

# ACADEMIC SENATE: EXECUTIVE COMMITTEE

## AGENDA

TUESDAY, NOVEMBER 29, 2022

10:00 A.M. – 11:25 A.M.

LOCATION: BPC 134 AND VIDEO CONFERENCE

<https://csub.zoom.us/j/89221483688?pwd=QllyS25SemtaTTlyemJwaVZzeFB5UT09&from=addon>

1. CALL TO ORDER
2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK
  - a. Announcements:
    - i. TEAC Appointment: Alice Hayes, Teacher Education (M. Danforth)
      1. SSE faculty to serve two-year term, 2022-2024
    - ii. Faculty Performance Software Review Committee Appointment:
      1. Leo Sakomoto, Music and Theatre– Tenured Faculty member from A&H.
  - b. Information:
    - i. Upcoming: Faculty Open Forum w/ the President - Monday, Dec. 5 at 3 PM
    - ii. Save the Date: Spring 2023 General Faculty Meeting- Friday, Feb. 3.
3. APPROVAL OF AGENDA (Time Certain: 10:05 AM)
4. APPROVAL OF MINUTES
  - a. October 4, 2022 (Previously tabled)
  - b. October 11, 2022 (Previously tabled)
5. CONTINUED ITEMS
  - a. AS Log (**handout**)
    - i. AAC (J. Tarjan)
    - ii. AS&SS (E. Correa)
    - iii. BPC (C. Lam)
    - iv. FAC (M. Rees)
  - b. Provost Update (V. Harper)
  - c. Office hours flexibility - FAC
6. NEW DISCUSSION ITEMS (Time Certain: 10:45 AM)
  - a. Curriculum/Catalog Changes Processes
  - b. Concentration and Emphasis – AAC (**handout A**)
  - c. Changing “Academic Probation” to “Academic Notice” – (Tentative: AAC/ AS&SS) (**handout B**)

- d. Accessible Technology Initiative Instructional Materials (ATI) Instructional Materials- Handbook – AS&SS (**handout C**)
- e. GECCo
- f. RTP Calendar- BPC and FAC (**handout D**)
- g. Standing Committee Bylaws change – (Section IV) - BPC
  - i. Chair Election Statement of Interest (J. Tarjan’s suggestion) – EC
  - ii. Two-years on Senate requirement
  - iii. Structure of BPC
  - iv. Strike “at least” (J. Tarjan’s suggestion)
  - v. Term limits
- h. Evaluation of Academic Administrators – Handbook 311.1 (**handout E**)
- i. Campus Modality Philosophy – Handbook Appendix
- j. Order of Business – Bylaws change (Section III. A.)
- k. RTP – clarify handbook language for 3-year Lecturers and PTR Committee - FAC
- l. Proposal for emphasis in Biochemistry B.S. – AAC (HOLD) (**handout F**)
- m. School/ College Creation Policy Holder [SEEC to issue report]
- n. Elections and Appointments – M. Danforth
  - i. General Studies (GST) Review Committee
  - ii. HIPs taskforce [RES212212] 5<sup>th</sup> resolve- composition discussion
  - iii. U-wide RTP criteria taskforce (equity) (HOLD)
  - iv. Faculty Fourth attempt to fill position turns to EC appointment – Handbook Change
  - v. Committee proliferation
- o. Carry-over from 2021-2022 Annual Report (Possible New Referrals)
  - i. Honorary Doctorate – Handbook Change
  - ii. Committee on Professional Responsibility (CPR) Constitution; academic integrity for faculty –FAC
  - iii. RES 212234 CSUB Faculty Retention and Tenure Density Priority – (HOLD- *pending action from President*)
- p. Resolution on CCC baccalaureate degrees [AB 927] – EC
- q. Course Drop Policy – AAC
- r. Dean Professional Development [Orientation] – FAC
  - i. Responsiveness
  - ii. Understanding/following the Handbook
  - iii. Understanding/following the CBA
  - iv. Supporting (not undercutting) chairs
- s. Exam Modality for Flex Classes – AAC and AS&SS
- t. Cultural Taxation Award Criteria and Review Committee Structure – BPC and FAC (HOLD- *check with Provost on if award still exists*)
- u. Policies: Reimbursement Rate, and Professional Development Funding (**handout G**) (HOLD- *check with Provost*)
- v. Strategic Plan Group data gathering instrument(s) - BPC

w. Investment Divestiture - BPC

7. AGENDA ITEMS FOR SENATE MEETING

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

ACADEMIC SENATE

AGENDA

THURSDAY, DECEMBER 1, 2022

10:00 A.M. – 11:30 A.M.

LOCATION: **\*UPDATE\*** STOCKDALE ROOM AND ZOOM VIDEO CONFERENCE

<https://csub.zoom.us/j/89008353888?pwd=V2NoeVBQeURTZzBycUI5V2ltZU5sUT09&from=addon>

- A. Call to Order
- B. Approval of Minutes
  - a. Tentative: October 20, 2022
  - b. Tentative: November 3, 2022
- C. Announcements and Information
  - a. President Zelezny's Report (**Time Certain: 10:10 AM**).
  - b. Dean of Academic Programs and Associate VP for Academic Affairs- D. Jackson (**Time Certain: 10:20 AM**).
  - c. Elections and Appointments- M. Danforth.
- D. Approval of Agenda (**Time Certain: 10:05 AM**)
- E. Reports
  - a. Provost's Report
  - b. ASCSU Report
  - c. Committee Reports: (*Minutes from AAC, AS&SS, BPC and FAC to be posted on the Academic Senate webpage*).
    - i. ASI Report- C. Vollmer
    - ii. Executive Committee- M. Danforth
    - iii. Academic Affairs Committee (AAC)- J. Tarjan (*attached*)
    - iv. Academic Support & Student Services Committee (AS&SS)- E. Correa (*attached*)
    - v. Budget and Planning Committee (BPC)- C. Lam (*attached*)
    - vi. Faculty Affairs Committee (FAC) – M. Rees (*attached*)
    - vii. Staff Report- S. Miller
- F. Resolutions (**Time Certain: 10:45 AM**)
  - a. Consent Agenda
    - i. RES 222311- Academic Master Plan 2023-24 through 2032-33 – EC
    - ii. RES 222312- Commencement- Fall 2022 – EC
  - b. New Business
    - i. RES 222313- Approval of Minor in Public Health- AAC
    - ii. RES 222314 – Adoption of Academic Calendar 2023-2024 - BPC

- c. Old Business
    - i. RES 222309 - Personnel Action File (PAF) and the Working Personnel Action File (WPAF) - FAC (2<sup>nd</sup> reading).
    - ii. RES 222310 - Knowmia Replacement Project – AS&SS (2<sup>nd</sup> reading).
  - G. Open Forum (**Time Certain: 11:15 AM**)
  - H. Adjournment
8. ADJOURNMENT

## Attachment: Faculty Performance Software Review Committee Appointment

**From:** [Leo Sakomoto](#)  
**To:** [Adrianna Hook](#)  
**Cc:** [Joel Haney](#)  
**Subject:** Re: Second Call for Interest: Faculty Performance Software Review Committee  
**Date:** Monday, November 28, 2022 10:54:06 AM

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Apologies!

Having been through both the eras of physical RTP files to online submissions very recently, as well as experience on a unit review committee, I feel I'm quite suited for inclusion in this committee. My goal is to assist both the faculty under review and the reviewers to navigate electronic files as efficiently as possible under the current campus requirements.

Leo

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Leo G. Sakomoto, D.M.A.  
Associate Professor  
Director of Instrumental Studies  
Department of Music and Theatre  
California State University, Bakersfield  
9001 Stockdale Highway  
Bakersfield, CA 93311  
(626) 297-3467

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**From:** Adrianna Hook <ahook@csub.edu>  
**Date:** Tuesday, November 22, 2022 at 10:22 AM  
**To:** Leo Sakomoto <lsakomoto@csub.edu>  
**Cc:** Joel Haney <jhaney@csub.edu>  
**Subject:** Re: Second Call for Interest: Faculty Performance Software Review Committee

Thank you, Dr. Sakomoto for your self nomination. Per the call for interest please submit the following to me for submission to Academic Senate:

**Important Note:** Please provide a brief description of why you are interested and how you have suitable background for the committee (s) you specify. The Schools will submit the letter/s of interest received to the Senate Executive Committee for the final appointments.

