Academic Senate Meeting – Spring 2024

Agenda

Members: A. Hegde (Chair), M. Danforth (Vice Chair), Senator M. Ayuso (alt. for A. Rodriquez), Senator D. Alamillo, Senator J. Cornelison, Senator E. Correa, Senator J. Deal, Senator J. Dong, Senator H. He, Senator A. Jacobsen (alt for A. Lauer), Senator S. Marks (alt for A. Sawyer), Senator M. Rees, Senator M. Rush, Senator T. Salisbury, Senator S. Sarma, Senator D. Solano, Senator M. Taylor, Senator T. Tsantsoulas, Senator D. Wu, Senator Z. Zenko, Interim Provost J. Rodriguez, and K. Van Grinsven (Senate Analyst).

Guests: V. Harper, Interim President

A. Call to Order

B. Approval of Minutes
   a. March 7, 2024 **(handout)**
   b. March 21, 2024 (Tabled)

C. Announcements and Information
   a. Interim President's Report – V. Harper (**Time Certain: 10:10 AM**) (Tabled)
   b. Elections and Appointments- M. Danforth

D. Approval of Agenda (**Time Certain: 10:05 AM**).

E. Reports
   a. Interim Provost's Report – J. Rodriguez
   b. ASCSU Report **(handout)** C. Lam and N. Michieka
   c. Committee Reports: (Minutes from AAC, AS&SS, BPC and FAC posted on the Academic Senate webpage; Senate Log attached)
      i. ASI Report- D. Alamillo
      ii. Executive Committee- M. Danforth
      iii. Academic Affairs Committee (AAC) - D. Solano **(handout)**

1. AAC Memo_ Recommendations for Referral 30 Academic Integrity Policies
        iv. Academic Support & Student Services Committee (AS&SS) – E. Correa **(handout)**
            1. AS&SS Memo_ Recommendations for Referral 30 Academic Integrity Policies
            2. AS&SS Memo_ Recommendations for Referral 37 ITS Software Retention Policies
        v. Budget and Planning Committee (BPC) - D. Wu **(handout)**
        vi. Faculty Affairs Committee (FAC) - M. Rush **(handout)**
        vii. Staff Report- J. Cornelison

F. Resolutions **(Time Certain: 10:45 AM)**
    a. Consent Agenda
        i. RES 232423 Commendation for Cindy Engle ['Runner Express] **(handout)**
    b. New Business
        i. RES 232422 Graduate Academic Integrity Policy – AAC **(handout)**
        ii. RES 232424 Formation of the Department of Public Health **(handout)**
    c. Old Business
        i. RES 232420 Discontinuation of BS in Natural Sciences – AAC **(handout)**
        ii. RES 232421 Discontinuation of Integrated Teacher Education Pathways (ITEP) Programs- AAC **(handout)**

G. Open Forum **(Time Certain: 11:15 AM)**

H. Faculty Recognition **(Time Certain: 11:25 AM)**

I. Adjournment

Academic Senate

Elections and Appointments

April 11, 2024

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

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Spring 2024 Call Cycle

1. Senate chair and Vice-Chair *(complete)*

2. Senators for Schools *(complete)*

3. Senators At-Large *(complete)*

4. School elected positions on committees *(complete)*

5. At-Large and unfilled elected positions <u>(Call in Progress – closes Friday)</u>

6. School appointed positions on committees *(run by SEC chairs)*

7. At-Large and unfilled school appointed positions *(including any elected positions that had no nominations after second calls)*

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Elected School Positions: *Complete*

❖ **Committee on Professional Responsibility (CPR)**

One (1) Full-time tenured AH Faculty member to serve May 2024-2026.
- <u>Elected</u>: Nate Olson- Philosophy and Religious Studies

One (1) Full-time tenured SSE Faculty member to serve May 2024-2026.
- <u>Elected</u>: Tracey Salisbury – Ethnic Studies

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Elected School Positions: *Complete*

❖ **Distributed Learning Committee (DLC)**

One (1) AH Faculty member to serve May 2024-2026.
- <u>Elected</u>: David Melendez- Theater

One (1) BPA Faculty member to serve May 2024-2026.
- <u>Elected</u>: Dan Zhou – Finance and Accounting

One (1) NSME Faculty member to serve May 2024-2026.
- <u>Elected</u>: Danielle Solano- Chemistry and Biochemistry

One (1) SSE Faculty member to serve May 2024-2026.
- <u>Elected</u>: Allison Evans - Psychology

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Elected School Positions: *Complete*

❖ **Faculty Teaching and Learning Center Advisory Board (FTLC)**

One (1) Full-time AH Faculty member to serve May 2024-2026.
- <u>Elected</u>: Joseph Florez- Religious Studies

One (1) Full-time BPA Faculty member to serve May 2024-2026.
- <u>Elected</u>: Pratigya Sigdyal - Management and Marketing

One (1) Full-time NSME Faculty member to serve May 2024-2026.
- <u>Elected</u>: Bilin Zeng- Mathematics

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Elected School Positions: *Complete*

❖ **Research Council of the University (RCU)**

One (1) Tenured or Tenured-track AH Faculty Member to serve May 2024-2026.
- <u>Elected</u>: Joseph Florez- Religious Studies

One (1) Tenured or Tenured-track BPA Faculty Member to serve May 2024-2026.
- <u>Elected</u>: Ankita Agarwal - Management and Marketing

One (1) Tenured or Tenured-track Librarian to serve May 2024-2026.
- <u>Elected</u>: Kristi Chavez- Library

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Elected School Positions: *Complete*

❖**University Program Review Committee (UPRC)**

    One (1) Tenured BPA Faculty member to serve May 2024-2026.
- **Elected**: Mansik Hur – Management and Marketing

❖**University Review Committee (URC)**

    One (1) Tenured BPA Faculty member to serve May 2024-2026.
- **Elected**: Mahdy Elhusseiny – Finance and Accounting

    One (1) Tenured SSE Faculty member to serve May 2024-2026.
- **Elected**: Anne Duran- Psychology

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Elected School Positions: *In-Progress*

❖**Faculty Honors and Awards Committee (FHAC)**

    One (1) Full-time tenured NSME Faculty member to serve May 2024-2026.
- **Elected**: Bilin Zeng- Mathematics

    One (1) Full-time tenured NSME Faculty member to serve as alternate May 2024-2026.
- No nominations received after 2 calls; reverted to At-Large.

    One (1) Full-time tenured SSE Faculty member to serve May 2024-2026.
- **Elected**: Marisa Sanchez- Sociology

    One (1) Full-time tenured SSE Faculty member to serve as alternate May 2024-2026.
- **Elected**: Yvonne Ortiz-Bush – Advanced Education

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Elected School Positions: *In-Progress*

❖ **General Education Curriculum Committee (GECCo)**

One (1) Full-time AH Faculty member to serve May 2024-2026.
- <u>Elected</u>: Kyle Shaw- Music

One (1) Full-time BPA Faculty member to serve May 2024-2026.
- <u>Elected</u>: Dan Zhou – Finance and Accounting

One (1) Full-time NSME Faculty member to serve May 2024-2026.
- <u>Elected</u>: Candice Banducci – Nursing

One (1) Full-time SSE Faculty member to serve May 2024-2026.
- No nominations received after 2 calls; reverted to <u>At-Large.</u>

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Urgent Election: *Complete*

❖ <u>Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP)</u>

Two (2) faculty members to serve on the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP).

<u>Elected:</u>
- Tracey Salisbury – Ethnic Studies
- Melissa Danforth – Computer and Electrical Engineering and Computer Science

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At-Large and Unfilled Elected Positions: *In-Progress*

Call closes Friday, April 12 at 5:00 PM

❖ Faculty Honors and Awards Committee (FHAC)

One (1) Full-time Tenured NSME Faculty - Alternate (reverted to At-Large). 2-year term, May 2024-2026

- Nominations Received: None to date.

One (1) Full-time Tenured At-Large Faculty Member – Alternate. 2-year term, May 2024-2026

- Nominations Received: None to date.

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At-Large and Unfilled Elected Positions: *In-Progress*

❖ General Education Curriculum Committee (GECCo)

One (1) Full-time SSE Faculty (reverted to At-Large). 2-year term, May 2024-2026

- Nominations Received:
  - o Patrick O'Neill – Anthropology
  - o Kelly O'Bannon - Communications

❖ University Program Review Committee (UPRC)

One (1) Tenured At-Large Faculty member to serve May 2024-2026.

- Nomination Received: Jing Wang – Accounting and Finance

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At-Large and Unfilled Elected Positions: *In-Progress*

❖**University Review Committee (URC)**

One (1) Tenured At-Large Faculty member to serve May 2024-2026.

