outcomes. A study was done at CSU Northridge. It seemed to indicate that HIPs are the one thing that underrepresented students, in terms of achievement gaps, benefit disproportionately from, especially when they're done systemically throughout the curriculum. There's precious little data. The purpose is to see if we can make an assertion that student research improves multiple opportunities to improve outcomes for students. Then, the problem is, what is student research? It's not just doing a paper. It could be doing other things. Perhaps CSUB could do some research on our students as to which of these HIPs, defined by faculty group, really seems to be associated with favorable outcomes. Only the people who are doing the research would have the data. For the good of our students and for accreditation and validation, we'd know whether these are practices have a positive impact for our students. (J. Tarjan) Q: Are outcomes grades? (M. Rees) A: Our external stakeholders focus more on persistence and completion than a particular grade in an individual course. (J. Tarjan) We don't have a way to know which courses have HIP. The American Association of Colleges and Universities (AACU) provides a pedagogically sound HIP definition here: <https://www.aacu.org/trending-topics/high-impact> The Department of Education is also asking for those statistics. Sooner or later we'll have to provide them. Please consider using HIPs. (L. Vega) The Chair requested AS&SS send a memo to the AAC on their position. (A. Hegde) AS&SS identified that the students who struggle need more tutoring and smaller classes. Where we have financial support for those things, it produces better outcomes. We need to think about adding resources instead of HIPs. Identify strugglers early-on and apply resources to them. We need to take a step back and look at what really helps our students to succeed. NSME has identified that the students who struggle in the entry level science courses need additional tutoring and smaller classrooms. There's rarely the financial support for these. In the cases where NSME had the

financial support, we increase their grades, and a lower percentage of students had to repeat the course. It was a successful strategy. By simply identifying HIPs, we really don't help our students. We need to think about having resources that allows us to hire additional lecturers and tutors that help break up large classes to smaller sections, where students can feel that the instructors care, and where they cannot hide in the crowd and faculty can identify strugglers early on. We could do this in addition to HIPs. To just identify HIPs is just a political thing where we compare ourselves to other institutions; looks great on paper yet does not necessarily help our students the way they need help. (A. Lauer) The expectation is that a broadly constituted faculty group might be open to that type of feedback. The authors' list is not exhaustive, and some HIPs are poorly formed. The association of labs and different types of labs did come up as a practice that potentially could be very valuable for students. If someone from D. Jackson's office were able to identify those courses and take a look at persistence and completion and found that there was a strong correlation of certain majors, it would be evidence to take to the administration that these types of things need to be encouraged and funded. (J. Tarjan) Everyone is in favor of HIPs. The question is the identification and what implications they have for faculty who teach different sections, how it benefits the students, and the need to fund HIP resources. (A. Hegde)

RES 212213 Unit Cap During Summer Term - J. Tarjan presented on behalf of AAC. It came to the Senate from anecdotal evidence from faculty members that students were struggling to perform well and complete course work during summer, and were taking more than they could succeed in. Current policy is that students can take as many units that they want, depending on their GPA. AAC attempts to mirror the academic year policy during summer. (J. Tarjan) Extended Education and Global Outreach (EEGO) is the administrative unit for summer classes. There is a cap of 12 units in the entire summer. The 12-unit cap seems to provide students with the kind of limitation that the Senate may be looking for. Further, EEGO can put the 12-unit cap at the Enrollment Services level. The concern is implementation; EEGO will have to start looking at how many units a student can take. (M. Novak)

Administratively, fall and spring students who are above 3.3 GPA still have to fill out the form and have a faculty member certify the student's GPA to get their unit cap raised. It is not automatic. (M. Danforth) The intent is that students not carry a load greater than a semester equivalent of 18-units. (J. Tarjan) The concern from a student's perspective is that the resolution doesn't leave it to students' discretion on how many courses they can take and limiting them at 2.5 GPA doesn't give students the opportunity to talk with their chair or dean. They may not have to work as much

or have fewer responsibilities. (S. Magana) The resolution mirrors the existing policy for fall and spring. Students whose GPA is below 2.5 are not allowed to overload. Perhaps this needs to be a wider conversation about that policy in general. (M. Danforth) Since Summer Session is getting to look more like a regular term, we are faced with academic challenges faced during fall and spring. (A. Hegde) E. Correa underscored the importance to allow students to have ownership of their own learning and make decisions for themselves. If we start to put specific caps, it takes away their rights to make the decision. A student could start not very strongly but subsequently can improve and should have the right to overload. We should hear from the students as we discuss policy issues. (E. Correa) Trying to use the same policies used during academic year semester sessions to apply to summer session is not always the best approach. However, the possibility for students to appeal the 12-unit cap, which they do, to accomplish what the committee want to accomplish, which is ensuring students don't go beyond what's comfortable for them and successful for them. (M. Novak) The issue is having summer session consistent with the other terms, if someone wants to take more than 12 units they could, but during the summer they couldn't. (A. Hegde)

RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics - J. Tarjan presented on behalf of AAC. The resolution is approving the renaming and updating of the concentration to meet students' needs. In its role as the interschool curriculum committee, AAC checked with departments who might be affected, who have courses in this program and not in SS&E. Their feedback was attached to the resolution. (J. Tarjan) Typically, the feedback on interdisciplinary curriculum committee proposals is whether to approve or not. Adding or subtracting a course is done at the department level. Thank you to AAC for their considerable work. (A. Hegde)

RES 212216 Sabbatical and Difference in Pay Leave Policies – M. Rees introduced on behalf of FAC. She's worked on the Faculty Honors and Awards Committee (FHAC) and has conducted workshops. There are five places to find information and they don't all say the same thing. The proposal includes a coversheet combining items from multiple places. She explained the FHAC process involving the Provost, the Dean, and the Collective Bargaining Agreement (CBA). The proposed form and the changes to the Handbook Section 307 were displayed and explained. (M. Rees) Q: Is there a place for the dean to sign? (B. Frakes) A: The resolution says that the dean doesn't have to sign it, but they will look at it and send something to the Provost. (M. Rees) Thank you to Senator Rees and FAC for always being detail oriented and for finding these inconsistencies. (A. Hegde)

Old Business

9. Open Forum Items

Topic: Lunar New Year Celebration – On behalf of the Asian Faculty Staff Association Network, thank you to everyone who participated. The Network is a small group dedicated to faculty and staff to run this affinity group. They need fresh ideas and fresh people. Come join. Contact co-chairs C. Lam or J. Sataraka. (C. Lam)

Topic: Thank to President and Provost for being open to hearing voice of others and giving their assurance that there will be changes. We appreciate the work being done. (E. Correa)

Topic: Visiting scholar from the University of Spain - Dr. Maria Begona Leyra FATOU is looking to do work on equity issues dealing with gender and small children. Please help her feel welcome by including her on those kinds of happenings. (E. Correa)

