ACADEMIC SENATE EXECUTIVE COMMITTEE

Agenda
Tuesday, January 21, 2020
10:00 a.m. – 11:30 a.m.
SCI III Rm 100

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
   President Zelezny unable to attend this meeting.
   All Faculty Meeting Monday, February 10 – Stockdale Room 11:30 a.m. -1:00 p.m.

3. APPROVAL OF MINUTES
   December 10, 2019 Minutes

4. APPROVAL OF AGENDA

5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (M. Danforth)
         ▪ Referral 13 Response to Student Misconduct Task Force Report
         ▪ Referral 14 New Course Forms and Process
         ▪ Referral 16 Program Review Process Improvement
         ▪ Referral 17 Learning Management System – Canvas
         ▪ Referral 18 Interdisciplinary BS Degree in Public Health Proposal
         ▪ Referral 19 Winter Term Courses and Units Policy
         ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering
         ▪ Referral 21 Minimum IELTS and TOEFL Scores for International Graduate Students
      ii. AS&SS (J. Millar)
          ▪ Referral 05 Canvas Pilot
          ▪ Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain
          ▪ Referral 13 Response to Student Misconduct Task Force Report
          ▪ Referral 17 Learning Management System – Canvas
      iii. FAC (M. Rees)
- Referral 02 Faculty Workload – One WTU Defined
- Referral 08 Honorary Doctorate-Handbook Change
- Referral 09 Faculty Membership on Search Committee for the Provost & VP of AA – Handbook Change
- Referral 11– New Regulations on Consensual Relationship - Handbook Change

iv. BPC (B. Street)
  - Referral 17 Learning Management System – Canvas
  - Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering

b. Interim Provost Update
  i. Mentorship Programs

c. Searches - Update
  i. AVP Faculty Affairs
  ii. AVP Academic Programs
  iii. Dean SS&E
  iv. Associate Dean SS&E
  v. Dean Library
  vi. Faculty Ombudsperson
  vii. Faculty Coordinator for Sustainability
d. Financial and strategic planning transparency and faculty participation
e. Handbook Error Log

6. NEW DISCUSSION ITEMS
a. Interim AVP of Faculty Affairs
b. RTP Issues: Implementation and Handbook Language (handouts)
c. Bring Your Own Device Survey (handout)
d. Block Scheduling
e. Article 20.37 Assigned Time committee and call
f. Addition of Winter session 2020-21 Calendar Change Request

7. AGENDA ITEMS FOR SENATE MEETING January 23, 2020 (Time Certain 11:00 a.m.)
   Announcements
   University Police Department Briefing – M. Williamson (10:05 Time Certain)
   Consent Agenda
   New Business
   Old Business
   RES 192007 Online and Hybrid Courses Handbook Changes Second Reading
8. COMMENTS FROM THE FLOOR

9. ADJOURNMENT
ACADEMIC SENATE EXECUTIVE COMMITTEE
Minutes
Tuesday, December 10, 2019
10:00 a.m. – 11:30 a.m.
SCI III Rm 100


1. CALL TO ORDER
   D. Boschini called the meeting to order.

2. ANNOUNCEMENTS AND INFORMATION
   • Response to First Reading Ethnic Studies - Open Forum December 10, 2:00 – 3:45
     Location: Health Center Conference Room (HCCR)
   • Trustee Jane Carney meeting with EC - December 17, 3:15 p.m. Location: President
     Mitchell Conference Room

3. APPROVAL OF MINUTES
   M. Danforth requested that the December 3, 2019 Minutes be approved via email.

4. APPROVAL OF AGENDA
   D. Boschini suggested that Update to the Search Committee for the Provost occur (Time

5. CONTINUED ITEMS
   a. AS Log (handout) – D. Boschini opened the reporting to only those items which
      required discussion.
      i. AAC (M. Danforth) (deferred)
        ▪ Referral 10– Ethnic Studies as a GE Requirement – Response to the Task Force
          Report
        ▪ Referral 13 Response to Student Misconduct Task Force Report
        ▪ Referral 14 New Course Forms and Process
        ▪ Referral 16 Program Review Process Improvement
        ▪ Referral 17 Learning Management System – Canvas
        ▪ Referral 18 Interdisciplinary BS Degree in Public Health Proposal
        ▪ Referral 19 Winter Term Courses and Units Policy
        ▪ Referral 20 Proposal for Energy and Power Engineering Emphasis within the
          B.S. degree in Electrical Engineering
Referral 21 Minimum IELTS and TOEFL Scores for International Graduate Students

