

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, May 12, 2022
Student Union Multi-Purpose Room and Video Conference
10:00 a.m. – 10:55 a.m.
Session One

1. Call to Order
2. Approval of Minutes
Minutes of April 28, 2022
3. Announcements and Information
 - Session One - Outgoing Senate business
 - Session Two - Incoming Senate and Standing Committee Chair Selection
 - President Zelezny (Time Certain 10:10-10:15)
 - University Advancement – V. Martin, H. Niemeyer (Time Certain 10:15)
 - Elections and Appointments – M. Danforth (handout)
 - Intercollegiate Athletics Advisory Committee (IAAC) annual report (handout)
4. Approval of Agenda
5. Provost Report
6. ASCSU Report
7. Committee and Report Requests

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

 - a. Executive Committee (M. Danforth)
 - b. Academic Affairs Committee (J. Tarjan) (handout)
 - c. Academic Support & Student Services Committee (E. Correa)
 - d. Budget & Planning Committee (C. Lam)
 - e. Faculty Affairs Committee (M. Rees)
 - f. Staff Report (S. Miller)
 - g. ASI Report (S. Magana)
8. Resolutions

a. Consent Agenda

RES 212240 Commencement May 2022

b. New Business

RES 212239 Faculty Handbook Appendix K: IMAP *

RES 212241 Initiation, Assignment, and Change of Course Prefixes

c. Old Business (Time Certain 10:30)

RES 212232 GECCo Structure, Course Approvals, and Reporting

RES 212233 New Undergraduate Academic Integrity Policy

RES 212234 CSUB Faculty Retention and Tenure Density Priority

RES 212235 Maintenance and Space Utilization Priority

RES 212236 Notification to Chairs of Assigned Time

RES 212237 Exceptional Service Application and Screening

RES 212238 Eligibility for Faculty Awards *

9. Open Forum Items (Time Certain 10:50 a.m.)

10. Adjournment

* Changes to be made to University Handbook

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, May 12, 2022
Video Conference
11:00 a.m. – 11:30 a.m.
Session Two**

AGENDA FOR SECOND SESSION (INCOMING) 11:00 – 11:30

1. Introduction of Members (handout)
2. Approval of Academic Senate Meeting Schedule 2022-2023 (handout)

3. Election of Standing Committee Chairs

Academic Affairs Committee

Academic Support and Student Services Committee

Budget and Planning Committee

Faculty Affairs Committee

4. Adjournment

DRAFT

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes

Thursday, April 28, 2022

Zoom Video Conference

10:00 a.m. – 11:38 a.m.

Members: A. Hegde (Chair), M. Danforth (Vice-Chair), B. Frakes, R. Gearhart (Alt.), 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, J. Basilio, E. Callahan, J. Deal, D. Dodd, R. Dugan, F. Gorham, D. Jackson, T. Salisbury, L. Vega, K. Watson, L. Zelezny

Absent: E. Correa (excused)

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

J. Deal moved to approve March 17, 2022 minutes. C. Lam seconded. Approved. C. Lam moved to approve April 7, 2022 minutes. J. Deal seconded. Approved.

3. Approval of Agenda

Chair Hegde suggested to defer the sub-committee reports and go into the discussion of the Resolutions without being introduced. J. Tarjan requested that Resolutions be re-ordered to Old Business before the New Business. C. Lam moved to approve the agenda as amended. B. Street seconded. Approved.

4. Announcements and Information

- President's Report – L. Zelezny

- Sustainability Conference – Excellent event, thanks to A. Lauer
- Carbon Sequestering Conference – April 29, 2022, starting 8:00a.m. In partnership with Lawrence Livermore Labs.
- Commencement 2022 – Special events begin May 1. See [webpage](#)
- Staff and Faculty Service Awards – May 10, 1:00 p.m. Dore Theatre
- Faculty Awards 2022-2023 – D. Dodd announced that the committee reviewed and made recommendations in accordance with the University Handbook:
 - Millie Ablin Excellence in Teaching Award – A. Ressler, Theatre
 - Faculty Leadership and Service Award – B. Evans-Santiago, Teacher Education
 - Faculty Scholarship & Creative Activity Award – R. Gearhart, Economics
 - Promising New Faculty Award – A. Kemp, Mathematics
 - Outstanding Lecturer Award – J. Burger, Communications
- Elections and Appointments – See handout in agenda.

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

Committee meetings were recently held. Academic Affairs had a lengthy discussion with the Ethnic Studies (ES) Council. There are still some significant differences between the ASCSU resolution and what fits. The ASCSU and Chancellors Office are working to make the ES resolutions, processes, and classes clearer. (J. Millar) The ASCSU is moving forward on the lack of confidence in the Board of Trustees handling of former Chancellor Castro. The ASCSU is also looking at the hiring practices for Chancellors and Presidents. There are resolutions working through the ASCSU addressing cultural taxation, how we treat service and tying those together, and mental health. (M. Martinez)

6. Provost Report

- Faculty Awards – Acknowledgment to our outstanding faculty for those awards. It's a remarkable achievement for them all individually and for us collectively.
- Pandemic Research Group – Thank you for holding a wonderful event.

- AVP Grants and Sponsored Research (GRaSP) – Looking for an interim. The appointment to be announced very soon.
- Dean Antelope Valley – Interviews taking place this week.
- Dean Library – Look for news next week.
- Dean BPA – Look for news in two weeks.
- Thank you to all faculty participating in those really important Search Committee processes to bring leaders to our campus.
- Cluster Hire Roadshow – Feedback has been gathered from affinity groups and the Chairs Council. There's a meeting with the Faculty and Staff Association, soon. The Cover and Application to be distributed next week. Departments can formally apply at the end of next week. The decision on those lines is planned shortly thereafter. (V. Harper)

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) (deferred)
- b. ASI Report (S. Magaña) – ASI Board elections have closed. The Executive Board is complete. Applications will open for the remaining positions.
- c. Academic Affairs Committee (J. Tarjan) (handout)
- d. Academic Support & Student Services Committee (E. Correa) (deferred)
- e. Faculty Affairs Committee (M. Rees) (deferred)
- f. Budget & Planning Committee (C. Lam) (deferred)
- g. Staff Report (S. Miller) – Nothing to report.

8. Resolutions

Old Business

RES 212226 General Studies Review Committee Implementation - J. Tarjan introduced on behalf of AAC. It's a companion to the resolution already passed (RES 212220 General Studies Review Committee Formation). The vote resulted in approval.

RES 212227 Levels in the Performance Review Process - It sets a timeline for the Chair to complete a separate review and allow a couple days for reflection and comment. It's a parallel process and timeline. (M. Rees) J.

Tarjan had the first chair review. He was able to see the committee's review before writing a chair's review. It informed his chair's review. Given the parallel timeline, it defeats the purpose of chair review. If the unit committee is privy to and includes all the information that they should, it often obviates the necessity for a chair review. He does not feel it should be the same timeline. Perhaps that can be addressed later. (J. Tarjan) The vote resulted in majority approval. The resolution passed.

RES 212228 Re-Entry Students Policy - J. Tarjan introduced on behalf of AAC. The committee did not receive any feedback. No discussion. Vote resulted in majority approval. The resolution passed.

RES 212229 Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HDCAFS) - J. Tarjan introduced on behalf of AAC. No suggestions taken. This is analogous to another resolution whereby faculty suggested a name change to speak to students and employers. It more accurately reflects what the department does. (J. Tarjan) The vote resulted in approval.

RES 212230 University Program Review Committee (UPRC) Changes – C. Lam introduced on behalf of AAC and BPC. The committees recommended changes to the procedures and template. Concerns were expressed about the departments that are chronically late. There is a way to get around this intention of conducting program review. The URPC Task Force and BPC have consulted on this. (C. Lam) What compensation is there for the person who writes the review? (M. Rees) Every department has a different culture. They can negotiate how to compensate. (C. Lam) The Senate addressed compensation in an earlier resolution. However, it was not signed by the President. (A. Hegde) The Political Science department has not submitted a review because of issues. M. Martinez is not in support of the resolution. (M. Martinez) Chair Hegde turned the gavel to Vice-Chair Danforth so he could take the floor as Senator. The work of the UPRC is truly appreciated. Everyone on the committee truly cares about the process. Every year, their annual report says the same thing; Fix the process. Speaking as someone who has done six program reviews, it's a lot of work. It's a cumbersome process. To do it without reassigned time or any kind of compensation

makes it doubly challenging. A. Hegde has talked to individuals who run departments who have not done a program review, to figure out why. The answers vary. One of the recommendations in the resolution is that at least three individuals get together to write it. It reflects the importance of the review and improvement in the program to improve student learning. Assessment is a big part of the process. When a program review committee goes ahead to evaluate the program without the self-study, it's missing the most important part of the program review. There is no one except someone from the department who really knows the program and the effects on student learning, etc. We need to address the culture of the self-study. It has improved over the years through encouragement and not punitive measures. As currently written, departments may not do the review because the UPRC will do it and there aren't any consequences. In one sense it is a cultural penalty. A. Hegde will work with the UPRC to encourage departments who have not done a program review to do it. We need to do efforts other than to make it punitive. If we put the last sentence [italicized] in as presented, the culture will not change. There are many new faculty who care about their programs. It's a chance to brag. An Economics Department program review is used in a UPRC workshop. It's a point of pride. There are a lot of good suggestions to change our culture. It's a great process; One gets to know what your colleagues are doing. If a program doesn't do a review, put the onus on the chair. There are a lot of reasons why a program doesn't do the self-reflection. A. Hegde moved to amend the resolution by striking the italicized sentence. (A. Hegde) J. Deal seconded the motion. (J. Deal) Suggestion to change sentence to a one-year time frame or elect to make a recommendation to the Provost to on how to proceed. (D. Solano) A. Hegde is in favor of the suggestion and deletes his motion. UPRC may recommend certain steps to the Provost. (A. Hegde) It's important that the possible steps may include UPRC initiated review. The point is to make clear to the programs who are not compliant, having not done the work, that one of the possible alternatives is that this provost, and future provosts, will have is to conduct a URPC initiated review. (V. Harper) An amendment to the amendment: "An additional extension may be granted if appropriate or without a self-study prepared by the program, the