10. Adjournment

A. Hegde adjourned the meeting at 11:30.

DRAFT

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

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

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. AAC will take up discussion.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits	Second Reading 2/17/22	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. RES 212213 Unit Cap During Summer Term			
	2020-2021 23 MA INST Moratorium	Complete	AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium	10/7/21	10/15/21	10/15/21
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 Proposal for the Formation of a General Studies (GST) Department	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Second Reading 2/17/22	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. AAC presenting RES 212212 High Impact Practice Designation and Tracking			
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	Second Reading 2/17/22	AAC Review rationale and impact. RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics			

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

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/16/21	2021-2022 25 General Studies (GST) Department Formation		AAC Lack of home for GST, whether GST more suited as a program, mechanism for GST faculty review, GST report to EC annually			
10/16/21	2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			
12/8/21	2021-2022 32 Undergraduate Re-Enrollment Policy Change	Complete	AAC Revising CSUB policy for re-entry and addressing concerns identified by Chancellor Castro.	12/2/21	12/10/21	12/10/21
1/25/22	2021-2022 35 BA in History with Social Science Teaching Concentration		AAC Consider rationale and impact on students.			

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. Task Force TBD			
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. AAC presenting RES 212212 on 2/3/22			
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.			
1/25/22	2021-2022 36 Appendix K IMAP – Handbook Change		AS&SS Align IMAP with CO's new goals and performance indicators, whether LMS is instructional goal, and identify responsible party of the master textbook list.			

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

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

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021		FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist.			
8/24/21	2021-2022 02 Department Formation Criteria Revision	Complete	AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21			
8/24/21	2021-2022 03 Electronic RTP as Application Standard	First Reading 2/17/22	FAC Whether use of vendor with electronic RTP application platform is viable for CSUB. RES 212219 Submission of Electronic Faculty Performance Review Files			
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process		FAC Research CSU campus' rubrics & applications and establish improvement and consistency to application & screening.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards		FAC Define meritorious, pressure from senior faculty, confidentiality of process			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYS	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time		FAC Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			

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

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty	Complete	FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure	9/23/21	10/1/21	10/4/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
8/31/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Complete	FAC RES 212207 Formation of Ethnic Studies Department	12/02/21	12/10/21	12/10/21
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 Referral 15 Sabbatical Application Process Improvement	Second Reading 2/17/22	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. RES 212216 Sabbatical and Difference in Pay Leave Policies			
10/19/21	2021-2022 27 Composition of Search and Screening Committees – Handbook Change		FAC Handbook 309.5: clarify candidate eligibility, add “General Faculty”, reconstitute committee > 18 months.			
1/25/22	2021-2022 30 Completeness of RTP File – Handbook Change		FAC Consider direction, clarification, order of review, include chair letter, timeline, items from PAF to WPAF			

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

Item	Status	Action	Approved by Senate	Sent to President	Approved by President
2021-2022 02 Department Formation Criteria Revision	Complete	AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21			
2021-2022 16 Institutional Research in Response to WSCUC Report	Complete	BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report. BPC decided that there is sufficient ongoing process that no follow-up action is required at this time			
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.			
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.			
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			
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
2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
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
2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21

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
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			
11/2/21	2020-2021 31 Academic Calendar 2022-2023	Complete	BPC RES 212211 Academic Calendar 2022-2023	12/02/21	12/10/21	12/10/21
12/7/21	2021-2022 33 Final Exam Schedule – Interim Policy Change	First Reading 2/17/22	BPC Creation of policy that gives students and faculty the option of taking final exam at a time that doesn't conflict with Commencement. RES 212218 Final Exam Policy – Interim Policy Change			
1/25/22	2021-2022 34 Academic Calendar Fall Recess Schedule		BPC Consider impact on number of teaching days and survey of other CSUs			
1/26/22	2021-2022 37 Addendum to Academic Calendar 2022-2023		BPC RES 212215 Addendum to Academic Calendar 2022-2023	2/3/22	2/11/22	
			BPC RES 212217 Addendum to Academic Calendar 2021-2022	2/3/22	2/11/22	

AAC Report

February 10, 2022 Meeting

1. Dr. Andreas Gebauer, GE Faculty Director, met with us to discuss two issues.

- GECCo Reporting Relationship
- Potential Formation of a General Studies Department.

He provided us with much valuable feedback on a draft resolution on the GECCo reporting relationship which was incorporated in a draft revision of the resolution which will likely be discussed at our next meeting. He also contributed to a discussion of the issues surrounding the staffing of FYS and GST courses. He suggested that if charged, GECCo could do observations and reviews of FYS faculty. The committee is considering the following points.

- No group is currently charged with observing or reviewing FYS instructors.
- Most current FYS instructors have no home academic department.
- Appointment of FYS instructors happens at the school and department level across the campus.
- No group is currently charged with observing or reviewing GST instructors.
- Most (all?) GST instructors have no home academic department.
- GST instructors are currently assigned by Academic Programs, typically receiving no additional compensation—as part of their contracted workload.

We will likely be taking up a draft resolution addressing these points at our next meeting.

2. We continued our discussion of issues surrounding the tracking of High Impact Practices (HIPs) in courses as a result of a memo from the AS&SS Committee outlining their concerns. We discussed the following points.

- Some have unease with the “high impact” designation but think that designating courses as “FYE” or “writing-intensive” would be acceptable.
- While some are concerned about faculty control of curriculum, master course outlines, master syllabuses, GECCo course

requirements and learning outcomes, already set parameters within which faculty design and deliver courses. Departments already set learning outcomes and course requirements for all instructors in many courses.

- We already track courses which are designated with service learning for assessment and reporting purposes.

We look forward to the discussion surrounding the second reading of our resolution at the next Senate meeting.

3. We briefly discussed the Department Formation Criteria Task Force report. We await action from the Executive Committee on the report.

Budget and Planning Committee Report

Thursday, February 10th, 2022
10:00 –11:30 AM

Zoom Online

1. Referral #02 – Department Formation Criteria Revision. Committee discussed sections of the report that are within the charge of BPC. The comments are shared with AAC and FAC.
2. Referral #33 Final Exam Schedule – Interim Policy Change – Resolution drafted.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

FINAL EXAM POLICY – INTERIM POLICY CHANGE
RES 212218

BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield recommends when final exams and commencement are in conflict, the following policy be adopted:

1. If a graduating student has a final exam on the same day as commencement, the student can request the instructor for an alternate exam time. The instructor must honor the request and provide alternative arrangements.
2. If a faculty member wants to attend commencement and have to give an exam at the same time, they may work with their students for an alternative time or request their respective department for alternative proctoring arrangements.

RATIONALE: While commencement and final exam period overlap, it is almost unavoidable that conflicts happen between a student's need to complete an exam and to attend the commencement. The recommended policy ensures that a student can complete the course as well as attend their own commencement. The policy also allows the faculty member to attend commencement when there is a conflict.