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**From:** Leo Sakomoto <lsakomoto@csub.edu>  
**Sent:** Tuesday, November 22, 2022 9:00 AM  
**To:** Adrianna Hook <ahook@csub.edu>  
**Subject:** Re: Second Call for Interest: Faculty Performance Software Review Committee

Hi Adrianna-

I'll go ahead and nominate myself for this.

Leo

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Leo G. Sakomoto, D.M.A.  
Associate Professor  
Director of Instrumental Studies  
Department of Music and Theatre  
California State University, Bakersfield  
9001 Stockdale Highway  
Bakersfield, CA 93311  
(626) 297-3467

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**From:** Adrianna Hook <ahook@csub.edu>

**Date:** Monday, November 21, 2022 at 1:59 PM

**To:**

**Cc:** Joel Haney <jhaney@csub.edu>, Melissa Danforth <mdanforth@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>, Adrianna Hook <ahook@csub.edu>

**Subject:** Second Call for Interest: Faculty Performance Software Review Committee

*Message sent on behalf of Joel Haney, A&H School Elections Committee Chair*

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This is a Second Call for interest to be appointed for the following committee:

**FACULTY PERFORMANCE SOFTWARE REVIEW COMMITTEE (ad hoc):**

The Academic Senate is convening a Faculty Performance Review Software Committee to evaluate software options for a new electronic repository and review system for faculty performance review (RTP, PTR, and PEF\*) files, and recommend the best available option that meets our campus requirements, per RES 212219 Submission of Electronic Performance Review Files.

- One (1) Full-time Tenured Faculty – **A&H**

Please specify your interest to Adrianna Hook at [ahook@csub.edu](mailto:ahook@csub.edu) by **Monday November 28 at 5 PM.**

**Important Note:** Please provide a brief description of why you are interested and how you have suitable background for the committee (s) you specify. The Schools will submit the letter/s of interest received to the Senate Executive Committee for the final appointments.

Thank you!

## Attachment: Concentration and Emphasis

**From:** Andreas Gebauer <[agebauer@csub.edu](mailto:agebauer@csub.edu)>  
**Date:** Thursday, November 10, 2022 at 4:59 PM  
**To:** Aaron Hegde <[shegde@csub.edu](mailto:shegde@csub.edu)>  
**Cc:** Sarah Forester <[sforester@csub.edu](mailto:sforester@csub.edu)>  
**Subject:** Concentration and Emphasis definition and application

Dear. Dr. Hegde,

I would like to bring to your and the senate executive committee's attention an issue that has recently been raised. The Department of Chemistry and Biochemistry has been informed by Dr. Debra Jackson, AVP Academic Affairs, that all the concentrations that are approved with the B.S. in Chemistry and the B.S. in Biochemistry do not meet the criteria in the Academic Planning Manual for Concentrations and hence must be changed to emphasis. Further investigation revealed that the definitions listed in the Academic Planning Manual are based on the senate resolution RES027 (see attached). The problem with this is that some concentrations were approved after this resolution was adopted. Others should not be affected because the resolution indicates that no change is required for concentrations that existed at that time with the chemistry degree.

Specifically,

1. B.S. Chemistry Certified by the American Chemical Society - approved before 2000, RES027 indicates no change
2. B.S. Chemistry with a Concentration in Management and Marketing - reviewed by senate and approved in 2011
3. B.S. Chemistry with a Concentration in Occupational Safety and Health Management.- reviewed by senate and approved in 2012
4. B.S. in Biochemistry with a Concentration in Food Science - reviewed by senate and approved in 2013

While a change of mind can always occur, in this case it should occur at the academic senate level. Thus, if any of the current concentrations have to be changed to emphases, this process has to be driven by the senate. While I was on the senate during at least some of the time these events occurred, I cannot recall any discussion that indicated that a conflict between proposed concentrations and existing Academic Planning Manual rules exists. At issue is also why they were approved as concentrations in the first place.

I ask that the academic senate considers this issue, not just in the narrow application to chemistry/biochemistry concentrations, but in a broader sense of how to resolve these discrepancies across campus. It is my understanding that the push to change concentrations to emphases affects a great number of programs, for example all the BABS concentrations and originates with the attempt to clean up campus data and establish data integrity. It may be appropriate to change our campus definition of concentration and emphasis (since this is

defined by the campus) to have the policy reflect actual application, rather than forcing an across campus change of concentrations to emphases and make the curriculum fit the policy.

Thank you for your attention to this matter.

Andreas

Dr. Andreas Gebauer  
Professor of Chemistry  
General Education Faculty Director  
General Education Assessment Coordinator  
California State University Bakersfield

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
ACADEMIC SENATE

CONCENTRATIONS and EMPHASES  
2010-2011 RES027\*

AAC

**RESOLVED:** that the Academic Senate recommend that the President approve the Policy on “Concentrations and Emphases”

Rationale: The University does not now have a standing policy on Concentrations, Emphases, Options, or Tracks. This has led to a variety of definitions and uses of these terms. The recommended policy provides clarification of each of these categories and thus guidance to students and the university community about their meaning and use.

The basic idea is to use the term “**Concentration**” when the different curriculum choices within the degree requirements are quite different (share a small set of required courses), and to use the term “**Emphasis**” when the different choices are not very different (share many required courses).

This policy is intended to be implemented by program faculty when editing their catalog copy for the 2013-2015 Catalog. Curriculum Committees will review the edited copy and disputes will be resolved by the Academic Affairs Committee (as the University Curriculum Committee). Proposals for new Concentrations or Emphases will follow this policy.

A quick look at the 09-11 Catalog shows the following:

ANTH has three Emphases - NO CHANGE  
ART has three Emphases that become Concentrations – CHANGE  
COMM has Options that become Emphases – CHANGE  
MUSIC has Emphases – NO CHANGE  
PHIL has Tracks that become Emphases – CHANGE, and a Concentration – NO CHANGE  
POLYSCI has Concentrations that become Emphases – CHANGE  
RELST has Tracks that become Concentrations – CHANGE  
SOC has Concentrations- NO CHANGE  
CHEM has Concentration – NO CHANGE  
COMPSCI has Tracks that become and Emphasis and a Concentration – CHANGE  
MATH has Tracks that become Concentrations – CHANGE

\*Referral No. 2010-2011 00027

Approved by the Academic Senate on May 19, 2011

Sent to the President for approval on May 26, 2011

Approved by the President on June 13, 2011

# California State University, Bakersfield

## CONCENTRATIONS and EMPHASES

### INTRODUCTION

California State University, Bakersfield is authorized to award to its students a limited set of academic degrees. Those currently authorized include the BA, BS, MA, MS, MBA, MPA, MSA, and MSW. Students pursuing these degrees must complete all requirements for graduation.

A degree is awarded after the student has successfully completed the specified number of units required for the degree. For undergraduate degrees, these include the university-wide requirements (CSUB 101, General Education, American Institutions, GRE, GWAR) and requirements for the major and, if required, the minor. For graduate degrees, these include course requirements and a culminating activity such as a thesis or exam.

In addition to a set of core courses, many programs offer some sort of formal specialization or emphasis within the basic degree program that appears on the student transcript and diploma. At CSUB, these are **Concentrations** and **Emphases**.

In contrast to these formal Concentrations and Emphases, some programs may have **advising tracks** used for a set of recommended courses suited for a general purpose. An example might be recommended courses for students planning to apply to graduate school, or choices of elective courses that focus on some particular topic. These advising tracks do not carry any formal title or designation in the University Catalog, nor do they appear on the student's transcript or diploma. They are purely advisory in the choices of elective courses.

### CONCENTRATIONS and EMPHASES

Degree pathways within a major are designated as concentrations or emphases, as determined by the size of the core requirements that they share with the remaining degree pathways. The *common core* is defined as common set of required coursework or common set of required electives taken by all students obtaining the degree.

#### Baccalaureate Degrees

##### Concentration

Degree pathways within a major are designated as concentrations when their differences are large. This is determined by comparing the size of the core requirements within each concentration, a common set of required coursework or common set of required electives. When the common core consists of fewer than 36 quarters units for a B.A. and 55 quarter units for a B.S., the set of alternative requirements is referred to as a concentration within the major. Concentrations will appear on transcripts and diplomas.

### **Emphasis**

Degree pathways within a major are designated as emphases when their differences are small. Where the common core for a major is more than 36 quarter units for the B.A. or more than 55 quarter units for the B.S., the set of alternative requirements is referred to as an emphasis. Emphases will appear on transcripts and diplomas.

