CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, April 28, 2022
Zoom Video Conference
10:00 a.m. – 11:30 a.m.

1. Call to Order

2. Approval of Minutes

   March 17, 2022

   April 7, 2022

3. Approval of Agenda (Time Certain 10:05)

4. Announcements and Information

   - President's Report – L. Zelezny (Time Certain 10:10)

   - Faculty Awards – D. Dodd (Time Certain 10:15)

   - Elections and Appointments – M. Danforth (handout)

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

6. Provost Report

7. Committee Reports and Requests

   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Standing Committee webpage, here.)

   a. Executive Committee (M. Danforth)

   b. ASI Report (S. Magaña)

   c. Academic Affairs Committee (J. Tarjan) (handout)

   d. Academic Support & Student Services Committee (E. Correa)

   e. Faculty Affairs Committee (M. Rees)

   f. Budget & Planning Committee (C. Lam)

   g. Staff Report (S. Miller)

8. Resolutions – **(Time Certain 10:40 a.m.)**

Consent Agenda

New Business

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

 RES 212232 GECCo Structure, Course Approvals, and Reporting

 RES 212233 New Undergraduate Academic Integrity Policy

 RES 212234 CSUB Faculty Retention and Tenure Density Priority

 RES 212235 Maintenance and Space Utilization Priority

 RES 212236 Notification to Chairs of Assigned Time

 RES 212237 Exceptional Service Application and Screening

 RES 212238 Eligibility for Faculty Awards

Old Business

 RES 212226 General Studies Review Committee Implementation

 RES 212227 Levels in the Performance Review Process

 RES 212228 Re-Entry Students Policy

 RES 212229 Change of Department Name from Child, Adolescent, and
            Family Studies (CAFS) to Human Development and Child,
            Adolescent, and Family Studies (HDCAFS)

 RES 212230 University Program Review Committee Changes

9. Open Forum Items (Time Certain 11:15)

10. Adjournment

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CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes
Thursday, March 17, 2022
Zoom Video Conference
10:00 a.m. – 11:35 a.m.

Members: A. Hegde (Chair), M. Danforth (Vice-Chair), B. Frakes, R. Gearhart (Alt.), A. Grombly, V. Harper, H. He, J. Kraybill, C. Lam, A. Lauer, J. Li, S. Magaña, M. Martinez, J. Millar, S. Miller, J. Moraga, M. Rees, A. Rodriquez, A. Sanchez, D. Solano, B. Street, J. Tarjan

Absent: M. Martinez (excused), **J. Millar** (excused)

Visitors: T. Anthony, J. Armentor, D. Boschini, S. Bozarth, M. Brown, D. Cantrell, C. Catota, J. Deal, R. Dugan, F. Gorham, D. Jackson, M. Novak, D. Perez-Granados, M. Rush, T. Salisbury, L. Vega, K. Watson, L. Zelezny, L. Zuzarte

1. <u>Call to Order</u>
   A. Hegde called the meeting to order. He read a statement acknowledging CSUB's stewardship of the land of the Tejon Tribe.

2. <u>Approval of Minutes</u>
   E. Correa moved to approve the March 3, 2022 Minutes. C. Lam seconded. Approved.

3. <u>Approval of Agenda</u>
   E. Correa moved to approve the Agenda. C. Lam seconded. Approved.

4. <u>Announcements and Information</u>
   - Senate Protocol - To keep the business of the Senate going, anyone who speaks should begin by stating whether they are in support of or against the resolution and keep comments limited to the resolution itself. (A. Hegde)
   - President's Report (L. Zelezny)
     - Board of Trustees meeting next week. Interim Chancellor to be announced
     - No change in vaccine policy for CSU. Some CSUB revisions for indoor masking.

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- o Budget Forum March 21, 11:00 a.m.
- o Faculty Forum with the President March 29, 1:00 p.m.
- Nursing Impacted Status – The Nursing Program has impaction status. It means we can hold our students to a slightly higher standard. As we consider admissions for the Nursing Program, our goal is to not only admit high quality students in large numbers, but to also retain them. The department observed attrition. Students get in and they don't really know what being a nurse is all about. If a nursing student is lost, the slot cannot be replaced during the program. The Nursing Department has opted to make some changes to its impaction status criteria and the Chancellor's Office (CO) wants to make sure that everyone who needs to know has been notified of this very minor change. The Nursing Department is adding health care experience and certification to its admission requirements effective Fall 2023. Example: military, EMT, etc. We're just moving this to a primary application category. Student applicants who come in with this type of experience are more likely to finish. Q: What percentage of nursing students drop? (A. Lauer) A: Less than 5%. (D. Wilson) That's a good idea and happy to hear veteran service is included as a priority. Q: Is it a check box or certain amount of experience in a certain area? (President Zelezny) A: The Nursing Department is looking for actual experience within the past five years for points. Certification as a nurse's aide or respiratory therapist with five-year experience get eight points (D. Wilson) Comment: Impaction means that that we don't have enough seats to add admission. (J. Tarjan) Response: Generally, the Nursing department receives 350-450 applications for 70 seats. (D. Wilson) We created a Human Biology degree for students who couldn't get into the nursing program. Can they get points? (A. Lauer) A: That was in the preliminary request and CO said to take it out. Unfortunately, we can't do it if there's a previous track for Bachelor's degree. (D. Wilson)
- Ally Software Pilot Report – RES 202116 approved a year-long pilot of Ally accessibility assistance software. The CIO was asked to report the results to the Senate. (A. Hegde) Ally software is integrated into the Canvas learning management software. It allows us to champion three areas: 1) Students can choose how they want to see content from a variety of options 2) Faculty can see how to make content more accessible from an accessibility score and report. 3) It allows the institution to see progress toward our accessibility goals that we have in the Accessible Technology Initiative (ATI) under Executive Order 1111 and find major issues, and then see if there are any training sessions or interventions to address those issues. The CO subsidized the pilot in 2020. We

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went into production in May 2020 and CSUB continues to pay a three-year annual cost of $8500. The CO is looking for a system wide contract. (F. Gorham) Comment: Ally Software is not compatible with Chem Draw software which is used for chemistry drawing. D. Solano gets a huge red score because all the files uploaded for the class convert into PDFs that it can't read. There may be other disciplines that Ally doesn't work for. (D. Solano) Correct, there isn't any content listed when an image format is uploaded. (F. Gorham) Q: Aware of the need to be ADA compliant. Is there funding for training? There's a significant amount of work when every single document in a course has to be converted to be made accessible. Q: What percent of folks have converted their documents to be accessible? (E. Correa) A: The CO offers training on developing accessible content. We learned it's a long course and that's why we don't have many taking it. We are figuring out what other resources are needed. The ATI Steering Committee has approved a roadmap and funding to be presented to the Information Technology Advisory Council (ITAC) and then sent for the President's review. The work E. Correa has been doing with library on Open Educational Resources (OER) is awesome (F. Gorham) The Instructional Material (IM) portion of the ATI has lagged. As more courses move to virtual, it's important that the materials are accessible (A. Hegde) We're lagging behind in IM due to lack of support and resources. M. Danforth encourages faculty to check their Ally Report and if they don't understand something, make a request to the FTLC instructional designers to interpret error messages. (M. Danforth) A copy of F. Gorham's presentation is attached to these minutes.

- Elections and Appointments – M. Danforth
  - Senator Antelope Valley – Melanie Taylor elected 2022-2024
  - Senator Arts & Humanities – Monica Ayuso elected to complete term 2021-2023
  - Election for Senator At-Large ends today
  - Watch for Call for Nominations for school representatives on various committees

Your involvement is integral to shared governance. (A. Hegde)

5. <u>ASCSU Report</u> (M. Martinez, J. Millar)
M. Martinez and J. Millar are attending the ASCSU Plenary meeting.

6. <u>Provost Report</u>
Dean of NSME: Dr. Jianyu (Jane) Dong is the new permanent Dean. Thank you to all the faculty who participated and completed surveys that led to her arrival.

Dean IRPA: There were good candidates. The Provost is moving toward a conclusion.
AVP GRaSP: Open forum for candidates today.
Schedule Build – The process is finishing. Thank you to all faculty and department chairs as we get ready for students in Fall 2022.
Space Utilization – Thank you to A. Lauer and others who are working with J. Hedges on the area where Faculty Towers stood. Ideas will be taken to the Master Planning Committee to revitalize the space.

7. Committee Reports and Requests
    (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Standing Committee webpage, here.)
    a. Executive Committee (M. Danforth) The EC met on Tuesday March 15. Chief Williamson joined the meeting to get feedback on the draft Emergency Operations announcement. Issues regarding the GECCo referral are going through multiple subcommittees as a shared governance practice. Those issues were discussed at length. New business: EC is trying to get information from the Academic Integrity Working Group and the University Program Review Committee (UPRC) Task Force to the sub-committees before we run out of time to conduct business this term. The EC is piloting a process to be used for curriculum requests where AAC functions as the campus wide curriculum committee for interdisciplinary programs. Requests that don't need Senate discussion to be sent via email to expedite the process. EC referred a request of a department name change from CAFS to Human Development CAFS to AAC. Time was also spent discussing the Senate Agenda.
    b. ASI Report (S. Magaña) ASI is busy with elections and finalizing events where students can learn about ASI. Take Out Tuesday featured women owned restaurants, Moo Creamery and Better Bowls. The ASI Board attended the CA Higher Education Summit to learn how to become better advocates for students on certain legislation. The California State Student Association (CSSA) is also advocating for CA Budget items such as funding foster youth at CSU.
    c. Academic Affairs Committee (AAC) (J. Tarjan) See report in the agenda.
    d. Academic Support & Student Services Committee (AS&SS) (E. Correa) See report in the agenda.
    e. Faculty Affairs Committee (FAC) (M. Rees) (deferred)
    f. Budget & Planning Committee (BPC) (C. Lam) See report in the agenda.
    g. Staff Report (S. Miller) Nothing to report.