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

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Submission of Electronic Faculty Performance Review Files

RES 202219

FAC

RESOLVED: that the Academic Senate establish an exploratory committee to evaluate software options for a new electronic repository and review system for faculty performance review (RTP, PTR, and PEF*) files, and recommend the best available option that meets our campus requirements.

RESOLVED: that the exploratory committee be composed of faculty members from all schools, and with additional representation from other faculty units including the library. Faculty on this committee should represent differing ranks, and it is recommended that tenured, tenure-track, and lecturers all be represented. The AVP Faculty Affairs should be included on this committee as well as representatives of the CFA. ITS staff should be consulted as required.

RATIONALE: The selection of an electronic repository and review system for faculty performance review is a critical issue for faculty and requires a careful and fully executed process of consultation and shared governance. A survey conducted in Spring 2021 by the Faculty Affairs Committee and additional consultation revealed potential concerns about the accessibility, security, ease of use, tracking of access and records, and the ownership of files within the electronic system, Box, that was temporarily used during pandemic-related shifts to virtual campus activities. Therefore, while we recommend a shift to electronic file review, the evaluation of potential electronic platforms is a required first step, likely followed by a pilot program and transition plan once a favorable program is identified and approved.

A selected electronic faculty review file should be secure, track access and file changes, aid in faculty ease of file organization, and be easily reviewed by all levels of the review process.

* RTP: Retention, Tenure and Promotion; PTR: Post-Tenure Review; PEF: Periodic Evaluation File

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

High Impact Practice Designation and Tracking

RES 212212

- RESOLVED:** That the Academic Senate affirm the value of High Impact Practices (HIPs) for student success; and be it further
- RESOLVED:** That the University invest in HIPs and provide support them in the following ways
- Ongoing professional development for faculty providing/wanting to provide HIPs for their students.
 - Monetary support for faculty developing HIPs.
- RESOLVED:** That course HIP designations be for internal data tracking purposes only at this time; and be it further
- RESOLVED:** That the use of HIP designations not be used to identify, promote, or evaluate individual instructors or programs; and be it further
- RESOLVED:** That the Academic Senate form a task force with faculty across disciplines to be charged with determining the course learning outcomes and requirements which appear in both the master syllabus and each section syllabus in order for a course to carry a particular HIP designation; and be it further
- RESOLVED:** That the Faculty Teaching and Learning Center be charged with supporting faculty who currently employ HIPs in their courses or are contemplating doing so and act as a clearinghouse of resources and opportunities for faculty to collaborate; and be it further
- RESOLVED:** That school curriculum committees be charged with determining which courses will carry the HIP designation and reviewing the syllabi of all courses carrying the HIP designation in that school periodically.
- RATIONALE:** There is strong anecdotal evidence and some empirical evidence that HIPs support student success. University support is critical to implement all curricular innovations. While these designations will be useful for evaluating the impact of HIPs on student success, public designation of courses may have undesired consequences. Determining guidelines for applying a HIP designation will be a complex undertaking which can benefit from the perspectives of a broadly constituted task force. School curriculum committees are in the best position to support the implementation of HIPs and ongoing review of HIP designations.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Unit Cap During Summer Term

RES 212213

RESOLVED: That the Academic Senate recommend the following policy for adoption regarding unit limitations during the summer term.

- Students with a CSUB GPA of over 3.3 will be allowed to enroll in courses without unit restrictions during the summer.
- Students with a CSUB GPA between 2.5 and 3.3 will need approval from both their major department chair and dean in order to
 - enroll in more than 12 units total during the summer or
 - enroll in more than 6 units concurrently-offered summer sessions (SS1 and SS2 OR SS1 and SS3)
- Students with a CSUB GPA below 2.5 will not be allowed to
 - enroll in more than 12 units total during the summer or
 - enroll in more than 6 units concurrently-offered summer sessions (SS1 and SS2 OR SS1 and SS3)

RATIONALE: This policy closely parallels the policy in place during the academic year semesters and is designed to help support student academic success.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics

RES 212214

RESOLVED: That the Academic Senate approve the revised Sociology Concentration in Racial and Ethnic Dynamics.

RATIONALE: The revised concentration will better serve the sociology students interested in pursuing studies in this area. The relevant departments which may be impacted by the proposed change have indicated that they will not be significantly impacted by this change.

ATTACHMENTS:

BA Sociology Concentration Revision

CSUB Changes to Degree Form_Final with edits 4-13-21

Emails from affected departments.

MEMORANDUM

DATE: October 4, 2021

TO: Dr. Aaron Hegde / Chair, Academic Senate

CC: Dr. John Tarjan / Chair, Academic Affairs Committee
Ms. Beth Bywaters / Administrative Analyst, Academic Senate
Dr. Janet Armentor / Chair, Department of Sociology
Dr. Rhonda Dugan / Chair, SSE Curriculum Committee
Dr. James Rodriguez / Dean, School of Social Sciences and Education
Ms. Lisa Zuzarte / Director, Academic Operations

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

RE: Proposal for Revision of Sociology Concentration

On behalf of the faculty of the Department of Sociology, I am submitting to the Academic Affairs Committee a proposal to revise their Concentration in Ethnic Studies to become a Concentration in Racial and Ethnic Dynamics. This proposal was supported by the faculty in the Department of Sociology, the Social Sciences and Education Curriculum Committee, and the Dean of the School of Social Sciences and Education.

Please find two forms attached. The original Changes to Degree form was signed by Dr. Armentor on 11/20/2020, by Dr. Dugan on 12/7/2020, and by Dr. Rodriguez on 12/13/2020. The other Changes to Degree form reflects edits to the original, which could not be incorporated into the original document due to formatting issues.

Attachments:

CSUB_Changes To Degree Form_Original_11-20-2020
CSUB_Changes To Degree Form_Final with edits_4-13-21

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

CLICK ON THE GRAY AREA BEFORE TYPING IN A SECTION

CHANGES TO DEGREE FORM

Form Number

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL 2021

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

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Social Sciences and Education

Department: Sociology

Proposed by: Janet Armentor, Rhonda Dugan, and Kent Henderson

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

Degree Title: Sociology (Traditional, Human Services and Racial and Ethnic Dynamics)

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Department of Sociology

School of Social Sciences and Education

Department Chair: Janet Armentor

Department Office: DDH AA209

Telephone: 661 – 654 - 2368

Email: jarmentor@csub.edu

Website: www.csub.edu/Sociology/

Faculty: D. Anderson-Facile, J. Armentor, ~~D. Arrieta~~, ~~J. Basilio~~, ~~B. Bentle~~, ~~B. Bishop~~, R. Dugan, K. Gibson, K. Henderson, ~~I. Kasselstrand~~, A. Kebede, L. Lynch, ~~R. Lyons~~, E. Molina-Jackson, A. Pinckney, D. Rasmussen, A. Sanchez, M. Sanchez, G. Santos, A. Studebaker, J. White III., ~~J. Basilio~~, ~~J. Ely~~, ~~B. Bentle~~, ~~A. Pinckney~~.