- Nomination Received: Charles Lam – Mathematics

❖ **University Council**

One (1) Non-Senate Faculty Member (preferable Antelope Valley)
One (1) Non-Senate Faculty Member

- Nominations Received:
    - Antje Lauer- Biology
    - Pratigya Sigdyal – Management and Marketing

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School Election Committees 2023-2024

Arts and Humanities

Joseph Florez (Chair)

Joel Haney

Douglas Dodd

Business and Public Administration

Di Wu (Chair)

Atieh Poushneh

Margaret Malixi-Leong

Natural Sciences, Mathematics and Engineering

Prosper Torsu (Chair)

Sophia Raczkowski

Alberto Cruz

Social Sciences and Education

Dirk Horn (Chair)

Yvonne Ortiz- Bush

Patrick O'Neill

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I. Guests

1. **Charles Toombs - CFA President, CFA Liaison Report**
   1. CFA equity conference is in progress this week.
   2. Tentative agreement has been ratified by CFA and the CSU Board of Trustees so it is now part of the contract. Salary increases will likely begin in June, though it is up to the CSU. Assigned time (500 WTU systemwide) for lecturers is now part of the contract.
   3. CFA supports the ASCSU's position on Cal-GETC and opposition to changes to CSU GE Breadth. CFA will follow the ASCSU's lead and provide support where possible.
   4. Senators congratulated President Toombs on receiving the CSU's Wang Award.
   5. Senators inquired about how communications were handled during and at the end of the strike; they noted that many campuses had substantial concerns. President Toombs acknowledged the concerns and noted that CFA is doing a lot of work to both educate faculty on how CFA works and consider potential Bylaw and practice changes.

2. **California State Student Association Executive Director Genesis Jara**
   1. Director Jara substituting for CSSA Vice President Genesis Galilea Pompa
   2. At the most recent CSSA plenary, the Board voted against a proposal to support proposed changes to CSU GE Breadth. Because of technical problems with how the agenda was structured, they were unable to officially take a position of opposition to the changes. However, because of the passionate opposition voiced during the discussion the CSSA President will convey a formal position of opposition to changing GE in his report to the CSU Board of Trustees.
   3. CSSA passed a resolution on Gaza calling for an end to human rights violations and reiterating support for free speech.
   4. CSSA recently did legislative advocacy. Pressing for Cal-Grant reform, especially ensuring that it covers total cost of attendance, was a central priority.

3. **DACA Employee Experience in Higher Education: Josefina Flores Morales, PhD., Propel Postdoctoral Scholar, Stanford University, School of Medicine; Francisco J. Villegas, PhD., Associate Professor at Kalamazoo College, Anthropology and Sociology Department**
   1. Dr's Morales and Villegas shared experiences of DACA students, including their own stories.

4. **Leora Freedman, CSU Vice Chancellor for Human Resources & Hayley Schwartzkopf, CSU Associate Vice Chancellor for Civil Rights Programming and Services**
   1. Working on building out CO infrastructure; establishing systemwide standards; supporting university level teams; increasing oversight over university Title IX and DHR programs; leading other key initiatives

2. Focusing on building trust with faculty, students, and other groups. It is important to bring humanity back into these processes because they are overly legalistic
3. Recognizes that the CSU is not doing a good job of communicating the good work that's being done. Media pits campuses against each other; thus need a consistent communications plan.
4. Working to meet auditor findings. Several have been implemented. Others are implemented but won't be recognized as such until some campuses have been audited.
5. Finalizing policies and guidance around other conduct of concern. Will require a lot of training and work.
6. Campus implementation plans have been submitted for review by the Systemwide Directors. Making sure that there is a template for implementation plan reports for public posting. Upon final approval, campuses will post their final reports online. Likely to happen over the summer.
7. Increasing oversight has involved a lot of ongoing collaboration with the CO via the Systemwide directors.
8. Need mechanisms for tracking the sorts of issues which are coming forward. Working on common case management system.
9. Focusing a lot on other protected statuses (Title VI in addition to Title IX)

5. **Dilcie Perez, Deputy Vice Chancellor of Academic and Student Affairs & Chief Student Affairs Officer, and Nathan Evans, Deputy Vice Chancellor of Academic and Student Affairs & Chief Academic Officer**
   1. Changes to Academic Master Plan: 30 new degree programs have been approved. 73 existing programs have had admissions suspended for new students. 64 existing degree programs have been fully discontinued.
   2. Title 5 changes to GE: Planning to institute ongoing reviews of GE every 5 years. The CSU will still require 120 units in degrees, so it is not true that students will learn less for more cost.
   3. Enrollment: The CSU anticipates an increase of 2% in overall systemwide enrollment by end of this academic year. 8 campuses which will have enrollment targets reduced by 3% next year. Funds will be redistributed to 9 campuses.
   4. Lumina Foundation award: CSU received 1 of 8 awards (national) for a great admissions redesign.
   5. Financial aid: A 9-step workaround has been created for students from mixed status families. FAFSA applications are down more than half from prior years.
   6. Summer arts program: Applications are now being accepted.
   7. Second start: Now have 15 campuses participating. Originally only planned for 3-5.
   8. Black student success: Have given out $4.63 million to all the universities. Maximum award was $250 thousand. Have put out RFP for first statewide central office for the advancement of Black excellence.

6. **Mildred García, CSU Chancellor**
   1. Has been extremely busy in Washington DC and Sacramento in sharing the CSU story as its Chief Reminder Officer.
   2. Participated in American Council on Education's President and Chancellor's Summit.

3. Recently did lobbying day in Sacramento. She encourages senators and faculty to reach out to their local legislators to advocate for the CSU.
4. Many legislators see the Governor's proposal to defer expected CSU funding for a year as a best-case possibility and probably unworkable.
5. Assured that the Chancellor's Office will protect the role of faculty in developing policy implementing Title 5 changes.

7. **CSU Trustees – Chair Wenda Fong; Jack McGrory; Diana Aguilar-Cruz; Leslie Gilbert-Lurie; Julia Lopez**
   1. Senators implored the Trustees to listen to the experts on curriculum and not change CSU GE without any evidence that the changes will help students.

II. Resolutions
The ASCSU approved the following resolutions.
1. AS-3676-24/AA On Cal-GETC Alignment and Shared Governance
2. AS-3689-24/FGA On Estimating the Financial Implications of Adopting Cal-GETC for CSU General Education Breadth
3. AS-3668-24/APEP Funding For Transfer Curriculum Evaluation Work
4. AS-3692-24/Exec Appreciation to California State Student Association for Support of Student Success [Approved Unanimously]
5. AS-3674-24/FGA 2024 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)
6. AS-3675-24/FGA 2024 Federal Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)
7. AS-3660-24/JEDI/FA Amending the Constitution of the Academic Senate of the California State University (ASCSU) to Add Three Designated Temporary Faculty Positions
8. AS-3661-24/JEDI/FA Change in Bylaws of the Academic Senate of the California State University (ASCSU) to Accommodate the Addition of Three Designated Temporary Faculty Positions
9. AS-3665-24/AA/FA Faculty Choice in Selection of Course Materials
10. AS-3670-24/Exec Apportionment of Academic Senate CSU (ASCSU) Seats

III. First Readings
The following resolutions were presented for feedback from Senators and communication to campuses. The sponsoring committee(s) will revise these resolutions and introduce them for action at the May 2024 plenary.

1. AS-3677-24/Exec Academic Senate of the CSU 2024-2025 Meeting Schedule
2. AS-3679-24/AA Support for CSU Institute For Teaching and Learning Artificial (AI) Professional Development
3. AS-3680-24/APEP Review of Standardized Test Use for Undergraduate Admissions
4. AS-3681-24/JEDI Promoting Racial Equity in CSU International Program Participation
5. AS-3682-24/JEDI Protecting Workload Equity and Shared Governance Considering the Systemwide Plan to Target and Reallocate Budget of Low Degree Programs

6. AS-3683-24/JEDI ASCSU Support for Reparations Task Force Report and Plan for African Americans
7. AS-3684-24/JEDI ASCSU Commends B.A. Program at Pelican Bay State Prison
8. AS-3685-24/JEDI Affirming Commitment to Accessibility in All Course- and Instruction-Related Software
9. AS-3686-24/JEDI ASCSU Justice Equity Diversity and Inclusion Strategic Plan
10. AS-3687-24/JEDI ASCSU JEDI Committee Bylaw Revisions
11. AS-3688-24/FGA/JEDI Resolutions for Equity Data Regarding Student Enrollment, Cost of Instruction, and CSU Equity in Budget Allocation and Reallocation Plans
12. AS-3690-24/FA/JEDI Fortifying and Supporting CSU Deferred Action for Childhood Arrivals (DACA) through Employment by Advancing Their Inclusion and Equity in the CSU
13. AS-3691-24/FA Continuing Support of Faculty Research, Scholarship, and Creative Activities (RSCA), and Request for Increased RSCA Funding

IV. Upcoming ASCSU Meetings
1. Next ASCSU Committee (and Plenary) meeting (5/15/24 – 5/17/24)

V. Prepared by CSUB Representatives to the ASCSU
1. Charles Lam, Professor of Mathematics
2. Nyakundi Michieka, Associate Professor of Economics

Academic Affairs Committee (AAC)
Report to the Academic Senate

Thursday, April 4th, 2024

AAC addressed the following resolutions and referrals:

- **Referral 2023-2024 #29 Proposal to add New Minors – Ethnic Studies, Feminist Ethnic Studies, Queer Ethnic Studies:** Eduardo Montoya reported that he had not yet received the items needed for GEECo approval of the courses. Another possibility is that the proposed courses could be put forward as non-GE courses. AAC will submit a resolution to full senate as soon as we receive a response from the program (with either the items needed for GECCO approval of the courses or a revised proposal where the courses do not require GECCo approval).