ii. AS&SS (J. Millar) (deferred)
   - Referral 05 Canvas Pilot
   - Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain
   - Referral 13 Response to Student Misconduct Task Force Report
   - Referral 17 Learning Management System – Canvas

iii. FAC (M. Rees) (deferred)
   - Referral 02 Faculty Workload – One WTU Defined
   - Referral 08 Honorary Doctorate-Handbook Change
   - Referral 09 Faculty Membership on Search Committee for the Provost & VP of AA – Handbook Change
   - Referral 11– New Regulations on Consensual Relationship - Handbook Change

iv. BPC (B. Street)
   - Referral 17 Learning Management System – Canvas – The joint meeting with AAC, AS&SS, and BPC is scheduled for December 12 pending F. Gorham’s response to the feature comparison to Blackboard, side-by-side course comparison, and migration issues. Multiple emails from TLC “Prepping your Blackboard course for Canvas migration” sounds like the implementation is taking place. An explanation is needed whether Canvas has been purchased or an update on the status of the pilot. D. Boschini invited F. Gorham to attend the EC in the Spring term. There is interest in discussing Box issues and a possible purchase of a DropBox license. The wider issue is that the Information Technology Committee (ITC) is not sufficient substitute for faculty input. The Information Technology Advisory Council ITAC oversees ITC. ITC makes recommendations to ITAC. The EC recommends that the ITC meeting schedule is set for the entire year so members can plan ahead to attend.
   - Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering

b. Interim Provost Update

V. Harper attended ASI to discuss the reissue of online SOCIs. It was an operator error, not a software error. Thus far, the response rate of the new SOCI is 25.89%. Regular SOCI participation rate is 35.21%.

Commencement – V. Harper encouraged all faculty to attend Commencement at the Mechanics Bank Convention Center tomorrow evening. 63% of those 894 students eligible to walk are in the Ceremony. 571 will walk. The Spring ceremony participation was only 48%. The Fall ceremony will reduce the spring ceremony by 35 minutes. Commencement occurred before exams this year because of the
available venue. BPC will be working with the Commencement Committee for future dates to be scheduled post-exams. Going forward, the driver will be the number of graduates, cost, and the impact on spring commencement, and the faculty’s opinion on commencement. V. Harper said that there is a Cabinet meeting to debrief the event and whether to implement Fall Commencement in the future. He will have K. Krishnan work on a survey for faculty to provide their feedback.

c. Searches - Update
   i. AVP Academic Programs
   ii. Dean SS&E
   iii. Associate Dean SS&E
   iv. Faculty Director of Interdisciplinary Studies
   v. Faculty Director of the Teaching and Learning Center
   vi. Faculty Ombudsperson: Announcement Plan (handout) - Per Handbook 303.8.4, the Senate issues the call for applicants and the Executive Committee will review the applications and then make a recommendation to the Provost. The job description was created by V. Harper, J. Millar, and M. Rush. The rank is tenured full professor. Ombudsperson Task Force committee discussed the need for the appointment to have time and experience to understand policy, procedures, network, and shadow systems to be impartial as possible. It is a three year appointment. The ideal person would be a deep thinker. The application deadline is Monday, January 27 at 5pm. The earliest the EC would select is mid-February. The person could start by the end of the month, and could receive a stipend for their first semester, or roll-over to the next. It could be made to work.
   vii. Faculty Coordinator for Sustainability (deferred)

d. Financial and strategic planning transparency and faculty participation (deferred)

e. Handbook Error Log (deferred)