UPRC in consultation with the program faculty and the school Dean, would make a recommendation to the Provost on how to proceed, including proceeding with external review of the program.” Ultimately, rather than the UPRC electing on its own how to do this, UPRC would make a recommendation to the Provost, who would then decide if it was appropriate or not. The Provost would have the knowledge of the department, etc. (A. Hegde) The UPRC does reach out to the program chair to help them complete their self-study. Sometimes the Deans work with directly with the programs toward completion. Other times it’s more of a partnership between the Dean and the UPRC. One of the sources of the idea came from J. Sun, who met with another university, referring to yet another university that was struggling with their programs review. They got support externally to help with evaluation of the program without the self-study. It would be last resort. Ideally, the program does need to do the self-reflection. (D. Jackson) The motion is to change the highlighted sentence: “would make a recommendation to the Provost on how to proceed, which may include a UPRC-initiated review.” The motion approved. (M. Danforth) The gavel was returned to the Senate Chair. Thank you to D. Jackson. We can work together to change the culture. The vote resulted in majority approval. The resolution carried. Thank you to AAC, BPC and the UPRC Task Force and J. Sun. (A. Hegde)

New Business

RES 212231 Name Change for the B.S. In Engineering Sciences

Degree – J. Tarjan introduced on behalf of AAC. The current name is confusing to students and employers. J. Tarjan moved to waive First Reading. J. Dean seconded. This is in congruence with other programs. It’s a common practice. Majority approved to waive First Reading. No discussion. The vote resulted in unanimous approval.

RES 212232 GECCo Structure, Course Approvals, and Reporting – J.

Tarjan introduced on behalf of AAC, BPC, and FAC. The purpose is to further qualify the responsibility of the committee. The structure of the GE program is the purview of the Senate. The implementation is the purview of GECCo in terms of the course approvals, modifications to meet General Education requirements, learning outcomes,

assessment, and ongoing training to faculty. The reporting and suggestions go through the AAC. It parallels what happens at the system level. There is concern on the timeliness of notification on the progress of course reviews. There is a resolve dealing with posting that information and the GE Faculty Director has the resources to do that. The resolution addresses the type and direction of the reporting. (J. Tarjan) Was A. Gebauer aware of the changes? (A. Hegde) Yes, the AAC took nearly all of his suggestions. (J. Tarjan)

RES 212233 New Undergraduate Academic Integrity Policy – J.

Tarjan introduced on behalf of AAC. Faculty expressed in forums and surveys that there is a need to more effectively address academic integrity. An Academic Integrity Working Group was formed. The policy from the Academic Integrity Working Group was modified to differentiate severity of academic violations and consequences, and to narrow the policy to undergraduate students. A sentence was added about penalties for repeated violations. By EO 1098, the sanctions are the purview of the Academic Integrity Officer. However, the resolution requests consultation be made with, and the recommendations come from, the group of tenured faculty who give advice to the Student Conduct Officer. Things that are not addressed which the Senate may want to consider: A separate policy to address graduate students, how these expectations are communicated to students through orientation and other ways, and how we can keep faculty members who are involved in these cases informed of the progress and ultimate outcome in accordance to system policy. (J. Tarjan) The Working Group did not discuss the issue of Artificial Intelligence (AI) websites that take a source and then paraphrase it. It should be addressed under inappropriate use of technology or plagiarism which uses some sort of AI or website assistance. (M. Danforth) Last year, J. Drnek of the Office of Students Rights and Responsibilities gave a report to the Senate. There were many Senators unhappy with the progress and outcome of student violations to academic integrity. As a result, rather than being siloed, we decided to form a working group of members from Student Affairs, Academic Affairs, faculty, staff and

administrators. The group has been working diligently for a year. Changes have already been made. There is a department name change, and E. Poole-Callahan is the Assistant Dean of Students and in charge of academic integrity violations. There is a change in the software to track violations. We understand that this policy is one part of the entire picture. There needs to be a culture change among students. Violating academic integrity is not acceptable. Students in the Working Group said that their degree is demeaned by people who cheat. There are many who believe that the Academic Policy should be stricter. This is one step, and we'll get there. Thank you to the Working Group and please continue to work on it. (A. Hegde) A recommendation is that we institute an Academic Integrity Pledge. (M. Rees) Faculty may feel it's not worth it to report a minor violation, even if there isn't proof. Students may have had multiple violations. It's important for faculty to report all student violations so other faculty will know who is a problem. We need to keep our standards high. (A. Lauer) There is an opportunity at the Student Convocation for students to repeat the Academic Integrity Pledge and faculty can put the pledge as a background when giving exams, etc. Send suggestions to the Academic Integrity Working Group. (A. Hegde) Through a number of conversations with E. Callahan, J. Tarjan thinks that many concerns are being addressed systemically. (J. Tarjan) E. Callahan expressed pride in the work of the group. Even if it's a minor case, report it. It's an opportunity to review it and see if there is a pattern of conduct. The goal is to be educational in our approach, but we do need to hold our students accountable and change the culture that we all will carry academic integrity to earning a degree. Additionally, there's an internal sanction guide which will mirror the policy on minor, moderate, and major violations. The maximum sanction is suspension or expulsion. Student Affairs has partnered with the Library to host Academic Integrity Workshops and assess students' learning and development of learning skills. E. Callahan affirmed that she is a partner in changing the culture and welcomes ideas and consultation from faculty. (E. Callahan)

RES 212234 CSUB Faculty Retention and Tenure Density Priority –

C. Lam introduced on behalf of BPC. The committee is tasked with making annual recommendations based on the budget and other data findings through the Academic Senate. BPC came up with RES 212234 and RES 212235 based on observations. CSUB's tenure density is quite low, compared to other campuses. The discussion was how do we raise it. The efforts of the administration to increase faculty diversity and tenure density is appreciated. The recommendation is for the administration to increase diversity and have a goal to increase the rate of the tenured/tenure-track faculty density by 1 percent a year to at least 60 percent, or the 75th percentile in the CSU system. CSUB tenure density sits at 51 percent which is the 26th percentile across the data from all the CSUs. (C. Lam) Why not aim for the 61.8 percent tenure density CSUB had in 2011? (D. Solano) There has been a general downward trend across the system. It's difficult to retain faculty in the Central Valley and we want to make the increase in tenure density achievable (C. Lam)

RES 212235 Maintenance and Space Utilization Priority -

C. Lam introduced the second recommendation on behalf of BPC. The emphasis is the improvement in student learning as a priority and instructor/teacher working conditions. Every faculty should have the appropriate space to conduct any activity related to their function. Utilization issues have to do with communications; why rooms are used for a particular purpose. People need to have a better understanding of what's going on. (C. Lam) Faculty need to have proper office space regardless of the mode they are teaching in. There needs to be privacy in delicate conversations. (M. Danforth) Clarify what is office space. (D. Solano) The guideline from BOT is that individual faculty get their own space. (A. Hegde) There is prescribed language, but it does not address shared space. She is in support of the resolution, tying the need for funding from the CO to student learning to deferred maintenance and office space. (A. Grombly) Faculty office defined as 110 square feet. (J. Tarjan)

RES 212236 Notification to Chairs of Assigned Time – M. Rees introduced on behalf of FAC. Some assigned time notifications come late in the academic year when students are already registered for Fall. This resolution is an attempt to address this issue. Aim for notification by March 15. The resolution reinforces the need for the chair's signature on requests. (M. Rees) Should the notification deadline be tied to the calendar, rather than a specific date, thus reducing the number of times it's modified in response to changes. (M. Danforth) The need for department chair signature is problematic if the chair is not available and it puts a chill on faculty of not having the chair's approval. (A. Grombly) The resolution calls for the acknowledgement, not the approval, of the chair (M. Rees) According to the Handbook 312.3, chair evaluation is due by April 1st. It's hard to know who the new chair is going to be at that time. (B. Frakes) The current application reads as if one has to have the chair's approval. It needs to be clearly specified that it's an acknowledgement of the chair. Mid-March or earlier is reasonable. It fair to the students. (J. Kraybill)

C. Lam motioned to extend the meeting by five minutes. J. Deal seconded.

RES 212237 Exceptional Service Application and Screening – M. Rees introduced on behalf of FAC. WTUs are awarded as specified by the Collective Bargaining Agreement (CBA) Article 20.37. Currently the selection committee consists of three EC members. The resolution is for two EC members and three members appointed by the EC to broaden representation from the campus community. The application form has been redesigned to help with the evaluation criteria and categories from the CBA and which ones the applicants are addressing in their application. There is a clear place for the chair to acknowledge the application and WTUs. (M. Rees) Casting a wider net for a committee to be more campus wide is a good idea. (J. Kraybill) This is a great approach and the FAC is to be commended for their work. (M. Martinez)

RES 212238 Eligibility for Faculty Awards - M. Rees introduced on behalf of FAC. There is a need for clarity whether a faculty member can win the same faculty award more than once or whether they can win multiple awards. FAC offers a policy for discussion. See change to Handbook 318.3 as underlined text. Faculty may be nominated for the same award after a five year waiting

period. Faculty can be nominated for another award at any time. (M. Rees) D. Solano recommends more than five years for the same award. (D. Solano)

9. Open Forum Items

Topic: Counseling Walk-In Hours during Final Exams Week – Opportunities to talk with a counselor. (J. Millar)

Topic: Effective date of RES 212217 – It passed whereby the Wednesday before Thanksgiving is a day off. D. Boschini reminded that calendar 2022-2023 has already been submitted. It won't go into effect until 2023-2024.