- **2023-2024 #30 Academic Integrity Policies - Graduate and Undergraduate:** The Academic Integrity Group sent two items for approval: (1) revised the CSUB Undergraduate Academic Integrity Policy to add a policy for Artificial Intelligence and (2) CSUB Graduate Academic Integrity Policy. AAC drafted a memo approving the Undergraduate Academic Integrity Policy (with edits). Additionally, AAC made edits to the Graduate Academic Integrity Policy addressing suggestions from AS&SS and approved a resolution for that policy.

- **2023-2024 #33 Academic Prioritization:** AAC discussed ideas for drafting a resolution including: (1) reaffirming the recommendations of the Budget Prioritization Taskforce, (2) incorporating annual review of programs into the annual report process, (3) possible formation of annual report taskforce to rework the current annual report process, and (4) having the annual reports reviewed by the school department chairs and school dean to determine if action is needed. A resolution will be drafted in collaboration with BPC for further discussion at our next meeting.

- **2023-2024 #37 ITS Software Retention Policies:** AAC was unclear how the new Zoom Video Retention Policy was different from the policy currently in place and will ask for clarity. AAC also wanted to ensure that faculty will receive notifications and reminders about impending deletions.

- **2023-2024 #38 Review of Programs Offered Through Extended Education:** Upon discussion, AAC discovered that the issue was not the review of programs offered through extended education, but rather certificate programs. There is currently no process for review of credit-bearing certificate programs and these certificate programs are not recognized on student transcripts. AAC decided to draft a policy for credit-bearing certificate programs and will finalize a resolution at its next meeting.

- **2023-2024 2023-2024 #35 Administering SOCIs:** AAC briefly discussed bias in SOCIs and the cost of physical SOCIs. Discussion of this referral will continue at our next meeting and AAC will recommend additional action if necessary.

To:	Aaron Hegde, Academic Senate Chair
From:	Danielle Solano, Academic Affairs Committee Chair
CC:	Academic Affairs Committee
	Katherine Van Grinsven, Academic Senate Administrative Analyst
RE:	Referral 2023-2024 #30 Academic Integrity Policies - Graduate and Undergraduate

At their meeting on April 4th, the Academic Affairs Committee (AAC) decided to approve the addition of a section on using artificial intelligence to the CSUB Undergraduate Academic Integrity Policy. AAC suggested a few edits to the submitted policy, including the addition of this wording to the recommended syllabus language. The attached file contains the suggested edits from AAC (highlighted in teal).

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).

Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the explicit permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

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. Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the explicit permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

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.

Report to Academic Senate for AS&SS

April 4, 2024

AS&SS committee members discussed Referral #1 Academic Testing Center Exploratory Sub-Committee. The committee approved a survey for the faculty to complete to ascertain the teaching faculty's interest/need for additional options with a Testing Center/Proctoring Services at CSUB. The committee requested that the survey be reviewed by the Executive Senate before distribution. The committee also met with Dr. Jaimi Paschal and Mr. James Evans to discuss Referral #37- ITS Software Retention Policies. The committee unanimously supports the proposed policy with one recommendation. The committee would like for a notification to be sent to faculty prior to the deletion of any materials that are stored. This feature is currently not available in the contract that has been secured. A recommendation from AS&SS to the Executive Senate was sent identifying the committee's support for the ITS Software Retention Policies.

2023-2024 Referral #30

Academic Integrity Policies

FROM Dr. Elaine Correa and Dr. Melanie Taylor
Academic Support and Student Services Chair and Vice Chair

TO Dr. Aaron Hegde
Academic Senate Chair

DATE March 14, 2024

cc: Katherine Van Grinsven, ASC

RE Memo on 'Academic Integrity Policies' related to Artificial Intelligence

At its February 15^h 2024 meeting, under the Vice Chair, Dr. Melanie Taylor, the AS&SS committee members voted to unanimously approve the addition of language regarding Artificial Intelligence to CSUB Undergraduate Academic Integrity Policy.

The committee also voted unanimously to approve the Graduate Academic Integrity Policy but with the following recommended changes:

1.) Language should be added to the policy regarding the grievance process for students.
2.) Language added to the proposed syllabus language regarding the grievance process.
3.) Editorial change: the committee suggests on page 3 the line that reads "when a faculty member discovers a violation" be changed to read "when a faculty member imposes a penalty for a violation".

Recommended Links:

- [National Institute on Artificial Intelligence in Society | Sacramento State (csus.edu)](#)
- [Resources | Sacramento State (csus.edu)](#)

2023-2024 Referral #37

ITS Software Retention Policies

FROM Dr. Elaine Correa and Dr. Melanie Taylor
Academic Support and Student Services Chair and Vice Chair

TO   Dr. Aaron Hegde
Academic Senate Chair

DATE April 4, 2024

cc: Katherine Van Grinsven, ASC

RE   Memo on Referral #37 – ITS Software Retention Policies

At its April 4th, 2024 meeting, the members of the AS&SS committee voted unanimously to approve Referral #37 ITS Software Retention Policies.

The committee also requested that ITS request notification messages be sent to the teaching faculty prior to the deletion of videos. Currently, this option is not available.

AY2023-2024 Budget and Planning Committee Report

Thursday, April 4, 2024
10:00-11:30 AM
BDC 134A-Conference Room

BPC committee met on April 4 and focused on the following issues:

- 2023-2024 Referral 33 Academic Prioritization – AAC and BPC
  The committee discussed about the timeline and data collection issues. The committee will continue to work on this referral and potential work with AAC to write a joint resolution.
- 2023-2024 Referral 26 New Department Proposal_Public Health_AAC BPC FAC
  The committee reviewed the responses provided by the DPH proposal team and had no further concerns.
- 2023-2024 Referral 11 – Academic Administrators Search & Screening -Handbook change
  The BPC and FAC had a joint committee meeting and would like to move forward with the joint resolution.

Faculty Affairs Committee

Thursday, April 4, 2024, 10:00 –11:30 AM

1. 2023-2024 #26 New Department Proposal – Public Health

   The committee reviewed the responses by the Public Health committee to our questions. While the leadership structure still seems unclear, FAC concedes that clarity may be premature at this point in department development.

   The committee gave feedback to Dr. McBride that "Section F. Planned implementation and timeline" may have been misunderstood; specifically, the committee believed that this section should be more forward-looking (such as multiple-year plan for assessment, hiring plan for ASC and new faculty members, etc.) rather than about what has been done already. We are awaiting an update.

2. 2023-24 Referral #09: Effect of Sabbatical on Assigned Time and Release Time

   The committee discussed this item with URC and UPRC in mind. Three possible solutions were brought up to maximize fairness and ease of implementation.

3. 2023-24 Referral #03: Sixth-year Lecturer Review - Handbook Change – 306 document attached.

   The committee considered requesting additional support to complete #3.

4. 2023-2024 #11 Academic Administrators Search and Screening – Handbook change

   FAC met with BPC to compose a joint resolution on this handbook change. A draft will be circulated among all participants for additional feedback.

Commendation and Celebration of Cindy Engle

RES 232423

EC

Whereas, CSU Bakersfield is a university built on the contributions of all members of the community (faculty, administrators, staff, students, and private contractors); and

Whereas, Cindy Engle has provided all CSUB community members with friendly and efficient services since 1995, by ensuring [] essential food and drinks are readily available to faculty, staff, students, and visitors; and

Whereas, Cindy Engle has become synonymous with Runner Express as many people on campus refer to it as "Cindy's Place,"

Be it **resolved** that,

The Academic Senate of CSU Bakersfield commend Cindy Engle for her friendly and efficient contributions to the welfare of members of the CSU Bakersfield community. She provides community members with food and drinks that sustain and assist them to undertake their activities on campus and does so with a smile or a kind word that brightens their day.

Discontinuation of the BS in Natural Sciences

RES 232420

AAC

RESOLVED:　　That the BS in Natural Sciences be discontinued.

RESOLVED:　　That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

RATIONALE:　　The BS in Natural Sciences was designed to give students pursuing a career in teaching a pathway to achieve Subject matter certification in the sciences by preparing them to pass the California Subject Exams for Teaching (CSET) in science. The passage of AB 130 by the California State Legislature now allows candidates for teacher credential programs to achieve subject matter certification in science by holding a traditional disciplinary degree in a scientific discipline, and thus the BS in Natural Sciences is no longer needed.