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8. <u>Resolutions</u>
   <u>New Business</u>
   RES 212223 Approval of a BA in History with a Social Science Teaching Concentration
   J. Tarjan presented on behalf of AAC in the capacity of campus wide inter-school
   curriculum committee. Students who wish to teach social science may be confused
   with completing the BA and completing the coursework for the subject waiver within
   a credentialling program. This is an attempt to combine the two, to make the
   pathway clearer. No substantial changes were made to the curriculum and there is
   no opposition on campus. (J. Tarjan) To teach social science at the junior high or
   high school level, students need to demonstrate subject matter competency in
   areas beyond history. The expectation is that they would be hired as a social
   science teacher, not as a history teacher, in which one might be asked to teach
   history, economics, civics, or government. The ways to show competence to the CA
   Commission on Teacher Credentialing (CTC) are: 1) pass a standard test in social
   science 2) complete a subject matter program. CSUB offers the teacher
   credentialling test that deems them subject matter competent. When we moved
   from quarters to semesters, History offered a very different program. This new
   program, presented in RES 212223, integrates the subject matter program with any
   major program on campus and completion of a certificate which allows them to
   teach social sciences at the junior and high school levels. It makes it easier for
   students, faculty, and staff advisors. (A. Rodriquez) Comparing to what is currently in
   the catalog, the program follows the waiver; it has all the categories to choose from.
   It appears that there is no resource implication because it's already following what
   we do. (M. Danforth) Yes. Also, it's important that we keep the traditional History
   program. (A. Rodriquez) The price to pay for exams to prepare for this program
   makes it more equitable for our students. (E. Correa) Submit feedback to AAC. (A.
   Hegde)
   RES 212224 Completeness of Periodic and Performance Review Files – M. Rees
   presented on behalf of the FAC. It addresses content and language. The content of
   current policy was clarified. If any required materials are missing, the unit
   committee can request these materials from the faculty member. Any materials
   that are added are noted in the log sheet. If no file is submitted, the review can
   continue by going to the Personal Action File (PAF). The PAF is the official file in the
   Dean's Office. Further, if the file is not submitted, the Unit Committee might be
   unable to return a satisfactory performance. The inaccurate language was cleaned-
   up in Handbook 305.5.3, where RTP was used as catch-all phrase. There are three
   kinds of review: Review for probationary faculty, the post tenure review, and the

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periodic evaluation file for lecturers. The change incorporates all those categories. (M. Rees) A suggestion made to state the amount of time for the faculty member to respond to the committee if something is needed in the file. (D. Solano) FAC looked at whether, if there are 12 files, one would have enough time to look at them in one week. After significant discussion, it was left open. (M. Rees) The suggestion made to insert the calendar of review and to have a better explanation of the workflow in the rationale. It might be part of the wider issue of the review calendar in general. (M. Danforth) J. Tarjan thanked the FAC for working on this. Consider timelines because the lecturer review is internal to the school and timelines are not as critical. (J. Tarjan) A. Hegde thanked the FAC.

RES 212225 Task Stream Usage and Access Policies – C. Lam presented on behalf of the AAC, AS&SS, and BPC. The resolution addresses what is supposed to be uploaded and what to do with sensitive information. Currently, there is not consistent management of who has access to the files. M. Malhotra and D. Jackson were invited to BPC's discussion. Thank you to AVP AA, D. Jackson, for drafting the new policy attached to the resolution. The policy is a clarification of the purpose of the Access Management System (AMS), what could be uploaded, and the implementation of annual maintenance so only the people who should have access actually have access. (C. Lam) The current Task Stream template for the assessment plan has a field for stating who is responsible for the assessment item. That would violate the clause in the proposed policy about not identifying any individual faculty member. Q: Will the passage of the resolution cause a change in the Task Stream templates to be consistent with the new policy? (M. Danforth) A: That question was raised with D. Jackson in AAC. Her thinking was that rather than the person who is collecting the artifacts, the people who are responsible for it should be the committee reviewing the artifacts. (J. Deal) The request is for a "Help" field to explain that. Some departments allow the entire department to review a file. It would be a redundant set of fields in that type of assessment plan. (M. Danforth) In terms of anonymity, if one were to review a specific course, and there's only one person teaching that course, by default that faculty member is identified. Further, there were instances when information in Task Stream was made public. The suggestion is to add a statement that the information in Task Stream is not to be made public. (M. Rees) This is an example of shared governance. The issue was brought up by M. Rees and referred to AAC, BPC, and AS&SS. This underscores the importance to be involved in committees where one can have discussions that not everybody will be thinking about. Thank you to the three sub-committees. (A. Hegde)

Old Business

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RES 212220 – Formation of General Studies Review Committee - J. Tarjan presented on behalf of AAC. The tracked changes show edits since the First Reading. AAC realized if it is charged with classroom observation and review of faculty, there should be faculty input on the General Studies (GST) faculty hiring. The current practice is for the Associate Deans to hire instructors. They may not have faculty input. The resolution specifies that the chair of the committee would provide input on individuals. (J. Tarjan) Move to amend. Change the Resolve #3 to develop guidelines and retention "FOR INSTRUCTORS." (M. Danforth) E. Correa moved to approve. B. Frakes seconded. No objections. M. Rees moved to amend: Remove "retention review" and replace with "TO DEVELOP PERIODIC EVALUATION GUIDELINES AND CRITERIA FOR INSTRUCTORS WHO ARE NOT UNDERGOING REVIEW IN AN ACADEMIC DEPARTMENT." E. Correa seconded the motion on the amendment. J. Tarjan moved on the recommendation of Provost Harper to amend the first Resolve #3. Because the work varies, he supports, "WOULD BE NEGOTIATED WITH THE OFFICE OF THE PROVOST". J. Tarjan moved to approve. B. Frakes seconded. Discussion ensued. E. Correa was not in support. It does not provide equity across the board. It should not have differences for one group and not others. (E. Correa) Clarification needed on whether the 3 WTUs be saved or stricken. (M. Danforth) Consider that the UPRC has a significant amount of work. However, for GST, the work amounts to a few reviews and observations. M. Rees supports compensation as negotiated. (M. Rees) It could be a stipend or something else to be appropriate. J. Tarjan in favor of having the appropriate management negotiate. The intent is that reviewers are compensated fairly. (J. Tarjan) Agreement with J. Tarjan and M. Rees was expressed. It's possible that there are only a couple people this would apply to. Q: Was the 3 WTUs intended to remain? (J. Deal) A: No. The resolution amended to read, "MEMBERS OF THE COMMITTEE BE APPROPRIATELY SUPPORTED BY STAFF AND COMPENSATED FOR A TWO-YEAR TERM OF SERVICE TO BE NEGOTIATED WITH THE OFFICE OF THE PROVOST."

A. Hegde moved to extend meeting. Approved.

M. Danforth moved to accept the amendment to the resolution. Approved.

A. Hegde called for a vote on the amended resolution. Majority approved. No opposition.   Approved.

RES 212221 Academic Calendar – Fall Recess Schedule – (deferred)

9. <u>Open Forum Items</u>
   - Summer Session 2022 – Now is the time to submit classes and courses. Please consider teaching and encourage others to teach this summer. (M. Novak)

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- Asian American Pacific Islander (AAPI) Month – The campus is celebrating AAPI heritage in May. Please watch for announcement of events. (C. Lam)
- Visiting Scholar – Thank you to M. Novak for engaging the visiting scholar from Spain, M. Begonia Leyra. (E. Correa)
- Academic Integrity Workshop – Citation workshops and academic integrity workshops. https://csub.libcal.com/event/8996017?hs=a

10. <u>Adjournment</u>
    A. Hegde adjourned the meeting at 11:35 a.m.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes
Thursday, April 7, 2022
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Members: A. Hegde (Chair), M. Danforth (Vice-Chair), B. Frakes, R. Gearhart (Alt.), A. Grombly, V. Harper, H. He, J. Kraybill, C. Lam, A. Lauer, J. Li, S. Magaña, M. Martinez, J. Millar, S. Miller, J. Moraga, M. Rees, A. Rodriquez, A. Sanchez, D. Solano, B. Street, J. Tarjan

Visitors: D. Boschini, S. Bozarth, E. Callahan, D. Cantrell, J. Deal, R. Dugan, F. Gorham, D. Jackson, M. Novak, D. Perez-Granados, M. Rush, T. Salisbury, L. Vega, K. Watson, D. Wilson, L. Zelezny, L. Zuzarte

1. Call to Order
2. Approval of Minutes
   Tabled until next meeting.
3. Approval of Agenda
4. E. Correa moved to approve the agenda. B. Street seconded. Approved.
5. Announcements and Information
   - President's Report – L. Zelezny
     - Trustee Fong visited CSUB this week. It's important to have a good relationship with her as she is the incoming chair of the Board of Trustees.
     - The Interim Chancellor and the President talked on the phone.
     - Young Men of Color Conference – CSUB was well represented.
     - New Advisory Councils – Tribal Advisory Council, and an Asian American Pacific Islander Council
     - Excelencia – CSUB is partnering with them to bring expertise on Hispanic Service Institution (HSI). C. Catota is leading the effort.
     - We Stand Together speaker series – Dr. Mary Frances Barry will be the keynote speaker.
   - Elections and Appointments – M. Danforth

- o Senators At-Large elected: H. He, Nursing; A. Lauer, Biology; T. Salisbury, Ethnic Studies
- o Committee on Professional Responsibility elected: A. Rodriquez, History; J. Wang, Advanced Education
- o Distributed Learning Committee: C. MacQuarrie, A&H; J. Li, BPA; D. Solano, NSME, A. Evans, SS&E
- o Faculty Honors and Award Committee elected: J. Trigos NSME Standard; S. Dzyubenko NSME Alternate; M. Sanchez SS&E Standard, SS&E Alternate second call ends today.
- o Faculty Teaching and Learning Center elected: A. Ressler, A&H; J. Li, BPA; P. Torsu, NSME
- o General Education Curriculum Committee elected: K. O'Bannon, A&H; no nominations BPA; A. Huynh, NSME; R. Zamora, SS&E
- o Research Council of the University elected: K. Gallant, Library; election ends at noon A&H; S. Sarma, BPA
- o University Program Review Committee: no nominations from A&H; J. Sun, BPA elected.
- o University Review Committee elected: M. Elhusseiny, BPA; SS&E election ends today.

6. <u>ASCSU Report</u> (M. Martinez, J. Millar)

The plenary was mid-March. Thank you to the Emergency Operations Management team and President Zelezny for having conversations about the repopulation of CSUB in a fine way. There are many ASCSU resolutions in First Reading. There was a call for an independent investigation of former CSU Chancellor Castro while he was president of CSU Fresno. There were many conversations about whether there is value in the continuing closed searches for Presidents and other Administrators. Thank you for providing feedback on AB 927 and AB 928. It was shared with the CO. Watch for news within your discipline. (J. Millar) There is a webinar on AB 928 – M. Martinez will inform Senators of the next CO presentation. (M. Martinez)

7. <u>Provost Report</u>
- • President's Students' Research – Appreciation extended to faculty interested in student research and mentorship

- Retention, Tenure and Promotion (RTP) process is near closure. There is a remarkable amount of service, scholarship and outstanding teaching by CSUB faculty. Thank you for your scholarship, grants, and service to the community.
- Searches: AVP IRPA and AVP GRaSP announcements coming very soon
- Dean searches of BPA and Library in process
- Cluster Hire Draft – Feedback being gathered from various affinity groups
- Strategic Planning Open Forum – Thank you to A. Hegde for his great idea on how the Strategic Planning Group can achieve Goal Three. He suggested a symposium on sabbatical and mini grants to allow faculty to discuss their work. It's on the docket for next year. It was a very important opportunity to address one of the most important topics to faculty and make recommendations to the President.
- Campus Climate Survey – Academic Affairs will have a response upon vetting the data with the Executive Committee (EC).
- Campus Carbon Capture Symposium – Watch for details. (V. Harper)
- Earth Day Sustainability Conference - April 22, 9:00 a.m. -2:00 p.m. Speakers from campus and community to discuss issues, research, etc. The theme is Kern County, with various community partners making presentations. There will be a follow-up event on April 27 at the Edible Garden with tables set-up for the local Sierra Club, Gardening Club, and more. J. Sanchez recognized for her coordination. Visit www.csub.edu/sustainability for event information details. (A. Lauer)
- Grant Preparation Writing – The Provost released $12,000 to the grants committee. Look for a call for release time dollars.
- Start-up Funds - If there are start-up funds in an account, the expiration will be extended by one year. Q: Do they include moving expenses for new faculty coming to campus? A: There are IRS regulations having to do with deductions in the individual's tax year. We're trying to find a solution to the challenge. Thank you to E. Correa for bringing this issue to light. (V. Harper)

8. <u>Committee Reports and Requests</u>
   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Standing Committee webpage, here.)