Topic: Two faculty members came to him to report that the room where they were going to teach in was taped off due to activities related to Facilities and the faculty members were not notified. Three classes had to be cancelled ad hoc. Is there a way that such Facilities work could be shared, especially related to teaching duties? We need means and policies to communicate such scheduling of work. (B. Street)

Topic: Applications for Instructionally Related Activities (IRA) – It's important to advance activities that advance students' opportunities and experiences. Is there any funding for IRA? (A. Rodriguez) AVP I. Pesco oversees IRA. There were legal issues at the system level to prevent the distribution of funds. She invited faculty to write to her. The applications will be considered. (A. Hegde) The Provost will add this topic to his one-on-one agenda with VP BAS T. Davis. (V. Harper)

10. Adjournment

A. Hegde adjourned the meeting at 11:38 a.m.

Spring 2022 Election Cycle

EC Appointments/Recommendations to Various Committees

Academic Council for International Programs (ACIP)

David Olson, Marketing to serve three-year term, 2022-2025

Academic Petitions Committee

JT “Jiatian” Chen BPA to serve three-year term, 2022-2025

Becky Larson, Mathematics NSME serve three-year term, 2022-2025

Accessible Technology Initiative(ATI) Steering Committee

(1) **FT Faculty** to serve two-year term, 2022-2024

Accessible Technology Initiative(ATI) Working Group

Rebecca Penrose, English to serve two-year term, 2022-2024

Spring 2022 Election Cycle

EC Appointments/Recommendations to Various Committees

Alumni Association Board

Jonathan Leif Basilio, Sociology to serve two-year term, 2022-2024

Auxiliary for Sponsored Programs Administration (SPA)

Chengwei Lei, Computer Science to serve Academic Senate designee for a two-year term, May 2022-2024

(1) FT SS&E faculty to serve two-year term, May 2022-May 2024

Anna Jacobsen, Biology NSME faculty to serve two-year term, May 2022-May 2024

General Studies (GST) Review Committee

John Tarjan, Management & Marketing to serve a two-year term May 2022-May 2024

(2) FT Tenured Faculty from across the university to serve a two-year term, 2022-2024

Spring 2022 Election Cycle

EC Appointments/Recommendations to Various Committees

Instructionally Related Activities Committee (IRA)

Tracey Salisbury, Ethnic Studies appointed by the EC for one-year term, 2022-2023
(2) FT Faculty/Admin appointed by Provost to serve one-year term, 2022-2023

Intercollegiate Athletics Advisory Committee (IAAC)

Kyle Susa recommended by EC to the President to serve as Faculty Athletics Representative and IAAC Chair, for three-year appointment, 2022-2025

Student Centered Enterprise (SEI) formally Student Union Board

Becky Larson, Mathematics to serve one-year term, 2022-2023

Spring 2022 Election Cycle

EC Appointments/Recommendations to Various Committees

University Program Review Committee (UPRC)

Danielle Solano, Chemistry & Biochemistry selected by the Senate
EC to serve two-year term, 2022-2024

All University Teacher Education Advisory Committee (TEAC)

Aubrey Kemp, NSME to serve two-year term, 2022-2024

(2) FT SS&E Faculty to serve two-year term, 2022-2024

(1) FT Faculty representing the Senate to serve a two-year term, 2022-2024

Spring 2022 Election Cycle

EC Appointments/Recommendations to Various Committees

Transportation Committee

(1) FT Faculty to serve a two-year term, May 2022-May 2024

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

Di Wu, Accounting to serve a Standard two-year term, 2022-2024

Danielle Solano to serve as Alternate two-year term, 2022-2024

Web Governance Board

Nick Toothman, Computer Science appointed by the EC to serve as the Senate designee to serve two-year term, 2022-2024¹⁹

Spring 2022 Election Cycle

EC Recommendation to Dean BPA

Valley Strong Fellowship Steering Committee*

Jeremy Woods, Management

* ad hoc committee

Spring 2022 Election Cycle

Exec Committee Appointment on Agenda May 17, 2022

Faculty Performance Review Software Exploratory Committee (Ad-Hoc)

- (1) FT Tenured Faculty from A&H
- (1) FT Probationary Faculty from A&H
- (1) FT Tenured Faculty from A&H
- (1) FT Probationary Faculty from A&H
- (1) FT Tenured Faculty from A&H
- (1) FT Probationary Faculty from A&H
- (1) FT Tenured Faculty from A&H
- (1) FT Probationary Faculty from A&H
- (1) FT Faculty member from Library

Watch for Second Call in Fall from your School Election Committee Chair in 7

Spring 2022 Election Cycle

Standing Committees 2022-2023

Call for Interest in Standing Committees

Academic Affairs Committee

Academic Support & Student Services

Budget & Planning Committee

Faculty Affairs Committee

Submit to ebywaters@csu.edu by **Noon Monday, May 16, 2022**

School Elections Committees 2021-2022

Arts and Humanities

Douglas Dodd

Steven Gamboa

Joel Haney

Business and Public Administration

Margaret Malixi

Di Wu

Dan Zhou

Natural Sciences, Mathematics and Engineering

Sophia Raczowski

Qiwei Sheng

Brian Ryals

Social Sciences and Education

Yvonne Ortiz-Bush

Hector Nolasco

Anthony Flores



CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Department of Chemistry

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Date: May 2, 2022

To: Aaron Hegde, Chair of CSUB Academic Senate

From: Roy LaFever

Subject: Intercollegiate Athletics Advisory Committee Annual (IAAC) Report 21/22

The IAAC meets once per semester, and due to COVID, the meeting for the last year have been carried out remotely. The committee consists of thirteen members with five ex officio that also attend. Our Fall meeting was held on Wednesday, October 13th, and the Spring meeting was held Tuesday March 15th. The topics vary somewhat from fall to spring. Below are the topics that were covered during the Spring meeting.

Academic Performance Rate (APR) & Academic Support for SA's
NCAA/Big West Compliance Report
Student-Athlete Welfare
Athletics Performance Update
Big West Update
Hardt Field Facility Improvements

Although we have been meeting via Zoom we are hopeful that we will return to in-person meetings in the Fall of 2022.

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

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

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. See 3/1 Minutes EC drafts resolution.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits	Complete	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	2/17/22	2/25/22	2/28/22
	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	Second Reading 5/12/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
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	Complete	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	2/17/22	2/25/22	2/28/22
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	Complete	AAC Review rationale and impact. RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics	2/17/22	2/25/22	2/28/22

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
10/16/21	2021-2022 25 General Studies (GST) Department Formation	Formation approved Implementation approved	AAC RES 212220 – Formation of General Studies Review Committee RES 212226 – General Studies Review Committee Implementation	3/17/22 4/28/22	3/25/22 5/6/22	3/28/22
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	Complete	AAC, AS&SS BPC RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/22	4/25/22
12/8/21	2021-2022 32 Undergraduate Re-Enrollment Policy Change	Complete Temp New Policy	AAC Revising CSUB policy for re-entry and addressing concerns identified by Chancellor Castro. RES 212210 Temporary Suspension of Re-Enrollment Application Policy RES 212228 Re-Entry Students Policy	12/2/21 4/28/22	12/10/21 5/6/22	12/10/21
1/25/22	2021-2022 35 Bachelor of Arts (BA) in History with Social Science Teaching Concentration	Complete	AAC Rationale as presented and the impact on students. RES 212223 Approval of BA in History with Social Science Teaching Concentration	4/7/22	4/22/22	4/25/22
3/15/22	2021-2022 #42 Proposal to Change Department Name from CAFS to HDCAFS		AAC Rationale of proposal and the impact on students. RES 212229 Change Dept Name from CAFS to HDCAFS	4/28/22	5/6/22	
3/15/22	2021-2022 #43 Course Prefixes	First Reading May 12, 2022	AAC RES 212241 Initiation, Assignment, and Change of Course Prefixes			
	2020-2021 20 UPRC Changes		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. RES 212230 UPRC changes	4/28/22	5/6/22	
4/5/22	2021-2022 44 Academic Integrity Policy	Second Reading 5/12/22	AAC, AS&SS RES 212233 New Undergraduate Academic Integrity Policy			
4/18/22	Proposal for revising the B.S. in Engineering Sciences to a B.S. in Engineering		AAC RES 212231 Name Change for the B.S. In Engineering Sciences Degree	4/28/22	5/6/22	
4/26/2	Academic Programs Assessment Quality Feedback		AAC Whether committee be formed, or whether to include task in School Curriculum Committee duties.			