Administrative Support Coordinator: Patricia Cadena

Program Description

The Bachelor of Arts in Sociology emphasizes the systematic study of human behavior in social groups. It focuses on how people coordinate their activities to achieve both individual and collective goals. Sociology is different

from the other social and behavioral sciences in two important ways. First, it places primary importance on the social group within the larger society. Second, it seeks to explain the broad range of human behavior as it is influenced by the social context. Thus, sociology studies the major issues of our times and seeks to understand their complexity and predict their future. It investigates how patterns of social activity originate, what sustains them, why they take one form rather than another, and how they change. Depending on the particular interest of the student, an appropriate minor area of study is selected in consultation with the student's advisor. In lieu of the traditional minor, the Department also offers a concentration in either ~~Ethnic Studies~~ Racial and Ethnic Dynamics or in Human Services. Career opportunities for sociology majors include a variety of agencies at the federal, state, and municipal levels, as well as with both private non-profit and private for-profit organizations. The Sociology program faculty stresses a close working relationship with students and strongly encourages students to take full advantage of the many opportunities the Department provides including but not limited to collaborative research with faculty, student internships, teaching assistantships and other professional opportunities. The department's program learning goals and objectives can be found on the department's website.

Mission Statement

Our goal is to advance students' intellectual preparation in macro and micro sociological concepts through rigorous, substantive, theoretical, and methodological coursework. The program provides opportunities for praxis-oriented internships, and on-going and continuous engagement with the program faculty's teaching and research activities. Our graduates will have the personal and scholarly skills needed to face the challenges associated with social change, diversity of persons and ideas, and an evolving global economy.

Requirements for the Bachelor of Arts Degree with a Major in Sociology

The Bachelor of Arts Degree with a major in Sociology requires a minimum of 120 semester units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Upper Division Writing, and Foreign Language. To fulfill the requirements for the major in sociology, the student must complete courses acceptable to the Department, including at least nine at the upper-division level. Typical course patterns for graduation can be found on the department Website.

Requirements for the Bachelor of Arts Degree in Sociology

Requirements	Units
Total Units Required to Graduate	120 units
Major Requirements	45 units
Lower Division	12
Core Curriculum	33
Minor (recommended)	12 units
Other University Requirements	47-53 <u>50-53</u> units
First-Year Seminar	2
American Institutions	6
Area A	9
Area B	9
Area C	6
Area D	6 <u>3</u>
<u>Area F</u>	<u>3</u>
UD Thematic Courses	6
Jr. Year Diversity	<u>3*</u>

SELF (Area E)	3*
GWAR (Exam) or Class	0-3*
Area F	3
Additional Units	7-25 13-10 <u>10-13</u> units

* SELF may be satisfied by a course that double counts as Upper Division Thematic Course

* GWAR may be satisfied with the exam or a class.

See <http://www.csub.edu/schedules.shtml> for current list of courses satisfying university-wide requirements.

Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
 2. SOC 2208 (or equivalent elementary statistics course)
 3. SOC 2018
 4. SOC 2300 or SOC 2400
- Major Requirements (33 units)**
5. SOC 3000 (must pass with a C- or higher)
 6. SOC 3208
 7. One (1) of the following, with approval of faculty advisor (each requires satisfactory completion of SOC 3000 and must have a passing grade of C- or higher): SOC 4200, 4210, ~~or 4230, 4240, or 4250.~~
 8. SOC 3100 (must pass with a C- or higher).
 9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher).
 10. SOC 4000
 11. SOC 4988 (must pass with a C- or higher and fulfills Capstone requirement)
 12. Four (4) additional courses in Sociology (with approval of faculty advisor), at least three (3) of which must be upper division and of the following: SOC 3008, 3010, 3030, 3040, 3050, 3060, 3070, 3080, 3090, 3300, 3318, 3320, 3330, 3340, 3360, 3408, 3420, 3500, 3510, 3520, 3610, 3630, 3640, 3650, 3658, 4008, 4010, 4020, 4038, 4050, 4068, 4300, 4310, 4400, 4510, 4610, 4620, 4630, 4640, and 4650

A minor or concentration is recommended (selected from one of the ~~following three~~ options listed below):

- a. A minor consisting of at least 12-semester units within a major program designed by another discipline (suggested)
- b. A concentration in either ~~Ethnic Studies~~ Racial and Ethnic Dynamics or Human Services

Note: If a minor or concentration is not chosen, students will complete an additional 12 units for the degree.

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Human Services

Requirements	Units
Total Units Required to Graduate	120 units
Major Requirements	45 <u>33</u> units
Lower Division	12
Core Curriculum	33 <u>21</u>
Concentration Requirements	27 units

Other University Requirements	50-53 units
First-Year Seminar	2
American Institutions	6
Area A	9
Area B	9
Area C	6
Area D	6 <u>3</u>
<u>Area F</u>	<u>3</u>
UD Thematic Courses	6
Jr. Year Diversity	3*
SELF	3*
GWAR (Exam) or Class	0-3*
Additional Units	7-13 10-7 <u>7-10</u> units

* Junior Diversity may be satisfied by a course that double counts as Upper Division JDYR course.

* SELF may be satisfied by a course that double counts for a lower division SELF course.

* GWAR may be satisfied with the exam or a class.

See <http://www.csub.edu/schedules.shtml> for current list of courses satisfying university-wide requirements.

Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2208 (or equivalent elementary statistics course).
3. SOC 2018
4. SOC 2300 or SOC 2400

Major Requirements (21 units)

5. SOC 3000 (must pass with a C- or higher)
6. SOC 3208
7. One (1) of the following (each requires satisfactory completion of SOC 3000 and passing grade of C- or higher required): SOC 4200, 4210, and 4230; ~~4240, and 4250~~
8. SOC 3100 (must pass with a C- or higher)
9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher).
10. SOC 4000
11. SOC 4988 (must pass with a C- or higher and fulfills Capstone requirement)

Core Courses: Service Course & Internship (6 units)

12. SOC 3600
13. SOC 4920

Core Courses: Experiences in Family and the Life Course (6 units)

14. Two courses from the following list: (~~6 units~~)
SOC 3500, 3510, 3520, ~~3610~~, or 4510

Core Courses: Experiences of Diverse Populations in the US (6 units)

15. Two courses from the following list:
SOC 3318, 3320, 3330, 3340, 3360, 3408, 3420, 4400

Core Courses: Social Issues in American Society (9 ~~Units~~ units)

16. Three courses are to be selected in consultation with the faculty advisor to provide additional “depth” or greater “breadth” in subject matter content areas associated with Human Services:
 SOC 3040, 3050, 3060, 3610, 3630, 3640, 4300, 4600, 4610, 4620, 4630, 4650

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Racial and Ethnic Dynamics ~~Ethnic Studies~~

Requirements	Units
Total Units Required to Graduate	120 units
Major Requirements	45 units
Lower Division	12
Core Curriculum	33
Minor (not required)	12 units
<u>Concentration Requirements</u>	<u>24 units</u>
Other University Requirements	51-47-53 <u>50-53</u> units
First-Year Seminar	2
American Institutions	6
Area A	9
Area B	9
Area C	6
Area D	6 <u>3</u>
<u>Area F</u>	<u>3</u>
UD Thematic Courses	6
Jr. Year Diversity	3*
SELF	3*
GWAR (Exam) or Class	0-3*
Additional Units	7-13 13-10 <u>10-13</u> units

* ~~SELF may be satisfied by a course that double counts as Upper Division Thematic Course~~

* Junior Diversity may be satisfied by a course that double counts as Upper Division JDYR course.