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a. Executive Committee (M. Danforth) (deferred)
b. ASI Report (S. Magaña) – Students are excited to be back on campus. They are participating in large numbers. ASI attempts to get faculty involved. ASI met with the new Dean NSME and brainstormed ideas with her. High Commencement participation anticipated. Apple conducted an iPad workshop open to students to received tips and tricks and how to improve study habits. Other ASI presidents from CSUs invited. Apple is choosing a CSUB student as their campus leader.   ASI Board elections started yesterday. Incoming ASI President 2022-2023 will attend the next Senate meeting for an introduction.
c. Academic Affairs Committee (J. Tarjan) (handout)
d. Academic Support & Student Services Committee (E. Correa) (deferred)
e. Faculty Affairs Committee (M. Rees) (deferred)
f. Budget & Planning Committee (C. Lam) (deferred)
g. Staff Report (S. Miller) Nothing to report.

9. Resolutions
New Business

RES 212226 General Studies Review Committee Implementation – J. Tarjan introduced on behalf of AAC. Resolution is meant for those who don't have a regular academic department. We have administrators, staff, and others who teach First Year Seminar (FYS) and General Studies courses, who may not be reviewed and/or have an academic department. RES 212220 addressed formation of the committee. RES 212226 is for the implementation. (J. Tarjan)

RES 212227 Levels in the Performance Review Process – M. Rees presented on behalf of FAC. The resolution focuses on the issue of the chair's review of RTP files, or, more generically, the performance review process. A chair may review a faculty member separately from the unit committee. The resolution provides that the chair has the same timeline as the unit committee. If a chair has opted to not serve on the unit committee in order to write their own review, it would not delay the process. (M. Rees) The first Chair Review allowed J. Tarjan to review Unit Committee Review and gain perspective. It was worthwhile to give the chair the ability to have a

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separate review, if useful to the candidate. While the timeline is a challenge, he supports the option. (J. Tarjan)

RES 212228 Re-Entry Students Policy – J. Tarjan asked D. Jackson to introduce the resolution on behalf of AAC. The Re-Entry Policy was temporarily suspended Fall 2022 to reduce barriers to re-entry, especially for students impacted by the pandemic. This resolution proposes to permanently change CSUB's re-entry policy. CSU Stanislaus has a policy which helped create this proposal. The process allows students to return to the campus after three years of being separated without having to reapply to the institution, if they are in good standing, academically. The resolution resolves to provide wrap-around services to help the students get to the finish line and eliminate some equity gaps that have persisted for several years. (D. Jackson) The only change is the necessity of more paperwork for the university and avoiding extra fees for the student to re-enroll. Course currency within a three-year window doesn't come to play. (J. Tarjan) The new policy will help many students and lessen their worry. (S. Magana) Students who are academically disqualified have a two-step process to re-enroll: 1) Apply to the Academic Petition Committee (APC). 2) Re-enroll if approved by APC. (K. Ziegler-Lopez) D. Jackson will work with K. Ziegler-Lopez. It will require more thinking about a wrap-around process to tackle those administrative barriers of those students. (D. Jackson)

RES 212229 Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HDCAFS) J. Tarjan requested that E. Correa introduce the resolution which addresses her department's proposal. (J. Tarjan) The description of the department's programs includes Human Development and department faculty have qualifications in Human Development and are teaching in that area. The department offers students a degree that covers positions in Human Development. By putting "Human Development" in the department title, it makes it easier for students to apply for positions. Further, the proposed change clarifies what is offered and what we do. (E. Correa)

RES 212230 University Program Review Committee (UPRC) Changes - C. Lam presented on behalf of AAC and BPC. It's based on the feedback from

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the last accreditation review. There were some gaps in the UPRC and the processes. We were required to fix it. Last year, under the leadership of J. Sun and UPRC, they started working on it. The Executive Committee (EC) received a referral. The EC decided to create a Task Force. It met in Fall semester and revised the documents. AVP Jackson gave her opinions. AAC and BPC looked at it. The changes are in three parts. See the handout in the agenda which address them. (C. Lam) M. Rees suggested that the writer of program review self-study receive compensation. FAC recommended a course release for the writers. Can we add specifics? (M. Rees) BPC felt the course release may be too restrictive since each department has different cultures. (C. Lam) J. Tarjan encourages people to read this. See how the current policy works and then give feedback. The committees will be happy to hear feedback, albeit the committees have considered multiple issues in this resolution. (J. Tarjan) Equity and compensation is an issue and we need to be mindful of base-line compensation for the work faculty does. (E. Correa) A. Hegde handed the virtual gavel to Vice-Chair M. Danforth. Speaking in capacity as Senator, regarding Procedures for Program Review Extensions, it's a tall task. Appreciation extended to J. Sun, who spent much time on this excellent report, and the Task Force that met regularly. There is also an appreciation that there is a culture we need to change on our campus. There are several departments and programs that haven't done program review for a long time. A. Hegde has talked to individuals who haven't done program reviews about being more responsive to students. There are many good reasons to have the review. There is an issue with the last sentence as proposed. *"Without a self-study prepared by the program, the URPC in consultation with the program faculty and/or School Dean, may elect to proceed with external review and/or Dean's Review, which will inform the review by the UPRC."* Sometimes we need an extension and there is a process to do it. The question is what happens if a program does not complete the program review in one year.   If you look at the Handbook, one of the things the UPRC can suggest is the termination of a program or a degree based on evidence. A. Hegde is concerned about what happens when a department or program hasn't completed a program review, based on whatever information that is not a self-study, (because only the program faculty can do a self-

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study). Later in the document, if a program requests an extension which does not exceed one year, there'll be a meeting with the Dean, Provost, and the Chair of that program. It's fair to hold the chair responsible rather than doing a review without the program's input. We don't know the reasons why programs don't do it. But sometimes there is a Chair who doesn't want to do it, and the faculty feel compelled not to say anything. In some cases, there is no participation from program faculty. That's the cultural aspect. Lots of sticks. A. Hegde is concerned is there is no incentive to participate, based on that last sentence. (A. Hegde) BPC discussed those issues extensively. The paragraph cited was changed many, many times. In its present stage, we want to address the ones who chronically aren't doing what they should. The language is flexible for all parties involved to find a solution when a program is not doing the program self-study. Not doing the program self-study is not just a one-year problem; It's a multi-year problem. The Task Force discussed sticks and carrots extensively. Carrots are not written clearly here. If we write in carrots, it depends on resources from administration. (C. Lam) The current reading is that the UPRC potentially, after one year, if a program doesn't do their self-study, then it could be that the URPC could proceed with external program review and a review of the Program. (A. Hegde) The feedback will be taken to the Task Force. And "may" gives flexibility to the parties involved. (C. Lam) Q: How many departments are late in submitting program reviews? (M. Martinez) Normally UPRC has 12-15 programs to review every year. This year, due to all the delays, it's 29. (C. Lam) The gavel was returned to A. Hegde, Academic Senate Chair. It's been A. Lauer's UPRC's experience that those departments that are not turning in their reports are chronically late with other things, too. It is a problem of work attitude and people not feeling responsible. A reprimand from higher administrators can help solve the problem. The behavior shouldn't be tolerated. (A. Lauer) Not only do we need to look at the consequences for faculty, we need to look at consequences for the administration. Feedback and responses have to come in a timely manner. It doesn't seem fair to put a lot of work into these reports and have them sit on the shelf and not be addressed until next review period. (E. Correa) The Task Force leans on the side of the administration. After the program review is completed and

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reviewed by the UPRC, if one looks at the timeline and responsibilities of the administration after review, there is detailed language on when administration should complete that Memo of Understanding Academic Program (MOUAP) and also who are responsible to conduct the processes after URPC completes the review. (C. Lam) There is a penalty for faculty not doing program review within the timeline, but there is no penalty for administration not following the timeline. If administration doesn't complete the MOUAP, then as a program, faculty should be able to make its own MOUAP, and it becomes *the* MOUAP. It goes both ways. To change the culture, everybody has to change. (A. Hegde) Feedback and support are very important. Having the stick approach will make it worse than what we had. (M. Martinez) The reason this gets so much discussion is that it's important work. We want to improve. Thank you to the Task Force, especially J. Sun, D. Jackson, and Senator Lam for introducing the resolution. (A. Hegde)

Old Business

RES 212221 Academic Calendar – Fall Recess Schedule – This issue was raised by A. Rodriquez. C. Lam gave summary of the resolution. No feedback. (C. Lam) J. Tarjan strongly supports the resolution, having come upon a horrific accident the night before Thanksgiving where the only survivor was a CSU Northridge student. He vowed never to hold class on that Wednesday. (J. Tarjan) A. Rodriquez thanked the Senate and requested that the campus revisit the idea of a full fall break by looking at the CSU East Bay as a model. They have reduced University Week to a University Day. (A. Rodriquez) The vote resulted in approval.

RES 212223 Approval of a BA in History with a Social Science Teaching Concentration – J. Tarjan reported that there was no feedback. (J. Tarjan) It will be good for students, and it will address legislation and this program concentration will benefit the community to meet requirements in one package. (A. Rodriquez) The vote resulted in unanimous approval.

RES 212224 Completeness of Periodic and Performance Review Files – M. Rees reported there was only one comment. The committee can request missing required materials to be added to the file. FAC addressed the question about whether there is a timeline. Several variables were discussed. In the end, FAC decided to leave the timeline open so colleagues

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could work through it. There is an adjustment to the language, from the committee chair "shall" to "may" inform the faculty of any missing required documents, such that the burden would not be on the committee. The faculty under review may submit missing requested materials. (M. Rees) The vote resulted in approval.