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	Complete	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. AS&SS sent recommendations to EC asking for Task Force. Created.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Complete	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. RES 212212 HIP Designation & Tracking. AS&SS sent memo to EC why it did not support the resolution.	2/17/22	2/25/22	2/28/22
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	Complete	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/22	4/25/22
1/25/22	2021-2022 36 Appendix K IMAP – Handbook Change	First Reading 5/12/22	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. RES 212239 Faculty Handbook Appendix K: IMAP			
4/5/22	2021-2022 44 Academic Integrity Policy	Second Reading 5/12/22	AAC, AS&SS RES 212233 New Undergraduate Academic Integrity Policy			

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	Complete	FAC Memo sent to EC 2/14/22 reporting no action to be taken.			
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 3/1 Minutes EC drafts resolution			
8/24/21	2021-2022 03 Electronic RTP as Application Standard	Complete	FAC RES 212219 Submission of Electronic Faculty Performance Review Files	3/3/22	3/11/22	3/11/22
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process	Second Reading 5/12/22	FAC Research CSU campus' rubrics & applications and establish improvement and consistency. RES 212237 Exceptional Service Application and Screening			
8/31/21	2021-2022 07 GECCo Reporting Structure	Second Reading 5/12/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
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	Second Reading 5/12/22	FAC Define meritorious, pressure from senior faculty, confidentiality of process. RES 212238 Eligibility for Faculty Awards			
	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	Second Reading 5/10/22	FAC RES 212236 Notification to Chairs of Assigned Time			
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**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
8/31/21	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	Complete	BPC, FAC Memo from FAC dtd 2/14/22. Support of concept as one of many approaches to DEI. BPC and FAC to send their feedback to A. Hegde for him to draft a memo. See EC Minutes 4/19/22			
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	Complete	FAC RES 212216 Sabbatical and Difference in Pay Leave Policies	2/17/22	2/25/22	2/28/22
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	Second Reading 212227 4/28/22	FAC RES 212224 Completeness of Periodic and Performance Review Files RES 212227 Levels in the Performance Review Process	4/7/22 RES 212224 4/28/22 RES 21227	4/22/22 5/10/22	4/25/22
3/1/22	2021-2022 #39 The Personnel Action File (PAF) and the Working Performance Action File (WPAF) – Handbook Change		FAC Whether the PAF or WPAF is the official file...flow chart of levels of involvement.			
3/1/22	2021-2022 #40 Digitizing the Performance Review Process		FAC Access, process, CFA & HR perspective, training of chairs & deans.			
3/1/22	2021-2022 #41 Sixth-year Lecturer Review – Handbook Change		FAC Purpose and outcome(s) of the Sixth-year Lecturer Review, etc.			
5/2/22	2021-2022 46 Modifications to Search and Screening Procedures – Handbook Change		FAC What responsibilities/duties may committee/chair delegate; Outside parties deliberation; Role of officer			

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		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See 3/1 Minutes EC drafts resolution.			
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		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. RES 212230 UPRC changes	4/28/22	5/10/22	
2021-2022 07 GECCo Reporting Structure	Second Reading 5/10/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
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 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. BPC and FAC to send their feedback to A. Hegde for him to draft a memo. See 4/19/22 EC minutes			
2021-2022 22 Summer 2022 Schedule EEGO	Complete	BPC 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	Complete	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/25	4/25/22
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	Complete	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	3/3/22	3/11/22	3/11/22
1/25/22	2021-2022 34 Academic Calendar Fall Recess Schedule	Complete	BPC Consider impact on number of teaching days and survey of other CSUs RES 212221 Academic Calendar – Fall Recess	4/7/22	4/22/22	4/25/22
1/26/22	2021-2022 37 Addendum to Academic Calendar 2022-2023	Complete	BPC RES 212215 Addendum to Academic Calendar 2022-2023	2/3/22	2/11/22	2/17/22
		Complete	BPC RES 212217 Addendum to Academic Calendar 2021-2022	2/3/22	2/11/22	2/17/22
2/15/22	2021-2022 38 Saturday Commencement	Complete	BPC Explore the issues and proposed alternatives to resolve schedule conflict with exam finals and commencement. Memo from BPC sent to EC 4/4/22.			

AAC Report
May 5, 2022 Meeting

1. We perfected a resolution on the initiation, assignment, and discontinuation of course prefixes. It was forwarded to the Senate Executive Committee for potential inclusion on the Senate agenda.
2. We initiated a discussion of potential structures to improve the use of assessment data to improve instruction, as per WSCUC guidelines. This item will be carried over to next year's committee.
3. designation(s). Our discussions will continue at our next meeting.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Commencement Spring 2022
RES 212240

EC

RESOLVED: that the Academic Senate recommend to the President that appropriate degrees be conferred during the May 2021 Commencement to students satisfying the requirements of their programs of study.

RATIONALE: Faculty are responsible for designing curriculum, establishing program and degree requirements, teaching classes, advising and mentoring students, and ensuring standards are met. Available in the May 2021 Commencement Program is a list of the students who may complete degree requirements. Let us join together as a university community in celebrating the accomplishments of these graduates and candidates for graduation.

Distribution List:

President
Provost and VP Academic Affairs
General Faculty

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

FACULTY HANDBOOK APPENDIX K: IMAP
RESOLUTION 212239

AS&SS

RESOLVED that the Academic Senate of CSU, Bakersfield recommends revisions and updates to Appendix K Instructional Materials Accessibility Plan (IMAP) of the Faculty Handbook in alignment with new policy requirements from the Chancellor's Office Coded Memo 3-8-2021.

RATIONAL the recommendation considers updates that ensure current Instructional Materials and CSUB practices are aligned and comply with new policies related to accessibility needs of materials for students.

Attachment:
Copy of Revised IMAP Plan

APPENDIX K: Instructional Materials Accessibility Plan (IMAP)

1. A process for timely adoption of textbooks by faculty:

All instructional materials must be accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as appropriate effective for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timely delivery of course content in accessible formats. To the extent possible, instructional content, including online course materials, should be accessible to students with disabilities at the same time it is available to any other student.

Faculty will submit book orders to the Runner Bookstore before the first week of advising. The designated Department Chair, Co-Chair, Director, or Program Coordinator(s) Chair will ensure that appropriate materials are ordered by the first day of priority registration.

2. A process for identification of textbooks for late-hire faculty:

When faculty have not been identified for normal course offerings before the first week of advising, the responsible Department Chair, Co-Chair, Director, or Program Coordinator(s) Chair will notify the Runner Bookstore of the appropriate instructional materials required. In compliance with the "Goal of timely adoption of Instructional Materials", the campus will adhere to the comprehensive plan to ensure the timely and required adoption of instructional materials, even in the case of late hires of faculty and/or adjunct faculty.

3. A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format:

Students with documented disabilities receive priority registration. The Services for Students with Disabilities (SSD) Office shall keep a current list of students who require instructional materials in alternate formats. To in order to assure the timely delivery of alternate formats, students with documented disabilities are responsible for notifying SSD of their schedule within one week of priority registration in order for them to receive appropriate services.

4. A strategy to increase faculty use of the campus learning management system (LMS) for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid or blended courses.

Instructional materials distributed in the classroom shall also be available in accessible formats and delivery modalities. In compliance with Instructor Use of LMS Course Websites, the campus has implemented policies and procedures to promote the posting of accessible course materials in the university approved LMS.

5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example):

The CSU Procurement Directors have hired a consultant to assist them with a process for incorporating accessibility requirements in the purchase of instructional materials.

6. A method to incorporate accessibility as a required component in the curriculum review and approval process.

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies and procedures for incorporating accessibility as a required component in the curriculum review and approval process. Support services should be consulted, and the appropriate University and Academic Senate officers will communicate this requirement in compliance with Goal 7: Creation and Adoption of Accessible Instructional Materials, Goal 8: Communication Process and Training Plan and Goal 6: Accessibility Requirements for Course Review and Remediation. ~~The appropriate University and Academic Senate officers will communicate this requirement.~~

7. A plan to support faculty in the creation of accessible course content.

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty ~~seeking to develop~~ accessible course content materials or planning to use open-source materials. FTLC should work with Instructional Technology (IT) and Accessible Technology Initiative (ATI) to ensure accessible course content materials are delivered in compliance with the Chancellor's Office (CO) policy mandate.

8. A communication process and training plan to educate students, faculty, and staff about the campus IMAP.

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. As part of this effort, SSD shall educate their students and shall develop materials to be distributed ~~in CSUB 101 and orientation~~ for in-coming students in orientation sessions; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall ensure opportunities are available at the Faculty Teaching and Learning Center (FTLC) to adapt appropriate accessibility practices to meet ADA requirements. Information will be distributed to all faculty about these requirements develop materials and workshops to inform the faculty at the official University Day General Faculty Meeting. 2007. In the event of a late hire, the department chair shall provide information on the Instructional Materials Accessibility Plan.

9. An evaluation process to measure the effectiveness of the plan.

The University Section 504 Compliance Officer/ADA Coordinator shall work with the entities identified in item #8 above to develop an evaluation process.

10. The identification of roles and responsibilities associated with the above processes.

See items #8 and #9 above.

11. Milestones and timelines that conform to the dates listed below.

To be in compliance with the requirements of the Higher Education Opportunity Act (HEOA) Instructional Materials must be on record no later than the first day of registration for the academic term. Therefore, the following deadlines must be met:

~~June 15, 2007:~~ Submission of CSUB's Instructional Materials Accessibility Plan (IMAP): ~~D~~ draft subject to change based on the Academic Calendar. ~~(this has occurred as required).~~

November 1, 2007: Submission of CSUB's Instructional Materials Accessibility Plan (IMAP): Final should be completed one week prior to the registration date.

~~July 1, 2008:~~ CSUB will implement the IMAP provisions related to timeliness of alternate formats for print-based instructional materials such as those reflected in points #1 to #4 of Coded Memo 3-8-2021 ATI. AA-2007-04. ~~These provisions should impact the timeliness of materials for the first academic term of Calendar Year, 2008.~~

Fall Academic Terms, 2008: New courses and new course content, including instructional materials and instructional websites, will be designed and authored in a manner that incorporates accessibility. If incorporating accessibility is not possible or would constitute an undue burden, then a plan to provide an equally effective alternate form of access must be developed, documented, and communicated. Existing course content will be made accessible at the point of course redesign or when accommodations are provided to a student with a disability. ~~enrolls in the course.~~

~~Fall Term, 2012:~~ Instructional materials and instructional websites for all course offerings will be accessible. Once again, undue burden plan requirements (as described above) apply.

APPENDIX K: Instructional Materials Accessibility Plan (IMAP)

1. A process for timely adoption of textbooks by faculty:

All instructional materials must be accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as appropriate for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timely delivery of course content in accessible formats. To the extent possible, instructional content, including online course materials, should be accessible to students with disabilities at the same time it is available to any other student.

Faculty will submit book orders to the Runner Bookstore before the first week of advising. The designated Department Chair, Co-Chair, Director, or Program Coordinator(s) will ensure that appropriate materials are ordered by the first day of priority registration.