6. NEW DISCUSSION ITEMS
   a. Feedback on first reading of AS-3403-19/AA Recommended Implementation of an Ethnic Studies System Requirement (handout) Initially, EC was the committee to give feedback on behalf of all the groups. Subsequently, one of two open forums have occurred. J. Tarjan shared feedback from General Education (GE) and the Communications department. Overall, the campus wants to keep the Junior Year Diversity (JYDR) model which covers four areas of diversity. Consensus is hard to identify. Some faculty want Ethnic Studies. That would be Area D of GE. They could have Political Science fulfill the requirement. The other point of feedback is for the campus to work collaboratively. D. Boschini said that she has not heard any new ideas since the first reading was presented. She shared that JYDR consensus is not
possible. It was hard getting the Quarter to Semester conversion. The EC is happy with the work done already in JYDR. The campus doesn’t need to do much more than what’s been done. Faculty doesn’t welcome being told what to do. M. Danforth will be leading the second open forum and compiling the final CSUB feedback to ASCSU. J. Millar will be attending the ASCSU Academic Affairs meeting Friday at the Chancellor’s Office. Dr. Jerry Schutte, Senator, CSU Northridge is connected to Dr. Weber (author of AB 1460 CSU Graduation Requirement Ethnic Studies) to present about how the resolution gets moved back to the state senate floor. ASCSU stands with the statement that government doesn’t tell us what to do. There is support and respect of Ethnic Studies’ faculty and the Task Force’s belief that Ethnic Studies is different than diversity and some other things. It’s important to use our Ethnic Studies people to contribute to the conversation across the CSU. The legislature may see that what we’re doing is satisfactory.

b. Mentorship programs – There are concerns about the Runner Alumni Mentorship Program (RAMP) taking mentors away from the BPA Professional Development Certificate Program. RES 171825 BPA Student Professional Development Certificate was approved as an academic piece with multiple courses and touchpoints throughout the program, that together form learning outcomes and a certificate. The culminating piece is working with a mentor matched to the student. The Executive Graduate Committee deemed the pilot program very successful. The mentorship piece asked community members to commit two hours: one to get to know the student and their goals, and then another hour to do a mock interview. Given the success of the program, BPA hired an internship coordinator. The same mentors who were involved in BPA’s pilot were notified by University Advancement (UA) and RAMP. When the BPA coordinator reached out to the community mentors involved in BPA’s certificate program, they responded that they could not do both. UA told the BPA coordinator not to contact businesses to recruit mentors – it has to go through UA because they may have different programs, etc. The BPA coordinator asked for support, and didn’t receive any. Now, the only mentors BPA has are a few that faculty have identified. RAMP had some difficulty matching students with mentors. There is a third mentorship program, 12 Cups of Coffee through the Women & Girls Foundation. The perception is that it’s through the university because there are people from the university involved. The issue is that RAMP is a mentorship program started by a non-academic side that is encroaching on the academic side. The role of academics is to place students in jobs. The more mentorship for the students the better for the students. However, not without consultation and not at the expense of the academic program. UA doesn’t want people other than them to ask for money. The EC requested that V. Harper talk to
UA about their coordination with BPA such that UA doesn’t impede the relationship that BPA develops with the business community to foster mentorship in its academic program. BPA should not have to go through UA to fulfill course activities toward the Student Professional Development Certificate. The recommendation is for some formal mechanism of communication between UA and the schools. UA hasn’t raised money for BPA. Faculty doesn’t have any input on what goes on in UA. UA’s lack of coordination with BPA has contributed to lowered participation in the Student Professional Development Certificate Program. UA could satisfy BPA and fix the problem through constructive communication. We need to figure this out so poaching doesn’t happen. The faculty voice isn’t necessarily what is good for the whole organization. However, from the academic side initiative, BPA has been doing what UA has begun doing. Academics is the core activity of the institution. UA is to support the educational experience, not put a stop to what BPA is doing. BPA needs to talk to the business community mentors as an essential part of the Student Professional Development Certificate program. Other programs need to be able to contact businesses to come in and talk to our students, or to be part of an advisory board. The Alumni Association has tried to have a mentoring program resulting in in varying degrees of success. A few years ago, an ambitious individual started RAMP and their success looks good and UA needs things to look good in advance of the capital campaign. The Alumni Association is a part of the university, and they started the RAMP. It conveniently became a UA program, instead of an Alumni program. D. Boschini summarized the discussion. Strategic planning is new to UA and they are going into others’ programs with the attitude that it’s comprehensive and wonderful for everyone. We want them to be successful, and we want to know their plan so they can receive faculty input. V. Martin’s informed faculty leadership that UA is still in the process of developing their strategic plan. While UA is setting up mentor relationships in Nursing that is good, if UA setting up mentoring that is damaging to existing programs in BPA, it needs to be corrected. V. Harper will provide follow-up of his meeting with UA to the EC in January.