### **Master's Degrees**

#### **Concentrations**

Degree pathways within a Masters Degree are designated as concentrations when their differences are great. When the common core for a Master's Degree consists of **fewer** than 50% of the required number of units, the set of alternative requirements is referred to as a Concentration within the Masters Degree. Concentrations will appear on transcripts and diplomas.

#### **Emphasis**

Degree pathways within a Masters Degree are designated as emphases when their differences are small. When the common core for a Master's Degree consists of **greater** than 50% of the required number of units, the set of alternative requirements is referred to as an emphasis within the Masters Degree. Emphases will appear on transcripts and diplomas.

### **APPROVAL PROCESS**

As with any degree program, concentrations and emphases require full review through School Curriculum Committees, the Academic Senate, and the President. Notification of the Chancellor's office is required but approval is not.

## Katherine Van Grinsven

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**To:** Aaron Hegde; Jaimi Paschal  
**Cc:** Debra Jackson; Tommy Holiwell  
**Subject:** RE: Plan SubPlan project spreadsheet for Senate Exec Committee

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**From:** Aaron Hegde <[shegde@csub.edu](mailto:shegde@csub.edu)>  
**Sent:** Thursday, November 17, 2022 1:46 PM  
**To:** Jaimi Paschal <[jpaschal@csub.edu](mailto:jpaschal@csub.edu)>; Katherine Van Grinsven <[kvan-grinsven@csub.edu](mailto:kvan-grinsven@csub.edu)>  
**Cc:** Debra Jackson <[djackson9@csub.edu](mailto:djackson9@csub.edu)>; Tommy Holiwell <[tholiwell@csub.edu](mailto:tholiwell@csub.edu)>  
**Subject:** Re: Plan SubPlan project spreadsheet for Senate Exec Committee

Thanks, Jaimi.

We will discuss this further at EC and act accordingly. Will let you know how we proceed.

Aaron

**DR. S. AARON HEGDE, PHD**

Chair, Academic Senate  
Chair and Professor, Economics  
Director, ERM Program  
Co-Director, Grimm Family Center for AGBS

**California State University, Bakersfield**

9001 Stockdale Hwy, Mail Stop: BDC 20  
Bakersfield, CA 93311

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CALIFORNIA STATE UNIVERSITY  
**BAKERSFIELD**

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**From:** Jaimi Paschal <[jpaschal@csub.edu](mailto:jpaschal@csub.edu)>  
**Date:** Tuesday, November 15, 2022 at 4:15 PM  
**To:** Aaron Hegde <[shegde@csub.edu](mailto:shegde@csub.edu)>, Katherine Van Grinsven <[kvan-grinsven@csub.edu](mailto:kvan-grinsven@csub.edu)>  
**Cc:** Debra Jackson <[djackson9@csub.edu](mailto:djackson9@csub.edu)>, Tommy Holiwell <[tholiwell@csub.edu](mailto:tholiwell@csub.edu)>  
**Subject:** Plan SubPlan project spreadsheet for Senate Exec Committee

Aaron,

Thank you for inviting Debra and I to the Senate Executive Committee meeting today to discuss data integrity as it pertains to the way Concentrations/Emphasis (subplans) are listed in our systems. I've attached the

spreadsheet where Debra and our team worked on identifying mismatching subplan types. The columns highlighted in yellow (I've filtered the spreadsheet but sometimes Excel un-filters when emailed) are the subplans where the Catalog and PeopleSoft system do not match the definitions approved by Senate in 2013. The spreadsheet also contains columns indicating whether the degree is a BS or BA, how many common units are shared between the subplan and core coursework, and what subplan type the degree should be. We've included a tab in the spreadsheet to display the Senate Resolution definitions in semester units as they are depicted in the Academic Planning Manual. Please let me know if you have any questions. I am happy to meet.

Jaimi

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
ACADEMIC SENATE

CONCENTRATIONS and EMPHASES  
2010-2011 RES027\*

AAC

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Rationale: The University does not now have a standing policy on Concentrations, Emphases, Options, or Tracks. This has led to a variety of definitions and uses of these terms. The recommended policy provides clarification of each of these categories and thus guidance to students and the university community about their meaning and use.

The basic idea is to use the term “**Concentration**” when the different curriculum choices within the degree requirements are quite different (share a small set of required courses), and to use the term “**Emphasis**” when the different choices are not very different (share many required courses).

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CHEM has Concentration – NO CHANGE  
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MATH has Tracks that become Concentrations – CHANGE

\*Referral No. 2010-2011 00027

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# California State University, Bakersfield

## CONCENTRATIONS and EMPHASES

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In addition to a set of core courses, many programs offer some sort of formal specialization or emphasis within the basic degree program that appears on the student transcript and diploma. At CSUB, these are **Concentrations** and **Emphases**.

In contrast to these formal Concentrations and Emphases, some programs may have **advising tracks** used for a set of recommended courses suited for a general purpose. An example might be recommended courses for students planning to apply to graduate school, or choices of elective courses that focus on some particular topic. These advising tracks do not carry any formal title or designation in the University Catalog, nor do they appear on the student's transcript or diploma. They are purely advisory in the choices of elective courses.

### CONCENTRATIONS and EMPHASES

Degree pathways within a major are designated as concentrations or emphases, as determined by the size of the core requirements that they share with the remaining degree pathways. The *common core* is defined as common set of required coursework or common set of required electives taken by all students obtaining the degree.

#### Baccalaureate Degrees

##### Concentration

Degree pathways within a major are designated as concentrations when their differences are large. This is determined by comparing the size of the core requirements within each concentration, a common set of required coursework or common set of required electives. When the common core consists of fewer than 36 quarter units for a B.A. and 55 quarter units for a B.S., the set of alternative requirements is referred to as a concentration within the major. Concentrations will appear on transcripts and diplomas.

### **Emphasis**

Degree pathways within a major are designated as emphases when their differences are small. Where the common core for a major is more than 36 quarter units for the B.A. or more than 55 quarter units for the B.S., the set of alternative requirements is referred to as an emphasis. Emphases will appear on transcripts and diplomas.

### **Master's Degrees**

#### **Concentrations**

Degree pathways within a Masters Degree are designated as concentrations when their differences are great. When the common core for a Master's Degree consists of **fewer** than 50% of the required number of units, the set of alternative requirements is referred to as a Concentration within the Masters Degree. Concentrations will appear on transcripts and diplomas.

#### **Emphasis**

Degree pathways within a Masters Degree are designated as emphases when their differences are small. When the common core for a Master's Degree consists of **greater** than 50% of the required number of units, the set of alternative requirements is referred to as an emphasis within the Masters Degree. Emphases will appear on transcripts and diplomas.

### **APPROVAL PROCESS**

As with any degree program, concentrations and emphases require full review through School Curriculum Committees, the Academic Senate, and the President. Notification of the Chancellor's office is required but approval is not.

**Katherine Van Grinsven**

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**From:** Danielle Solano  
**Sent:** Saturday, October 22, 2022 11:12 AM  
**To:** Aaron Hegde  
**Cc:** Katherine Van Grinsven  
**Subject:** Senate Action Item: Changing "Academic Probation" to "Academic Notice"

Good Morning Aaron,

On the behalf of the Student Success Analytics team, I am requesting that the Academic Senate look into the issue of changing the name of "Academic Probation". Research shows that students placed on academic probation are less likely to be retained, even when compared to students with similar GPAs (i.e., those just below the cutoff compared to those just above the cutoff). One possible solution, which has been adopted by CSU Fullerton, has been to change the name of "Academic Probation" to "Academic Notice" which has a less negative connotation. This strategy was highlighted not only in a webinar attended by the Student Success Analytics Team, but also at the recent CSU Success Symposium. A simple name change such as this will help students on academic probation feel less stigmatized and will hopefully lead to an increase in retention of students placed on academic probation.

I have provided some references that might be useful below. If additional evidence is needed, members of the Student Success Analytics team would be happy to meet with the Senate and provide support for this name change. Of particular note, Dean Elizabeth Adams was heavily involved in the abovementioned change at CSU Northridge and would be willing to share her expertise.