2. A process for identification of textbooks for late-hire faculty:

When faculty have not been identified for normal course offerings before the first week of advising, the responsible Department Chair, Co-Chair, Director, or Program Coordinator(s) will notify the Runner Bookstore of the appropriate instructional materials required. In compliance with the “Goal of timely adoption of Instructional Materials”, the campus will adhere to the comprehensive plan to ensure the timely and required adoption of instructional materials, even in the case of late hires of faculty and/or adjunct faculty.

3. A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format:

Students with documented disabilities receive priority registration. The Services for Students with Disabilities (SSD) Office shall keep a current list of students who require instructional materials in alternate formats. To assure the timely delivery of alternate formats, students with documented disabilities are responsible for notifying SSD of their schedule within one week of priority registration in order for them to receive appropriate services.

4. A strategy to increase faculty use of the campus learning management system (LMS) for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid or blended courses.

Instructional materials distributed in the classroom shall also be available in accessible formats and delivery modalities. In compliance with Instructor Use of LMS Course Websites, the campus has implemented policies and procedures to promote the posting of accessible course materials in the university approved LMS.

5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example):

The CSU Procurement Directors have hired a consultant to assist them with a process for incorporating accessibility requirements in the purchase of instructional materials.

6. A method to incorporate accessibility as a required component in the curriculum review and approval process.

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies and procedures for incorporating accessibility as a required component in the curriculum review and approval process. Support services should be consulted, and the appropriate University and Academic Senate officers will communicate this requirement in compliance with Goal 7: Creation and Adoption of Accessible Instructional Materials, Goal 8: Communication Process and Training Plan and Goal 6: Accessibility Requirements for Course Review and Remediation.

7. A plan to support faculty in the creation of accessible course content.

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty developing accessible course content materials or planning to use open-source materials. FTLC should work with Instructional Technology (IT) and Accessible Technology Initiative (ATI) to ensure accessible course content materials are delivered in compliance with the Chancellor's Office (CO) policy mandate.

8. A communication process and training plan to educate students, faculty, and staff about the campus IMAP.

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. As part of this effort, SSD shall educate their students and shall develop materials to be distributed for in-coming students in orientation sessions; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall ensure opportunities are available at the Faculty Teaching and Learning Center (FTLC) to adapt appropriate accessibility practices to meet ADA requirements. Information will be distributed to all faculty about these requirements at the official University Day General Faculty Meeting. In the event of a late hire, the department chair shall provide information on the Instructional Materials Accessibility Plan.

9. An evaluation process to measure the effectiveness of the plan.

The University Section 504 Compliance Officer/ADA Coordinator shall work with the entities identified in item #8 above to develop an evaluation process.

10. The identification of roles and responsibilities associated with the above processes.

See items #8 and #9 above.

11. Milestones and timelines that conform to the dates listed below.

To be in compliance with the requirements of the Higher Education Opportunity Act (HEOA) Instructional Materials must be on record no later than the first day of registration for the academic term. Therefore, the following deadlines must be met;

Submission of CSUB's Instructional Materials Accessibility Plan (IMAP) draft subject to change based on the Academic Calendar.

Submission of CSUB's Instructional Materials Accessibility Plan (IMAP) Final should be completed one week prior to the registration date.

CSUB will implement the IMAP provisions related to timeliness of alternate formats for print-based instructional materials such as those reflected in points #1 to #4 of Coded Memo 3-8-2021 ATI. .

Academic Terms: New courses and new course content, including instructional materials and instructional websites, will be designed and authored in a manner that incorporates accessibility. If incorporating accessibility is not possible or would constitute an undue burden, then a plan to provide an equally effective alternate form of access must be developed, documented, and communicated. Existing course content will be made accessible at the point of course redesign or when accommodations are provided to a student with a disability.

Instructional materials and instructional websites for all course offerings will be accessible. Once again, undue burden plan requirements (as described above) apply.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Initiation, Assignment, and Change of Course Prefixes

RES 212241

RESOLVED: That the controlling authority to initiate, assign, change, and discontinue course prefixes lie with the following groups, while following existing campus and system policy:

1. With the faculty of an academic department/unit when courses with those prefixes are offered solely by that academic department/unit,
2. With the school curriculum committee when courses with those prefixes can be offered by more than one department within the school,
3. With the Academic Affairs Committee of the Academic Senate when courses with those prefixes can be offered by departments in different schools; and be it further

RESOLVED: That this policy be added to the CSUB Policy Site.

RATIONALE: There is no clear written policy governing the usage of course prefixes. This resolution addresses that lack.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC, BPC,
FAC

GECCo Structure, Course Approvals, and Reporting

RES 212232

- RESOLVED:** That GECCo provide recommendations and make requests to the Academic Senate via the Academic Affairs Committee; and be it further
- RESOLVED:** That the Faculty Director of General Education be appointed an ex officio, non-voting member of the Academic Affairs Committee, and be it further
- RESOLVED:** That any changes to the unit totals and/or distribution across Areas or changes to the thematic minor structure or requirements require Academic Senate approval; and be it further
- RESOLVED:** That the GE Faculty Director be charged with and provided staff resources to publicly post and update information regarding GE course submissions, including date of receipt and status of the review; and be it further resolved
- RESOLVED:** That the GE Faculty Director provide a report to the Academic Senate at the end of each semester containing the following:
- A summary of course approvals
 - A listing of substantive changes to course goals and learning outcomes
 - A summary of assessment activities
 - A summary of grant-related activities
 - A listing of faculty development activities undertaken relative to general education
 - A summary of course review activities and results

RATIONALE: There have been differing understandings of the relative roles of the Academic Senate and GECCo relative to the AIMS GE program. This resolution may provide more clarity than the earlier founding documents approved by the Senate including *Resolution 1314047 Structure of the General Education Program at CSU, Bakersfield*. A concern has also been expressed about a transparency regarding the activities of GECCo. The end-of-semester report outlined above provides more direction to the GE Faculty Director in reporting to the Senate.

ATTACHMENT: Resolution 131407

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Structure of the General Education Program at CSU, Bakersfield
RES 1314047

EC

RESOLVED: that the Academic Senate recommend approval of the “Structure of the General Education Program at CSU, Bakersfield” with the incorporation of Amendments A & B.

Rationale: In March 2013 the Academic Senate approved a set of “Guiding Principles for General Education Reform at CSUB.” It also established a Task-Force to develop models for a General Education Program based on these principles with a report due back on University Day fall 2013. This report was made available to the university community in fall 2013; and a series of workshops and sessions were held on GE. The GE Task Force reported their recommendations to the Academic Senate. In November the Academic Senate approved the appointment of a General Education Implementation Committee with the following charge: “The General Education reform implementation committee shall develop Model 3, while paying careful attention to the most valuable features of Model 2, as reflected in the findings of the Task Force on General Education's report to the Academic Senate. In doing so, it may wish to consult with university constituencies, such as Student Affairs and others with expertise in advising, enrollment management, the first year experience, and instruction in basic skills.”

The GEIC met during the month of December, made a preliminary report to the university community on January 10 and to the DCLC on January 15th. In addition, the committee solicited feedback from faculty and students. This committee has now submitted its recommendations to the Academic Senate.

The basics of the GE program have been discussed in many forums and most recently at the Academic Senate meeting of January 30, 2014.

Distribution List: President, Provost,

Approved by the Senate on February 13, 2014
Sent to the President for approval on February 24, 2014
Approved by the President on March 26, 2013

Structure of the General Education Program at CSU, Bakersfield

Overview

The General Education Program at CSU, Bakersfield, provides a liberal arts education that builds a vibrant learning community connecting teachers and students across the university. It promotes student success by structuring educational activities that purposefully contextualize, reinforce and integrate knowledge. Students have opportunities throughout the curriculum to reflect upon and apply what they learn through a variety of high-impact practices.

Themes: interdisciplinary integration

Students and faculty engage in broad, interdisciplinary themes woven throughout lower-division and upper-division GE coursework, as well as co-curricular and extra-curricular activities. Themes provide CSUB students with a strategically defined cohort of fellow students, explicitly designed opportunities to practice integrative and interdisciplinary learning, and robust, collaborative partnerships. Students are encouraged to gain a depth of knowledge by pursuing a thematic minor through GE coursework. Themes also provide a common focus of conversation among faculty, who will gather in Faculty Interest Groups (FIGs), which can be used to help build and deepen relationships across schools.

Foundational Skills: contextualizing and reinforcing

The General Education Program focuses on teaching and reinforcing the foundational skills (oral and written communication, critical thinking and quantitative reasoning) that are core to a liberal arts education. Faculty will meet in Skill Reinforcement Groups (SRGs) to further facilitate common learning experiences for students.

Guidepost Series: reflecting and applying

A series of guidepost courses in the first, junior, and senior years provides touchstones throughout the students' college experience to synthesize their learning within the broad topics of acculturation, skill development and self-reflection. A pilot study will evaluate the use of e-portfolios to help students reflect on and synthesize their learning.

Structure and Units

Lower Division (38 units)

- **First-Year Seminar:** A two-unit, year-long course will provide students with an engaged, supportive environment where they can make vital connections with a cohort of fellow students, their instructor, and key members of the campus community who can help ensure their success. Students in the course will be introduced to the themes.
- **Foundational Skills:** Three-unit courses in oral communication, written communication, critical thinking and quantitative reasoning will connect with a Theme through use of relevant examples and/or assignments to contextualize student learning. SRGs and FIGs will help faculty connect across the curriculum.

- **Area Courses:**

Area B: one three-unit course each in physical and life sciences, including a lab

Area C: one three-unit course each in arts and humanities

Area D: two three-unit courses in different social science disciplines

Each lower division Area Course (B/C/D) falls under one of the following categories:

1. Thematic course with an explicit course connection to a foundational skill (the skills course is a co-requisite or prerequisite)
 2. Thematic course that reinforces a foundational skill (the skills course is a pre-requisite)
 3. Satisfies the Student Enrichment and Lifelong Fulfillment (SELF) requirement
 4. Large-format, lecture course
- **American Institutions:** These additional six units of course work fall into two categories:
 1. satisfies the AI-History requirement and reinforces writing (A2 pre-requisite)
 2. satisfies the AI-Government requirement and reinforces critical thinking (A3 pre-requisite)
 - **SELF - Student Enrichment and Lifelong Fulfillment:** Students may take a course from Area B, C, or D that fulfills this requirement. This area of study is designed to enhance students' awareness and understanding of themselves as integrated physiological, social, and psychological beings who must relate to others in a physical and social environment.