c. Role of Department Chairs in Class Scheduling and Faculty Assignment - (handout)
There’ve been several messages from EEGO reminding people that if they wanted to offer classes during Winter Session, there’s still time to do that. The concern is that direct communication to faculty from EEGO implies that the faculty communicates directly back to EEGO without acknowledging that the Department Chairs have a role in deciding which classes should be scheduled. D. Boschini requested that the Interim Provost remind M. Novak and the other Deans that the department chairs are a necessary step in the process. While the Course Add Form has a line for the Chair’s signature, it would be appropriate to state in the Scheduling Guidelines that
the Department Chair or Program Director must approve the course offering and then EEGO document it. Departments and department chairs are in charge of pedagogy. Some courses aren’t suited for Winter Session. When the campus was on a Quarter system, students could only take one course during Winter Session. Chairs need to have more say on limiting the number of classes, and the advising what goes out to students about the type of classes that aren’t appropriate for Winter Term or Summer Term. Another concern is cannibalizing enrollments during other times. Does it facilitate graduation, or faculty rotation? Certain courses are appropriate, and certain courses are not. When there is objection to offering a class during Winter or Summer breaks, some view it as being against graduation. EEGO’s class cancellation process raises concerns. A department chair learned from a student that a summer class was cancelled. That particular class was a pre-requisite to everything that the student was going to take in fall. EEGO’s cancellation caused six students to be a semester behind their graduation. A roster of students could not be produced. It was a very poor process of cancelling classes. D. Boschini envisioned that if there is a low-enrollment class going into the term, the chair would be notified by the Assistant Dean to inform them of low enrollment and a request to cancel the class. Then, the chair would have the opportunity to state the impact on the department or program. V. Harper said he would talk to the Dean of EEGO about being more explicit that department chair approval is a prerequisite to offering Intersession courses. There can better communication about cancelling classes. D. Boschini said that the way EEGO communicated has created a situation they may not have intended. The way to fix it is for EEGO to make the department chair their first step for offering a course, cancelling a course, and sending out emails.

d. RTP Issues: Implementation and Handbook Language (handout) (deferred)

f. Exceptional Service – Define - Article 20.37 Assigned Time is in the Collective Bargaining Agreement (CBA). It states what the campus can do. Include what is normally expected for tenured faculty in the call. Per Handbook 303.1, faculty duties include faculty searches, RTP, assessment activities, department curricular development and oversight, student advising and mentoring, office hours, or those activities and responsibilities from which a faculty member is receiving assigned time. In addition to teaching students, faculty share other obligations such as advising students, providing informal counseling, serving on departmental, school, and university committees, and appearing at academic functions. These are normal duties. We cannot make up for departmental issues. For example, one department advises 100 students and another department advises 300 students. Release time
for being a graduate coordinator is not something that the department should be involved in. Supervising student thesis when faculty is already getting a half WTU is not exceptional service. The committee selection will be made in January. People receive assigned time for chairing committees, so it’s intermingled. There is an argument that serving on a committee is a normal responsibility. D. Boschini suggested that the EC look at it in January. Consider that we receive applicants who are really doing exceptional things, and everyone is advising them against it. They are already struggling in RTP in certain areas, and here’s somebody who is doing mentoring and research projects with thirty students. It’s excessive and it’s just a bad idea – and no one wants them to be doing that. The solution isn’t to give them more Assigned Time. The solution is that they need to have better time management; be realistic about what they took on themselves.

g. Block Scheduling (deferred)
h. Update to the Search committee for the Provost (Time Certain 11:15)
   The composition of the Search committee was discussed.

7. AGENDA ITEMS FOR SENATE MEETING January 23, 2020 (Time Certain 11:00 a.m.)
   Announcements
   Consent Agenda
   New Business
   Old Business
   RES 192007 Online and Hybrid Courses Handbook Changes Second Reading