References:

The Problems With Academic Probation

<https://www.insidehighered.com/views/2022/03/23/how-fix-problems-academic-probation-opinion>

A Positive Change for a Negative Label

<https://www.insidehighered.com/news/2022/04/18/csu-fullerton-changes-term-academic-probation-notice>

Thank you,

--Dani

Danielle Solano, Ph.D.  
Professor, Department of Chemistry & Biochemistry  
California State University, Bakersfield

Office: SCI II 268

Phone: (661) 654-2785

Email: [dsolano@csb.edu](mailto:dsolano@csb.edu)

\*\*\*Schedule an appointment with me using this link: <https://dsolano.as.me/>

## Attachment: ATI Instructional Materials Handbook Appendix- AS&SS

**From:** Melissa Danforth <mdanforth@csub.edu>  
**Sent:** Monday, November 14, 2022 10:51 AM  
**To:** Aaron Hegde <shegde@csub.edu>; Elaine Correa <ecorrea1@csub.edu>  
**Cc:** Katherine Van Grinsven <kvan-grinsven@csub.edu>  
**Subject:** ATI Instructional Materials Handbook Appendix

Hi Aaron and Elaine,

The ATI instructional materials appendix of the Handbook still needs to be referred to AS&SS. The resolution was withdrawn in Spring because AS&SS were working off the old goals and indicators instead of the new goals and metrics the Chancellor's Office created for the 2020/21 academic year. The CO has given all campuses this year "off", without requiring ATI reports, to allow them time to implement the new guidelines, so this is the ideal time to refer it back to AS&SS.

Current CO goals and indicators: <https://ati.calstate.edu/instructional-materials/goals>

The Handbook appendix needs to align to these goals and indicators (expand each goal to see its indicators). There may also need to be some policy changes with respect to curriculum review and approval (Goal 6), which means AAC may need to be involved. The appendix however is the most important part for Fall 2023's report to the CO.

I've also attached the last ATI Instructional Materials subcommittee report from Fall 2021 (IMAP Report – Fall 2021 – Final.docx) and the metrics we reported to the CO that term (IM CAR AY20\_21 – Final.pdf). Note that the metrics reported in Fall 2021 were for the old goals and indicators, since it was actually the 2020/21 academic year report (the last year the old goals and indicators applied).

Melissa

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Dr. Melissa Danforth  
Vice Chair, CSUB Academic Senate  
Professor of Computer Science  
Department of Computer & Electrical Engineering/Computer Science  
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## **ATI Instructional Materials Report – Fall 2021**

### **Recommendations, Accomplishments During 2020/21, and Plans for 2021/22**

#### **Subcommittee Members:**

- Melissa Danforth, Academic Senate Vice Chair, IM Subcommittee Chair
- Alex Slabey, FTLC Instructional Designer, IM Subcommittee Vice Chair
- Janice Clausen, SSD Director
- Lenny Perez, SSD Advisor
- Michelle Brooks, SSD Advisor – Antelope Valley
- Rebecca Weller, FTLC Faculty Director
- Amanda Grombly, Associate Librarian
- Richard Salcedo, Bookstore Manager
- Lisa Zuzarte, Academic Operations Director
- Deborah Boschini, AVP Faculty Affairs
- Debra Jackson, AVP Academic Affairs and Dean of Academic Programs
- Markel Quarles, AVP Student Affairs and Student Services

#### **Internal Recommendations to CSUB ATI Steering Committee**

The ATI IM subcommittee recommends resources be focused on the following plans to address the remaining effort and to set a proper foundation for the revised success indicators issued by the Chancellor's Office this year. These activities will help accelerate our progress towards achieving "Established" or higher outcomes in the revised success indicators.

#### **Summer 2022 ATI IM Task Force**

In the long term, having the subcommittee meet every summer will be beneficial to provide appropriate time and attention to gather data, assess progress, and make recommendations on improvement. However, in the short term, there are additional ATI IM challenges which will require additional effort to address and so we recommend that a task force be convened for Summer 2022.

In particular, policies and procedures need to be evaluated in light of the new success indicators, the current Instructional Materials Accessibility Plan in the University Handbook is out-of-date, and several of the success indicators in the IM report have not made sufficient progress towards achieving "Established" or higher outcomes.

The task force would convene in June 2022 and be expected to make their recommendations to the Academic Senate, the ATI Working Group, the ATI Steering Committee, and other appropriate administrative bodies in August 2022.

A request for the composition and charge of the task force will go to Academic Senate for their consideration and approval. We are asking the ATI Steering Committee to provide budgetary support for the task force. Academic year personnel on the task force will need MOUs with appropriate compensation for their work during the summer since they are not under contract during that time. For 12-month personnel, there should be agreements with their supervisors to redirect a portion of their time to this effort, and/or appropriate PTO or extra pay compensation for their efforts. We estimate

that the task force will require weekly one-hour meetings for the 10 weeks of the term, plus an additional 2-3 hours per week for research into the issues, analysis of data found, and drafting recommendations, for an overall effort of about 30-40 hours per individual.

#### Creation of an Alternate Media Center

The IM subcommittee also recommends the creation of an alternate media center, with an additional staff member dedicated to providing support for the production of alternate media and accessible instructional materials. While there are staff members in ITS, FTLC, and SSD who can provide some alternate media support, there is need for more expertise in this area.

Additionally, an alternate media center will provide a “one stop shop” for faculty, staff, and students who need assistance with producing accessible materials. This center would support the entire campus with the production of accessible materials, not just the production of accessible instructional materials. As our campus grows, this sort of support is essential to ensure accessibility becomes part of the campus culture. Similar centers are commonly found at other CSUs of our size, such as at CSU Monterey Bay and CSU Chico.

#### Awareness Campaign and Exemplars

Previous efforts to develop a specific IM awareness campaign were not seen through to completion. Additionally, there has been no focused effort on developing exemplars of accessible materials. Specific resources need to be devoted to this effort, and the effort should be led by faculty members to provide the best bridge to other faculty members to encourage incorporation of accessibility and UDL principles into instructional materials. It is too late to provide faculty release time for Spring 2022, since course schedules have already been drafted and students will begin enrolling on November 8<sup>th</sup>. Therefore, we recommend that a summer stipend be provided to a small team of faculty members, with assistance from supporting staff members, for this task during Summer 2022, allowing the ATI IM Task Force to focus on the broader issues within ATI IM. The faculty members and supporting staff members would be recruited and selected during Spring 2022 by the IM subcommittee, with appropriate consultation with Academic Senate. The team will present their recommendations to the IM subcommittee in Fall 2022.

#### **Recommendations for President’s Annual ATI Summary for 2020/21**

##### **Summarize Milestones Based on Yearly Plan:**

- Pandemic accelerated adoption of LMS by faculty members, particularly those previously not using an LMS, and also accelerated the adoption of instructional technology tools with accessibility and captioning support.
- Pilot of Ally tool for Canvas was approved by the Academic Senate, and Ally was fully integrated into Canvas in 2020/21. Approximately 125 instructors used Ally during Spring 2021 to improve their course materials on Canvas, while over 2,500 students downloaded alternate media formats generated automatically by Ally.
- Faculty Teaching and Learning Center (FTLC) provided the following workshops with accessibility and UDL components:
  - Teaching Online with Proficiency Series (TOPS) training was given in the summer of 2020 to 298 participants. Module 2 included a section on “Maximizing Accessibility” in a four day workshop.

- TOPS II: Creating an Inclusive Online Classroom was given during the 2021 winter intersession to 97 participants. Module 1 on “10 Principles of an Inclusive Syllabus” highlighted UDL guidelines.
- "Canvas: Ally and Accessibility” training was given on May 10, 2021, with 8 attendees.
- ATI IM website was updated to list all relevant policies and procedures.
- Key stakeholders for the IM subcommittee were identified and invited to participate in this data analysis and report generation.

**Key Goals for Next Year:**

- Review new success indicators and assess any processes, policies, and procedures that will need to be revised and/or enhanced in response to new indicators.
- Review and update policies related to textbook adoption to assure compliance with laws and regulations.
- Develop policies and procedures for textbook selection for all faculty members, including late hires, that complies with rules and regulations for accessibility.
- Continue to encourage use of Ally tool to improve course materials via workshops for faculty members.
- Participate in the CSU-wide “Fix Your Content Day” Ally competition in April 2022.
- Continue TOPS training and other training on IM accessibility through FTLC. TOPS 3.0 was offered in Summer 2021.
- Update ATI IM website to include resources for accessible instructional materials, including FTLC training and exemplars.