* SELF may be satisfied by a course that double counts for a lower division SELF course.

* GWAR may be satisfied with the exam or a class.

See <http://www.csub.edu/schedules.shtml> for current list of courses satisfying university-wide requirements.

Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2018
3. SOC 2208 (or equivalent elementary statistics course)
4. SOC 2300 or SOC 2400

Major Requirements (30 33 units)

5. SOC 3000 (must pass with a C- or higher)
6. SOC 3208
7. One (1) of the following, (each requires satisfactory completion of SOC 3000, passing grade of C- or higher required): SOC 4200, 4210, ~~4230 4240, 4250, or 4260.~~
8. SOC 3100 (must pass with a C- or higher)
9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher)
10. SOC 4000

11. SOC 4988 (must pass with a C- or higher and fulfills Capstone requirement)

Concentration Requirements (24 units)

Core Course: Racial-Ethnic Frameworks (3 units)

- ~~11.~~ 12. SOC 3310

Concentration Required Course (3 Units)

Concentration Requirements

Core Courses: Experiences of Diverse Populations in the US (9 units)

- ~~12.~~ 13. Any ~~four (4)~~ three (3) courses chosen from the following: SOC 3308, 3318, 3320, 3338, ~~3340~~, 3428, 4068 ~~or~~ 4300, or 4310.

Core Courses: Racial-Ethnic Issues in American Society (12 units)

~~8-~~ 14. Any four (4) courses from the following are to be selected in consultation with the faculty advisor to provide additional “depth” and “breadth” in subject areas related to Racial and Ethnic Dynamics: from the following: Nine (9) units of which must be upper division; and no more than six (6) units may come from any one department: ANTH 3318, 3320; ENGL 2220, 3220, 3250; PLSI 3450 SOC 3428, 3340, 4310; SPAN 4220*, 4240*, 4250*, 4260*. SOC 3070, 3080, 3090, 3340, 3640, 4068, 4300, 4610, 4650

~~*Requires competency in Spanish.~~

Requirements for a Minor in Sociology

Student must take four courses in Sociology, totaling 12 semester units. SOC 1008 and, at least three of which must be upper division courses, approved by Chair of the Sociology Department. from the following list are required for the minor: SOC 3008, SOC 3010, 3030, 3040, 3050, 3060, 3070, 3080, 3090, 3300, 3318, 3320, 3330, 3340, 3360, 3408, 3420, 3500, 3510, 3520, 3610, 3630, 3640, 3650, 3658, 4008, 4010, 4020, 4038, 4050, 4068, 4300, 4310, 4400, 4510, 4610, 4620, 4630, 4640, 4650.

An independent study course cannot be used to satisfy the minor, without prior written permission from the Department Chair.

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

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

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

ADDING A MINOR

Program Description and Minor Requirements:

N/A

RATIONALE FOR DEGREE PROPOSAL (required):

Provide Rationale for Degree Proposal:

The department made edits and changes to the degree description. Some of these edits included specifying courses for the minor in Sociology, specifying elective courses, and revised the Ethnic Studies concentration.

IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

N/A

IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

SOC 4008: Society and the Natural Environment (already approved by SSE Curriculum Committee and currently seeking GE approval)

SOC 3310: Racial and Ethnic Dynamics in the United States

Attach/Submit All the Course Proposal Forms Together with This Form for Curricular Review and Approval

NEXT STEPS

- Attach Course Proposal Form(s) to This Proposal (If Applicable)
- Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis
- Attach Revised Academic Roadmap
- Submit to Department/Program Curriculum Committee for Review & Approval
- Department Submits to School/Program Curriculum Committee for Review & Approval
- School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)
- Chancellor’s Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis
- If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded. [See Annual Catalog & Curriculum Deadlines Dates](#)

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director:	Date:
School/Program Curriculum Committee Chair:	Date:
Dean of School:	Date:
Director of GE:	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President’s Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
Comments:	
CIP Code:	
HEGIS Code:	
Program Code:	
Plan Code:	

Sub-Plan Code:
Catalog Updated:
Updated Academic Requirements Page:
Updated Academic Road Maps:
Updated Program Plan Mapper:
Admissions Office Notified:

From: [Patrick O'Neill](#)
To: [Janet Armentor](#); [Robert Yohe](#)
Subject: Re: Fw: Racial and Ethnic Dynamics concentration For your consideration and comments.
Date: Wednesday, October 27, 2021 10:00:51 AM
Attachments: [image002.png](#)

Robert, while we would like to participate in the sociology concentration, it will not impact us if our cognates are not included.

Patrick

Patrick O'Neill, M.A.
Lecturer, Anthropology
SSE, CSU Bakersfield
661-432-3370

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From: Janet Armentor <jarmentor@csub.edu>
Sent: Wednesday, October 27, 2021 8:50 AM
To: Robert Yohe <ryohe@csub.edu>
Cc: Hager El Hadidi <hhadidi@csub.edu>; Patrick O'Neill <poneill2@csub.edu>; oneill6217@gmail.com <oneill6217@gmail.com>; Natalie Thompson <nthompson8@csub.edu>
Subject: RE: Fw: Racial and Ethnic Dynamics concentration For your consideration and comments.

Hi Bob,

Thank you for the response.

My apologies, but I think an email that I sent to you may have been lost in the shuffle. I am including it below. The concentration revision will not include any courses from outside of Sociology.

Would your faculty be able to review this information once more and provide a response? I am happy to help clarify or answer any questions.

Thanks so much for your assistance.

Best,

Janet

From: Janet Armentor
Sent: Friday, October 15, 2021 3:25 PM
To: Robert Yohe <ryohe@csub.edu>
Subject: Racial and Ethnic Dynamics concentration- clarification

Hi Bob,

My apologies for all the emails.

To be clear, the revised Racial and Ethnic Dynamics concentration will no longer have ANTH 3318 and ANTH 3320 as options for the concentration.

Please let me know if you have any questions.

Best,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: Robert Yohe
Sent: Wednesday, October 27, 2021 8:43 AM
To: Janet Armentor <jarmentor@csub.edu>
Cc: Hager El Hadidi <hhadidi@csub.edu>; Patrick O'Neill <poneill2@csub.edu>; oneill6217@gmail.com; Natalie Thompson <nthompson8@csub.edu>
Subject: Fw: Fw: Racial and Ethnic Dynamics concentration For your consideration and comments.