Motion to extend the meeting by four minutes. (J. Tarjan) Second (E. Correa)

RES 212225 Task Stream Usage and Access Policies – C. Lam gave summary on behalf of the AAC, AS&SS, and BPC. Assessment materials are supposed to be anonymous. However, there is a template question that there is a responsible party named. The person could be the instructor, the person overseeing the assessments, or the person evaluating the artifact. It raised the issue that the teacher of the course could be identified. After discussion, nothing was changed from First Reading. (C. Lam) The vote resulted in approval.

10. Open Forum Items (Time Certain 11:15)
- Faculty Leadership- the call went out. Please share with colleagues. See https://news.csub.edu/faculty-leadership-academy-now-accepting-applications-for-202223-cohort (B. Street)
- Pandemic Research Group Symposium – April 20th, 9am – 11:30 in the Dezember Reading Room and Zoom option. (M. Danforth)
- Asian American and Pacific Islander (AAPI) Heritage Month - Thank you to those who attended the kick-off event. See http://www.csub.edu/afsn for more events. (C. Lam)
- Kegley Institute on Ethics – Lecture, Ear Hustle: Stories of Life in and Beyond Prison, at 6:00 p.m. tonight at the Dore Theatre.

10. Adjournment

A. Hegde adjourned the meeting at 11:35.

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Spring 2022 Election Cycle

Order of Calls 2022-2023

1. Academic Senate Chair complete

2. Academic Senate Vice Chair complete

3. Statewide Senator complete

4. Nomination Senators Schools complete

5. Senators At-Large complete

6. Faculty Members representing each school on various university-wide committees complete

7. At-Large Members on various university-wide committees complete

Results of School Elections

Faculty Members representing each school on various university-wide committees to serve a two-year term 2022-2024 unless otherwise noted:

Faculty Honors & Awards Committee:

SS&E Alternate – Amy Gancarz-Kausch, Psychology

At-Large Alternate - Maureen Rush, Mathematics

General Ed Curriculum Committee:

BPA – Steve Daniels, Public Policy & Administration

Results of School Elections

Faculty Members representing each school on various university-wide committees to serve a two-year term 2022-2024 unless otherwise noted:

Research Council of the University:

A&H – Stephen Allen, History

University Council

At-Large – Pratigya Sigdyal, Management & Marketing

At-Large – Allison Evans, Psychology (Antelope Valley)

Results of School Elections

Faculty Members representing each school on various university-wide committees to serve a two-year term 2022-2024 unless otherwise noted:

University Program Review Committee:

- To complete 2021-2023 term – Yvonne Ortiz-Bush, Advanced Education

- At-Large – BreAnna Santiago-Evans, Teacher Education

University Review Committee

- SS&E – Anne Duran, Psychology

- At-Large – Charles Lam, Mathematics

Results Spring 2022

Assigned Time Article 20.27 Awards 2022-2023

Rhonda Dugan, Sociology

Allison Evans, Psychology

Jeanine Kraybill, Political Science

Juterh Nmah, Advanced Education

Sarana Roberts, Special Education

Alicia Rodriquez, History

Yvonne Ortiz-Busch, Advanced Education

Thank you for your Exceptional Service!

Spring 2022 Election Cycle

Result of Call for Interest

Search Committee Antelope Valley Dean to fill vacancy due to elected member withdrawal

No interest after second call.

Aaron Hegde, Senate Chair volunteered.

Spring 2022 Election Cycle

Call for Interest in Appointments to Various Committees

Watch for announcement from **Melissa Danforth**
Election Committee Chair

Please provide a brief description of why you are interested and how you have suitable background for the committee(s).

Spring 2022 Election Cycle

Call for Interest in Appointments to Various Committees

Academic Council for International Programs (ACIP)
  (1) FT Faculty to serve three-year term, 2022-2025

Academic Petitions Committee
  (1) FT Faculty from BPA serve three-year term, 2022-2025
  (1) FT Faculty from NSME serve three-year term, 2022-2025

Accessible Technology Initiative(ATI) Steering Committee
  (1) FT Faculty to serve two-year term, 2022-2024

Accessible Technology Initiative(ATI) Working Group
  (1) FT Faculty to serve two-year term, 2022-2024

Spring 2022 Election Cycle

Call for Interest in Appointments to Various Committees

Alumni Association Board

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

Auxiliary for Sponsored Programs Administration (SPA)

   (1) FT Faculty appointed by the Executive Committee to serve Academic Senate designee for a two-year term, May 2022-2024

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

   (1) FT NSME faculty to serve two-year term, May 2022-May 2024

General Studies (GST) Review Committee

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

Spring 2022 Election Cycle

Call for Interest in Appointments to Various Committees

Instructionally Related Activities Committee (IRA)

(2) FT Faculty/Admin appointed by Provost to serve one-year term, 2022-2023

(1) FT Faculty appointed by the EC for one-year term, 2022-2023

Intercollegiate Athletics Advisory Committee (IAAC)

(1) FT Faculty to serve as Faculty Athletics Representative and IAAC Chair, to be recommended by EC to the President for three-year appointment, 2022-2025

Student Centered Enterprise (SEI) formally Student Union Board

(1) FT Faculty to serve one-year term, 2022-2023

Spring 2022 Election Cycle

Call for Interest in Appointments to Various Committees

University Program Review Committee (UPRC)

(1) FT Tenured Faculty selected by the Senate EC to serve two-year term, 2022-2024

All University Teacher Education Advisory Committee (TEAC)

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

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

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

Spring 2022 Election Cycle

Call for Interest in Appointments to Various Committees

Transportation Committee

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

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

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

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

Web Governance Board

(1) FT Faculty appointed by the EC to serve as the Senate designee to serve   two-year term, 2022-2024

Spring 2022 Election Cycle

Call for Interest

Faculty Performance Review Software Exploratory Committee (Ad-Hoc)

(1) FT Tenured Faculty from A&H

(1)   FT Probationary Faculty from A&H

(1) FT Tenured Faculty from A&H

(1)   FT Probationary Faculty from A&H

(1) FT Tenured Faculty from A&H

(1)   FT Probationary Faculty from A&H

(1) FT Tenured Faculty from A&H

(1)   FT Probationary Faculty from A&H

(1)   FT Faculty member from Library

Watch for announcement from your **School Election Committee Chair**

Spring 2022 Election Cycle

Next Order of Calls 2022-2023

Call for Interest in Standing Committees

      Academic Affairs Committee

      Academic Support & Student Services

      Budget & Planning Committee

      Faculty Affairs Committee

Watch for announcement from the Election Committee Chair,

Dr. Melissa Danforth

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School Elections Committees 2021-2022

Arts and Humanities

Douglas Dodd

Steven Gamboa

Joel Haney

Business and Public Administration

Margaret Malixi

Di Wu

Dan Zhou

Natural Sciences, Mathematics and Engineering

Sophia Raczowski

Qiwei Sheng

Brian Ryals

Social Sciences and Education

Yvonne Ortiz-Bush

Hector Nolasco

Anthony Flores

Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. See 3/1 Minutes EC drafts resolution.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits	Complete	AAC Consider Summer Session as a single term with a cumulative student workload and what is the maximum number of units which enables student success. RES 212213 Unit Cap During Summer Term	2/17/22	2/25/22	2/28/22
	2020-2021 23 MA INST Moratorium	Complete	AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium	10/7/21	10/15/21	10/15/21
8/31/21	2021-2022 07 GECCo Reporting Structure	First Reading 4/28/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
8/31/21	2021-2022 08 Proposal for the Formation of a General Studies (GST) Department	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Complete	AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting AAC presenting RES 212212 High Impact Practice Designation and Tracking	2/17/22	2/25/22	2/28/22
10/5/21	2021-2022 21 Proposal for Ethnic Studies ETHS 1508 and Change to ETHS Curriculum	Complete	AAC in its capacity as the interschool curriculum committee, approved the ETHS 1508 course proposal for Introduction to Chicana/Chicano/Chicanx Studies and approved the proposed changes to the Ethnic & Area Studies concentration.			
10/5/21	2021-2022 24 BA Sociology Concentration Revision – Racial and Ethnic Dynamics	Complete	AAC Review rationale and impact. RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics	2/17/22	2/25/22	2/28/22

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Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/16/21	2021-2022 25 General Studies (GST) Department Formation	Formation approved Implementation Second Reading 4/28/22	AAC Lack of home for GST, whether GST more suited as a program, mechanism for GST faculty review, GST report to EC annually RES 212220 – Formation of General Studies Review Committee RES 212226 – General Studies Review Committee Implementation	3/17/22	3/25/22	3/28/22
10/16/21	2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21
10/19/21	2021-2022 29 Task Stream Usage and Access	Complete	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/22	4/25/22
12/8/21	2021-2022 32 Undergraduate Re-Enrollment Policy Change	Complete Temp New Policy 2nd Reading 4/28/22	AAC Revising CSUB policy for re-entry and addressing concerns identified by Chancellor Castro. RES 212210 Temporary Suspension of Re-Enrollment Application Policy RES 212228 Re-Entry Students Policy	12/2/21	12/10/21	12/10/21
1/25/22	2021-2022 35 Bachelor of Arts (BA) in History with Social Science Teaching Concentration	Complete	AAC Rationale as presented and the impact on students. RES 212223 Approval of BA in History with Social Science Teaching Concentration	4/7/22	4/22/22	4/25/22
3/15/22	2021-2022 #42 Proposal to Change Department Name from CAFS to HDCAFS	Second Reading 4/28/22	AAC Rationale of proposal and the impact on students. RES 212229 Change Dept Name from CAFS to HDCAFS			
3/15/22	2021-2022 #43 Course Prefixes		AAC Who has dominion over course prefixes and where do they reside?			
	2020-2021 20 UPRC Changes	Second Reading 4/28/22	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report. RES 212230 UPRC changes			
4/5/22	2021-2022 44 Academic Integrity Policy	First Reading 4/28/22	AAC, AS&SS RES 212233 New Undergraduate Academic Integrity Policy			
4/18/22	Proposal for revising the B.S. in Engineering Sciences to a B.S. in Engineering	First Reading 4/28/22	AAC RES 212231 Name Change for the B.S. In Engineering Sciences Degree			

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Academic Support and Student Services: Elaine Correa/Chair, meets 10:00 via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 26 Testing Center	Complete	AS&SS RES 202123 Academic Testing Center approved by Senate 3/18/21. Not by President pending Fall '21 enrollment, need, resources.			
9/28/21	2021-2022 Referral 10 Faculty Advising Structure	Complete	AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. See report from Faculty Fellow & AVP AP. AS&SS sent recommendations to EC asking for Task Force. Created.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Complete	AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting. RES 212212 HIP Designation & Tracking. AS&SS sent memo to EC why it did not support the resolution.	2/17/22	2/25/22	2/28/22
10/19/21	2021-2022 28 Academic Testing Center Exploratory Sub-Committee		AS&SS Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path			
10/19/21	2021-2022 29 Task Stream Usage and Access	Complete	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/22	4/25/22
1/25/22	2021-2022 36 Appendix K IMAP – Handbook Change		AS&SS Align IMAP with CO's new goals and performance indicators, whether LMS is instructional goal, and identify responsible party of the master textbook list.			
4/5/22	2021-2022 44 Academic Integrity Policy	First Reading 4/28/22	AAC, AS&SS RES 212233 New Undergraduate Academic Integrity Policy			