**Remaining Effort:**

- Master textbook lists [Goals #1 and #2]: Develop implementation procedures and encourage wider adoption of the master textbook list concept. Currently, only a handful of departments submit master textbook lists to the CSUB Bookstore.
- Faculty training/staff support [Goals #4 and #5]: Policies have been designed and approved, but additional faculty training and staff support are necessary for follow-through.
- Instructor certification [Goal #6]: Academic Senate temporarily suspended online / hybrid instructor certification during pandemic due to logistical challenges in certifying all instructors. Distributed Learning Committee and Academic Senate need to develop a plan for moving forward that addresses these challenges.
- Exemplars [Goal #7]: Revise and enhance plans to develop exemplars for accessible instructional materials.
- Awareness campaign [Goal #8]: Update draft ATI awareness campaign plan, identifying resources needed, and provision toward the goal of ensuring an active and continuing plan.
- IMAP Initiative [Goal #9]: Approve the ATI IM subcommittee charter and establish a timeline for the ATI IM subcommittee to annually review the ATI IM plans and achievements.

**ATI Instructional Materials Report Worksheet 2020/21**

See attached worksheet.

## Review Responses with Option to Download a PDF Version Before Submitting

**Reminder: The link to "Download PDF Version" is at the bottom left corner of this page.**

### Campus

#### Campus Name - Required

- o Bakersfield

### 1.0 Timely Adoption

**Goal 1.0: The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.**

#### 1.0 Goal Status - Required

- o Established

#### Key Accomplishments AY20/21 (Please list 3 to 5)

- o Accomplishment 1 : Provost's Office sends out textbook adoption memos each semester in advance of advising period for upcoming term.
- o Accomplishment 2 : Additional data was added to the textbook adoption process. In a Basic Needs survey conducted by Student Affairs, 47% of students reported struggling with affording textbooks and access codes for classes. In an effort to help students better understand the costs associated with each class, instructors are now required to indicate the type of textbook (new edition only, can use an older edition, used book OK, open educational resource, etc.) and if there are required course content through an access code which must be purchased with the books. This additional information will better help students understand the course materials required for their courses.

#### Key Plans AY21/22 (Please list 3 to 5)

- o Plan 1 : • Review and update policies related to textbook adoption to assure compliance with laws and regulations.
- o Plan 2 : • Develop policies and procedures for textbook selection for all faculty members, including late hires, that complies with rules and regulations for accessibility.
- o Plan 3 : • Develop implementation procedures and encourage wider adoption of master textbook lists.
- o Plan 4 : • Reinstitute regular reporting by Provost's Office to deans and department chairs about missing textbook adoptions (already accomplished in Fall 2021).

### Comments

#### 1.0 Success Indicators

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
1.1 Campus has formally documented (e.g. Policy, Resolution, or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials. [Commitment]	Established			X	University Handbook Section 203.3 requires timely adoption of instructional materials. University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <a href="https://www.csu.edu/senate/university-handbook">https://www.csu.edu/senate/university-handbook</a>
1.2 Campus has developed capacity (e.g. established practices, specified staff time, educational/training resources, and/or technology) to achieve compliance with timely adoption. [Ability]	Established		X	X	Provost's Office sends out textbook adoption deadline memos each semester.
1.5 Campus has established a process to distribute performance reports regarding timely adoptions to campus administration at least annually. [Measurement]	Defined			X	Previous regular reporting of missing textbook adoptions was not transitioned over to interim person filling this role in Provost's Office during AY 2020/21. New person hired for role will begin this reporting again in Fall 2021.

### 2.0 Identification of IM for Late-Hire Faculty

**Goal 2.0: The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.**

#### 2.0 Goal Status - Required

- o Initiated

#### Key Accomplishments AY20/21 (Please list 3 to 5)

- o Accomplishment 1 : Academic Senate is considering additional policy and policy revisions regarding textbook adoptions for late hires.

#### Key Plans AY21/22 (Please list 3 to 5)

- o Plan 1 : • Review and update policies related to textbook adoption to assure compliance with laws and regulations.
- o Plan 2 : • Develop policies and procedures for textbook selection for all faculty members, including late hires, that complies with rules and regulations for accessibility.
- o Plan 3 : • Develop implementation procedures and encourage wider adoption of master textbook lists.

- Plan 4 : • Reinstigate regular reporting by Provost's Office to deans and department chairs about missing textbook adoptions (already accomplished in Fall 2021).

**Comments**

**2.0 Success Indicators**

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
2.4 Campus has established a process to distribute performance reports regarding timely, late-hire adoptions to campus administration at least annually. [Measurement]	Initiated			X	University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a> Academic Senate is considering additional policy and policy revisions regarding textbook adoptions for late hires. Previous regular reporting of missing textbook adoptions was not transitioned over to interim person filling this role in Provost's Office during AY 2020/21. New person hired for role will begin this reporting again in Fall 2021.

**4.0 Faculty Use of LMS (or non-LMS) Course Websites**

**Goal 4.0: The campus has implemented policies and procedures to promote the posting of all required curricular and instructional resources (including print-based and multimedia materials) in a central, accessible electronic location.**

**4.0 Goal Status - Required**

- Defined

**Key Accomplishments AY20/21 (Please list 3 to 5)**

- Accomplishment 1 : Pandemic accelerated adoption of LMS by faculty members, particularly those previously not using an LMS. Pandemic also accelerated adoption of instructional technology tools with accessibility and captioning support.
- Accomplishment 2 : Pilot of Ally tool for Canvas was approved by the Academic Senate, and Ally was fully integrated into Canvas in 2020/21. Approximately 125 instructors used Ally during Spring 2021 to improve their course materials on Canvas, while over 2,500 students downloaded alternate media formats generated automatically by Ally.

**Key Plans AY21/22 (Please list 3 to 5)**

- Plan 1 : • Policies have been designed and approved, but additional faculty training, staff support, and resources are necessary for follow-through.
- Plan 2 : • Continue to encourage use of Ally tool to improve course materials via workshops for faculty members (see Goals 6 and 8 for workshop details).
- Plan 3 : • Participate in the CSU-wide "Fix Your Content Day" Ally competition in April 2022.

**Comments**

**4.0 Success Indicators**

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
4.1 Campus has formally documented (e.g., Policy, Resolution or Procedure) a process to promote or require the posting of instructional materials to a central, electronic location (e.g. LMS, lecture capture system, course website)	Managed			X	Senate Resolution 192011 established Canvas as the official LMS for the campus. Resolutions: <a href="https://www.csub.edu/senate/resolutions">https://www.csub.edu/senate/resolutions</a> University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a>
4.3 Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment]	Established		X	X	University Handbook Section 303.1.1 requires certification of faculty teaching online or hybrid courses. University Handbook Section 203.12 has the Distributed Learning Policy, which lists the procedures for certification as an online or hybrid instructor. University Handbook Appendix K has the Instructional Materials Accessibility Plan Academic Senate resolutions 192014 and 202101 temporarily suspended certification requirements during primarily virtual operations. Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a> Resolutions: <a href="https://www.csub.edu/senate/resolutions">https://www.csub.edu/senate/resolutions</a>

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
4.5 Campus has implemented a procedure that provides alternate media production staff with timely access to instructional materials within the central electronic location. [Ability]	Defined		X	X	There is no dedicated alternate media center, but staff in Services for Students with Disabilities (SSD), Information Technology Services (ITS), and the Faculty Teaching and Learning Center (FTLC) can assist with alternate media production. Ally tool in Canvas provides automatic conversion of course resources to alternative media formats. Ally information: <a href="https://its.csub.edu/ally">https://its.csub.edu/ally</a>

**5.0 Accessibility Requirements for Multimedia**

**Goal 5.0:** The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption process for all multimedia-based instructional resources.

**5.0 Goal Status - Required**

- Defined

**Key Accomplishments AY20/21 (Please list 3 to 5)**

- Accomplishment 1 : Pandemic accelerated adoption of instructional technology tools with accessibility and captioning support.

**Key Plans AY21/22 (Please list 3 to 5)**

- Plan 1 : • Review new success indicators and assess any processes, policies, and procedures that will need to be revised and/or enhanced in response to new indicators.

**Comments**

- Lay the foundation for successful launch of the new success indicators.

**5.0 Success Indicators**

**6.0 Accessibility Requirements for Curricular Review and Approval**

**Goal 6.0:** The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.

**6.0 Goal Status - Required**

- Defined

**Key Accomplishments AY20/21 (Please list 3 to 5)**

- Accomplishment 1 : Faculty Teaching and Learning Center (FTLC) began Teaching Online with Proficiency Series (TOPS) training for course redesign in a virtual environment, which included modules on accessible instructional materials. 298 faculty participated in TOPS 1.0 in Summer 2020 and 97 faculty participated in TOPS 2.0 in Winter Intersession 2021.