Hi Janet,

Patrick's response below says it all (although the word is "not" and not "bit"). I concur and think that this is a positive step for all.

Thanks,

Robert

Robert M. Yohe II, Ph.D., RPA
Professor of Anthropology
Anthropology Program Director
Director, Laboratory of Archaeological Sciences
California State University, Bakersfield
661.654.3457

From: Patrick O'Neill <oneill6217@gmail.com>
Sent: Wednesday, October 27, 2021 8:33 AM
To: Robert Yohe <ryohe@csub.edu>
Cc: Hager El Hadidi <hhadidi@csub.edu>; Natalie Thompson <nthompson8@csub.edu>; Patrick O'Neill <poneill2@csub.edu>; Penny Whitson <pwhitson@csub.edu>; hagerelhadidi@yahoo.com <hagerelhadidi@yahoo.com>
Subject: Re: Fw: Racial and Ethnic Dynamics concentration For your consideration and comments.

The racial and ethnic dynamics concentration will potentially increase enrollment for the courses listed, 3320 and 3318, Since the courses are offered on a regular basis the anthropology program will benefit from the proposed change. The anthropology program will not experience any negative impacts resulting from the proposed change.

On Tue, Oct 26, 2021 at 12:24 PM Robert Yohe <ryohe@csub.edu> wrote:

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 2:47 PM
To: Robert Yohe <ryohe@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: Racial and Ethnic Dynamics concentration

Hello Bob,

John Tarjan, the Chair of AAC, informed me today that the following is required for our department to proceed with a revision to the Racial and Ethnic Dynamics concentration (formally titled Ethnic Studies concentration):

- A brief email from potentially impacted departments outlining what you believe would be the impact of the proposed change on your program.

The courses associated with Anthropology include ANTH 3318 and ANTH 3320.

Thank you for your help with this process.

Best,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: [Steve Frye](#)
To: [Janet Armentor](#)
Subject: RE: Racial and Ethnic Dynamics concentration
Date: Friday, October 15, 2021 2:57:53 PM
Attachments: [image001.png](#)

Hi Janet,

This is to let you know that the changes you are proposing to your Racial and Ethnic Dynamics Concentration will have little impact on the English department courses currently a part of the concentration. The English Department does not object to the change.

Best Regards,
Steve Frye
English Department Chair

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 2:53 PM
To: Steve Frye <sfrye@csub.edu>
Subject: RE: Racial and Ethnic Dynamics concentration

You are welcome, Steve. You can send it to me and then I will forward it to John.

Thank you,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: Steve Frye
Sent: Friday, October 15, 2021 2:52 PM
To: Janet Armentor <jarmentor@csub.edu>
Subject: RE: Racial and Ethnic Dynamics concentration

Thanks, Janet. Do I send the email to John or to you?

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 2:51 PM
To: Steve Frye <sfrye@csub.edu>
Subject: RE: Racial and Ethnic Dynamics concentration

Hi Steve,

Thank you for the quick response. Right now we have only 1 student in this concentration. We have had only a few students in the concentration over the years. We are looking to revise it to better serve our Sociology students.

Please let me know if you have other questions.

Best,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: Steve Frye
Sent: Friday, October 15, 2021 2:49 PM
To: Janet Armentor <jarmentor@csub.edu>
Subject: RE: Racial and Ethnic Dynamics concentration

Hi Janet,

Thanks. That's a bit difficult for me to do with any accuracy. It will certainly reduce our enrollments and transfer those same enrollments to the courses that you are requiring. Perhaps you can help. Do you have an estimate of how many students take our courses from your major, say, per year? If you do, that would be great. If not, I wonder if IRPA can help.

Best Regards,
Steve

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 2:44 PM
To: Steve Frye <sfrye@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: Racial and Ethnic Dynamics concentration

Hello Steve,

John Tarjan, the Chair of AAC, informed me today that the following is required for our department to proceed with a revision to the Racial and Ethnic Dynamics concentration (formally titled Ethnic Studies concentration):

- A brief email from potentially impacted departments outlining what you believe would be the impact of the proposed change on your program.

As a reminder the courses associated with English include ENGL 2220, ENGL 3220, and ENGL 3250.

Thank you for your help with this process.

Best,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: [M. Dustin Knepp](#)
To: [Janet Armentor](#)
Cc: [Rhonda Dugan](#)
Subject: Re: Racial and Ethnic Dynamics concentration
Date: Friday, October 22, 2021 4:01:54 PM
Attachments: [image001.png](#)

Hi Janet,

Thanks for the follow-up. Sorry I missed the previous email.

I do not foresee any impact on our department by removing SPAN 4220 from the Racial and Ethnic Dynamics concentration (previously Ethnic Studies). Our majors and minors fully sustain that course when we offer it.

If the Sociology department was looking for additional courses to add to the newly revised minor, I would not necessarily suggest 4220 anyway. I think other courses that we offer would be more closely aligned (i.e. SPAN 3320 Mexican/Mexican American Cultures, 4320 The Chicano/a Experience, 4330 Border Lives, etc.).

Hopefully this helps with any concerns the AAC might have about the impacts on MLL.

Best,

M. Dustin Knepp, Ph.D.
Professor and Chair
Department of Modern Languages and Literatures
California State University, Bakersfield
9001 Stockdale Highway, HOB 245
Bakersfield, CA 93311
661-654-2295
mdknepp@csub.edu

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 22, 2021 1:56 PM
To: M. Dustin Knepp <mdknepp@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: FW: Racial and Ethnic Dynamics concentration

Hello Dustin,

This is a friendly reminder about the request listed below.

Thank you,

Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: Janet Armentor
Sent: Friday, October 15, 2021 3:04 PM
To: M. Dustin Knepp <mdknepp@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: Racial and Ethnic Dynamics concentration

Hello Dustin,

John Tarjan, the Chair of AAC, informed me today that the following is required for our department to proceed with a revision to the Racial and Ethnic Dynamics concentration (formally titled Ethnic Studies concentration):

- A brief email from potentially impacted departments outlining what you believe would be the impact of the proposed change on your program.

The course associated with Modern Languages and Literatures is SPAN 4220.

At this time, we only have one student in the concentration. Over the last several years, we only had a handful of students in the concentration. We are trying to revise the concentration to better serve our Sociology students.

Thank you for your help with this process.

Best,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology

Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: [Jeanine Kraybill](#)
To: [Janet Armentor](#)
Cc: [Rhonda Dugan](#)
Subject: Re: Racial and Ethnic Studies concentration
Date: Wednesday, October 20, 2021 12:08:00 PM
Attachments: [image001.png](#)

Hello. The impact would be minimal. It looks like the majority of the students that continue to take PLSI 3450 are poli sci. We do get a few history.

Let me know if you need anything else and best wishes.