Courses focus on disciplined inquiry leading to self-discovery and self-knowledge. Student learning in this area centers on issues such as human behavior, sexuality, nutrition, substance

use, physical and mental health, stress management, financial literacy, social relationships, relationships with the environment, religion, as well as implications of death and dying and avenues for lifelong learning. Physical activity, as a modality for developing health, may be included provided that it is an integral part of the study elements described.

Upper Division (9-10 units)

- **Junior-Year Diversity Requirement:** This three unit course brings transfer students and native students together into one group to reflect on their lower-division general education experience and how those basic skills and ways of knowing are important in the major. The course will reinforce written communication skills.

In addition to self-knowledge, students will develop intercultural knowledge and develop the ability to recognize and navigate diversity through investigation of the cultural values and history, language, traditions, arts and social institutions of a group of people. Intensive use of writing will help students critically explore diverse social experiences, world views, beliefs, practices, and values.

- **Area Courses:** Students will take two upper-division Thematic Area courses in the areas outside of their home school. Each upper-division Area Course (B/C/D) must be Thematic and reinforce two foundational skills. Area B courses will reinforce quantitative reasoning and one other skill, as selected by the course proposer. Area C and D courses will reinforce critical thinking and one other skill, as selected by the course proposer.
- **GE Capstone:** This course provides a holistic integration of students' university experience and reinforces their oral communication skills in preparation of completing their studies at CSU, Bakersfield. Students may take this course within their major if the student learning outcomes of the capstone course are embedded in the Senior Seminar of their major. Theme-based capstone courses of 1-3 units will also be available for students.
- **Graduate Writing Assessment Requirement:** The Graduate Writing Assessment Requirement (GWAR) is satisfied by every student in one of two ways: (1) passage of the GWAR test or (2) a grade of C or better in a course approved to meet GWAR. Faculty are encouraged to submit Junior-Year Seminar, Upper-division Thematic Area courses, and major courses to meet this requirement.

GE Requirement: 48-Units

Students will be offered a number of one-unit courses (including computer literacy, information literacy, service learning opportunities, and thematic capstones) that can be used by students who are short on the 48-unit GE requirement.

GE Modifications

The GE Program is a shared learning experience for all CSU, Bakersfield students. Occasionally, departments may need to request deviations from the standard coursework for their majors. GE Modifications are intended to prevent students from undue repetition of coursework or exposure to excessive unit requirements. For example, STEM majors are likely to need GE Modifications for their science and math coursework (e.g., substitution of calculus for the Mathematics/Quantitative Reasoning Requirement).

Programs may request a unit modification if the standard GE pattern causes a hardship for their students. The campus general education committee will approve 6-9 units of GE substitutions outside of Area B to allow the following majors to bring their total required units to a total not to exceed 120 units.

- All engineering majors
- Computer science
- Nursing

General Education Unit Requirements

	GE Units	EO1065 A-E Units
LOWER DIVISION	38	39
Foundational Skills (13)		
A1. Oral Communication	3	3A
A2. Written Communication	3	3A
A3. Critical Thinking	3	3A
B4. Quantitative Reasoning	3	3B
LD Thematic Area Courses		
B1. (Physical) & B2. (Life), w/ lab	6	6B
C1. (Arts) & C2. (Humanities)	6	6C
D. (two disciplines)	6	6D
American Institutions - History	3	3C
American Institutions - Government	3	3D
SELF	3*	3E
First-Year Seminar	2	
UPPER DIVISION	9-10	9
Junior-Year Diversity Requirement (Reflection)	3	
UD Thematic Area Courses	6	6 B/C/D outside home major
GWAR	0/3	
Capstone	0-1**	3 B/C/D inside home major
TOTAL	48	48

*SELF = Student Enrichment and Lifelong Fulfillment. Students must take a course that satisfies the SELF requirements but this can double count as a B/C/D Area requirement.

**Capstone. One unit if taken as a GE course. No additional units are required if fulfilled as part of the major.

ULO Mapping

	1A Critical Reading	1B Critical Writing	1C Critical Speaking	1D Critical Thinking	1E Life-long Learning	1F Problem Solving	2A Professional Writing	2B Professional Speaking	2C Info Management	2D Computer Literacy	3A Broad Discipline	3B Apply Discipline	3C Career Preparation	4A Math Calculations	4B Quantitative Reasoning	4C Apply QR	5A U./Comm. Engage	5B Interpersonal Skills	5C Know Self	5D Group	5E Independence	6A Ethics	6B Diversity	6C Res./Anal. Problem S.	6D Interdisciplinary
First-Year Seminar	I	I		I	I				I	I			I				I		I	I	I	I	I		
Foundational Skills																									
A1. Oral Communication			ID					ID										I				I	I		
A2. Written Communication	D	D					I		I													I	I		
A3. Critical Thinking	C			ID		I			I																
B4. Quantitative Reasoning														IDC	ID	ID									
LD Thematic Area Courses	C	D	D	D	D	ID	ID	D	D		I			DC	DC	DC	DC						D	I	ID
Am. Inst.- History		D					D		D		I												D	D	
Am. Inst.-Government				D					D		I						DC						D		
SELF					C												D	I	D						
Junior-Year Diversity Requirement		C					DC			D			I					D	D	I	D	D	C		D
UD Thematic Courses		DC	D	D			DC	DC			D	I		DC	DC	DC	DC					D		I	C
Major		DC	D	DC		DC	DC		DC	IDC	IDC	IDC	IDC	DC	DC	DC	D	IDC			IDC	IDC		IDC	ID
GWAR		C		C			C																		
Capstone		C	C	C			C	C	C	C			D						C			C			C

I = Introduced, D = Developed, C = Competence Established

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC, AS&SS

New Undergraduate Academic Integrity Policy

RES 212233

RESOLVED: That the attached policy be adopted to replace the existing policy found in the campus catalog.

RATIONALE: There are a number of concerns that the new policy addresses.

- 1) The need to define and differentiate between different forms of violations of student academic integrity.
- 2) The need to address different forms of violations of student academic integrity with varying types of consequences.
- 3) The need for faculty input on the consequences for repeated violations of student academic integrity.

ATTACHMENT: CSUB Undergraduate Academic Integrity Policy

CSUB Undergraduate Academic Integrity Policy

Philosophy on Academic Integrity:

The California State University, Bakersfield (CSUB) [Guiding Principles](#) begin with the commitment to academic excellence and pursuit of integrity and truth. CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree and impacts the reputation of our campus.

Policy:

Students at CSUB are expected to do all their academic work (coursework, assignments, exams, research, etc.) without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced.

Types of Academic Integrity Violations:

Academic integrity violations include, but are not limited to, plagiarizing, cheating, providing unauthorized assistance, collaborating with other students without the approval of the instructor, using technology improperly, and falsifying university documents to gain an unfair academic advantage, improve a grade, or obtain course credit. Academic Integrity violations are listed in the Student Conduct Code and the University Handbook, and all offenses listed below, but not limited to the following, are taken seriously.

Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using work submitted in another class without permission of the instructor.

Cheating includes, but is not limited to, using "cheat (crib) sheets" or notes during an exam without the approval of the instructor, copying from someone else or looking at another student's answers during an exam, using books or outside sources without permission during an exam or assignment, receiving answers on an exam or assignment from someone else, or using an online source to obtain answers without approval.

Unauthorized Assistance is providing answers or information on an assignment or exam to a fellow student without approval of the instructor.

Unauthorized Collaboration is working with others on an assignment or exam without approval of the instructor and/or copying from someone else without their knowledge.

Both unauthorized assistance and collaboration interfere with the ability of the instructor to evaluate the individual student's performance in their course.

Improper use of technology includes using computers, computer programs, cell phones, calculators, or other software or electronic aids to gain an unfair academic advantage without

permission of the instructor.

Falsification of University Documents includes, but is not limited to, falsifying signatures, such as another student's signature or a faculty/staff signature, on a university form (for example, an add/drop form).

Procedures for Reporting a Violation of the Undergraduate Academic Integrity Policy:

Any violation of Academic Integrity should be reported to the Office of the Dean of Students.

When a faculty or staff member or administrator discovers a violation of the academic integrity policy, they shall invite the student to discuss the violation, including the evidence, with the student(s) involved and allow the student(s) to respond. Any academic penalty, including the student's potential grade penalty for the offense falls within the purview of the faculty member teaching the course. (See "Recommended Consequences for Academic Dishonesty.") For further guidance, consult with the appropriate Program Director, Department Chair, Dean, or Dean of Students' office.

After the violation has occurred and penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students Office through the [Academic Integrity Violation Reporting Form](#) and to the applicable academic program(s) to be considered in its totality in order to determine whether the reported incident is part of a larger pattern of misconduct. Disciplinary sanctions for academic dishonesty are processed through the procedures outlined in the [CSU Executive Order 1098, Student Conduct Procedures](#).

Recommended Consequences for an Undergraduate Academic Integrity Violations:

Suggested guidelines for academic penalties within the course can range from oral reprimand to failure of the course depending on the severity of the academic integrity violation. These recommendations are provided to allow for equitable sanctions across campus for all students and are intended to be for a first academic dishonesty offense. Grade penalties are at the sole discretion of the faculty member.

An oral reprimand is appropriate if the violation is a minor, first-time offense in a course and if there is any possibility the student misunderstood how their actions violate the academic integrity policy. This may also be an opportunity for the student to resubmit the assignment or complete an equivalent assignment with a better understanding of the expectations.