**Key Plans AY21/22 (Please list 3 to 5)**

- Plan 1 : • Academic Senate temporarily suspended online / hybrid instructor certification during pandemic due to logistical challenges in certifying all instructors. Distributed Learning Committee and Academic Senate need to develop a plan for moving forward that addresses these challenges.
- Plan 2 : • Continue TOPS training and other training on accessibility. TOPS 3.0 was offered in Summer 2021.

**Comments**

**6.0 Success Indicators**

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
6.2 Campus has established accessibility standards or guidelines for selecting, authoring, and procuring curricular materials (e.g. documents, videos, web/mobile applications). E.g., Course Accessibility Checklist. [Commitment]	Defined		X	X	ITS Solutions Consulting and TAR have accessibility procedures for procurement of curricular materials (see Procurement report). University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a>

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
6.4 Campus has established a process to allow for the review of the accessibility of online courses before posting. [Measurement]	Defined		X	X	University Handbook Section 303.1.1 requires certification of faculty teaching online or hybrid courses. University Handbook Section 203.12 has the Distributed Learning Policy, which lists the procedures for certification as an online or hybrid instructor. University Handbook Appendix K has the Instructional Materials Accessibility Plan Academic Senate resolutions 192014 and 202101 temporarily suspended certification requirements during primarily virtual operations. Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a> Resolutions: <a href="https://www.csub.edu/senate/resolutions">https://www.csub.edu/senate/resolutions</a>
6.5 Campus has established a process for faculty and/or instructional staff to incorporate accessibility at time of course redesign. [Measurement]	Defined		X	X	University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a> QM certification for online/hybrid instructors includes accessibility. UDL and accessibility training are provided by the FTLC on a regular basis. Summer 2020 had TOPS 1.0 training with a module on maximizing accessibility. Winter Intersession 2021 had TOPS 2.0 training with a module highlighting UDL guidelines. Spring 2021 had a workshop titled "Canvas: Ally and Accessibility". TOPS website: <a href="https://www.csub.edu/ftlc/tops">https://www.csub.edu/ftlc/tops</a>

**7.0 Supporting Faculty Creation of Accessible IM**

**Goal 7.0: The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.**

**7.0 Goal Status - Required**

- o Defined

**Key Accomplishments AY20/21 (Please list 3 to 5)**

- o Accomplishment 1 : • Pilot of Ally tool was approved by Academic Senate and was incorporated into Canvas in 2020/21. (See Goal 4 for more details on Ally pilot)

**Key Plans AY21/22 (Please list 3 to 5)**

- o Plan 1 : • Revise and enhance plans to develop exemplars for accessible instructional materials.
- o Plan 2 : • Continue to encourage use of Ally tool to improve course materials via workshops for faculty members (see Goals 6 and 8 for workshop details).

**Comments**

**7.0 Success Indicators**

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
7.1 Campus has formally documented (through Policy, Resolution or Procedure) the nature of faculty responsibility for selecting and authoring accessible curricular materials. [Commitment]	Established			X	University Handbook Section 203.12 has the Distributed Learning Policy. University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a>

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
7.3 Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]	Initiated		X	X	Accessible Canvas course template has been developed. The template is available at <a href="https://lor.instructure.com/resources/f86734578fc0443fb067ea86304e7b43?shared">https://lor.instructure.com/resources/f86734578fc0443fb067ea86304e7b43?shared</a>
7.5 Campus has established a procedure and provided associated tools to allow faculty and/or instructional staff to verify the accessibility of curricular content. [Ability]	Defined	2020	X	X	Senate Resolution 202116 initiated a pilot of the Ally tool for Canvas. This resolution encourages faculty to check their Canvas course materials for accessibility using Ally. Resolutions: <a href="https://www.csub.edu/senate/resolutions">https://www.csub.edu/senate/resolutions</a>

**8.0 Communication Process and Training Plan**

**Goal 8.0: The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.**

**8.0 Goal Status - Required**

- o Initiated

**Key Accomplishments AY20/21 (Please list 3 to 5)**

- o Accomplishment 1 : ATI IM website was updated to list all relevant policies and procedures.
- o Accomplishment 2 : Multiple workshops and trainings for accessibility and UDL were provided to faculty members, including TOPS training and Ally training.

**Key Plans AY21/22 (Please list 3 to 5)**

- o Plan 1 : • Update draft ATI IM awareness campaign plan, identifying resources needed, and provision toward the goal of ensuring an active and continuing plan.
- o Plan 2 : • Update ATI IM website to include resources for accessible instructional materials, including FTLC training and exemplars.

**Comments**

**8.0 Success Indicators**

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Initiated		X	X	ATI Working Group has created a general awareness flyer, which includes Procurement, Web, and Instructional Materials. Original plans for awareness campaign need to be updated, with appropriate resources provided for success.

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
8.3 Campus has developed and disseminated a variety of training materials, both in content and modality (e.g. quick use guides, workshops, FAQ), for selecting, authoring, procuring, and distributing accessible instructional mater	Established		X	X	UDL and accessibility training are provided by the FTLC on a regular basis. Summer 2020 had TOPS 1.0 training with a module on maximizing accessibility. Winter Intersession 2021 had TOPS 2.0 training with a module highlighting UDL guidelines. Spring 2021 had a workshop titled "Canvas: Ally and Accessibility". TOPS website: <a href="https://www.csub.edu/ftlc/tops">https://www.csub.edu/ftlc/tops</a>
8.11 Campus has integrated accessibility into faculty orientations [Measurement]	Initiated			X	Fall 2020 faculty were encouraged to participate in the TOPS training detailed above. Additional materials will be incorporated into New Faculty Orientation in Fall 2022.

**9.0 Process Indicators**

**Goal 9.0: The campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.**

**9.0 Goal Status - Required**

- o Initiated

**Key Accomplishments AY20/21 (Please list 3 to 5)**

- o Accomplishment 1 : Key stakeholders for the IM subcommittee were identified and invited to participate in this data analysis and report generation.

**Key Plans AY21/22 (Please list 3 to 5)**

- o Plan 1 : • Ratify draft ATI IM subcommittee charter.
- o Plan 2 : • Convene IM subcommittee in Spring term, so data analysis and report can be completed in the summer.

**Comments**

- o Summer activity will require putting academic year faculty and staff under MOU for summer work expectations on the IM subcommittee but moving the timeline back to summer is critical to have sufficient time to complete the IM subcommittee tasks.

**9.0 Success Indicators**

	Status – Required	Year Started	Worked on in AY20/21	Will work on in AY21/22	REQUIRED Evidence/Comments
			Yes	Yes	
9.1 Campus IMAP committee membership consists of stakeholders from all key units (Student Affairs, Academic Senate, Curriculum Committee, Academic Technology, Library) as well as faculty, staff and students. [Commitment]	Defined		X	X	Stakeholders from each key unit have been identified, along with additional stakeholders from faculty, staff, and students. Most stakeholders were able to participate in the IM subcommittee to prepare this report, but a few key stakeholders are still being recruited. ATI IM plans to initiate calls for participation earlier in the year to facilitate participation in 2022.
9.3 Campus has established a process to review and revise the campus ATI Instructional Materials plan on an annual basis. [Measurement]	Initiated		X	X	Draft ATI IM subcommittee charter has been created and is in the process of revision and ratification. University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <a href="https://www.csub.edu/senate/university-handbook">https://www.csub.edu/senate/university-handbook</a>

**Final Comments and Review Options**

**Final Comments**

**Opportunity to Review and/or Download Report Responses BEFORE Submission**

- o I would like to review the responses and/or be given the option to "Download PDF Version" of this report before it's submitted.

[Download PDF Version](#)



**From:** Brian Street  
**Sent:** Saturday, September 10, 2022 2:11 PM  
**To:** Aaron Hegde  
**Cc:** Katherine Van Grinsven  
**Subject:** RTP timeline review

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Aaron,

I have a concern regarding the calendar and timeline of RTP file review and believe the review of this concern would be best completed in the Senate.

My concern with the calendar and timeline of RTP file review is specifically related to the time given to the President to review.