Jeanine

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 3:46 PM
To: Jeanine Kraybill <jkraybill@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: RE: Racial and Ethnic Studies concentration

Thank you, Jeanine. Take care, also.

Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: Jeanine Kraybill
Sent: Friday, October 15, 2021 3:43 PM
To: Janet Armentor <jarmentor@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: Re: Racial and Ethnic Studies concentration

Sounds good and thanks for giving me a little time. Take care.

Jeanine

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 3:35 PM
To: Jeanine Kraybill <jkraybill@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: RE: Racial and Ethnic Studies concentration

Thanks, Jeanine. I appreciate your assistance. Yes, next week would be fine.

The course sounds great. We are really trying to revamp this concentration to best serve our students' needs. To clarify further, currently, PLSI 3450 is one of several courses that students can choose from to fulfill a requirement in the concentration.

Thank you,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
661-654-2553 (office) | jarmentor@csub.edu



From: Jeanine Kraybill
Sent: Friday, October 15, 2021 3:30 PM
To: Janet Armentor <jarmentor@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: Re: Racial and Ethnic Studies concentration

Hello again. Thank you for clarifying. May I get this to you early next week? I can also confirm my pulling up my rosters and see the majors again. Sorry to hear they won't be taking it. We do talk about racial issues in civil rights, education law and the criminal justice units. And it is nice to have a diverse group of majors in the class but if students from your end are not taking it, then I understand.

Thank you and I will be back in touch with the email you need.

Best,
Jeanine

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 3:21 PM
To: Jeanine Kraybill <jkraybill@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: RE: Racial and Ethnic Studies concentration

Hi Jeanine,

My apologies. I left out a step.

The department will no longer be requiring PLSI 3450 for the revised Racial and Ethnic Dynamics concentration. Therefore, we need an email from potentially impacted departments outlining what you believe would be the impact of the proposed change on your program.

Please let me know if you have any other questions.

Thank you,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
[661-654-2553](tel:661-654-2553) (office) | jarmentor@csub.edu



From: Jeanine Kraybill
Sent: Friday, October 15, 2021 3:17 PM
To: Janet Armentor <jarmentor@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: Re: Racial and Ethnic Studies concentration

Hi Janet:

Thank you for your email. Just so I am clear and get you what you need, are you looking for a description of Civil Rights and Civil Liberties, material covered in the class and how it relates to the new concentration?

Thanks,
Jeanine

Dr. Jeanine E. Kraybill
Associate Professor, Department of Political Science
Pre-Law Program Director
California State University, Bakersfield
jkraybill@csub.edu
[661-654-6344](tel:661-654-6344)

From: Janet Armentor <jarmentor@csub.edu>
Sent: Friday, October 15, 2021 2:57 PM
To: Jeanine Kraybill <jkraybill@csub.edu>
Cc: Rhonda Dugan <rdugan2@csub.edu>
Subject: Racial and Ethnic Studies concentration

Hello Jeanine,

John Tarjan, the Chair of AAC, informed me today that the following is required for our department to proceed with a revision to the Racial and Ethnic Dynamics concentration (formally titled Ethnic Studies concentration):

- A brief email from potentially impacted departments outlining what you believe would be the impact of the proposed change on your program.

The course associated with Political Science is PLSI 3450.

At this time, we only have one student in the concentration. Over the last several years, we only had a handful of students in the concentration. We are trying to revise the concentration to better serve our Sociology students.

Thank you for your help with this process.

Best,
Janet

Janet Armentor, Ph.D.
Chair, Department of Sociology
Professor of Sociology
School of Social Sciences and Education
California State University, Bakersfield
[661-654-2553](tel:661-654-2553) (office) | jarmentor@csub.edu



CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

SABBATICAL AND DIFFERENCE IN PAY LEAVE POLICIES

RES 212216

FAC

RESOLVED: That *University Handbook* language for sabbatical and difference in pay leave policies be revised (deletions in ~~strike through~~, additions in **bold underline**) as specified below.

RATIONALE: These changes unify the information within the text and align university Handbook language and policies with those contained within the CBA Article 27 (Sabbatical Leave) and Article 28 (Difference in Pay Leaves), particularly in relation to potential curricular and departmental operation issues (chair and dean) as separate from merit review of the proposal (FHAC). It is hoped that increased consistency across these information sources will reduce confusion in the application format and review process. Other minor changes correct typos and update language to match the current governance structure of the library.

307 SABBATICAL AND DIFFERENCE IN PAY LEAVE POLICIES

Sabbatical and difference in pay leaves shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement, or faculty retraining. There are two categories of paid leave – sabbatical leave with pay, and difference in pay leave. Regulations pertaining to leaves of absence with pay are set forth in Articles 27 and 28 of the CBA.

307.1 Eligibility and Application

The Office of the Provost/Vice President for Academic Affairs (P&VPAA) provides information on timetables, eligibility and applications at the beginning of each academic year.

Applicants who have held full-time positions in academic assignments for six consecutive academic years are eligible for one of the following types of leave: a sabbatical at (a) one semester at full pay; (b) two semesters at 1/2 of full pay; or (c) one or two semesters' leave at difference in pay. Compensation for eligible librarians on sabbatical leave is: (a) four months at full pay; or (b) eight months at 1/2 of full pay. (*Revised 06-06-17*)

An applicant granted a difference in pay leave shall receive an amount of pay that is the difference between the applicant's salary and the minimum salary at the lecturer rank. A librarian shall be compensated the difference between the employee's pay and the lowest comparable time base librarian rank. A counselor shall be compensated the difference between his/her salary and the minimum salary of the lecturer rank at a comparable time base. (*Revised 07-17-19*)

No more than one sabbatical leave shall be granted in each seven-year period. A faculty member, librarian or counselor will be eligible for a subsequent difference in pay leave after he/she has served full time for three years after the last sabbatical leave or difference in pay leave and has rendered service to the CSU at the rate of one term of service for each term of leave taken.

The criteria and standards for granting leaves of either type are the same, but the faculty member requesting a difference in pay leave is not in competition with those requesting a sabbatical leave.

It is sufficient that the faculty member requesting a difference in pay leave be eligible and meet the criteria.

The faculty member who receives a difference in pay leave is considered to have received a sabbatical leave and is not entitled to another leave until he/she meets the prescribed conditions and responsibilities for such leaves.