Attachments:
Email_Program discontinuation proposal--BS in Natural Sciences_2024-02-22
Natural Sciences Program Discontinuation Memo
UPRC Letter_BS in Natural Sciences_October 23, 2023

Distribution List:
President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
Director of Academic Operations
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Discontinuation of the Integrated Teacher Education Pathways (ITEP) Programs

RES 232421

AAC

RESOLVED: That all Integrated Teacher Education Pathways (ITEP) associated with the following programs be discontinued:

- ITEP for Child, Adolescent and Family Studies Special Education (CSPED)
- ITEP for Multiple Subject Credential in Liberal Studies (IBEST)
- ITEP in Education Specialist Credential, Liberal Studies Special Education (ISPED)
- ITEP for Single Subject Credential in Mathematics

RESOLVED: That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

RATIONALE: The United States Department of Education (DOE) changed the enforcement of rules affecting student eligibility for federal financial aid such as Pell and TEACH Grants. Previously, the DOE had waived financial aid eligibility requirements for post-baccalaureate students enrolled in institutions offering Integrated Teaching Education Programs (ITEP). DOE policy now requires that campuses with ITEPs must ensure that postbaccalaureate students do not receive Pell or Teach grants. If there is an ITEP for any given credential, the Pell can only be received by undergraduate but not post-baccalaureate students. Previously, DOE had waived this rule for California teacher preparation programs such as ours allowing both undergraduate and post-baccalaureate students to receive federal financial aid, but that waiver has now ended.

Attachments:
 FW_ Pathway Discontinuation Letter, CSPED_2024-02-02
 Pathway Discontinuation Letter CSPED – signed
 ITEP AES Dean Support -Discontinuance
 Email_Program discontinuation proposal--IBEST_2024-02-22
 Discontinuace of ITEP LBST-TED – signed
 ITEP TED Dean Support -Discontinuance

Email_Program discontinuation proposal--2024-02-23 _Pathway Discontinuation_ITEP AES Dean
Support
ITEP AES Dean Support -Discontinuance
Pathway Discontinuation Letter ISPED – signed
Discontinuace of ITEP Math-TED – signed
Email_Program discontinuation proposal--ITEP in Mathematics_2024-02-22
Support letter from NSME Dean

Distribution List:
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AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
Director of Academic Operations
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

Graduate Academic Integrity Policy

RES 232422

AAC and AS&SS

RESOLVED: That the attached Graduate Academic Integrity Policy be adopted.

RATIONALE: The new policy defines academic integrity issues specific to graduate students.

Attachments:

CSUB Graduate Academic Integrity Policy

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

To: Aaron Hegde, Academic Senate Chair

From: Danielle Solano, Academic Affairs Committee Chair

CC: Academic Affairs Committee
              Katherine Van Grinsven, Academic Senate Administrative Analyst

RE: Referral 2023-2024 #30 Academic Integrity Policies - Graduate and Undergraduate

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At their meeting on April 4th, the Academic Affairs Committee (AAC) decided to approve the addition of a section on using artificial intelligence to the CSUB Undergraduate Academic Integrity Policy. AAC suggested a few edits to the submitted policy, including the addition of this wording to the recommended syllabus language. The attached file contains the suggested edits from AAC (highlighted in teal).

Attachment: CSUB Undergraduate Academic Integrity Policy

CSUB Graduate Academic Integrity Policy

Philosophy on Academic Integrity:

The California State University, Bakersfield (CSUB) Guiding Principles begin with a commitment to academic excellence and to the 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. This policy is in addition to the Professional Standards of the student's graduate program.

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 for the purpose of gaining an unfair academic advantage, improving a grade, or obtaining 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).

Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the <mark>explicit</mark> permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

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

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

When a faculty, staff, or administrator discovers a violation of the academic integrity policy, they shall 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, Academic Dean, or Dean of Students' office.

After the violation has occurred and the penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students Office through the Academic Integrity Violation Reporting Form 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 Academic Integrity Violations:

Grade penalties are at the sole discretion of the faculty member. This policy assumes that every graduate student is familiar with the expectations of ethical writing and decision-making. Suggested guidelines for academic penalties within the course can range from failure of the assignment/exam/paper/project to failure of the course depending on the severity of the academic integrity violation. Any additional academic penalty, including whether the degree/program can continue, should also align with the professional standards of the specific graduate program.

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

In addition to the academic penalty assigned by the faculty member and/or program, disciplinary sanctions imposed by the University may include 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 remains in the student's electronic disciplinary file in accordance with the CSU Records/Information Retention and Disposition Schedule.

Repeated Violations of the Graduate 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 one tenured faculty member per school with teaching responsibilities in at least one of their respective graduate programs.

Grievance Process:

A graduate or post-baccalaureate student who experiences difficulties arising from course evaluation, judgment of performance, graduate degree requirements, advancement to candidacy, general regulations, and/or other grievance situations should discuss the issues first with the appropriate graduate or credential program director. For additional details, refer to the section on Grievances and Appeals in Division of Graduate Studies section of the catalog.

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. Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the explicit permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

When a faculty member ~~discovers~~ imposes a penalty for 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. 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. For details on the grievance process, refer to the section on Grievances and Appeals in Division of Graduate Studies section of the catalog.

Students are expected to uphold the standards of academic integrity, the CSUB Guiding Principles, the student conduct code, and the professional standards of their graduate program.

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.

Formation of the Department of Public Health

RES 232424

AAC, BPC and FAC

RESOLVED: That the Academic Senate approve the formation of the Department of Public Health.

RATIONALE: Establishment of a Department of Public Health will provide a home for students in the existing Bachelor of Science in Public Health degree program which has quickly grown since its implementation two years ago. Further, formation of this new department will bring Public Health faculty (who are currently in different departments across two schools) together, providing clarity and allowing them to pursue more easily program development, program review, accreditation, and curriculum development/revision. The formation of the Department of Public Health addresses an important community need and every level of review has found it to be sound academically. The proposed Department of Public Health will receive sufficient resources to support its future operations.

Attachment:

BOX Link to Supporting Documents:
https://csub.box.com/s/kibjg6yje7juuxm0dw3rscp3rwxhwvv4.

Distribution List:
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Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

Request to Form new Academic Department of Public Health

II. New Department Proposal: Contents
A. Background and Introduction
(1) **The exact name of the proposed academic department and name(s) of individual(s) preparing the proposal;**

Department of Public Health

Proposal Contributors
Dr. Linh Bui, Assistant Professor of Public Health, Department of Nursing
Dr. Andrea Lopez, Assistant Professor of Public Health, Department of Kinesiology
Dr. Chia Thao, Assistant Professor of Public Health, Department of Nursing
Kris Grappendorf, Lecturer in Kinesiology
Lee Anne Adler, Lecturer in Biology
Silvia Lozano Cuesta, DOE Title V *Pathways Adelante* staff support
Dr. Todd McBride, Director of Health-Related Programs and Program Director of DOE Title V *Pathways Adelante* grant

(**2) Description of the consultation process and information discussions that occurred prior to the submission of the proposal (Section I. Initiation of Proposal);**

The individuals listed above meet every two weeks during the academic year as the "Public Health Team". Following extensive discussion among this group a meeting took place with the individuals suggested in **Section I, part B of the guidelines for department formation**.

On April 17th, 2023, the following individuals met to discuss the plan to create the Department of Public Health to be housed in the School of Natural Sciences, Mathematics and Engineering.

Provost and Vice President for Academic Affairs, Dr. Vernon Harper
Dean of SSE, Dr. James Rodriguez
Dean of NSME, Dr. Jane Dong
Chair of Kinesiology, Dr. Brian Street
Chair of Nursing, Dr, Debbie Wilson
Assistant Professor of Public Health, Department of Nursing Dr. Linh Bui
Assistant Professor of Public Health, Department of Kinesiology Dr. Andrea Lopez
Lecturer in Kinesiology, Kris Grappendorf
Director of Health-Related Programs, Dr. Todd McBride
See Folder Administrative Support

On May 16th, 2023, the public health team met with our Public Health Community Advisory Board. During this meeting we discussed the need for an independent Department of Public Health on the CSUB campus. There was unanimous support with several comments regarding the importance of a department for collaborative opportunities with community partners. Creating a department was also identified as essential for professional development of the public health faculty and recruitment, retention, and graduation rates of CSUB students.
Community Board Members in Attendance:
Felicia Boyd, Dignity Health

Traco Matthews, Kern Health Systems
Isabel Silva, Kern Health Systems
Kristen Webber Kaiser Permanente
Diane Lay, Kern Family Health
Edgar Aguilar, Promotoras con Alma
 Alisa Kennett, SJV Consortium
Reyna Olaguez, Building Healthy Communities
Kiyoshi Tomono, Adventist Health
See Folder Community Support

On October 16th, 2023, the public health team met with the Dean of NSME, Dr. Jane Dong to discuss the logistics of housing the new department including office space and an operating budget.
See Folder Administrative Support

On October 27th, 2023, one representative of the public health team met with the Provost Harper to finalize the plan to request the formation of the new Department of Public Health.
See Folder Administrative Support

(3) Describe how and why the establishment of a new department will better serve institutional needs, including student, faculty, staff, school, and university needs;

A new Department of Public Health is needed to support the Bachelor of Science degree in Public Health and to support the faculty and students engaged in the discipline of Public Health. The Bachelor of Science degree in Public Health was approved by the Academic Senate on February 4th, 2021 (RES 202115) and approved by President Zelezny February 12th, 2021. Two new tenure track faculty lines in Public Health were created by the funding of a Title V Department of Education grant entitled *Pathways Adelante.* The TT faculty began their appointments in the Fall of 2021 and are currently members of the Departments of Nursing and Kinesiology. A third TT faculty line in Public Health was created through the CSUB cluster hire initiative, and began their appointment fall semester of 2023, with Nursing serving as the home department. The three-tenure track faculty were hired with the understanding that a new Department of Public Health would be formed, and they would develop the department as founding members. The creation of a department is important for the advancement of their research agendas, community partnerships, professional development, and long-term retention with the university. It is also essential to be recognized by the twenty-one campuses in the CSU system who have Departments of Public Health, and an active system wide Public Health Council.

