ACADEMIC SENATE EXECUTIVE COMMITTEE

Agenda
Tuesday, January 28, 2020
10:00 a.m. – 11:30 a.m.
SCI III Rm 100

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
   F. Gorham Proposed Open Forum: Canvas – 10:05 – 10:25 a.m.
   All Faculty Meeting Monday, February 10 – Stockdale Room 11:30 a.m. -1:00 p.m.
   Faculty Open Forum – Canvas LMS Wednesday February 12 – HCCR 1:00-2:00 p.m.

3. APPROVAL OF MINUTES
   January 21, 2020 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. RTP Issues: Implementation and Handbook Language (handouts)
   b. Bring Your Own Device Survey (handout)
   c. Block Scheduling
   d. Article 20.37 Assigned Time committee and call
   e. Criteria for Dean’s List and Graduation with Honors

7. AGENDA ITEMS FOR SENATE MEETING February 6, 2020 (Time Certain 11:00 a.m.)
   Announcements
   Consent Agenda
   New Business

8. COMMENTS FROM THE FLOOR

9. ADJOURNMENT
ACADEMIC SENATE EXECUTIVE COMMITTEE
Minutes
Tuesday, January 21, 2020
10:00 a.m. – 11:30 a.m.
SCI III Rm 100

Absent: J. Tarjan

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

2. ANNOUNCEMENTS AND INFORMATION
   - President Zelezny unable to attend this meeting. She is scheduled to attend the Feb 20th Senate meeting, and the March 10th Executive Committee (EC) meeting.
   - J. Tarjan is in Long Beach at a meeting at the Chancellor’s Office
   - All Faculty Meeting Monday, February 10 – Stockdale Room 11:30 a.m. -1:00 p.m.

3. APPROVAL OF MINUTES
   B. Street moved to approve the December 10, 2019 Minutes. M. Rees seconded.
   Approved.

4. APPROVAL OF AGENDA
   SOCI packet routing – NSME and BPA hard copy SOCI packets were misrouted. Online SOCIs went to the Dean’s email, but did not get to the Chairs’ office. Dr. Harper will mention to the Deans today that their office needs to route the online SOCIs to their department chairs.
   M. Rees moved to approve the agenda. B. Street seconded. Approved.

5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (M. Danforth) The last meeting was the joint meeting of AAC, AS&SS, & BPC on Canvas, and then the joint meeting between AAC & AS&SS on Student Misconduct. RES 192007 Online and Hybrid Courses is on next Senate agenda. It’s the follow-up to RES 192002 Distributed Learning Committee, approved last semester. DLC is the committee in charge of how faculty are certified.
         - Referral 10– Ethnic Studies as a GE Requirement – Response to the Task Force Report – (handout) The December open forum was to get info to provide
feedback on the first reading of AS-3403-19/AA Recommended Implementation of an Ethnic Studies System Requirement. There were concerns about the word “overlay” being vague, and thus undercut the work of the Ethnics Faculty. “Overlay” is found in the Rationale, and Implementation. “Overlay” is not in the resolution. The concern was in the Implementation guidelines. If it was meant to give the campus autonomy, then it should specifically state that. A. Hegde asked the Interim Provost if AB 1460 CSU Graduation Requirement Ethnic Studies were to pass, would implementation be of an Executive Order (EO)? V. Harper expects that it would come as an EO because it’s based on legislation. It would be implemented by a specific date. The challenge is for all currently enrolled students. Three or four units for courses in GE or requirement for graduation would be left to the campuses to implement. J. Millar said that the ASCSU sees the spirit of the legislation; we know we need Ethnic Studies and we already have good ways of doing it. Let it be a process that fits for each campus. M. Danforth related that another concern was the overall legislation body of laws being proposed (including high schools, community colleges) and what’s going to happen with community college (CC) to establish a C-ID discipline group so there is a good foundation. For example, if a student took a Lower Division level Ethnic Studies course at CC would they have the foundation to move onto an Upper Division Ethnic Studies course at a CSU. The response to the first reading included the recommendation to have someone at the state level look into having a C-ID faculty interest group to support a foundation that readies students that furthers Ethnic Studies requirements. There is acknowledgement that the system isn’t going to get everything. There is willingness to be flexible on the zero unit implementation. However, the response should make clear that it does not mean zero cost. There will be faculty cost, facilities cost, and other costs associated with implementation. What is the game plan to legislation and future EO? There is need to establish learning community to expand the pool of qualified instructors. Ethnic Studies should be led by Ethnic Studies faculty and work with GE and/or major courses as well. What is the timeline and the wording for student learning outcomes? We don’t want to pit GE and JYDR against each other; both areas have merit - it’s a partnership. If the state is serious about putting Ethnic Studies in the system, the state needs to put more money into the system. The direction is moving toward upper division requirement with lower division support. M. Danforth is willing to work on zero unit (double counting) or a built-in option led by the faculty interest group and have them do the training. For example,
Kegley Institute of Ethics does the ethics training across the curriculum. A. Hegde suggested that GECCo would be an appropriate place to have Ethnic Studies members. The voting members would defer to the subject matter experts (SME) when making decisions. It would be collaborative, and a start. Ethics Studies SME would have knowledge authority, but not voting authority. M. Danforth recommends bringing SME from off campus to train faculty. A. Hegde thanked M. Danforth for her work on a daunting task. J. Millar it will be addressed at ASCSU AA meeting tomorrow. Dr. Weber is scheduled to attend the meeting by videoconference. The hope is that she will withdraw the legislation.