The application for sabbatical leave or difference in pay leave shall ~~include a statement of purpose, description of the proposed project, and the CSU resources, if any, necessary to its successful completion~~ **include the information as outlined in Section 307.2.**

The applicant for a sabbatical leave shall ~~submit present~~ a copy of the application to the **P&VPAA and to the** department chair **by the posted deadline**. The department chair **shall sign the proposal routing sheet to acknowledge the request and,** ~~in consultation with department faculty, shall provide a statement to the appropriate dean regarding the merit of the sabbatical leave proposal and the effect the leave may have on the curriculum and operation of the department. In the case of librarians, the Dean of University Library serves as chair, as well as dean, and members of the unit are considered the department. In the case of counselors, the Director of the Counseling Center serves as department chair, and the Vice President for Student Affairs as dean.~~

The faculty member who receives a sabbatical leave may make normal use of his/her campus office, library and laboratory facilities. *(Added 07-17-19)*

While on sabbatical leave, the sabbatical recipient may not serve on any University, Senate or School committees. The sabbatical recipient may serve on departmental committees on a purely voluntary basis, and serve according to normal department selection procedures. Under no circumstances should the sabbatical recipient be expected to serve nor be asked to serve. In addition, any voluntary service shall not be eligible for compensation. *(Revised 07-17-19)*

The applicant for a difference in pay leave shall present a copy of the application to the department chair. A unit committee, composed of tenured faculty, which may include the chair, elected by the probationary and tenured faculty of the unit, must provide the dean with a review and recommendations regarding the quality of the proposal in terms of its benefits to the CSU.

Librarians applying for a difference in pay leave shall present a copy of the application for review and recommendation to a unit committee elected by the probationary and tenured librarians. The unit review committee shall forward the application along with its review and recommendation to the Dean of University Library. The Dean of University Library shall in turn forward it to the P&VPAA along with his/her recommendation. Similarly, a unit committee elected by probationary and tenured counselors shall review applications from eligible counselors, and forward its review and recommendation to the appropriate Vice President of Student Affairs, who shall forward his/her review and recommendation to the P&VPAA. When a faculty member is afforded an unexpected opportunity, such as external funding, a scholarship, or fellowship, a rapid and expedited review for a difference in pay leave shall be provided.

307.2 Procedures for Preparation of Sabbatical Leave Application

The applicant shall inform his/her chair and school dean of the application for sabbatical leave and the proposed dates of absence. The application for sabbatical leave shall be evaluated by the Honors and Awards Committee (FHAC) in accordance with the established criteria and must contain the following information:

a. Proposed Project

1. The proposed project shall be one or both of the following:

- a) A project of high quality and importance. This includes, but is not limited to, original research, a creative project, or the development of new academic skills;

- b) A study or travel of a kind and in an amount that will improve and update the applicant's professional capabilities. If the emphasis is a study, it must be related to the University's curriculum or to the applicant's professional development. ~~If travel is part of the plan, its usefulness and necessity must be clearly presented.~~
- 2. A clear and detailed explanation of the proposed project, including the nature, scope, and means of implementation.
- 3. The inclusive dates requested for the leave and, where appropriate, a timetable for the implementation of the proposal.
- 4. If relevant **to project completion**, the location(s) where the project will be conducted. **If travel is part of the plan, its usefulness and necessity must be clearly presented.**
- b. Professional Productivity and Preparation
 - 1a.** A current vita containing evidence, where appropriate, of relevant education or research in the field of the proposed project, publications, or other professional accomplishments in the field of specialization.
 - 2b.** Where appropriate, what preparatory work has been completed specifically for this project, such as background reading, development of techniques, personal contacts, and tentative facility arrangements.
- c. Benefits to the University (in at least one of the following):
 - 1. The tangible results to be expected from the project. These may be in the form of publication, creative presentations, participation in seminars, conferences, program or curricular development.
 - 2. Benefits of the proposed project to the applicant as a teacher and benefits to students.

307.3 The Role of the Faculty Honors and Awards Committee (FHAC)

The FHAC shall review all sabbatical leave proposals and make recommendations regarding the awarding of leaves to the P&VPAA.

The proposal shall involve one or more of the following: scholarly research, scholarly and creative activity, instructional improvement, or faculty retraining.

They shall consider the potential relevance of the proposal and the subsequent service of the faculty member at this University relative to institutional and departmental mission, goals, and obligations. Among the factors which may be considered are professional development and renewal, improvement of teaching skills, development of a new academic program, and enhancement of the reputation of the University which may result from the leave.

The FHAC shall evaluate the proposals using a two-step process: (1) distinguish meritorious from non-meritorious proposals. Those deemed non-meritorious shall not be ranked, but will be returned to the proposer with comments for the possibility of revision and consideration for the following year; (2) rank all remaining proposals only on merit, allowing no ties. In addition to the assessment of project's merit, the FHAC will also assess the following:

- a. The proposed project shall be one for which the applicant has:
 - 1. Acquired professional capabilities adequate to the task;
 - 2. Completed preparation and planning to undertake the project.
- b. Results of the sabbatical shall benefit the University by one or more of the following:
 - 1. Advanced scholarship by such means as publication, presentation at conferences or meetings, public performance or exhibition;
 - 2. Improving curriculum, developing new course(s) or program(s);
 - 3. Improving teaching;
 - 4. Renewing professional skills.

307.4 Action by the Provost/Vice President for Academic Affairs (P&VPAA)

The P&VPAA shall receive recommendations from the FHAC, the department chair, ~~the department committee as appropriate~~, and the appropriate administrator(s). **For difference in pay leave applications, recommendations will also be received from the department committee.**

Sabbatical leave and difference in pay leave recommendations forwarded to school and the Dean of University Library to the P&VPAA must include, where appropriate, the departmental and dean's evaluation of the merits of the proposal and be accompanied by plans approved by the dean or director for accommodating approved leaves. There is no explicit state or CSU budgetary recognition for sabbatical leave replacements.

Leaves must be absorbed within each school's or unit's resources in a manner such that student access and progress toward graduation are not jeopardized.

The recommendations of the FHAC, and those of the department and school deans are forwarded to the President via the P&VPAA, who will include his/her recommendations as well as information prescribed by Articles 27 and 28 of the CBA. Prior to making a final determination regarding the sabbatical leave and the conditions of an approved leave; the President or designee shall consider the recommendations made pursuant to the above. The President shall inform the applicant in writing of his/her decision, and the response will include the reasons for approval or denial.

If a leave is granted, the response will include the conditions of such a leave. Copies of the response shall be provided to the affected department and the FHAC. In no case shall the campus award fewer sabbatical leaves than the number in the 1991/92 budget. Final approval of the leave shall be subject to the filing by the applicant of suitable bond indemnifying the State against loss in the event the employee fails to render in the CSU, upon return from leave, one term of service for each term of leave. The bond shall be in the amount of the total salary to become due to the applicant during leave. In lieu of the bond, the applicant may submit a written agreement to return to the service of the CSU for at least one term of service for each term of leave, accompanied by a statement of assets, including ability to indemnify the State in the event of failure to fulfill the agreement due to personal negligence.

307.5 Presentation and Written Report

Within six months following the completion of a sabbatical leave, the faculty member shall submit a written report, which identifies the accomplishments achieved. The written report shall be submitted to the school dean for inclusion in the faculty member's ~~personal~~ personnel file and to the P&VPAA for inclusion in the sabbatical leave file.

The recipient of a sabbatical leave or difference-in-pay leave will make an appropriate presentation of some form to the University community of the results of the leave experience.

Attachment:

Sabbatical Application – revision[1]