A Department of Public Health is also essential for the success of students majoring in public health. The formation of a department will provide students with a community that facilitates engagement with faculty and other students with an interest in public health. A sense of belonging and a connection to the university created by a public health community anchored by a Department of Public Health will support persistence and increase graduation rates. This concept is supported by empirical data from the two Department of Education grants that have supported the development of the Pre-Health meta major and the bachelor of science degree in Public Health.

A Department of Public Health will also significantly increase the profile of the program and assist in attracting new students from both first-time freshmen and transfer students from the Associate of Science Degree in Public Health at Bakersfield College. As of fall semester 2023 there are currently seventy-seven students enrolled at CSUB as public health majors.

Department formation will be an essential component in gaining accreditation of the public health degree with the Council in Education for Public Health (CEPH), and for engaging with other

accredited programs in the CSU system. Following accreditation and the continued growth of the public health degree the faculty plan to create master and doctoral pathway partnerships with CSU and UC campuses. The CSU Office of the Chancellor has approved the development of a Doctorate in Public Health (DrPH) degree to be offered at CSU campuses. A Department of Public Health at CSU will give us a seat at the table to participate in making this degree possible for CSU students, and the creation of a pipeline for out graduates.

Department formation is also essential for long-term vitality of the program by providing a seat at the table for school and academy shared governance on the CSUB campus, and the establishment of a yearly budget allocation from the Office of the Provost to the School of NSME specifically for public health.

(4) Description of possible consequences of not forming the new department.

Failing to create a Department of Public at CSUB will create significant obstacles to maintaining and growing the public health degree and program. Without the support of a stand-alone department, it is likely that faculty will fear stagnation of their careers and will leave the institution. The public health faculty currently consists of three women of color who are passionate about preparing CSUB students to enter the local public health workforce. The faculty are engaged in scholarly activities with local community partners aimed at improving health outcomes for marginalized populations in the central valley and developing strategies to close equity gaps in public health. Failure to create a new department will make future recruitment of faculty extremely unlikely. Retaining the vibrant young talent recruited to CSUB to initiate the public health program is critical for the program's success. Their recruitment to CSUB was predicated on the promise of institutional support to create a Department of Public Health.

Likewise, the attraction and retention of students to the public health degree will suffer greatly if there is not a department to support the program. It is anticipated enrollments will stagnate and eventually drop without a department. With the stagnation in enrollments and possible turnover of faculty the prospects of developing a post-baccalaureate degree will evaporate, and accreditation of the degree will not occur. As stated earlier within two years of offering the degree there are already seventy-seven students enrolled as public health majors.

In addition to the detrimental effects within the academy, failing to create a Department of Public Health will result in a loss of support from our community partners. The public health team has been successful with establishing support and collaborations with local public health entities, which include paid internships for public health majors. Meetings with the Public Health External Advisory Board and with individual organizations have always included both the importance and the promise of forming a new Department of Public Health at CSUB.

B. Faculty Composition
(1) List the proposed faculty members for the new department's first year of operation, including the names of existing faculty who would be moved, jointly appointed, or affiliated from other department(s) and/or school(s). A minimum of three tenured faculty affiliated with the unit is required (whether through appointment, joint appointment, or Memo of Understanding) in order to document that they will be able to fully carry out the hiring and performance review duties of the department.
Include the following information:

a. For each faculty member include their name, rank (Lecturer, Assistant Professor, Associate Professor, or Professor), current departmental affiliation, and if they will be moved to the new department or jointly appointed between their prior department and the new department.

> Dr. Linh Bui, Assistant Professor in the Department of Nursing, will move to Department of Public Health.
> Dr. Andrea Lopez, Assistant Professor in the Department of Kinesiology, will move to the Department of Public Health.
> Dr. Chia Thao, Assistant Professor in the Department of Nursing, will move to Department of Public Health.
> **See Folder Affected Department Support**

All three founding faculty members in the Department of Public Health are Assistant Professors, therefore it will be necessary to have an MOU from the following Full Professors who will serve as faculty affiliates. These individuals will assist the new department with faculty recruitment and faculty RTP evaluations until the department has sufficient ranking faculty to complete these tasks independently. The Full Professors serving as reviewers will remain in their respective departments.

> Dr. Carl Kloock, Professor of Biology
> Dr. Maureen Rush, Professor of Math
> Dr. Paul Smith, Professor of Biology
> ~~Dr. Luis Vega, Professor of Psychology~~. Currently not eligible as an MPP
> Dr. Debbie Wilson, Professor of Nursing

> **See Folder Facility Affiliates Support**

b. For each individual who will have a joint appointment, include:

There will be no joint appointments.

(2) If the new department is breaking away or drawing member from existing departments, list all feasible effects that this change would have on other department(s) or school(s) in terms of name change, number of faculty remaining, support staff, curriculum, operating budget, space, etc.

Both Dr. Linh Bui and Dr. Chia Thao will be leaving the Department of Nursing in the School of Natural Sciences, Mathematics, and Engineering. The nursing department has been extremely generous in their willingness to provide an initial home for these public health faculty since they do not teach in the nursing curriculum. Their departure is not expected to negatively impact the department in the areas listed above. Dr. Bui's position is an expansion hire made possible by the DOE Title V grant, *Pathways Adelante*, which supports her salary for the initial four years of her appointment. Dr. Thao's position is and expansion hire as part of the CSUB cluster hire initiative to support faculty diversity.

Dr. Andrea Lopez will be leaving the Department of Kinesiology in the School of Social Sciences and Education. The position she will be vacating is also an expansion hire made possible by the DOE Title V grant, *Pathways Adelante*, which covers her salary for the first four years of her appointment. Dr. Lopez currently teaches one undergraduate class for Kinesiology (KINE 3118 Epidemiology) in addition to her teaching duties for the public health degree. She also teaches one class in the Master of Science in Kinesiology (MSK) program. The plan is for Dr. Lopez to continue teaching these courses if desired by the

Kinesiology Department. Other than teaching the kinesiology courses there should not be any additional impact to the department in the areas listed above.

(3) Results of a vote from each department or school directly affected, including written comments from affected academic program chair(s)/director(s) and faculty. Anonymity, if requested, should be accommodated and respected throughout the process.

See Folder Affected Department Support

C. Curricular and Degree Impacts
(1) List the courses, curricula, programs, degrees to be administered by the new department;

The Department of Public Health will be responsible for offering the public health courses required for the public health bachelor's degree. Department faculty will also serve as academic advisors for public health students in collaboration with the NSME advising center.
The following courses have been developed by the public health faculty and approved by the appropriate curriculum committee(s). These courses are included in the 2023-2024 catalog:

Lower Division

PH 2000 Introduction to Public Health (3) This course introduces the core functions of public health and provides an overview of various public health topics, including communicable and non-communicable disease, determinants of population health, strategies for eliminating health disparities, healthcare institutions and systems, and healthcare policy.

PH 2020 Health Communication (3) This course provides students an overview of the role of communication in public health, basic concepts, theories and practice strategies and of health communication. Students will learn how to create meaningful health communication, plan, implement, and evaluate health communication interventions, and develop health communication materials for different communication channel in different settings (i.e., technical and professional writing, mass media, and electronic technology).

PH 2700 Special Topics (1-3) Examination of contemporary or interdisciplinary problems of current interest in public health. May be repeated for credit with different topics up to a maximum of 6 units, subject to Program Coordinator approval.

Upper Division

PH 3110 Introduction to Health Promotion and Theory (3) In this course, we will analyze the key components of theories of health behavior, describe current applications of these theories to health promotion programs and interventions, and identify future directions for research and practice. Prerequisites: Public Health 2000 Introduction to Public Health

PH 3218 Health Equity (3) We will use research from a wide range of academic disciplines to examine how gender, race/ethnicity, socioeconomic status, age, and religion contribute to disparities of health.

We will examine how individual, community, and structural factors impact health outcomes. Prerequisites: Complete at least 45 units; prerequisite or corequisite A2. Satisfies the general education requirement JYDR and carries credit toward the Public Health Program.