- Referral 13 Response to Student Misconduct Task Force Report (deferred)
- Referral 14 New Course Forms and Process – It’s a priority for the AAC. Update on both sections. (deferred)
- Referral 16 Program Review Process Improvement (deferred)
- Referral 17 Learning Management System – Canvas (see BPC )
- Referral 18 Interdisciplinary BS Degree in Public Health Proposal (deferred)
- Referral 19 Winter Term Courses and Units Policy (deferred)
- Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering (deferred)
- Referral 21 Minimum IELTS and TOEFL Scores for International Graduate Students A resolution is scheduled for drafting at the January 30th meeting.

ii. AS&SS (J. Millar)

- Referral 05 Canvas Pilot – report received by October 31. Complete.
- Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain (deferred)
- Referral 13 Response to Student Misconduct Task Force Report – There needs to be a joint meeting to bridge the faculty perception and students’ perception before putting together a joint resolution. There are certain things that faculty has to do, and certain things that the Office of Students Rights and Responsibilities (OSRR) must do. Faculty can provide specifics on courses, but it does not have the data on a campus level in terms of extensions or expulsions. Faculty doesn’t have any authority over that data and consequence at the campus level. OSRR handles the behavior as if it were drinking or another violation of the Student Code of Conduct. AAC and AS&SS will review whether the Student Misconduct Task Force’s recommended an update to the current policy or a new policy. There are additional things that the OSRR has to do: hand in aggregate data on trends to the CO, and that the data gets back to the Academic side. Communication still needs to address
who gets the information. A. Hegde voiced concern about no reporting line from OSRR to the Academic side. Especially pertaining to campus level penalties to be imposed, if there isn’t a dotted line, the violations will continue, and academic integrity becomes a hollow term. For repeat offenders, there should be campus level consequence. Discussion ensued. Some faculty are not reporting the lower level violations. How does one extricate the character? M. Rees repeated her earlier suggestion to have academic integrity a feature on University Day. We all need to be on the same page. Show the steps and escalation. Walk students and faculty through the steps and the consequences. There needs to be clariy on the faculty actions. Faculty should be able to tell what happened to the students upon reporting a violation. A. Hegde supports dotted line reporting of the OSRR to Academic side. If there isn’t, there will be repeat offenders. Discussion ensued. Students have seen other students go through the process without consequences. There is an interest in punishment, not just consultation. There needs to respect for the work that faculty does. The student doesn’t have fourteen opportunities to write a five-page paper. It’s important to model the civility and process we want. The VP of Student Affairs and the Director of the (OSRR) have been informed that they could do much better job to inform students on what is plagiarism. Say it more often and that academic integrity is very important. This is how it works. Those captured are held accountable. Clarity is needed for both faculty and students. The position of the OSRR is that failing the course is the consequence. It needs to be a partnership between the OSRR and Academics. AAC’s discussion noted faculty’s concern about reporting and additional referral review process whereby some departments put more than 50% on SOClS. Consider the need for a new referral to review the RTP process and the appropriateness of materials. The SOCl should be a portion of the RTP and not the complete evaluation. Additionally, the First Year Seminar course needs stronger language about academic integrity.