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Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021	Complete	FAC Memo sent to EC 2/14/22 reporting no action to be taken.			
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See 3/1 Minutes EC drafts resolution			
8/24/21	2021-2022 03 Electronic RTP as Application Standard	Complete	FAC RES 212219 Submission of Electronic Faculty Performance Review Files	3/3/22	3/11/22	3/11/22
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process	First Reading 4/28/22	FAC Research CSU campus' rubrics & applications and establish improvement and consistency. RES 212237 Exceptional Service Application and Screening			
8/31/21	2021-2022 07 GECCo Reporting Structure	First Reading 4/28/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards	First Reading 4/28/22	FAC Define meritorious, pressure from senior faculty, confidentiality of process. RES 212238 Eligibility for Faculty Awards			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYs	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time	First Reading 4/28/22	FAC RES 212236 Notification to Chairs of Assigned Time			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			

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Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty	Complete	FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure	9/23/21	10/1/21	10/4/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report	Complete	BPC, FAC Memo from FAC dtd 2/14/22. Support of concept as one of many approaches to DEI.			
8/31/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Complete	FAC RES 212207 Formation of Ethnic Studies Department	12/02/21	12/10/21	12/10/21
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 Referral 15 Sabbatical Application Process Improvement	Complete	FAC Identify what is different or extra between the 1) Faculty Information Bulletin 2) Application Cover Sheet, 3) Handbook with directions for the applicant and 4) directions for the evaluating committee and then make consistent between them, and other considerations. RES 212216 Sabbatical and Difference in Pay Leave Policies	2/17/22	2/25/22	2/28/22
10/19/21	2021-2022 27 Composition of Search and Screening Committees – Handbook Change		FAC Handbook 309.5: clarify candidate eligibility, add "General Faculty", reconstitute committee > 18 months.			
1/25/22	2021-2022 30 Completeness of RTP File – Handbook Change	Second Reading 212227 4/28/22	FAC Consider direction, clarification, order of review, include chair letter, timeline, items from PAF to WPAF RES 212224 Completeness of Periodic and Performance Review Files RES 212227 Levels in the Performance Review Process	4/7/22 RES 212224	4/22/22	4/25/22
3/1/22	2021-2022 #39 The Personnel Action File (PAF) and the Working Performance Action File (WPAF) – Handbook Change		FAC Whether the PAF or WPAF is the official file...flow chart of levels of involvement.			
3/1/22	2021-2022 #40 Digitizing the Performance Review Process		FAC Access, process, CFA & HR perspective, training of chairs & deans.			
3/1/22	2021-2022 #41 Sixth-year Lecturer Review – Handbook Change		FAC Purpose and outcome(s) of the Sixth-year Lecturer Review, etc.			

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Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Item	Status	Action	Approved by Senate	Sent to President	Approved by President
2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See 3/1 Minutes EC drafts resolution.			
2021-2022 16 Institutional Research in Response to WSCUC Report	Complete	BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report. BPC decided that there is sufficient ongoing process that no follow-up action is required at this time			
2020-2021 20 UPRC Changes	Second Reading 4/28/22	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report. RES 212230 UPRC changes			
2021-2022 07 GECCo Reporting Structure	First Reading 4/28/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
2021-2022 18 CSUB Policy on Use of sUAS – GraSP Update	Complete	BPC Consider whether documents submitted by GraSP are informational or need action. RES 212205 CSUB Policy on Use of sUAS – GRaSP Update	10/7/21	10/15/21	10/15/21
2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
2021-2022 22 Summer 2022 Schedule EEGO	Complete	BPC RES 212206 Winter Intersession 2021-2022 Calendar Update	10/7/21	10/15/21	10/15/21
2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21

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Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/19/21	2021-2022 29 Task Stream Usage and Access	Complete	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/25	4/25/22
11/2/21	2020-2021 31 Academic Calendar 2022-2023	Complete	BPC RES 212211 Academic Calendar 2022-2023	12/02/21	12/10/21	12/10/21
12/7/21	2021-2022 33 Final Exam Schedule – Interim Policy Change	Complete	BPC Creation of policy that gives students and faculty the option of taking final exam at a time that doesn't conflict with Commencement. RES 212218 Final Exam Policy – Interim Policy Change	3/3/22	3/11/22	3/11/22
1/25/22	2021-2022 34 Academic Calendar Fall Recess Schedule	Complete	BPC Consider impact on number of teaching days and survey of other CSUs RES 212221 Academic Calendar – Fall Recess	4/7/22	4/22/22	4/25/22
1/26/22	2021-2022 37 Addendum to Academic Calendar 2022-2023	Complete	BPC RES 212215 Addendum to Academic Calendar 2022-2023	2/3/22	2/11/22	2/17/22
		Complete	BPC RES 212217 Addendum to Academic Calendar 2021-2022	2/3/22	2/11/22	2/17/22
2/15/22	2021-2022 38 Saturday Commencement	Complete	BPC Explore the issues and proposed alternatives to resolve schedule conflict with exam finals and commencement. Memo from BPC sent to EC 4/4/22.			

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AAC Report
April 21, 2022 Meeting

1. We met jointly with AS&SS and some members of the Academic Integrity Work Group. We approved a resolution/document to go to the Senate for consideration. There was subsequent email discussion in an attempt to perfect the document.
2. We approved a resolution supporting a change in name for the BS in Engineering Sciences degree to BS in Engineering.
3. Given no changes requested by FAC and BPC, we will forward our GECCo structure and reporting resolution to the Senate.
4. We will continue work on the course prefix resolution at our next meeting.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Name Change for the B.S. In Engineering Sciences Degree

RES 212231

RESOLVED: That the name of the Bachelor of Science in Engineering Sciences degree be changed to Bachelor of Science in Engineering.

RATIONALE: The new name would more accurately convey the content of the program to students and employers and bring the program name into alignment with the majority of other universities across the country offering similar ABET-accredited programs.

ATTACHMENTS: Engineering Name Change Rationale, Other Supporting Documentation

![CSU Bakersfield logo]

CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Department of Physics and Engineering

Mail Stop: 64 SCI
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2664
(661) 654-2693 FAX
www.csub.edu/nsme

MEMORANDUM

Date: November 10th, 2021

To: NSME Curriculum Committee

From: Luis Cabrales, Chair, Department of Physics and Engineering

Todd Mcbride   Apr 6, 2022

Subject: Name change of the BS in Engineering Sciences

Approval:

The change of name has been approved by the Industrial Advisory Board for the engineering programs on 10/1/2020 and by the faculty of the Department of Physics and Engineering on 02/19/21.

Proposed Changes:

The Department of Physics and Engineering at California State University, Bakersfield, proposes that the degree currently titled "Bachelor of Science in Engineering Sciences" be changed to "Bachelor of Science in Engineering." The proposed change in title would be accompanied by a change of the CIP and CSU Program Codes from 14.1301 and 09012 (Engineering Science) to 14.0101 and 09011 (Engineering), respectively. The change in degree title and program codes will have no impact on the ABET accreditation of the program or the program curriculum.

Resource Implications: None.

Curriculum Implications: None

Rationale: The primary reasons for the proposed name change and the accompanying code changes are 1. to reduce confusion among potential students and employers about the nature of the program and the degree and 2. to conform with the more common naming convention used by other broad-based engineering programs in the U.S. The proposed name change is in accordance to the Engineering Sciences (BS) Memorandum of Understanding (MOU) signed (Sep 22, 2021) between the Department of Physics and Engineering, the Office of the Dean of the School of Natural Sciences, Mathematics and Engineering, and the Office of the Provost resulting from the 2019 Program Review conducted during 2018-2019.

See attached documents for the full explanation of the rationale.

CSU Bakersfield

DOWNLOAD THIS FORM AND DO A "SAVE AS" COPY (and save in [designated] folder) BEFORE FILLING OUT THE FORM
CLICK ON THE GRAY AREA BEFORE TYPING IN A SECTION

CHANGES TO DEGREE FORM

Form Number

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL 2022

● **PROGRAM REVISION**   ○ **PROGRAM CANCELLATION**

○ **PROGRAM PLACED IN MORATORIUM**   ○ **ADD CONCENTRATION**   ○ **ADD EMPHASIS**

○ **ADD OPTION**   ○ **ADD MINOR**

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: NSME, Engineering Sciences

Department: Physics and Engineering

Proposed by: Department of Physics and Engineering

DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

Degree Title: B.S. in Engineering Sciences

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Degree Description *(Insert Degree Description from Current University Catalog; Use Strikethrough and Underline MS Word Actions To Delete Text Or Add/Revise Details):*

See attached catalog document.

ADDING AN OPTION, CONCENTRATION OR SPECIAL EMPHASIS (ATTACH APPROPRIATE DOCUMENTS):

Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development (degrees@calstate.edu). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);

- A list of courses and required units constituting that new subprogram;

- Total units required to complete the entire degree, including the combination of subprogram and major program;

- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;

- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;

- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;

- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);

- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and

- Documentation of all campus-required curricular approvals.

ADDING A MINOR

Program Description and Minor Requirements:

RATIONALE FOR DEGREE PROPOSAL *(required)*:

Provide Rationale for Degree Proposal:

See attached document.

IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

None

IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

None

Attach/Submit All the Course Proposal Forms Together with This Form for Curricular Review and Approval

NEXT STEPS

- **Attach Course Proposal Form(s) to This Proposal (If Applicable)**

- **Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis**

- **Attach Revised Academic Roadmap**

- **Submit to Department/Program Curriculum Committee for Review & Approval**

- **Department Submits to School/Program Curriculum Committee for Review & Approval**

- **School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)**

- **Chancellor's Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis**

- **If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded.** *See Annual Catalog & Curriculum Deadlines Dates*

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: Luis Cabrales		**Date:** 11/10/21
School/Program Curriculum Committee Chair: Dayanand Saini		**Date:** 11/18/2021
Dean of School: Todd Mcbride	*Todd Mcbride*	**Date:** Apr 6, 2022
Director of GE:		**Date:**
CO Notification for Implementation of Option, Concentration or Special Emphasis:		**Date:**
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:		**Date:**
President's Approval for Minor:		**Date:**
WSCUC Approval:		**Date:**
Director of Academic Operations:		**Date:**
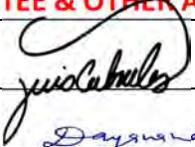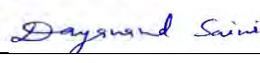
ACADEMIC OPERATIONS USE ONLY:

Effective Term:	**Catalog Year:**
Comments:	
CIP Code:	
HEGIS Code:	
Program Code:	
Plan Code:	
Sub-Plan Code:	
Catalog Updated:	
Updated Academic Requirements Page:	
Updated Academic Road Maps:	
Updated Program Plan Mapper:	
Admissions Office Notified:	

MEMORANDUM

DATE: April 6, 2022

TO: Dr. Aaron Hegde / Chair, Academic Senate

CC: Dr. John Tarjan / Chair, Academic Affairs Committee
Ms. Beth Bywaters / Administrative Analyst, Academic Senate
Dr. Luis Cabrales / Chair, Department of Physics and Engineering
Dr. Dayanand Saini / Chair, NSME Curriculum Committee
Dr. Todd McBride / Interim Dean, School of Natural Sciences, Mathematics, and Engineering
Ms. Lisa Zuzarte / Director, Academic Operations

FROM: Debra Jackson / AVP for Academic Affairs, Dean of Academic Programs

RE: Proposal for Revision of B.S. in Engineering Sciences

On behalf of the faculty of the Department of Physics and Engineering, I am submitting to the Academic Affairs Committee a proposal to revise the B.S. in Engineering Sciences (CIP 14.1301) to become a B.S. in Engineering (CIP 14.0101). This proposal was supported by the Industrial advisory board, the faculty in the Department of Physics and Engineering, the Natural Sciences, Mathematics, and Engineering Curriculum Committee, and the Interim Dean of the School of Natural Sciences, Mathematics, and Engineering.

Attachments:

      Memo NSME Curriculum Committee Engineering - signed
      CSUB_Engineering rationale_Edited copy 2
      2021-2022_Engineering_catalog change name engineering
      2021-2022_Engineering_catalog change name engineering clean version

Office of the Associate Vice President for Academic Affairs, Dean of Academic Programs
California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311

661.654.3420   csub.edu/academicprograms

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THE CALIFORNIA STATE UNIVERSITY

Proposal

The Department of Physics and Engineering at California State University, Bakersfield, proposes that the degree currently titled "Bachelor of Science in Engineering Sciences" be changed to "Bachelor of Science in Engineering." The proposed change in title would be accompanied by a change of the CIP and CSU Program Codes from 14.1301 and 09012 (Engineering Science) to 14.0101 and 09011 (Engineering), respectively. The change in degree title and program codes will have no impact on the ABET accreditation of the program or the program curriculum.

Background

The degree of B.S. in Engineering Sciences has been offered by the Department of Physics and Engineering since Fall 2012. It is a broad-based, general engineering degree that provides graduates with a technical foundation in engineering fundamentals and critical skills related to engineering practice. The program was developed to provide a flexible engineering program that would maximize the local employment opportunities for graduates. To this end, the program offers the following emphases relevant to local industries: 1. Biosystems and Agricultural Engineering, 2. Energy and Power Engineering, 3. Engineering Management, and 4. Petroleum Engineering. The original rationale for the name of Engineering Sciences was to underscore the broad-based nature of the program and to emphasize its foundation in the sciences. However, the name has confused the stakeholders (e.g., potential students and the future employers of the current students) whether it is an engineering program or a science-based program. In August 2018 (and retroactive to October 1, 2016), the program was granted accreditation from the Engineering Accreditation Commission of ABET under the Program Criteria of *Engineering, General Engineering, Engineering Physics, and Engineering Science*. However, there remains confusion among potential students and employers concerning the name of the degree.

In the Bachelor of Science in Engineering Sciences Self-Study and Program Plan completed in Feb 2019, the departmental faculty had reviewed the need to change the program's name and decided to change the program's name to Bachelor of Science in Engineering (B.S. in Engineering).

Rationale

The primary reasons for the proposed name change and the accompanying code changes are 1. to reduce confusion among potential students and employers about the nature of the program and the degree and 2. to conform with the more common naming convention used by other broad-based engineering programs in the U.S. There are currently 106 programs in the U.S. that have ABET accreditation under the Program Criteria of *Engineering, General Engineering, Engineering Physics, and Engineering Sciences*. Although there does not appear to be a general correlation between degree title and program curriculum among the accredited programs, the majority use the title of Engineering. Of the 106 accredited programs, 59 have the degree title of B.S. in Engineering, 18 have the title of B.S. in Engineering Physics, 14 have the title of B.S. in Engineering Science(s), and the rest have less common titles such as B.S. in General Engineering.

No other school in the CSU system currently offers a comparable accredited degree. CSU Fullerton offers a B.S. in Engineering degree that is not accredited but has similar core engineering requirements to the Engineering Sciences degree at CSU Bakersfield. Table 1 compares the degree requirements for the CSU Bakersfield program to that at CSU Fullerton. The table also shows the degree requirements for two other accredited engineering programs that offer a B.S. in Engineering. Harvey Mudd College (HMC) is a prestigious private engineering, science, and mathematics university located in Claremont, CA and Southern Utah University (SUU) is a public university in Cedar City, UT that has similar enrollment numbers to CSU Bakersfield.

The definition for the program's current CIP Code (14.1301) and its paired CSU Degree Program Code (090112) for Engineering Science is:

A program with a general focus on the general application of various combinations of mathematical and scientific principles to the analysis and evaluation of engineering problems, including applied research in human behavior, statistics, biology, chemistry, the earth and planetary sciences, atmospherics and meteorology, and computer applications.

While the above definition is broadly applicable to the Engineering Sciences program offered at CSU Bakersfield, the references to such topics as human behavior, earth and planetary science, and atmospherics and meteorology suggest a more general science-based program. The definition for the CIP and CSU Degree Program Codes for Engineering, 14.0101 and 09011, respectively, shown below is a more appropriate definition for the broad-based engineering program offered at CSU Bakersfield.

A program that generally prepares individuals to apply mathematical and scientific principles to solve a wide variety of practical problems in industry, social organization, public works, and commerce. Includes instruction in undifferentiated and individualized programs in engineering.

The change of name has been approved by the Industrial advisory board on 10/1/2020 and by the department on 02/19/21.

Table 1. Comparison of CSUB Engineering Sciences Curriculum with similar Engineering Curricula at CSUF, SUU, and HMC.

	CSUB Engineering Sciences	CSUF Engineering	SUU Engineering	HMC Engineering
ABET Accredited	Yes	No	Yes	Yes
Core Eng.	49	21	32	48.5
Cognates	33	33	25	39
UD Eng. Electives	13	39	29-30	9
GE + Other University Requirements	25	24	30-35	30
UD Writing Requirement	May be satisfied by exam or course	3	3	1.5
Total	**120 Units**	**120 Units**	**120 - 122 Units**	**128 Units**
Lower-Division Engineering Design	ENGR 1618 (2) ENGR 1628 (2)		ENGR 1000 (1) ENGR 1050 (1)	ENGR004 (4)
Basic Circuits	ENGR 2070 (4)	EGEE 203 (4)	ENGR 2250 (3) ENGR 2255 (1)	
Statics	ENGR 2110 (3)	EGCE 201 (3)	ENGR 2010 (3)	
Dynamics	ENGR 2120 (3)		ENGR 2030 (3)	
Materials	ENGR 2130 (3) ENGR 2140 (4)		ENGR 2140 (3) ENGR 2145 (1)	ENGR086 (3)
Eng. Graphics	ENGR 2350 (2)	EGME 102 (2)		
Digital Computation		EGGN/ EGME 205 (3)		
Project Management			ENGR 3030 (3)	
LD Eng. Systems				ENGR059 (3)
LD Eng. Electives				6 semester units
Total	**23 Units**	**12 Units**	**16 Units**	**16 Units**
Engineering Mathematics	ENGR 3300 (3) ENGR 3310 (3)			ENGR072 (1.5)
Engineering Economics and Professionalism		EGCE/EGCP/ EGEE/EGME 401 (3)		
UD Eng. Systems				ENGR101 (3) ENGR102 (3)
Dynamics		EGCE 302 (3)		
Thermodynamics	ENGR 3110 (4)	EGME 304 (3)	ENGR 3000 (3)	ENGR082 (3)
Fluid Mechanics	ENGR 3120 (4)		ENGR 3050 (3) ENGR 3055 (1)	ENGR083 (3)
Heat Transfer	ENGR 4110 (4)			
Upper-Division Engineering Design	ENGR 4120 (4) ENGR 4900 (2) ENGR 4910 (2)		ENGR 4025 (3) ENGR 4085 (3)	ENGR111 (3) ENGR112 (3) ENGR113 (3)
UD Eng. Seminar				ENGR122 (0.5) ENGR124 (0.5)
Analog Electronics				ENGR084 (3)
Digital Electronics				ENGR085 (3)
Experimental Eng.				ENGR080 (3)
Total	**26 Units**	**9 Units**	**16 Units**	**32.5 Units**

		A Sequence of Courses in Civil, Computer, Electrical and/or Mechanical Eng.	A Sequence of Courses in Civil or Electrical Eng.	Three Upper-Division Engineering Technical Electives (9 units)
Biosystems and Agriculture Engineering Emphasis	ENGR 3400 (3) ENGR 3410(4) ENGR 4410 (3) ENGR 4420 (3)			
Energy and Power Engineering Emphasis	ENGR 4610 (3) ENGR 4620 (3) ECE 3370 (4) ECE 4380 (3)			
Engineering Management Emphasis	ENGR 4200 (3) ENGR 4220 (3) ENGR 4240 (3) ENGR 4260 (3) ENGR (1)			
Petroleum Engineering Emphasis	ENGR 4520 (3) ENGR 4530 (4) ENGR 4540 (4) ENGR (2)			
Total	**13 Units**	**39 Units**	**29-30 Units**	**9 Units**
Chemistry	CHEM 1000 (2) CHEM 1001 (2) CHEM 1600 (3)	CHEM 123/ CHEM 120A (3)	CHEM 1210 (4) CHEM 1215 (1)	CHEM023A (3) CHEM023B (1.5) CHEM024 (1)
Physics	PHYS 2210 (4) PHYS 2220 (4)	PHYS 225 (4) PHYS 226 (4) PHYS 227 (4)	PHYS 2220 (4) PHYS 2225 (1)	PHYS023 (1.5) PHYS024 (3) PHYS050 (1) PHYS051 (3)
Calculus	MATH 2310 or 2510 (4) MATH 2320 or 2520 (4)	MATH 150A (4) MATH 150B (4) MATH 250A (4)	MATH 1220 (4)	MATH030B/ MATH030G (1.5) MATH060 (1.5)
Computer Science				CSCI005 (3)
Linear Algebra and Differential Equations		MATH 250B (4)	MATH 2250 (4)	MATH040 (1.5) MATH045 (1.5) MATH065 (1.5)
Engineering Analysis		EGCE/EGEE/ EGGN/EGME 308 (3)		
Probability and Statistics			MATH 1040 (4)	MATH035(1.5)
Biology				BIOL023 (1) BIOL052 (3)
Humanities, Social Sciences, and the Arts				HSA010 (3)
Ethics	PHIL 3318 (3)			
Physical Education				3 semester units
Lower-Division Engineering Elective				ENGR079 (3)
Major-Level Math/Science Electives	BIOL/PHYS/GEOL/ CHEM/MATH (7)			
Total	**33 Units**	**33 Units**	**25 Units**	**39 Units**

Department of Physics and Engineering
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Luis Cabrales Arriaga
Program Office: Science Building III, 308
Telephone: (661) 654-2664
Email: engineering@csub.edu
Website: www.csub.edu/engineering
Faculty: T. Acharya, L. Cabrales Arriaga, A. Dzyubenko, G. Dzyubenko, V. Gasparyan, P. Guo, S. Hong, J. Lewis, Y. Li, Z. Liu, T. Moore, K. Prasai, K. Salehpoor, D. Saini
Emeriti Faculty: T. Meyer (Physics and Computer Science), R. Negrini (Physics and Geology), J. Talamantes (Physics and Engineering)

Program Description
Engineering is a broad-based general engineering degree program accredited by the Engineering Accreditation Commission of ABET, www.abet.org. As such, it provides the graduate flexibility, breadth of technical knowledge, and communication skills so important in today's rapidly changing multidisciplinary and multicultural work environment. The student may opt for a BS in Engineering with an Emphasis on Biosystems and Agricultural Engineering, Energy and Power Engineering, Engineering Management, or Petroleum Engineering by the appropriate choice of required cognate and elective courses.