From RES 192019, and discussions thereof, it is my understanding that the President has made P&VPAA her designee for final RTP file review, and does not review RTP files (with the exception in specific cases). However, RTP review calendars and timelines have not been updated. For example, for 3rd-6th year probationary faculty RTP review timeline, 2 months is given from the point at which the P&VPAA submits his file review letter to when the President offer letter is submitted.

There are 2 areas I hope, and think important, that the Senate should review;

1. Can the time given to the President to review files be utilized by the other levels of review, importantly, for Unit Committee review which can have as little as 2 weeks to review and submit letters.
2. Can the time when letters from the campus, renewing probationary faculty contracts, be given out earlier
  - a. International faculty, requiring their offer letter for Visa renewals, could benefit from the new offer letters being received earlier than the current date, June 15th.

I thank the Executive Committee for their time considering this item.

Dr. Street

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Brian D. Street, Ph.D.  
Chair and Associate Professor, Department of Kinesiology  
Core Faculty, Doctoral Program in Educational Leadership  
Director, Faculty Leadership Academy  
CSU, Bakersfield  
EDUC 140  
Phone: (661) 654-2551

## Attachments: Evaluation of Academic Administrators- Handbook 311.1

### Background:

In August 2021, Beth Bywaters interpreted the language of Handbook 311.1 as the call for faculty on Academic Administrator Review Committee (AARC) Provost to be early in Fall '21 semester; the first academic year after the Provost's May 2020 hire. Upon mentioning the Fall '21 formation the AARC to Dee Dee Price, she shared her interpretation, having served as coordinator of many AARCs:

The AARC for Provost would be formed in the Spring of his second year after hire. That would be this semester.

Here is some clarifying language which conforms to the timing and practice of the Academic Administrator Review Committee.

### **311.1 General Guidelines**

Each academic administrator shall be evaluated according to these procedures at three-year intervals. The **first** review **process** should be initiated early in fall semester after their initial hire. **The Academic Administrator Review Committee (AARC) is formed in the following Spring of the administrator's second year.** The President or the President's designee prepares the schedule of the evaluations.

The President may, if he or she believes it is appropriate, call for an evaluation of an individual before a scheduled evaluation.

The supervisor, after consulting with the administrator being evaluated, is responsible for developing the categories to be used for evaluating a director, dean, or academic vice president.

(Revised 12-01-16)

Please consider whether these suggestions go to the EC for discussion and referral.

## Attachment: Proposal for emphasis in Biochemistry B.S. Program- AAC

**From:** [Aaron Hegde](#)  
**To:** [Debra Jackson](#)  
**Cc:** [Katherine Van Grinsven](#)  
**Subject:** Re: Proposal for emphasis in Biochemistry B.S. program  
**Date:** Tuesday, November 8, 2022 3:13:43 PM

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Thanks.

**DR. S. AARON HEGDE, PHD**

Chair, Academic Senate  
Chair and Professor, Economics  
Director, ERM Program

**California State University, Bakersfield**

9001 Stockdale Hwy, Mail Stop: BDC 20  
Bakersfield, CA 93311

[shegde@csub.edu](mailto:shegde@csub.edu)

**Schedule Appointment:** <https://app.acuityscheduling.com/schedule.php?owner=20625205>



CALIFORNIA STATE UNIVERSITY  
**BAKERSFIELD**

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**From:** Debra Jackson <djackson9@csub.edu>  
**Date:** Tuesday, November 8, 2022 at 2:39 PM  
**To:** Aaron Hegde <shegde@csub.edu>  
**Cc:** Katherine Van Grinsven <kvan-grinsven@csub.edu>  
**Subject:** RE: Proposal for emphasis in Biochemistry B.S. program

Yes, I confirmed with Dr. Forester before sending it to the Provost for approval.

**DEBRA L. JACKSON, Ph.D.**

She/her/hers  
Associate Vice President for Academic Affairs  
Dean of Academic Programs  
(661) 654-3420

**California State University, Bakersfield**

9001 Stockdale Hwy, Mail Stop: 22 EDUC  
Bakersfield, CA 93311

<http://www.csub.edu/academicprograms>



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**From:** Aaron Hegde <shegde@csub.edu>  
**Sent:** Tuesday, November 8, 2022 2:23 PM  
**To:** Debra Jackson <djackson9@csub.edu>  
**Cc:** Katherine Van Grinsven <kvan-grinsven@csub.edu>  
**Subject:** Re: Proposal for emphasis in Biochemistry B.S. program

Thank you, Dr. Jackson.

I assume the Biochemistry faculty are on board with this being an emphasis?

Aaron

**DR. S. AARON HEGDE, PHD**  
Chair, Academic Senate  
Chair and Professor, Economics  
Director, ERM Program

**California State University, Bakersfield**  
9001 Stockdale Hwy, Mail Stop: BDC 20  
Bakersfield, CA 93311

[shegde@csub.edu](mailto:shegde@csub.edu)

**Schedule Appointment:** <https://app.acuityscheduling.com/schedule.php?owner=20625205>



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**From:** Debra Jackson <djackson9@csub.edu>  
**Date:** Tuesday, November 8, 2022 at 7:54 AM  
**To:** Aaron Hegde <shegde@csub.edu>  
**Cc:** Katherine Van Grinsven <kvan-grinsven@csub.edu>  
**Subject:** Proposal for emphasis in Biochemistry B.S. program

Dear Dr. Hegde,

The Department of Chemistry and Biochemistry has proposed a new concentration within the B.S. in Biochemistry degree. This proposal was approved by the NSME Curriculum Committee on October 6, 2022 and by Dr. Karlo Lopez, Associate Dean of NSME, on October 20, 2022. Please see attached documents.

When reviewing the documents, I noticed that the proposed subplan qualifies as an emphasis rather than a concentration. With Dr. Harper's consent on November 8, 2022, I request that this proposal be considered for approval as an *emphasis* within the B.S. in Biochemistry degree.

Thank you,  
Debra

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**DEBRA L. JACKSON, Ph.D.**

She/her/hers

Associate Vice President for Academic Affairs

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CALIFORNIA STATE UNIVERSITY  
**BAKERSFIELD**

## **Proposal of New Courses in Chemistry, CHEM 2110, 2240, 3110, 3908 and 3948**

### **1. Proposed Changes (additions in bold and italicized, deletions in strike through):**

#### ***CHEM 2110 Foundations of Quantitative Chemical Analysis (3)***

*This is an introduction to the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include common analytical instrumentation, statistics for error and data analysis, various chemical equilibria systems including acid-base and electrochemistry, discussions on ionic strength, activity, and multiple connected chemical equilibria systems, and various electrochemistry topics including redox reactions, titrations, potentiometry, and electrolysis. Theoretical concepts learned in the lecture will be supported by the application of concepts in the laboratory. Prerequisite: A grade of C or better in CHEM 1100 and 1001 and MATH 1050 or higher. 100 minutes of lecture/discussion and 150 minutes of laboratory per week. (2 units lecture 1 unit lab)*

#### ***CHEM 2240 Foundations of Bioinorganic Chemistry (3)***

*This course introduces core concepts of inorganic chemistry focusing on metals and selected nonmetals in biology. This includes oxidation-reduction reactions, acid-base chemistry, coordination chemistry, periodicity, bioinorganic thermodynamics, symmetry, crystal and ligand field theory, and fundamental transition metal chemistry as it applies to biological systems. Pre-requisite: A C or better in CHEM 1000 or equivalent. 150 minutes of lecture/discussion per week.*

#### ***CHEM 3110 Advanced Quantitative Chemical Analysis (3)***

*This course is a continuation of the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include solubility and complex formation equilibria, polyprotic acid-base systems, gravimetric and titrimetric methods, advanced discussions on activity and multiple connected equilibria, and a foundation for the use and theory of spectrophotometric and separation instrumentation. The chemical laboratory methods will include various analytical techniques with a focus on precision and accuracy of experimental data. Prerequisites: A grade of C or better in CHEM 2110 and be a Chemistry or Biochemistry Major or Chemistry Minor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.*

#### ***CHEM 3908 Seminar in Chemical Literature (3)***

*Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the chemical literature, reading, and writing an academic research paper on a chemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course must be completed before enrolling in CHEM 4908. This course satisfies the SELF and*

*GWAR requirements of the CSUB GE Program. Prerequisite: At least 90 units, completion of area A2, and a grade of C or better in CHEM 2900, and 3600, and one of the following: CHEM 3100 or 3310 or 4200.*

### ***CHEM 3948 Seminar in Biochemical Literature (3)***

*Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the biochemical literature, reading, and writing an academic research paper on a biochemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course must be completed before enrolling in CHEM 4948. This course satisfies the SELF and GWAR requirements of the CSUB GE Program. Prerequisite: At least 90 units, completion of area A2, and a grade of C or better in CHEM 2940, and 3400, and one of the following: 3100 or 3310 or 3500.*

## **2. Resource Implications.**

The introduction of CHEM 2110 and 3110 will reduce resource requirements. This is because they replace the current offerings of CHEM 2100 (3 units of lecture, 1 unit of lab) and 3100 (3 units of lecture and 2 units of lab) which are offered in alternating semesters. The new sequence totals 4 units of lecture (2 each for CHEM 2110 and 3110) and 2 units of lab (1 each for both courses). Thus, WTU needs are lowered by 1 WTU of lecture and 2 WTU for lab annually.