- Referral 17 Learning Management System – Canvas - V. Harper notified C. Hu and C. Shiery about the emails on Canvas implementation.

iii. FAC (M. Rees) – the last meeting discussion faculty search committee.
- Referral 02 Faculty Workload – One WTU Defined (deferred)
- Referral 08 Honorary Doctorate-Handbook Change (deferred)
- Referral 09 Faculty Membership on Search Committee for the Provost & VP of AA – Handbook Change – The resolution is expected to be presented at the
February 6th Senate meeting. The committee is addressing the language around membership and authority to add members. Refer to Handbook 309.5

- Referral 11– New Regulations on Consensual Relationship - Handbook Change (deferred)

iv. BPC (B. Street)

- Referral 17 Learning Management System – Canvas – B. Street working with F. Gorham to conduct an Open Forum to address issues and a path to resolution. F. Gorham needs to make a decision by early April. Discussion ensued. We should be cognizant of F. Gorham’s timeline but it should not drive the process. The Open Forum is faculty’s opportunity to hear from F. Gorham and correct how things roll out in the future. Faculty must have access to Blackboard for RTP files. The process is important. Administration can’t circumvent the shared governance process to the decision making. D. Boschini said that there are issues Senate takes on by itself, and there are issues that should be put before entire faculty. F. Gorham has communicated well with the Senate. Yet, IT needs to engage with the entire faculty. It’s ITs project to manage. Perhaps there should have had an open forum last year. It’s not the Senate’s job to manage the process.

- Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering – It’s the first item on BPC’s agenda. B. Street will invite S. Jafarzadeh for the discussion. He is the main power engineer professor, and who wrote the proposal.

b. Interim Provost Update

i. Mentorship Programs (deferred)

c. Searches - Update

i. Provost - V. Harper said it will be several weeks before the consultant interviews him for the Provost position. D. Boschini said that V. Harper will be able to work on the Interim AVP Faculty Affairs. The permanent Provost would be in place to be involved in the decision process for AVP Faculty Affairs. She asked V. Harper for an organizational chart or Gantt chart of the interim and permanent positions. V. Harper will send out a call for the Interim AVP Faculty Affairs this week. D. Boschini asking for the Call indicate that the service will be at least until December 31st. V. Harper is the hiring officer and consults with the President.

ii. AVP Academic Programs – V. Harper has been doing that job on Sundays. He does not receive a stipend for his work.