The Engineering program provides a curriculum and course of training that prepares the student not only for today's challenges, but also for future ones in a fast-paced, global, and diverse society. The program emphasizes the fundamentals of engineering and modern methods, processes and technologies, and also gives the students the tools to learn by themselves and to pursue life-long learning. Furthermore, the program and the faculty strive to ensure that graduates also attain a global understanding of the environmental, ethical and societal impacts of the technologies they help develop.

The program offers opportunities for team-based design projects in collaboration with local industries and public institutions, thus preparing students for careers in for-profit and non-profit organizations, or to further their education in graduate school. Faculty members of the Department of Physics and Engineering will be pleased to advise any students who may wish to pursue this major. For student learning objectives and more information, visit our website at www.csub.edu/engineering.

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Requirements for the Bachelor of Science Degree in Engineering, accredited by the Engineering Accreditation Commission of ABET, www.abet.org

Requirements	Units
Total Units Required to Graduate	**120 units**
Major Requirements	**95**
Lower Division	23
Upper Division	26
Upper Division Emphasis Electives	13
Cognates	33
General Education Requirements	**25 units**
First-Year Seminar	0*
LD Area A Foundational Skills	6*
LD Area B Natural Sciences	0*
LD Area C Arts and Humanities	6
LD Area D Social and Behavioral Sciences	0*
LD Area F Ethnic Studies	3
American Institutions	6
SELF	0*
Junior Year Diversity Requirement	3
UD Thematic Area C	0*
UD Thematic Area D	0*
Capstone	1
GWAR	0*
Additional Units	**0**

*General Education Modifications (GEMS)
ENGR 1618 and 1628 satisfy the FYS requirement for entering Freshmen
The required Physics courses (PHYS 2210, 2220) or CHEM 1000, 1001 will satisfy Areas B1and B3
Areas A3 and B2 are satisfied by completion of the major in Engineering
Any of the required calculus courses (MATH 2310, 2320, or MATH 2510, 2520) will satisfy Area B4
The SELF requirement is met by completing a LD Area B, C, or D course with a SELF component
UD Thematic Area D is satisfied by completion of the Engineering major
PHIL 3318 must be taken and will satisfy UD Thematic Area C
The GWAR may be satisfied by exam

Requirements for the Major in Engineering (95 units)

Lower Division (23 units)
ENGR 1618(2), 1628(2), 2070(4), 2110(3), 2120(3), 2130(3), 2140(4), 2350(2)

Upper Division required (26 units)
ENGR 3300(3), 3310(3), 3110(4), 3120(4), 4110(4), 4120(4), 4900(2), 4910(2)

Upper Division Electives (select 13 units)
ENGR 3070, 3400, 3410, 4200, 4220, 4240, 4260, 4410, 4420, 4520, 4530, 4540, 4610 4620, 4700, 4800
ENGR 4700 and 4800 are offered at the discretion of faculty on an as-needed basis.
A maximum of 4 units of ENGR 4700 and 3 units of ENGR 4800 can be used for upper division elective credit towards major requirements.

Cognates Requirements (18 units)
CHEM 1000(3), 1001(2), 1600(2), PHIL 3318(3), PHYS 2210(4), 2220(4)

Calculus Cognates (8 units)
MATH 2310(4), 2320(4) or 2510(4), 2520(4)

Additional Cognates: Mathematics and Science (select at least 7 units)
 BIOL 2010, 2110 or 2120 , CHEM 1100, 2200, 2300 or 2500 , GEOL 2010, 2040, 3000, 3010, 3070, 4010, 4050, 4060 4150 or 4771, PHYS 2230, 3010, 3510, 3520, 4700, or 4800 , or MATH 2330, 2531, 2532, 2533, 2540, 2610, 3000, 3200, 3210, 3300, 4500.

Requirements for the Bachelor of Science Degree in Engineering with Biosystems and Agricultural Engineering Emphasis (95 units)

Lower Division (23 units)
ENGR 1618, 1628, 2070, 2110, 2120, 2130, 2140, 2350

Upper Division (26 units)
ENGR 3300, 3310, 3110, 3120, 4110, 4120, 4900, 4910

Upper Division Emphasis Electives (13 units)
ENGR 3400(3), 3410(4), 4410(3), 4420(3)

Emphasis Cognates (4 units)
BIOL 2010(4) or 2110(4) or 2120(4)

Cognate Requirements (18 units)
CHEM 1000, 1001, 1600, PHIL 3318, PHYS 2210, 2220

Calculus Cognates (8 units)
MATH 2310, 2320 or 2510, 2520

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Additional Cognates: Mathematics and Science (select at least 3 units)
BIOL 2010, 2110 or 2120 , CHEM 1100, 2200, 2300 or 2500 , GEOL 2010, 2040, 3000, 3010, 3070, 4010, 4050, 4060 4150 or 4771, PHYS 2230, 3010, 3510, 3520, 4700, or 4800 , or MATH 2330, 2531, 2532, 2533, 2540, 2610, 3000, 3200, 3210, 3300, 4500.Although not required for the emphasis, students are strongly advised to take ENGR 4260. In addition, students pursuing this emphasis are encouraged to undertake a design project related to biosystems and agricultural engineering, when available, in ENGR 4900 and 4910.

Requirements for the Major in Engineering with Energy and Power Engineering Emphasis (95 units)

Lower Division (23 units)
ENGR 1618, 1628, 2070, 2110, 2120, 2130, 2140, 2350

Upper Division (26 units)
ENGR 3300, 3310, 3110, 3120, 4110, 4120, 4900, 4910

Upper Division Emphasis Electives (13 units)
ENGR 4610(3), 4620(3), ECE 3370(4), 4380(3)

Cognates Requirements (18 units)
CHEM 1000, 1001, 1600, PHIL 3318, PHYS 2210, 2220

Calculus Cognates (8 units)
MATH 2310, 2320 or 2510, 2520

Additional Cognates: Mathematics and Science (select at least 7 units)
 BIOL 2010, 2110 or 2120 , CHEM 1100, 2200, 2300 or 2500 , GEOL 2010, 2040, 3000, 3010, 3070, 4010, 4050, 4060 4150 or 4771, PHYS 2230, 3010, 3510, 3520, 4700, or 4800 , or MATH 2330, 2531, 2532, 2533, 2540, 2610, 3000, 3200, 3210, 3300, 4500.Students pursuing this emphasis are encouraged to undertake a design project related to energy and power engineering, when available, in ENGR 4900 and 4910.

Requirements for the Major in Engineering with Engineering Management Emphasis (95 units)

Lower Division (23 units)
ENGR 1618, 1628, 2070, 2110, 2120, 2130, 2140, 2350

Upper Division (26 units)
ENGR 3300, 3310, 3110, 3120, 4110, 4120, 4900, 4910

Upper Division Emphasis Electives (13 units)
ENGR 4200(3), 4220(3), 4240(3), 4260(3)
Select at least one unit from: ENGR 3070, 3400, 3410, 4410, 4420, 4520, 4530, 4540, 4610, 4620, 4700, 4800

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ENGR 4700 and 4800 are offered at the discretion of faculty on an as-needed basis.
A maximum of 4 units of ENGR 4700 and 3 units of ENGR 4800 can be used for upper division elective credit towards major requirements.

Cognates Requirements (18units)
CHEM 1000, 1001, 1600, PHIL 3318, PHYS 2210, 2220

Calculus Cognates (8 units)
MATH 2310, 2320 or 2510, 2520

Additional Cognates: Mathematics and Science (select at least 7 units)
BIOL 2010, 2110 or 2120 , CHEM 1100, 2200, 2300 or 2500 , GEOL 2010, 2040, 3000, 3010, 3070, 4010, 4050, 4060 4150 or 4771, PHYS 2230, 3010, 3510, 3520, 4700, or 4800 , or MATH 2330, 2531, 2532, 2533, 2540, 2610, 3000, 3200, 3210, 3300, 4500.

Requirements for the Major in Engineering with Petroleum Engineering Emphasis (95 units)

Lower Division (23 units)
ENGR 1618, 1628, 2070, 2110, 2120, 2130, 2140, 2350

Upper Division (26 units)
ENGR 3300, 3310, 3110, 3120, 4110, 4120, 4900, 4910

Upper Division Emphasis Electives (13 units)
ENGR 4520(3), 4530(4), 4540(4)
Select at least two units from: ENGR 3070, 3400, 3410, 4200, 4220, 4240, 4260, 4410, 4420, 4610, 4620, 4700, 4800
ENGR 4700 and 4800 are offered at the discretion of faculty on an as-needed basis.
A maximum of 4 units of ENGR 4700 and 3 units of ENGR 4800 can be used for upper division elective credit towards major requirements.

Emphasis Cognates (4 units)
GEOL 4060

Cognates Requirements (18 units)
CHEM 1000, 1001, 1600, PHIL 3318, PHYS 2210, 2220

Calculus Cognates (8 units)
MATH 2310, 2320 or 2510, 2520

Additional Cognates: Mathematics and Science (select at least 3 units)
BIOL 2010, 2110 or 2120 , CHEM 1100, 2200, 2300 or 2500 , GEOL 2010, 2040, 3000, 3010, 3070, 4010, 4050, 4060 4150 or 4771, PHYS 2230, 3010, 3510, 3520, 4700, or 4800 , or MATH 2330, 2531, 2532, 2533, 2540, 2610, 3000, 3200, 3210, 3300, 4500. Although not required for the emphasis, students are strongly advised to take ENGR 4260. In addition, students pursuing

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this emphasis are encouraged to undertake a design project related to petroleum engineering, when available, in ENGR 4900 and 4910.