PH 3310 Community Needs Assessment and Program Planning (3) This course focuses on needs assessment methods and activities, developing public health program goals and objectives, and utilizing theory-based strategies to develop successful programs. Students will also learn to assess the effectiveness of different public health interventions. Prerequisites: Public Health 2000 Introduction to Public Health

PH 3410 Health Policy (3) This course will provide students with an overview of health policy and policymaking processes in the United States. The course will discuss local, state, and federal policies to improve population health, including health care policies (e.g., Medicare and Medicaid) and public health policies to promote health and improve health equity. The course employs an active learning approach with an interdisciplinary view to discuss federal and state health policy process and the determinants that shape the U.S. health care system and health policies. It also provides students opportunity to learn and practice health policy analysis skills to address specific public health problems. Prerequisites: Public Health 2000 Introduction to Public Health

PH 4110 Research Methods (3) This course provides students an applied understanding of research topics and methods used in public health research. It is designed to build on the research skills obtained in other fundamental research methods and statistics courses. Advanced topics in research design and statistical analysis will be discussed and students will be asked to lead discussions, apply their skills in class and for homework assignments. The course is intended for students in the health and social sciences. Students will also gain skills in the design of rigorous research proposals and in manuscript writing. Prerequisites: Public Health 2000 Introduction to Public Health

PH 4700 Special Topics (1-3) Examination of contemporary or interdisciplinary problems of current interest in public health. May be repeated for credit with different topics up to a maximum of 6 units, subject to Program Coordinator approval.

PH 4800 Directed Research (1-3) Examination of contemporary or interdisciplinary problems of current interest in public health. May be repeated for credit with different topics up to a maximum of 6 units, subject to Program Coordinator approval.

PH 4850 Individual Study (1-3) Exploration of a specific topic, primarily through directed research, assignments, curriculum and/or materials development with a professor. Prerequisites: consent of instructor and approval of both the Program Coordinator and Dean of the School of Natural Science, Mathematics and Engineering. [By Petition] May be repeated for credit up to a maximum of 6 units.

PH 4870 Cooperative Education (1-3) Cooperative Education is a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Center for Career Education and Community Engagement (CECE) on an individual basis, subject to approval by the Program Coordinator. The field experience, including the seminar and reading assignments, is coordinated through Handshake in CECE and supervised by the faculty liaison (or course instructor), working with the field supervisor. The determination of course credits, evaluation, and grading are the responsibility of the program faculty. May be repeated for credit up to a maximum of 6 units. Offered on a credit, no-credit basis only. The program will determine application of credit. [By Petition]

PH 4890 Prior Experiential Learning (1-3) Credit for learning gained through prior off-campus experience related to the curriculum of the program. Requires documentation and Program Coordinator approval. Offered on a credit, no-credit basis only. May be repeatable for credit for a maximum of 3 units. [By Petition]

PH 4918 Senior Seminar in Public Health (3) Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be structured to fulfill the GE capstone requirement. One hour lecture and Two-hour discussion. Prerequisite: Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major. Satisfies general education requirement Capstone.

(2) Describe how the change will affect the governance and delivery of curriculum and degree programs;

      The formation of the Department of Public Health will not change the governance or the delivery of the BS in public health. Dr. Todd McBride will continue to serve as the Director of Health-Related Programs and provide the administrative duties and the public health faculty will continue their current roles of directing the curriculum, providing instruction, and mentoring students while engaging in scholarly activities. The formation of a new Department of Public Health will provide a more efficient means of operation and will enhance the professional experience and the sense of belonging for both the faculty and students in public health.

(3) Present a three-year plan for assessment of student learning outcomes, program development, course scheduling, and individual faculty assignments. In instances where a new department will not be solely responsible for a degree program, include documentation of consultation and course schedule and assessment planning from across all impacted and associated units;

Three Year Course Schedule
 Year One

Fall Semester	Faculty	Spring Semester	Faculty
PH 2000: Introduction to Public Health	Bui	PH 2000: Introduction to Public Health	Bui
PH 2020: Health Communication	Thao	PH 2020: Health Communication	Thao
PH/KINE 3118: Epidemiology	Lopez	PH 3110 Health Promotion	Lopez
PH3218: Health Equity	Thao	PH/KINE 3118: Epidemiology	Lopez
PH 3310: Community Assessment and Program Planning	Lopez	PH 3218 Health Equity	Thao
		PH 3410: Health Policy	Bui
CSUB 1029	Thao	PH 4110: Research Methods	Bui

CSUB 1029	Bui	PH 4918: Senior Seminar	Thao
CSUB 1029	Staff		
CSUB 1029	Staff		
CSUB 1029	Staff		

Year Two

Fall Semester	Faculty	Spring Semester	Faculty
PH 2000: Introduction to Public Health	Bui	PH 2000: Introduction to Public Health	Bui
PH 2020: Health Communication	Thao	PH 2020: Health Communication	Thao
PH/KINE 3118: Epidemiology	Lopez	PH 3110 Health Promotion	Lopez
PH3218: Health Equity	Thao	PH/KINE 3118: Epidemiology	Lopez
PH 3310: Community Assessment and Program Planning	Lopez	PH 3218 Health Equity	Thao
		PH 3410: Health Policy	Bui
CSUB 1029	Thao	PH 4110: Research Methods	Bui
CSUB 1029	Bui	PH 4918: Senior Seminar	Thao
CSUB 1029	Staff		
CSUB 1029	Staff		
CSUB 1029	Staff		

Year Three

Fall Semester	Faculty	Spring Semester	Faculty
PH 2000: Introduction to Public Health	Bui	PH 2000: Introduction to Public Health	Bui
PH 2020: Health Communication	Thao	PH 2020: Health Communication	Thao
PH/KINE 3118: Epidemiology	Lopez	PH 3110 Health Promotion	Lopez
PH3218: Health Equity	Thao	PH/KINE 3118: Epidemiology	Lopez

PH 3310: Community Assessment and Program Planning	Lopez	PH 3218 Health Equity	Thao
		PH 3410: Health Policy	Bui
PH 2700/4700	Thao	PH 4110: Research Methods	Bui
PH 2700/4700	Bui	PH 4918: Senior Seminar	Thao

Required courses from other departments:

See Folder Confirmation of Class Offerings
(course offering from other departments consistent with BS in Public Health four-year roadmap)

Lower Division Core
BIOL 1009, BIOL 2210, BIOL 2220, BIOL 2600
CHEM 1000, CHEM 1001 OR CHEM 1003
KINE 1018
MATH 2200, or KINE, or 2018, or PSYC 2018, or SOC 2208
PSYC 1018
SOC 1008
Upper Division Core
KINE 3118
HCA/PPA 4250

See Folder Assessment

(4) In the case of impacts on departments or programs with external accreditation, provide the rationale and justification for creating the department that aligns with accreditation requirements.

A Department of Public Health will be necessary to meet the criteria for a stand-alone baccalaureate program accreditation from the Council on Education for Public Health (CEPH). Accreditation will be sought following the successful creation of a Department of Public Health. The public health faculty developed the current curriculum with accreditation in mind and aligned the curriculum to meet CEPH accreditation requirements.

D. Faculty Rights and Responsibilities
(1) Describe how the establishment of the new department will affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload;

The creation of a new Department of Public Health will enhance recruitment of new faculty. CSUB was fortunate to recruit faculty that were willing to join the campus without a Department of Public Health. They came to CSUB for the opportunity to create a new department and the vision to provide a much-needed program in the CSUB service area. With the current faculty spread over two

existing departments (NURS and KINE) and two different schools (NSME and SSE) it will be difficult to grow the program and recruit additional full-time faculty and part-time adjuncts. It also makes it difficult for students to feel a sense of belonging to a program and to build a community within the public health discipline.

A singular department specific to public health will also make RTP requirements consistent for all public health TT track faculty. Currently they are reviewed within the departments they are located. Having RTP criteria specific to the public health discipline will benefit the public health faculty and create a more equitable review process. A draft of the RTP criteria specific to the new Department of Public Health is available for review in the Box Folder Faculty Review and RTP. The public health faculty created this document and received feedback from the Dean of NSME, Dr. Jane Dong to ensure all parties agreed it contained the guidelines necessary for accurate and fair evaluations.
Faculty currently holding appointments with departments other than public health will be allowed to choose the RTP criteria they would like to use once the new department is formed. The may continue with the RTP criteria in the department from which they originated, OR they can choose the RTP criteria created for the new Department of Public Health.

Faculty workloads will remain consistent with the workloads of other faculty in smaller departments across campus. The service workload will become less, as the public health faculty are currently engaged in activities in their home departments in addition to the work needed to build and maintain the public health program. It will require less effort when faculty can focus solely on public health once that becomes the home department.

(2) Include the following criteria and policies, including documentation that they have been reviewed and approved by the incoming departmental faculty (as included In Section II. B.1.), the appropriate school dean, and the P&VPAA.
a. Retention, Tenure and Promotion (RTP) Criteria,
b. Post-Tenure Review (PTR) Criteria,
c. Classroom observation policies, and
d. Criteria and Procedures for the periodic evaluation of temporary faculty
See Folder Review and RTP

(3) In the case where the initial faculty composition of the new department does not include a minimum of three tenured faculty of the rank of Professor, include information on the pool from which qualified faculty will be drawn for RTP, PTR, and other committees that require faculty of this rank.