A failing or lower grade on the assignment/exam/paper/project for the course is recommended for moderate offenses, which could include a first offense, that clearly violates the academic integrity policy but are not planned or premeditated.

A failing grade in the course is at the discretion of the faculty member. Faculty may reserve such action for those violations that are premeditated and planned with the intent of violating the academic integrity policy and gaining an unfair advantage in a course.

Levels of offenses:

- Minor first offense: minor actions of plagiarism or cheating without clear evidence of intent to gain unfair advantage
- Moderate first offense: moderate actions of plagiarism or cheating without clear evidence of intent to gain unfair advantage

- Major first offense: premeditated or planned plagiarism or cheating with clear evidence of intent to gain unfair advantage

For further guidance, faculty should consult with the appropriate Program Director, Department Chair, Dean, or Dean of Students' office.

*Recommended consequences are reflected in the Policy on Academic Dishonesty from CSUCI Dated 2-4-2014

Additional Potential Sanctions for a Violation of the Undergraduate Academic Integrity Policy:

In addition to the academic penalty assigned by the faculty member, disciplinary sanctions imposed by the University may include educational/plagiarism exercises, probation, suspension, permanent expulsion from the university and from the CSU system, or the withholding of a degree.

Disciplinary probation will be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension of more than an academic year and expulsion will be part of the student's permanent academic record. Once a disciplinary sanction is determined, the outcome will be provided to the instructor who reported the incident and remain in the student's electronic disciplinary file in accordance with the [CSU Records/Information Retention and Disposition Schedule](#).

Repeated Violations of the Undergraduate Academic Integrity Policy:

Any repeated violation of the academic integrity policy will result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record. Decisions regarding penalties for repeated violations shall be determined by the Student Conduct Officer after conferring with a committee composed primarily of tenured faculty members.

Proposed Syllabus Language:

Academic Integrity: Certain forms of conduct violate the university's policy of academic integrity and the student conduct code. Academic dishonesty (cheating) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to exams alone but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using your work submitted in another class without permission of your current instructor.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member will meet with the student(s) involved and is required to notify the Dean of Students' office and detail the alleged violation, including the name(s) of the student(s) suspected, the class in which the alleged violation occurred, the circumstances of the alleged violation, and the evidence (including witnesses) supporting the allegation. The faculty member will also formally notify the student(s) suspected of violating the university's policy of academic integrity, the department chair for the course involved in

the incident, and the appropriate school dean. The Dean of Students or designee will investigate; confer with the faculty member, student(s), and any witnesses identified; and review all evidence submitted by the faculty member and student(s) to impose an administrative sanction, beyond the academic penalty already placed by the faculty member. Students who perform dishonestly in this course may earn zero credit on the assignment/exam or a failing grade in the course, depending on the level of severity of the offense.

Students are expected to uphold the standards of academic integrity. Cheating in any form will not be tolerated and will result in a formal report to the University Dean of Students. You are always expected to follow the student conduct code and uphold the CSUB Guiding Principles while learning on this campus.

Catalog Statement:

The principles of truth and integrity are recognized as fundamental to our campus community. CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree.

Students at CSUB are expected to do all work assigned to them without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

CSUB FACULTY RETENTION AND TENURE DENSITY PRIORITY
RES 212234

BPC

- RESOLVED:** That the Academic Senate of CSUB appreciates the efforts made by the University Administration in improving faculty diversity in the academic year 2021-22; and be it further
- RESOLVED:** That the Academic Senate of CSUB call on the President to make recruitment and retention of tenured/tenure-track faculty the top priority; and be it further
- RESOLVED:** That the Academic Senate of CSUB urge the University Administration to investigate faculty attrition factors, and create appropriate policies to address the findings; and be it further
- RESOLVED:** That the Academic Senate of CSUB call on the President and Administration to work with the faculty, staff, and students to develop strategies to increase tenure density as well as faculty diversity; and be it further
- RESOLVED:** That the Academic Senate of CSUB urge the President to develop and implement a plan and appropriate resources to achieve an increase of campus tenure density (the ratio of tenured/tenure-track to the total full-time equivalent faculty workforce) of 1 percent per year to at least 60 percent, or the 75th percentile in the CSU system, whichever is greater; and be it further
- RESOLVED:** That the Academic Senate of CSUB urge the President to incorporate the tenure density targets of this resolution into the University Strategic Plan.
- RATIONALE:** According to the Report of the Task Force on Tenure Density in the California State University released in January 2018, the trend of decline in tenure density across all CSUs has “an impact across the university. Tenured and tenure-track faculty play important roles in shared governance, the creation and ongoing development of curriculum and programs, professional development, administrative functions, service to the university in areas such as search committees and planning groups, and engagement in the life of the campus.”

The report further recommends that at the campus level, the university to “develop a campus-specific tenure density plan (that should include targets) based on the needs and resources of the campus” and “recruit, hire, and retain a diverse and qualified group of tenure-track faculty each year that exceeds the number of tenure-track faculty leaving the campus.”

CSUB’s tenure density fell from 61.8% in 2011 to 51.8% in 2020, currently sitting at the 26th percentile in tenure density across all CSUs. It is also noted that tenure density at the other central valley campuses in 2020-21 are as follows: Fresno (55.1%), Stanislaus (57.6%), Sacramento (57.8%) and Chico (60.4%). In addition, the gap between CSUB’s tenure density and that of CSU overall average is widening. It is imperative that the trend to be reversed.

Distribution List:

President

AVP for Academic Affairs and Dean of Academic Programs

AVP Faculty Affairs

School Deans

Interim Library Dean

Interim Dean Antelope Valley

Department Chairs

General Faculty

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

MAINTENANCE AND SPACE UTILIZATION PRIORITY
RES 212235

BPC

RESOLVED: That the Academic Senate of CSUB urges the President and University Administration to prioritize campus maintenance and space utilization to improve student learning, and instructor teaching conditions; and be it further

RESOLVED: That proper office space, **in particular single station faculty office space for full-time faculty and reasonable accommodations for part-time faculty** must be allocated regardless of mode of instruction; and be it further

RESOLVED: That a transparent space utilization procedure and policy to be developed.

RATIONALE: Proper maintenance of campus space is essential for quality of instruction, and general health, safety, and mental health for faculty, staff, and students.

CSUB Faculty must be guaranteed proper office space for instruction, office hours, and department duties that may involve sensitive student information, regardless of the mode of instruction. **CSUB Academic Senate Resolution RES 171827 urges allocation of single station faculty office space for full-time faculty as recommended in trustee policy (RCPBG 05-86-17), and reasonable accommodations for part-time faculty that allows them to effectively meet their obligations. CSU standards can be found at <https://calstate.policystat.com/policy/8567706/latest/>.**

A transparent space utilization procedure and policy ensures proper understanding and shared governance.

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Department Chairs
General Faculty

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Notification to Chairs of Assigned Time - Handbook Change

RES 212236

FAC

RESOLVED: That campus entities, whenever possible, determine and announce faculty receiving assigned time (AT) for the next academic year prior to March 15 of the current academic year. This includes but is not limited to: assigned time for service as department chairs, service on university committees, awards (such as sabbaticals and RCU grants), coordinator and director positions (of assessment, graduate programs, departmental programs, labs, etc.), exceptional service (CBA 20.37), and activities as allotted by Deans and other administrators.

The following timetables are offered for careful consideration:

The Academic Senate organizational meeting when Standing Committee Chairs are elected be swapped from the final meeting to a meeting in late April.

Elections for Academic Senate begin in late fall.

URC (University Review Committee) elections be held in the fall

UPRC (University Program Review Committee) elections be held in the fall

New Department Chairs be determined by March 15

School and Program Coordinators and Directors be determined by March 15

RESOLVED: That chairs be notified when a faculty member applies for or requests assigned time. This already occurs for many requests, because the chair's signature is required on many applications and grant routing forms, and similar notification procedures should be developed for other types of requests/awards whenever practical.

RESOLVED: Chairs are to honor assigned time when awarded and work with faculty when assigned time is announced late. When schedule flexibility is requested for the fall semester and not able to be accommodated within the timeframe of AT notification, the assigned time should be scheduled for the following term to allow for hiring of a replacement and/or alterations to schedules prior to student registration for that term. Faculty receiving AT should be consulted regarding potential changes to their teaching schedule and their requests honored as much as possible.

RESOLVED: That *University Handbook* language for Department Chairs, Program Chairs, and Graduate Program Directors be revised (deletions in strikethrough, additions in **bold underline**) as specified below:

312.3 Selection and Appointment Procedures

The appropriate dean shall request that the department or program faculty vote to recommend one or more persons for the position of chair or director. In addition, the dean shall offer the

opportunity for the faculty to convey individual, confidential advice, orally or in writing. ~~The dean's evaluation~~ **The recommendations of** and the faculty's recommendation **and the dean** shall be forwarded **by the dean** to the P&VPAA, ~~who shall then appoint the chair or director.~~ **by April 1st.** The offer of appointment shall specify the criteria, including but not limited to those outlined in section 312.2 above, by which the administration will evaluate the performance of the chair or director. Chairs or directors are expected to serve no more than two (2) consecutive three-year terms. (*Revised 07-17-19*)

312.5 Review

During the third year, all chairs and directors, including those in their final year of service as chair or director and those who are retiring shall be reviewed by the department or program faculty. The dean shall meet with the Department to discuss how they wish to proceed with the review. In preparation for the review, chairs and directors may, at their own initiative, submit to the department faculty and the dean a brief self-evaluation of their performance for the period under review. In addition, the appropriate dean shall offer the opportunity for all faculty of the department or program to give individual, confidential advice, orally or in writing. This review shall assess the chair's or director's effectiveness based on the criteria established at the time of appointment. The review must occur during the spring term of the third year. The department shall submit its written review of the chair or director to the chair or director and to the school dean by ~~April~~ **March** first (1st) of that year. The dean and department chair or director shall then meet to discuss the report and state of the department by ~~April~~ **March** 15th. The dean's third year evaluation and the review by the department or program faculty then shall be forwarded to the P&VPAA.