CHEM 2240 and CHEM 2200 will be offered in alternate semesters. Thus, the new course will add only 1 WTU to the annual schedule. Similarly, CHEM 3908 and 3948 will replace the existing CHEM 3900 and 3940 in the curriculum, thus adding 1 WTU each to the annual schedule. Taken together, these new courses that are needed for the chemistry and biochemistry programs to stay ACS certified will add 3 WTU to the annual schedule.

As a package, these changes will be WTU neutral while enabling the department to introduce the long-desired ACS certified B.S. in Biochemistry degree.

## **3. Curriculum Implications and Rationale**

CHEM 2110 and 3110 will replace the CHEM 3100 in the chemistry and biochemistry curriculum. Ever since we went to semesters, students were and are struggling in CHEM 1100 as this is a two unit course covering a lot of material by necessity. Since CHEM 1100 is also a service course to a number of other departments, an increase of units of this course is not really feasible. Therefore, the department decided to change the distribution of course content, introducing a lower division Quantitative Chemical Analysis course. Currently, chemistry majors complete 5 units of lecture and 2 units of laboratory in the Analytical chemistry sequence (2 units of CHEM 1100, 3 units of lecture and 2 units of lab with CHEM 3100). This change will add 1 unit of lecture to the sequence (2 units

of lecture of CHEM 1100, 2 units lecture and 1 unit of lab each for CHEM 2110 and 3110). This change will take pressure of CHEM 1100 and improve student success rates in that course. It is also required to enable the department to introduce the new concentration of "ACS certified" with the B.S. in Biochemistry. ACS certification requirements require at least 3 units of lecture at the foundational level. With the current available courses, that would require this new degree to include CHEM 3100 at 5 units a unit count the new degree cannot accommodate within the available 120 units. The current CHEM 2100 is a service course used by CLS majors. The new CHEM 2110 will be fully suitable for the same purpose (thus becoming a major and service course), while reducing the units for student pursuing CLS by 1 unit.

CHEM 2240 is designed for the B.S. in Biochemistry degree program and urgently needed for the new ACS concentration. ACS rules require three lecture units of foundational instruction in inorganic chemistry. CHEM 2200 is only 2 units, thus the ACS degree requires students to complete CHEM 4200 as well, adding not 1 but 3 further units to the degree program. With this course, fundamental ideas of inorganic chemistry will be introduced using a biological approach. The course is designed to provide students with all the knowledge needed to continue into CHEM 4200 if they wish to choose this course as an elective.

The two literature courses, CHEM 3908 and CHEM 3948, are designed in response to the new requirement by the Chancellor's Office to discontinue requiring the GVAR exam but rather have students complete a GVAR course. This would add 3 units to all chemistry and biochemistry degree programs. By incorporating the SELF component of the GE program into the current course content of CHEM 3900 and 3940, the stringent writing requirements for a GVAR course can be met. The addition of the SELF material requires the increase of units by 1 from the existing courses. Once the new courses are approved, they will replace the existing courses in a similar fashion to CHEM 4908 and 4948 replacing CHEM 4900 and 4940 (which occurred in 2017).

While very similar in content, both CHEM 3908 and CHEM 3948 are needed, one each of the chemistry and the biochemistry degree program.

This change will add 1 unit rather than 3 units to all existing chemistry and biochemistry degrees, which can be accomplished due to available "free elective" units in all major options.

#### **4. *Request for Approval New Course/Course Changes.***

See attached.

#### **5. *Final version of the catalog copy***

#### **CHEM 2110 Foundations of Quantitative Chemical Analysis (3)**

This is an introduction to the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include common analytical instrumentation,

statistics for error and data analysis, various chemical equilibria systems including acid-base and electrochemistry, discussions on ionic strength, activity, and multiple connected chemical equilibria systems, and various electrochemistry topics including redox reactions, titrations, potentiometry, and electrolysis. Theoretical concepts learned in the lecture will be supported by the application of concepts in the laboratory. Prerequisite: A grade of C or better in CHEM 1100 and 1001 and MATH 1050 or higher. 100 minutes of lecture/discussion and 150 minutes of laboratory per week. (2 units lecture 1 unit lab)

### **CHEM 2240 Foundations of Bioinorganic Chemistry (3)**

This course introduces core concepts of inorganic chemistry focusing on metals and selected nonmetals in biology. This includes oxidation-reduction reactions, acid-base chemistry, coordination chemistry, periodicity, bioinorganic thermodynamics, symmetry, crystal and ligand field theory, and fundamental transition metal chemistry as it applies to biological systems. Pre-requisite: CHEM 1000 or equivalent. 150 minutes of lecture/discussion per week.

### **CHEM 3110 Advanced Quantitative Chemical Analysis (3)**

This course is a continuation of the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include solubility and complex formation equilibria, polyprotic acid-base systems, gravimetric and titrimetric methods, advanced discussions on activity and multiple connected equilibria, and a foundation for the use and theory of spectrophotometric and separation instrumentation. The chemical laboratory methods will include various analytical techniques with a focus on precision and accuracy of experimental data. Prerequisites: A grade of C or better in CHEM 1100 and 1001 and MATH 1050 or higher and be a Chemistry or Biochemistry Major or Chemistry Minor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

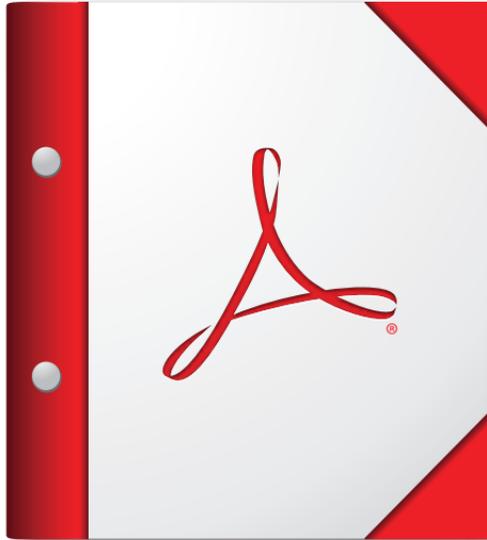
### **CHEM 3908 Seminar in Chemical Literature (3)**

Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the chemical literature, reading, and writing an academic research paper on a chemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course must be completed before enrolling in CHEM 4908. This course satisfies the SELF and GWAR requirements of the CSUB GE Program. You must be a senior and have completed either CHEM 3100, 3310, 3400 or 3610 to enroll in this course.

### **CHEM 3948 Seminar in Biochemical Literature (3)**

Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the biochemical literature, reading, and writing an academic research paper on a biochemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course

must be completed before enrolling in CHEM 4948. This course satisfies the SELF and GWAR requirements of the CSUB GE Program. You must be a senior and have completed either CHEM 3100, 3310, 3400 or 3610 to enroll in this course.



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## Attachment: Policies: reimbursement Rate, and Professional Development Funding



### California State University, Bakersfield Division of Academic Affairs

**Policy Title:** PROVOST Direct Reports Professional Development Funding

**Policy Status:** DRAFT

**Affected Units**

Provost's Council, Provost's Direct Reports

**Policy Statement**

Professional Development is a critical component of CSUB's success. By investing in people, CSUB internally grows its base of talent.

For professional development expenses above \$500, the Provost must provide written authorization to his/her direct reports before any professional development expense is incurred. A professional development expense would be a workshop or training series designed to enhance an individual's skill or competence. Importantly, regular travel for conference meetings etc. are not included within the scope of this policy.

**Consultations**

Provost's Council

**Approved Date**

TBD

**Effective Date**

TBD

**Date Submitted to Policy Portal**

TBD