8. COMMENTS FROM THE FLOOR

9. ADJOURNMENT
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<td>08/27/19</td>
<td>2018-2019 Referral 20 Continuous Enrollment Course</td>
<td>Withdrawn 8/27/19</td>
<td>AAC There won’t be anything for the Senate to act on until the</td>
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<td>subcommittee issues their report.</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 01_Distributed Learning Course Note: two</td>
<td>2nd RES 1/23/20</td>
<td>AAC RES 192002 Distributed Learning Committee Handbook Change</td>
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<td>resolutions resulted</td>
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<td>RES 192007 Online and Hybrid Courses Handbook Changes</td>
<td>10/24/19</td>
<td>11/01/19</td>
<td>11/04/19</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 04 Proposal for a Master in Kinesiology</td>
<td>Complete</td>
<td>AAC, BPC Address the Program rationale, Existing support resources</td>
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<td>for the proposed program, and additional support resources required.</td>
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<td>RES 192006 Master in Kinesiology</td>
<td>12/05/19</td>
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<td>09/10/19</td>
<td>2019-2020 Referral 10– Ethnic Studies as a GE Requirement –</td>
<td>Complete</td>
<td>AAC Implications of the report on various units of the university</td>
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<td>Response to the Task Force Report</td>
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<td>Complete</td>
<td>AAC, AS&amp;SS Proposed changes to policy and procedures, and implementation</td>
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<td>Report</td>
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<td>09/17/19</td>
<td>2019-2020 Referral 14 New Course Forms and Process</td>
<td>Complete</td>
<td>AAC New forms’ integration with curriculum review, catalog,</td>
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<td>PeopleSoft, degree audit, etc.</td>
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<td>Chicanas/os and Popular Culture</td>
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<td>2019-2020 Referral 16 Program Review Process Improvement</td>
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<td>AAC Streamline the process upon looking at minimum federal</td>
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<td>AAC, AS&amp;SS, BPC Identify the problem that needs to be solved and the</td>
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<td>Cost/benefit analysis.</td>
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<td>AAC The demand, structure, and resources required to deliver</td>
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<td>10/15/19</td>
<td>2019-2020 Referral 19 Winter Term Courses and Units Policy</td>
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<td>AAC Purpose of Winter Term, potential overload jeopardizing</td>
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<td>student success, establish a policy for max courses &amp; units</td>
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<td>10/29/19</td>
<td>2019-2020 20 Referral Proposal for Energy and Power Engineering</td>
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<td>AAC BPC The demand, structure, and resources required to deliver</td>
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<td>Emphasis within the B.S. degree in Electrical Engineering</td>
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<td>effectively and efficiently</td>
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**Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Room 100**

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30
### Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Room 100

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

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<tr>
<td>11/12/19</td>
<td>2018-2019 Referral 21 Minimum IELTS and TOEFL Scores for International Graduate Students</td>
<td>AAC Address no IELTS score, and CSUB’s TOEFL iBT score of 79</td>
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**Academic Support and Student Services: Janet Millar/Chair, meets 10:00am in BPA 134**

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

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<td>08/27/19</td>
<td>2018-2019 Referral 05 Canvas Pilot</td>
<td>Carried over</td>
<td>AS&amp;SS Chair to request that Canvas Pilot Committee provide a report by Oct 1 referencing viability of adoption based on the result of compiling positive and negative factors and description their decision process.</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 03 ASI Executive Director as Ex-Officio Non-Voting Member of Academic Support and Student Services Committee (AS&amp;SS) - Bylaws Change</td>
<td>Complete</td>
<td>AS&amp;SS RES 192004 Addition of ASI Executive Director to Academic Support and Student Services Committee</td>
<td>11/7/19</td>
<td>11/15/19</td>
<td>11/21/19</td>
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<td>09/10/19</td>
<td>2019-2020 Referral 12—Graduate Student Grievance and Appeals Policy – Reporting Chain</td>
<td>AS&amp;SS</td>
<td>Policy alignment: University Handbook, and Catalog</td>
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<td>09/17/19</td>
<td>2019-2020 Referral 13 Response to Student Misconduct Task Force Report</td>
<td>AAC, AS&amp;SS</td>
<td>Proposed changes to policy and procedures, and implementation</td>
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<td>10/15/19</td>
<td>2019-2020 Referral 17 – Learning Management System – Canvas</td>
<td>AAC, AS&amp;SS, BPC</td>
<td>Identify the problem that needs to be solved and the decision-making process to result in best solution for users. Cost/benefit analysis.</td>
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# Academic Senate Log – January 21, 2020