See Folder for Faculty Affiliates

(4) Include "Rules of Governance" that, at minimum, specifically address the following items: • Voting procedures
• Department committees (formation, responsibilities, structure, membership) • Advisory committees (formation, responsibilities, structure, membership) • Frequency of department meetings

All full-time tenure track faculty will have an equal and singular vote in department governance regardless of rank. All voting will occur in an anonymous fashion with the department chair tallying the votes. Instances that result in a tie vote will be discussed, followed by an additional vote until a majority or compromise can be attained.

All TT faculty will be expected to serve equitably on department committees as part of the RTP service component. Lecturers are also eligible to serve on department committees but are not required

to do so. Lecturers volunteering to serve on a committee will have an equal vote in business conducted by the committee.   Department committees will consist of a minimum three faculty with membership decided by a department vote if there are more than three faculty eligible to serve. One member of the committee will be elected by members of the committee to serve as committee chair.

The formation of new committees within the department will be determined by discussion and a majority vote to form a new committee.

A curriculum committee, faculty affairs committee, and a budget and operations committee will serve as initial committees upon department formation. The RTP committee will be comprised of the faculty affiliates.

The department chair will be determined by majority vote and consultation with the school dean for each three-year term. Department chairs are eligible to serve two consecutive three-year terms if elected for the second term. The department chair will receive six (6) WTUs of reassigned time each semester, for a total of twelve (12) WTUs of reassigned time each academic year. Department chairs provide leadership in the search and screening process for new faculty, the development of new curricula and academic programs, and in the conduct of the five-year program review and accreditation.

Faculty workload and assignments will conform to the contract in effect between the California Faculty Association and the California State University.

E. Budgetary, Financial, and other Resource Considerations
(1) Describe the needs of the new department for financial support and resources, particularly for the first three years of operation, including:

a. operating expenses,

Funding for the Department of Public Health will be determined by the NSME funding model for academic departments. It is based on a minimum base budget for all departments with additional allocation based on FTEF, FTES, number of majors, and yearly fixed costs, such as, accreditation and equipment service. This will require an agreement between the Provost and Dean of NSME to increase NSME base funding to support the additional department by the NSME funding model.
See Folder Administrative Support, which includes financial commitment from the Office of the Provost.

b. staff,

One full-time ASC will be required to operate the department.
c. space, including staff (ASC) offices, mail, housing of instructional support equipment, laboratories, etc.

The initial space needs will require three offices for TT faculty, one office for an ASC, and one office for a department chair. Two TT public health faculty are currently located on the first floor on Science III while housed in the Nursing department. A third office on the same floor for one additional TT faculty coming from the School of SSE will help provide a cohort environment. The ASC and chair offices are less important and can be placed where space is available.

The public health department currently has one lab and one office for faculty and student research in Science I, rooms 405 and 407. That space will need to continue as research space. The NSME building space committee has agreed upon a plan to have the public health department occupy space vacated by NSME Grants and Outreach when they relocate to the new Energy Center building when complete. This will include offices and the conversion of a teaching space into the new public health student research center on the first floor of Science III.
d. equipment,

New computers for the student research lab have been purchased by a DOE Title V grant. Any additional equipment necessary can also be purchased by the Title V grant.

e. possible other sources of non-stateside funding, if applicable.

The DOE Title V grant to support the public health degree and pre-health students' success will continue for two more years ending in the 25-26 academic year. The grant provides training and research opportunities for pre-health and public health students and faculty. The grant has been beneficial in starting the public health degree, but we are not relying on the grant to support the formation, or operational expenses for the new Department of Public Health. Stateside funding at the level of support outlined by the Provost and Vice President for Academic Affairs and the Dean of the School of Natural Sciences, Mathematics, and Engineering in their letters of support will be all that is needed. **See Folder Administrative Support**

f. Information Technology Services

The public health department will require the same basic IT services as other departments in NSME. In addition to the following software: Stata, Atlas TI, Endnote, GIS

g. Library

Library use will be consistent with other academic departments in NSME.

See support letter from Dean of Libraries is located in the Folder Administrative Support

h. other facilities;

No special facilities required.

F. Planned Implementation and Timeline

(1) The proposed date of implementation and the appropriate timeline for the process of implementation;

The public health team met twice a month during the 2022/2023 academic year, and twice a month fall semester 2023 to complete a draft of the proposal to form a new Department of Public Health.

The proposal was submitted to the Associate Vice President for Academic Affairs and Dean of Academic Programs, Dr. Debra Jackson on 11/01/23

Dr. Jackson forwarded the proposal the Chair of the Academic Senate, Dr. Aaron Hegde on 11/20/23

SPRING 2024
The public health team seeks approval by the academic senate spring semester 2024.

Assuming approval of new department in spring 2024 the public team will meet to organize the following agenda items prior to the 2024 summer break:
•Formation of RTP unit committee from pool of faculty affiliates
•Election of department representatives for NSME committees
•Meet with NSME Dean to finalize office space for TT faculty in Science III.

FALL 2024

During the fall semester 2024 the newly formed department will engage in the following activities:

- Department retreat to review curriculum and develop additional courses for both the major and GE
- Begin development of new bachelor's degree in health policy that aligns with the community college transfer model curriculum
- Initiate process to hire an ASC I with search to be conducted spring semester 2025
- Ms. Vanessa Mayorga is currently providing ASC assistance
- Adapt our assessment model outlined in our department proposal to TaskStream format and enter 5-year assessment plan into data base

(2) Include important milestones and dates for the development of the department.

ANNUALLY

The department will engage in the following activities annually:

- Department fall retreat to assess curriculum and department policies
- Form committee of faculty associates each spring for RTP review the following year
- Meet with both the internal advisory board and community advisory board
- Review department scans from IRPA and TaskStream updates
- Placement of student interns with community partners

DURING FIRST FIVE YEARS

The department has set the following goals to be completed within the first five years:

- New BS degree in health policy added to master plan by end of AY 25/26 and available for students AY 26/27
- 250 majors by fall semester 2026
- Four-year and six-year graduation rates that exceed the campus average by end of year five
- Track metrics for accreditation annually and apply for accreditation by the end of year five
- Complete feasibility study for a MS degree in public health
- Increase the pool of community partners and double the number of internship opportunities for students
- Add at least one expansion hire for a TT faculty member
- Elect new department chair to begin AY 28/29

Public Health Response to Budget and Planning Committee 2/26/24

Would it be possible to get a letter from the library about sufficient library resources for future department operations as well as the accreditation?
We have contacted the library to inquire about support for resources, and they can provide a letter of support minus any commitment for accreditation needs. We do not anticipate the need for resources beyond what the library already provides for CSUB students in general. We currently have 84 students enrolled as public health majors and we have not experienced any limitations in terms of library services with our curricular needs. A review of the accreditation procedures published by the Council for Public Health Education does not list specific library services or holdings. They just require general university level library services. Consultation with the CSU Public Health Chairs indicated a similar description of basic library services with the recommendation for access to one public health journal.
A letter of support from the Dean of Libraries Sandra Bozarth has been added to the Box file for administrative support.

As for the accreditation which seems dependent on the creation of this department (please correct me if I misunderstood), would it be possible to elaborate more on the existing and future resources needed for accreditation, in addition to 1).
Accreditation will require several years of data collection to establish a track record and support the application. We do not anticipate applying for accreditation in the initial years after the department is formed. The formation of a department is our initial goal, but eventual accreditation does require a department. The degree program is not dependent on having accreditation. Not all public health departments in the CSU offer an accredited program, and recently a couple have decided not to renew. If accreditation is sought it will require a fee. Currently the Office of the Provost has agreed to cover accreditation fees on the CSUB campus. In summary department formation and accreditation are two separate processes and we would like to focus on establishing a Department of Public health at this time.

Which part of the current and future operating expenses (lab, library, IT, staffing, future accreditation, etc) are funded by current grants ? If none, please state it in your proposal and you can skip this issue. Otherwise, after these

grants expire and are not renewable, how will the department deal with these expenses?

The DOE Title V grant provides support to recruit students and support for student advising in health-related careers. The grant also provided support for the initial creation of the public health degree program. The grant primarily funds specific deliverables that are unrelated to operations specific to public health. We do have salary support for two faculty members that allow us to buy release time for program development and scholarly activities. The funding of the Title V grant allowed us to accelerate and enhance the public health degree in a much quicker time frame than would have been possible absent this funding. The Title V grant also supports an advisor in the NSME advising center who provides support to students entering CSUB with an interest in a health-related career. The salary support for the faculty is a financial benefit to the university, but the three tenure track lines in public health are on position control, so we are not dependent on grant support for faculty salaries. The advisor is also a big help to the university since the NSME advising center is understaffed relative to the number of majors it serves. It is hopeful for all students in NSME that the advising center can be staffed with a full number of advisors when the Title V grant is no longer available to make up the difference. Administrative support for the public health major is currently in the form of part-time help from the biology department ASC and does not rely on grant support. The letter of support from the Office of the Provost includes the funding of an ASC for the new department.

The new department will require a yearly budget allocation consistent with the funding model for NSME departments distributed by the NSME Deans Office. Both the Office of the Provost and the Dean of NSME have provided letters of support to acknowledge this need and have pledged their support as documented in the proposal for department formation.