RATIONALE: There are many examples of department chairs posting course schedules for the fall, only to find out once students have started to enroll that a faculty member has received assigned time and will not be able to teach a scheduled course. If qualified faculty are not easily available, a department chair may have to scramble to find an instructor or possibly cancel a course. A newly announced strategy of the Graduation Initiative is the use of one-year schedules created and inputted in the spring prior to an academic year. This puts additional pressure on chairs. If assigned time can be determined and announced in a timely fashion, some of these issues may be reduced or avoided. A balancing consideration is the need to support faculty and their activities that are supported through AT, and a priority should be placed on accommodating awarded/supported AT to the fullest extent feasible.

The *University Handbook* specifies April deadlines for the review of department and program chairs. By moving the chair reviews into March, this allows reappointments to be made by April 1st which will better position departments to adjust course schedules if necessary.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Exceptional Service Application & Screening

RES 212237

FAC

RESOLVED: That the committee to decide on the allocation of assigned time for Exceptional Service (under Article 20.37) be composed of the following members:

- 1) Two members selected from the Executive Committee of the Academic Senate.
- 2) Three members appointed by the Executive Committee of the Academic Senate. A call for interest to serve on the committee will be issued to the campus faculty at-large, and applicants should provide a brief statement regarding why they would like to serve. Faculty applying for Exceptional Service within a review cycle are not eligible to serve. Appointments are to be made with the goal of achieving diversity in as many areas as possible (school, program, rank, ethnicity, gender, etc.)

An updated application form to represent changes in the most recent contract is attached.

RATIONALE: Previous committees for Exceptional Service have been composed of three members from the Executive Committee. Including a broader campus representation will better ensure wide and diverse perspectives as applications are reviewed.

The previous application procedure asked for a narrative regarding activities for the past two years, and did not make it easy for an applicant to specify how their upcoming activities met the criteria outline in Article 20.37. Also evaluation criteria were not included. The attached application form corrects these problems.

Application for Assigned Time under Article 20.37: Exceptional Service

The Executive Committee of the CSUB Academic Senate invites all faculty members to apply for assigned time under Article 20.37 of the Collective Bargaining Agreement. **This assigned time is for faculty members who are engaged in exceptional levels of service that support the CSU's priorities, but who are not otherwise receiving an adjustment in workload to reflect their effort.** All current faculty members (including tenured/tenure-track, lecturers, counselors, coaches and librarians) are eligible to apply. Faculty members already receiving assigned time for the same general category of activity) **shall not be eligible** for support from this pool for the same activities. Interested faculty members should read [Article 20.37](#) before applying.

Completed Applications are due to the Office of the Academic Senate (e-mail: XXXX) by DATE and have "Application for Article 20.37 Assigned Time" in the Subject of the e-mail.

Applications will be evaluated according to the following criteria:

Is the activity above and beyond normal expectations?

Is the faculty member already receiving assigned time for the general category of activity?

Does the activity fall within the categories specified by Article 20.37?

Does the actual workload from the activity merit the requested WTU?

Does the activity demonstrate a commitment to working on issues faced by CSU's diverse student population?

If the faculty member has received time previously, were stated goals achieved?

The committee will rate each proposal as 1) High Priority, 2) Medium Priority, 3) Low Priority, and 4) Not Recommended. Available WTUs will be awarded according to ratings. If there are more meritorious applications than available WTUS within a given rating, priority will be given to applicants who have not yet received this award.

Name: _____

E-mail: _____

Academic Rank: _____

Department: _____

School: _____

Semester(s) in which activity will occur:

_____ Fall 2023

_____ Spring 2024

_____ Both Fall 2023 & Spring 2024

Estimate of the number of hours spent on this additional activity expected to occur in 2023-2024: _____ hours

Number of WTUs requested (most awards are for 3WTUS): _____

Have you received assigned time under the Exceptional Service provision previously?

_____ YES _____ NO

If yes, what year? _____ Please provide a brief description of what was accomplished with the assigned time:

Check each category that applies to your application. Under each category you have selected, provide details explaining your proposed activities in this area for the upcoming year. If a category does not apply to you, leave it blank.

- *Focus primarily on your plans for the next academic year; however, you may mention related work you have done in the current year.*
- *Do not include activities for which you are already scheduled to receive assigned time.*
- *Do not include activities that are part of your normal responsibilities. This award is for exceptional service, above and beyond the normal service expected in your rank and/or position.*

1 ___ Mentoring, advising, outreach, and other practices to support underserved, first-generation, and/or underrepresented students. Explain proposed activities:

2 ___ Cultural taxation caused by support of underserved, first-generation, and/or underrepresented students. Explain proposed activities:

3 ___ Development & implementation of high-impact educational practices. Explain proposed activities:

4 ___ Curricular redesign intended to improve student access and success. Explain proposed activities:

5 ___ Service to the department, university, or community that goes significantly beyond normal expectations of all faculty. Explain proposed activities:

6 ___ Assignment to courses where increases to enrollment have demonstrably increased workload. Explain proposed activities:

7 ___ Other extraordinary forms of service to students. Explain proposed activities:

Assigned Time for Exceptional Service Academic Year 2023-2024

Faculty Member: _____

Please provide your WTUs for 2022/23 (current year):

WTUs for Teaching Assignments FALL	
WTUs for Teaching Assignments SPRING	
WTUs for Assigned Time FALL (include explanation/purpose of time)	
WTUs Assigned Time SPRING (include explanation/purpose of time)	

Please list any assigned time you already have been allocated for the upcoming year (2023/24):

WTUs for Assigned Time FALL (include explanation/purpose of time)	
WTUs Assigned Time SPRING (include explanation/purpose of time)	

I verify that the above accounting of WTUs is accurate. I acknowledge this application for assigned time in the upcoming year and confirm that time is not already being provided for the same general activity.

Chair Signature

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Eligibility for Faculty Awards

RES 212238

FAC

RESOLVED: That *University Handbook* language for faculty awards be revised (additions in **bold underline**) as specified below:

308.3 Annual Faculty Awards for Excellence

The following honors are annually bestowed upon faculty members who have distinguished themselves in areas of teaching, faculty leadership and service, or in research. In addition, the campus nominates faculty for the system-wide Wang Family Excellence Award.

In each instance the Provost/Vice President for Academic Affairs (P&VPAA) shall initiate the selection process by notifying the Faculty Honors and Awards Committee and Academic Senate of the timeline for proceeding.

Members of the Faculty Honors and Awards Committee shall neither be eligible to nominate a candidate for any of these awards nor be a candidate for any of the awards. Further, it is expected that committee members shall enter the process free of bias for or against any nominee.

Faculty may be nominated for an award that they have previously received during a prior review cycle provided that at least five years have elapsed since prior receipt of the award. Faculty who have previously received one category of award may be nominated for a different category of award at any time, with no required time lapse between nominations. The Promising New Faculty Award can only be awarded to an individual once.

The following is suggested as a timetable for awards.....

RATIONALE: There is no current policy regarding faculty winning an award multiple times. This addition clarifies a policy.

Academic Senate California State University, Bakersfield 2022-2023			
Position	Name	Department	Term Ending
Chair *	Aaron Hegde	Economics	May-24
Vice Chair *	Melissa Danforth	Computer & Electrical Engineering and Computer Science	May-24
CSU Senator *	Mark Martinez	Political Science	May-23
CSU Senator *	Janet Millar	Counseling	May-25
A & H	Monica Ayuso	English	May-23
A & H	Mandy Rees	Music & Theatre	May-24
BPA	Di Wu	Accounting & Finance	May-24
BPA	John Tarjan	Management & Marketing	May-23
NSM & E	Maureen Rush	Mathematics	May-24
NSM & E	Danielle Solano	Chemistry & Biochemistry	May-23
SS & E	Elaine Correa	Child, Adolescent & Family Studies	May-23
SS & E	Adam Sawyer	Teacher Education	May-24
Antelope Valley Rep	Melanie Taylor	Criminal Justice	May-24
At Large	Heidi He	Nursing	May-24
At Large	Antje Lauer	Biology	May-24
At Large	Charles Lam	Mathematics	May-23
At Large	Brian Street	Kinesiology	May-23
At Large	Tracey Salisbury	Ethnic Studies	May-24
At Large	Alicia Rodriguez	History	May-23
Staff Representative	Steve Miller	Information Technology	May-23
ASI	Carson Vollmer	ASI President	May-23
Dean Representative			
VP Academic Affairs **	Vernon Harper	Provost and VP Academic Affairs	

2022-2023 Meeting Schedule

Academic Senate

Fall 2022

August 25
 September 8, 22
 October 6, 20
 November 3, 17
 December 8

(Thanksgiving Break 11/24/22 – 11/27/22; Winter Break 12/19/22 – 1/18/23)

Spring 2023

February 2, 16
 March 2, 16, 30
 April 20
May 4 (last 2022-2023 meeting and 2023-2024 organizational meeting)

(Spring Break 4/2/23 – 4/9/22)

All meetings are scheduled from 10:00 - 11:30 a.m. Location: Health Center Conference Room

Academic Senate Executive Committee

Fall 2022

Extra

August 23
 September 6, 20
 October 4, 18
 November 1, 15
 December 6

(Thanksgiving Break 11/24/21 – 11/27/20; Winter Break 12/19/21 – 1/18/22)

Spring 2023

January 31
 February 14, 28
 March 14, 28
 April 18
 May 2
May 16 (Summer Senate; outgoing and incoming Executive Committee)

(Spring Break 4/2/22 – 4/9/22)

All meetings are scheduled from 10:00 - 11:30 a.m.

Location: To Be Determined