**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am in SCI III Rm 235 Math Library**

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

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<td>08/27/19</td>
<td>2019-2020 Referral 02 Faculty Workload – One WTU Defined</td>
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<tr>
<td>8/27/19</td>
<td>2019-2020 Referral 05 SOCs for Summer Courses</td>
<td>Complete</td>
<td>FAC RES 192003 SOCs for Summer and Winter Courses</td>
<td>10/24/19</td>
<td>11/01/19</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 06 Faculty Award for Scholarship – Handbook Change</td>
<td>Complete</td>
<td>FAC Resolve discrepancy in award process – RCU and FHAC RES 192001 Faculty Award for Scholarship-Handbook Change</td>
<td>9/26/19</td>
<td>10/04/19</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 08 Honorary Doctorate-Handbook Change</td>
<td>FAC</td>
<td>Refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED</td>
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<td>09/10/19</td>
<td>2019-2020 Referral 09 Faculty Membership on Search Committee for the Provost &amp; VP of AA – Handbook Change</td>
<td>FAC</td>
<td>The qualification requirements of faculty members</td>
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<td>09/10/19</td>
<td>2019-2020 Referral 11– New Regulations on Consensual Relationship - Handbook Change</td>
<td>FAC</td>
<td>Changes to University Handbook 303.13 to address new regulation from Chancellor’s Office (CO)</td>
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### Budget and Planning Committee: Brian Street/Chair, meets 10:00am in Student Health Center, Conference Room (HCCR)

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
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<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
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<td>8/27/19</td>
<td>2019-2020 Referral 04 Proposal for a Master in Kinesiology</td>
<td>Complete</td>
<td>AAC, BPC Address the Program rationale, Existing support resources for the proposed program, and additional support resources required. RES 192006 Master in Kinesiology</td>
<td>12/05/19</td>
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<td>2019-2020 Referral 07 Academic Calendar – Spring and Fall Semester Breaks</td>
<td>Complete</td>
<td>BPC RES 192008 Academic Calendars Fall 2020 Spring 2021 Summer 2021</td>
<td>12/05/19</td>
<td>12/13/19</td>
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<td>10/15/19</td>
<td>2019-2020 Referral 17 – Learning Management System – Canvas</td>
<td>Complete</td>
<td>AAC, AS&amp;SS, BPC Identify the problem that needs to be solved and the decision-making process to result in best solution for users. Cost/benefit analysis.</td>
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<td>10/29/19</td>
<td>2019-2020 20 Referral Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering</td>
<td>Complete</td>
<td>AAC BPC The demand, structure, and resources required to deliver effectively and efficiently</td>
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</table>
From: Charles Lam <clam@csub.edu>
Sent: Wednesday, November 13, 2019 3:30 PM
To: Deborah Boschini <dboschini@csub.edu>
Subject: Appendix G of Handbook on RTP file

Debbie,

Some language may need to be cleaned up in the RTP file section of the handbook (Appendix G). I will cite some examples here:

I. Documentation of Teaching or Performance
1) Teaching
   a. Careful documentation of teaching performance is essential. It is imperative to keep this section current, relevant, and orderly for faculty, teaching success is the principal requirement for retention, tenure, and promotion.
   b. Student evaluations of teaching (SOCI) for all courses taught during the probationary period must be included.
   c. Other evidence illustrating teaching effectiveness may include, but are not limited to, the following:
      i. representative syllabi, course materials and handouts, quizzes and exams;
      ii. peer evaluations of teaching, including those conducted by the Faculty Teaching and Learning Center (TLC) staff;
      iii. signed letters from current students or alumni;
      iv. professional development activities for the improvement of teaching performance, including those conducted by the Faculty TLC;
      v. curriculum development—new courses and/or new pedagogy; and/or
      vi. significant advising of students in a major/program.
   d. The use of information or other technologies and involvement in TLC and assessment activities, by themselves, will carry little, if any, weight in the judgment of teaching effectiveness. Reviewers should justify their evaluations regarding such activities and student learning.
   e. Additional teaching through Division of Extended Education and Global Outreach (Revised 07-10-17), including SOCI, may be included in this section.
   f. Except for the SOCI, no anonymous materials, including letters, notes, e-mails, etc., shall be included in the RTP file.

1b) “Student evaluations of teaching (SOCI) for all courses taught during the probationary period must be included.” Here, the “probationary period” would mean cumulative years of SOCI, which URC does not require anymore, and neither does any level of RTP evaluations.
1c.ii) Peer evaluation is now a must, instead of “other evidence illustrating teaching effectiveness”.

There are also some references to “quarter” in the section.