iii. Dean SS&E

iv. Associate Dean SS&E

v. Dean Library – There will be a call for a permanent position
vi. Dean Antelope Valley
vii. Faculty Ombudsperson Call for Interest deadline January 27.
viii. 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 - V. Harper sent memo, and he realizes how important that position is. Deans communicate frequently to the AVP Faculty Affairs. V. Harper relies on D. Schecter a lot. The Vice Provost position has been returned. March 15 is D. Schecter’s last day. The call for Interim AVP Faculty Affairs is open to all faculty and MPPs. It will be a two-week call. D. Schecter will not be in the committee but he will make a recommendation. If the candidate is an MPP s/he can stop. For example, an Associate Dean. The Provost Office could work that out with the respective Dean. The AVP to carry until the end of May. If it’s a faculty member we wouldn’t want current classes impacted. The faculty member would receive a stipend from around March 1 through June 1 and then June 1 start the interim position as MPP. V. Harper informed the group that the faculty member would shadow Schecter, do their class, and receive a stipend. He plans to have a search for the permanent AVP FA in fall 2020.
b. RTP Issues: Implementation and Handbook Language (handouts) (deferred)
c. Bring Your Own Device Survey (handout) (deferred)
d. Block Scheduling (deferred)
e. Article 20.37 Assigned Time committee and call (deferred)
f. Addition of Winter session 2020-21 Calendar Change Request - D. Boschini said that EEGO wants two additional days before campus closes in December. It’s up to faculty how to run their courses. The Winter Intersession calendar issue will be handled by the Calendar Committee and BPC for future planning.

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**
   The meeting adjourned at 11:35.
### 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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<tbody>
<tr>
<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 subcommittee issues their report.</td>
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<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 01_Distributed Learning Note: two resolutions resulted</td>
<td>Pending faculty 5 day say</td>
<td>AAC RES 192002 Distributed Learning Committee Handbook Change 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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<tr>
<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 for the proposed program, and additional support resources required. RES 192006 Master in Kinesiology</td>
<td>12/05/19</td>
<td>12/13/19</td>
<td>12/17/19</td>
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<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 13 Response to Student Misconduct Task Force Report</td>
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<td>AAC, AS&amp;SS Proposed changes to policy and procedures, and implementation</td>
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<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 14 New Course Forms and Process</td>
<td></td>
<td>AAC New forms’ integration with curriculum review, catalog, PeopleSoft, degree audit, etc.</td>
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<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 15 Interdisciplinary Studies New Course Proposal</td>
<td>Complete Sent to GECCo</td>
<td>AAC Intro to Ethnic Studies, Intro to Latina/o Studies, and Latina/o – Chicanas/os and Popular Culture</td>
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<tr>
<td>10/1/19</td>
<td>2019-2020 Referral 16 Program Review Process Improvement</td>
<td></td>
<td>AAC Streamline the process upon looking at minimum federal requirements and the current Academic Program Review template.</td>
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<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 17 Learning Management System – Canvas</td>
<td></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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<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td></td>
<td>AAC The demand, structure, and resources required to deliver effectively and efficiently</td>
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<tr>
<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 student success, establish a policy for max courses &amp; units</td>
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<tr>
<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></td>
<td>AAC BPC The demand, structure, and resources required to deliver effectively and efficiently</td>
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**Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Room 100**

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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

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

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<td>FAC</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 05 SOCIs for Summer Courses</td>
<td>Complete</td>
<td>FAC RES 192003 SOCIs for Summer and Winter Courses</td>
<td>10/24/19</td>
<td>11/01/19</td>
<td>11/04/19</td>
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<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 06 Faculty Award for Scholarship – Handbook Change</td>
<td>Complete</td>
<td>FAC RES 192001 Faculty Award for Scholarship-Handbook Change</td>
<td>9/26/19</td>
<td>10/04/19</td>
<td>10/22/19</td>
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<tr>
<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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<tr>
<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)

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<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>12/17/19</td>
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<td>8/27/19</td>
<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>2019-2020 Referral 17 – Learning Management System – Canvas</td>
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<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>AAC BPC The demand, structure, and resources required to deliver effectively and efficiently</td>
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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 SOCs for all courses. It still says they can include a subset of courses taught that year:

\[ \text{e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCs in accordance during the fall semester, prior to the beginning of the evaluation process.} \]

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)

\[ \text{f. Temporary faculty in Group 2 shall be reviewed only in their third year, unless temporary faculty member or the President requests a review in the first two years. Such faculty shall submit SOCs for a minimum of two classes the year since the most recent review. The review will occur during the Spring RTP cycle.} \]

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

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Dr. Melissa Danforth
Professor, Department Chair
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.)

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Charles C.Y. Lam, Professor
Department of Mathematics
CSU Bakersfield
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)