In summary the DOE Title V grant is very helpful and has allowed us to provide a lot of opportunities for students interested in health-related careers, but it is not specific to supporting the public health degree and is not needed for department operations. We can include language similar to this in our proposal for a the creation of a new Department of Public Health.

Public Health Response to Budget and Planning Committee 3/18/24

Thank you for taking the time to visit BPC today and we really appreciate it. The BPC would like to request your assistance with three things:

1. We wonder if you and your school budget analyst can check the budget and provide a letter of verification confirming that all three public health faculty members are currently on position control (Either one below would work):
    a. If this is true, a short letter from your budget analyst will be sufficient.
    b. In case one or more faculty positions turn out to be on grant still, can you please work with the Provost's office to obtain a letter of commitment ensuring there is a plan to transition these positions to be on position control before the grant expires?

    Dr. Chia Thao is a member of the diversity expansion hires who were recruited AY 23/24 to start employment fall 2024. Dr. Thao is on position control.
    Dr. Andrea Lopez was hired as part of the Title V grant, but began her appointment on position control and PCAR statements were used to bill the grant. Later her salary was moved directly to the grant. Her faculty line in position control was "moth balled" to be saved for when the grant is completed.
    Dr. Linh Bui was hired directly on the Title V grant and did not appear on the position control list.
    An email sent to the Dean of NSME, Dr. Kathleen Madden from Provost Dr. Vernon Harper at the time recruitment began for the positions filled by Dr. Lopez and Dr. Bui provides assurance the two positions will be made permanent at the end of the grant. A scanned copy of this document has been added to the Box folder. Please see Folder Administration Support in Box.

    Dr. McBride met with the current Interim Provost, Dr, James Rodriguez on March 6, 2024 to discuss an additional letter of support. During that meeting it was determined by Dr. Rodriguez an additional letter was not needed and he had ensured his support in the BPC meeting on February 29, 2024, and it would be reflected in the meeting minutes.

2. It will be very helpful if you can work with your budget analyst to come up with the first 3 years of operations (suggested in an excel worksheet or table), e.g., faculty positions, staff positions, operating expenses and others, etc. This is required in E(1). Please note that this is needed for all proposals of new degree programs/new departments.

    A separate folder with personnel and operating budgets has been added to the Box folder. See Folder Budgets

3. Given that one professional advisor position is currently grant-funded, and there's a possibility of losing this individual if the grant is not renewed upon expiration, the BPC wonders if the new department will be able to address this potential issue. There are three suggestions under consideration (either one would work):
    a. The Provost can provide a letter affirming their commitment to hire a professional advisor on position control when this potential issue arises;

b. The NSME advising center can issue a letter assuring that they will have the capacity to accommodate any overflow of advising responsibilities in the event of losing this grant-funded professional advisor position;

c. Or a letter from the public health faculty confirms their willingness to assume the advising tasks in the event of losing this grant-funded professional advisor position.

The public health faculty met and decided to adopt a model of faculty focused advising. The public health department will continue to utilize the NSME Advising Center for onboarding incoming freshmen and transfer students in a manner consistent with the other departments in NSME. Once students have received their initial advising they will be assigned to a faculty advisor to direct them through the major.
Please see faculty advising letters in the Folder Faculty Advising Model.

Public Health Response to the Academic Senate Faculty Affairs Committee 3/18/24

1. Please ensure that all changes made to the proposal documents that have occurred since originally submitted to the senate for review are entered using track changes, so that we can easily evaluate updates and changes.
    Edited version with changes tracked will be available in the shared Box folder.

2. It is unclear within the document if Dr. McBride intends to be faculty in the new department. He is not listed within the proposed faculty composition, yet in other areas it appears that he intends to maintain a leadership role as a member of the new department. It also appears that Dr. McBride's current lab space and office, as a member of the Department of Biology, are intended to become part of the new Department of Public Health. In what department does he intend to be housed? If he will be jointly appointed, this will need to be updated in the proposal. Also, the department of biology will need to be consulted about space, resources, and faculty line implications for these plans and this should be clearly documented.

    Dr. McBride is currently an MPP serving in a Directorship Role. His current office space is designated for Public Health and not for Biology. He no longer maintains a lab space.
    It is unknown at this time if Dr. McBride will be in an MPP or faculty position during the 24/25 academic year. Regardless Dr. McBride's appointment will be maintained as a directorship.
    Dr. McBride maintains retreat rights as a Professor of Biology if he does retreat to a faculty position, but he will not have a role in the biology department. The faculty line on position control vacated by Dr. McBride when he entered into an MPP position is maintained within the biology department and has already been replaced by a new tenure track hire in the department. No Biology space will be affected by the public health department under the current proposal.

3. Is the intent/plan for Dr. McBride to be Director/Chair of the new department? Have the proposed department faculty voted on their requested first departmental chair? This plan and request should be clearly documented.

    The role of Dr. McBride as department chair has been discussed with the public health faculty on many occasions during the development of the department proposal. The public health faculty are all probationary TT faculty at the level of Assistant Professor. Dr. McBride will serve a term as the initial department chair to provide time for the faculty to move up to the rank of tenured Associate Professors. Dr. McBride has previously served as the biology department chair for ten years and can provide the experience to allow the probationary faculty to focus on establishing their scholarship and growing the public health major. In agreement with the FAC the public health team discussed the chair position at our March 13. 2024 team meeting and subsequently held a formal vote to establish the chair position. Votes were submitted to the Title V administrative assistant with the vote tally provided to the public health team without disclosing the individual votes. This allowed the public health faculty to submit their votes in a manner anonymous to the rest of the public health team. The votes affirm that Dr. McBride will serve as department chair.

How will future faculty members be funded (after grant money is gone)?

The Provost, Dr. Vernon Harper at the time faculty were recruited committed to placing the faculty on position control prior to the recruitment process taking place for the positions occupied by Dr. Andrea Lopez and Dr. Linh Bui. Please see the documentation in the Box Folder Administrative Support. Additionally at the Budget and Planning Committee meeting on February 29th, 2024. The current Interim Provost, Dr. James Rodriguez confirmed he would honor the commitment of the previous Provost and current Interim President Harper. Interim Provost Rodriguez also stated that he understands the value of the program and supports moving the faculty to position control on his own behalf. This is reflected in the meeting minutes of the BPC in a purposeful manner.

4. What are the criteria by which the affiliated faculty were identified and selected? Were the proposed faculty within the new department fully consulted as part of this process? Due to the RTP role that these faculty will undertake, FAC recommends 1) a larger pool of faculty; 2) a pool that could include Associate professors; and, 3) in the interest of the 3 current faculty moving to Public Health, a large pool of faculty from Nursing and Kinesiology. (Also, Dr. Vega can no longer serve during the period that he is serving as an interim dean).

The public health team has met twice monthly during the 2023/2024 and 2024/2027 academic years to work on the formation of a public health department. Faculty affiliates were discussed during multiple meetings and recommendations were made for people to invite. Full professors were initially chosen in response to the language outlined in Section D3 of the guidelines which states the requirement of three full professors. We currently meet the criteria to move forward with the department proposal and acknowledge the current ineligibility of Dr. Luis Vega who has assumed an MPP position.
At the suggestion of the FAC the public health team agrees that securing additional faculty affiliates at the level of Associate Professor will be helpful. The public health team discussed this topic during our March 13, 2023, team meeting and the public health faculty nominated additional faculty to invite as faculty affiliates.
We now have signed MOUs from additional faculty who have agreed to serve as faculty affiliates. Please see the updated Folder Faculty Affiliates Support.
Dr. Heidi He, Nursing
Dr. Maria Rubolino, Nursing
Dr. Annie Boehning, Nursing
Dr. Eugene Wang, Kinesiology
Dr. Zachary Zenko, Kinesiology

5. With regards to the RTP criteria, the 3 current faculty do have the right to the criteria of their originating departments, no? This should be clearly stated.
Please see edits in department proposal that reflect the option to choose RTP criteria.

6. FAC has other recommendations for the proposed RTP criteria as currently written, but was unanimous in that the 2nd paragraph is problematic, and that a 4th criterion of Professional Attitude is not consistent with CFA or University handbook: Evaluation of the criterion of Teaching, Scholarly Activity and Service only. While we believe that we understand the intent,

there are other ways to incorporate this without creating a 4th criterion or creating an opportunity for abuse or unfair application.

The three public health faculty members have collaborated to edit the RTP criteria for public health to address the above concerns/comments. An updated version with changes tracked has been added to the Box Folder. Please see Folder Faculty Review and RTP

7. II.E.1.a. operating expenses the text indicates that an agreement regarding funding will be required. We recommend that this agreement be established and included within the proposal. The Provost and the Dean of NSME have both confirmed funding consistent with other NSME academic departments. Please see Folder Administrative Support. An excel spread sheet has been added to the proposal with numbers consistent with the NSME funding model. Please see Folder Public Health Budgets

8. It appears that the very last section of the required new Department Formation guidelines is not included within the proposal (i.e., II. F. Planned Implementation and Timeline (1) The proposed date of implementation and the appropriate timeline for the process of implementation; (2) Include important milestones and dates for the development of the department).

Sections added.