Another issue only pertains to second year RTP process. The issue is as follows. The first year review only pertains to the Fall Semester for the faculty in year 1 and goes only up to the Dean level. Therefore, in the point of view of RTP guidelines (which is not clear but “implied”), candidates only need to submit materials that pertain to the most recent cycle, which is the work completed in the Spring and Summer of Year 1. While it should be interpreted in this manner, certain issues arise:
1. Teaching evaluation is often done in Fall of Year 1. Thus, it is not clear whether this particular peer evaluation should be included in the Year 2 review file.

2. The evaluation in Year 1 cycle does not reach URC, Provost, and Dean. Thus, by only including the Spring semester, the evaluation would include only one semester of work. This will not be reflective of the faculty’s work from the first year. (However, another Dean complained that it is unclear whether the faculty did their work shown in the file in the Fall or after the Fall, so it goes both ways.) URC would appreciate that the entire work of first year be included for evaluation.

Can the Senate please clarify this?

Charles Lam.
(As Chair of URC 19-20.)

===
Charles C.Y. Lam, Professor
Department of Mathematics
CSU Bakersfield
Hi Debbie,

While sending an email about the RTP process to some of my lecturers who just got Spring appointments, I noticed the Handbook language was never updated in Section 306 for the new CBA requirement to have SOCIs for all courses. It still says they can include a subset of courses taught that year:

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e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCIs in accordance during the fall semester, prior to the beginning of the evaluation process.
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first established departmental policy and for a minimum of two classes for the year taught since their last periodic evaluation. Temporary faculty in Group 2 shall be reviewed during the Spring PEF cycle. Temporary faculty in Group 2 shall be reviewed yearly during the Spring RTP cycle. *(Revised 06-06-17)*

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f. Temporary faculty in Group 2 shall be reviewed only in their third year, the temporary faculty member or the President requests a review in the first second year. Such faculty shall submit SOCIs for a minimum of two classes since the most recent review. The review will occur during the Spring cycle.
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So another thing to add to the list of Handbook issues. If we do refer Charles’ issues with the RTP language to FAC, this could also be included.

Melissa

--
Dr. Melissa Danforth
Professor, Department Chair
Technology Use in Classroom

Preamble/Welcome:

The Bring Your Own Device (BYOD) Task Force would like faculty input on use of technology in the classroom, particularly specialized software programs, hardware, apps, etc. that are used by students for classes. This task force is only concerned with use of technology in the classroom by students, not other uses of technology on campus, such as office computers or instructor stations.

If a BYOD policy is adopted by CSUB, all students would be required to have a device that meets campus minimum standards and the campus would provide a software solution, such as virtualized software environments, to ensure students would have access to appropriate software for their courses. Standard software programs such as Microsoft Office and web browsers will be supported by any BYOD model adopted.

The task force wants input from faculty members to ensure any minimum standards adopted would be responsive to the instructional needs of faculty members. Your responses will be shared with the task force members to inform decisions made about a potential BYOD policy at CSUB.

Please take a few minutes to complete the following survey. If you have any questions, please contact the BYOD Task Force at byod@csub.edu.

1. Do you use technology in your classes?
   a. Yes
   b. No (Skip logic to comments)

2. What percentage of your classes would be able to use the tablets and/or cell phones for required classroom technology:
   a. Almost all classes (>90%)
   b. Most classes (>60%)
   c. About half of the classes (40-60%)
   d. Some classes (10-40%)
   e. Almost no classes (<10%)
   f. Need more information to determine

3. What percentage of your classes would be able to use a Chromebook with virtualized software access to PC and Mac software for required classroom technology:
   a. Almost all classes (>90%)
   b. Most classes (>60%)
   c. About half of the classes (40-60%)
   d. Some classes (10-40%)
   e. Almost no classes (<10%)
   f. Need more information to determine

4. What percentage of your classes would absolutely need a PC or Mac laptop for required classroom technology:
   a. Almost all classes (>90%)
   b. Most classes (>60%)
   c. About half of the classes (40-60%)
   d. Some classes (10-40%)
e. Almost no classes (<10%)
f. Need more information to determine

5. If you use specialized software and/or apps in your classes, please list those programs: (open-ended comment)

6. If you use specialized hardware in your classes, please list that hardware: (open-ended comment)

7. Do you think a bring-your-own-device model will work for your classes?
   a. Yes
   b. No
   c. Maybe

8. Please explain your response to the previous question: (open-ended comment)

9. Please provide any additional comments you have about the BYOD model: (open-ended comment – Skip logic from Q1 goes here if they don’t use technology in the classroom)