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CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC, BPC,
FAC

GECCo Structure, Course Approvals, and Reporting
RES 212232

RESOLVED: That GECCo provide recommendations and make requests to the Academic Senate via the Academic Affairs Committee; and be it further

RESOLVED: That the Faculty Director of General Education be appointed an ex officio, non-voting member of the Academic Affairs Committee, and be it further

RESOLVED: That any changes to the unit totals and/or distribution across Areas or changes to the thematic minor structure or requirements require Academic Senate approval; and be it further

RESOLVED: That the GE Faculty Director be charged with and provided staff resources to publicly post and update information regarding GE course submissions, including date of receipt and status of the review; and be it further resolved

RESOLVED: That the GE Faculty Director provide a report to the Academic Senate at the end of each semester containing the following:

- A summary of course approvals
- A listing of substantive changes to course goals and learning outcomes
- A summary of assessment activities
- A summary of grant-related activities
- A listing of faculty development activities undertaken relative to general education
- A summary of course review activities and results

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

ATTACHMENT: Resolution 131407

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

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

EC

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

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

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

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

Distribution List: President, Provost,

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

Structure of the General Education Program at CSU, Bakersfield

Overview

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

Themes: interdisciplinary integration

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

Foundational Skills: contextualizing and reinforcing

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

Guidepost Series: reflecting and applying

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

Structure and Units

Lower Division (38 units)

- First-Year Seminar: A two-unit, year-long course will provide students with an engaged, supportive environment where they can make vital connections with a cohort of fellow students, their instructor, and key members of the campus community who can help ensure their success. Students in the course will be introduced to the themes.

- Foundational Skills: Three-unit courses in oral communication, written communication, critical thinking and quantitative reasoning will connect with a Theme through use of relevant examples and/or assignments to contextualize student learning. SRGs and FIGs will help faculty connect across the curriculum.

- Area Courses:

  Area B: one three-unit course each in physical and life sciences, including a lab
  Area C: one three-unit course each in arts and humanities
  Area D: two three-unit courses in different social science disciplines

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

  1. Thematic course with an explicit course connection to a foundational skill (the skills course is a co-requisite or prerequisite)
  2. Thematic course that reinforces a foundational skill (the skills course is a pre-requisite)
  3. Satisfies the Student Enrichment and Lifelong Fulfillment (SELF) requirement
  4. Large-format, lecture course

- American Institutions: These additional six units of course work fall into two categories:

  1. satisfies the AI-History requirement and reinforces writing (A2 pre-requisite)
  2. satisfies the AI-Government requirement and reinforces critical thinking (A3 pre-requisite)

- SELF - Student Enrichment and Lifelong Fulfillment: Students may take a course from Area B, C, or D that fulfills this requirement. This area of study is designed to enhance students' awareness and understanding of themselves as integrated physiological, social, and psychological beings who must relate to others in a physical and social environment.

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

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

Upper Division (9-10 units)

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

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

- Area Courses: Students will take two upper-division Thematic Area courses in the areas outside of their home school. Each upper-division Area Course (B/C/D) must be Thematic and reinforce two foundational skills. Area B courses will reinforce quantitative reasoning and one other skill, as selected by the course proposer. Area C and D courses will reinforce critical thinking and one other skill, as selected by the course proposer.

- GE Capstone: This course provides a holistic integration of students' university experience and reinforces their oral communication skills in preparation of completing their studies at CSU, Bakersfield. Students may take this course within their major if the student learning outcomes of the capstone course are embedded in the Senior Seminar of their major. Theme-based capstone courses of 1-3 units will also be available for students.

- Graduate Writing Assessment Requirement: The Graduate Writing Assessment Requirement (GWAR) is satisfied by every student in one of two ways: (1) passage of the GWAR test or (2) a grade of C or better in a course approved to meet GWAR. Faculty are encouraged to submit Junior-Year Seminar, Upper-division Thematic Area courses, and major courses to meet this requirement.

GE Requirement: 48-Units

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

GE Modifications

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

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

General Education Unit Requirements

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

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

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

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

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

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

New Undergraduate Academic Integrity Policy

RES 212233

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

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

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

ATTACHMENT: CSUB Undergraduate Academic Integrity Policy

CSUB Undergraduate Academic Integrity Policy

Philosophy on Academic Integrity:

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

Policy:

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

Types of Academic Integrity Violations:

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

Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer;

or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using work submitted in another class without permission of the instructor.

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

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

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

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

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

permission of the instructor.

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

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

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

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

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

Recommended Consequences for an Undergraduate Academic Integrity Violations:

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

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

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

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

Levels of offenses:

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

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

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

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

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

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

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

Repeated Violations of the Undergraduate Academic Integrity Policy:

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

Proposed Syllabus Language:

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

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

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

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

Catalog Statement:

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

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

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

CSUB FACULTY RETENTION AND TENURE DENSITY PRIORITY
RES 212234

BPC

RESOLVED: That the Academic Senate of CSUB appreciates the efforts made by the University Administration in improving faculty diversity in the academic year 2021-22; and be it further

RESOLVED: That the Academic Senate of CSUB call on the President to make recruitment and retention of tenured/tenure-track faculty the top priority; and be it further

RESOLVED: That the Academic Senate of CSUB urge the University Administration to investigate faculty attrition factors, and create appropriate policies to address the findings; and be it further

RESOLVED: That the Academic Senate of CSUB call on the President and Administration to work with the faculty, staff, and students to develop strategies to increase tenure density as well as faculty diversity; and be it further

RESOLVED: That the Academic Senate of CSUB urge the President to develop and implement a plan and appropriate resources to achieve an increase of campus tenure density (the ratio of tenured/tenure-track to the total full-time equivalent faculty workforce) of 1 percent per year to at least 60 percent, or the 75th percentile in the CSU system, whichever is greater; and be it further

RESOLVED: That the Academic Senate of CSUB urge the President to incorporate the tenure density targets of this resolution into the University Strategic Plan.

RATIONALE: According to the Report of the Task Force on Tenure Density in the California State University released in January 2018, the trend of decline in tenure density across all CSUs has "an impact across the university. Tenured and tenure-track faculty play important roles in shared governance, the creation and ongoing development of curriculum and programs, professional development, administrative functions, service to the university in areas such as search committees and planning groups, and engagement in the life of the campus."

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

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

Distribution List:
President
AVP for Academic Affairs and Dean of Academic Programs
AVP Faculty Affairs
School Deans
Interim Library Dean
Interim Dean Antelope Valley
Department Chairs
General Faculty

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

MAINTENANCE AND SPACE UTILIZATION PRIORITY
RES 212235

<div align="right">BPC</div>

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

RESOLVED: That proper office space must be allocated to faculty regardless of mode of instruction; and be it further

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

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

CSUB Faculty must be guaranteed proper office space for instruction, office hours, and department duties that may involve sensitive student information, regardless of the mode of instruction. A transparent space utilization procedure and policy ensures proper understanding and shared governance.

Distribution List:
President
AVP for Academic Affairs and Dean of Academic Programs
AVP Faculty Affairs
School Deans
Interim Library Dean
Interim Dean Antelope Valley
Department Chairs
General Faculty

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Notification to Chairs of Assigned Time

RES 212236

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

The following timetables are offered for careful consideration:

        The Academic Senate organizational meeting when Standing Committee Chairs are
                elected be swapped from the final meeting to a meeting in late April.
        Elections for Academic Senate begin in late fall.
        URC (University Review Committee) elections be held in the fall
        UPRC (University Program Review Committee) elections be held in the fall
        New Department Chairs be determined by March 15
        School and Program Coordinators and Directors be determined by March 15

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

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

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

their activities that are supported through AT, and a priority should be placed on accommodating awarded/supported AT to the fullest extent feasible.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Exceptional Service Application & Screening

RES 212237

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

    1) Two members selected from the Executive Committee of the Academic Senate.

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

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

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

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

Application for Assigned Time under Article 20.37: Exceptional Service

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

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

Applications will be evaluated according to the following criteria:
Is the activity above and beyond normal expectations?
Is the faculty member already receiving assigned time for the general category of activity?
Does the activity fall within the categories specified by Article 20.37?
Does the actual workload from the activity merit the requested WTU?
Does the activity demonstrate a commitment to working on issues faced by CSU's diverse
    student population?
If the faculty member has received time previously, were stated goals achieved?
The committee will rank each proposal as 1) High Priority, 2) Medium Priority, 3) Low Priority,
    and 4) Not Recommended. Available WTUs will be awarded according to ranking. If
    there are more meritorious applications than available WTUS within a given ranking,
    priority will be given to applicants who have not yet received this award.

Name:_____   **E-mail:** _____

Academic Rank: _____   **Department:** _____

School: _____

Semester(s) in which activity will occur:
_____ Fall 2023   _____ Spring 2024   _____ Both Fall 2023 & Spring 2024

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

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

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

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

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

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

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

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

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

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

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

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

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

Assigned Time for Exceptional Service
Academic Year 2023-2024

Faculty Member:_____

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

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

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

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

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

_____
Chair Signature

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Eligibility for Faculty Awards

RES 212238

<div align="right">FAC</div>

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

308.3 Annual Faculty Awards for Excellence

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

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

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

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

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

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

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

General Studies Review Committee Implementation
RES 212226

RESOLVED: That the Academic Senate Executive Committee solicit statements of interest in serving on the General Studies Review Committee from the tenured faculty of the University each spring; and be it further

RESOLVED: That the Provost, in consultation with the Academic Senate Executive Committee appoint members to the General Studies Review Committee, who will then select a Chair.

RATIONALE: This resolution provides a mechanism for implementing RES 212220.

Attachment:

RES 212220 Formation of a General Studies Review Committee

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Formation of a General Studies Review Committee
RES 212220

RESOLVED: That a General Studies Review Committee be established with the following guidelines

1) That the Committee be composed of at least three tenured faculty from across the University,
2) That the Committee, when feasible, be composed of faculty with experience in teaching First Year Seminar and/or GST courses,
3) That members of the Committee be appropriately supported by staff and compensated for a 2-year term of service to be negotiated with the Office of the Provost
4) That the Provost, in consultation with the Academic Senate Executive Committee, be charged with appointing members of the Committee, and
5) That members be appointed for a term of two years with staggered terms; and be it further

RESOLVED: That the Committee be charged with the following responsibilities

1) To conduct classroom observations of all non-tenured faculty teaching First Year Seminar courses using the GECCo-approved rubric if not already being observed in an academic department and all others teaching First Year Seminar who request an observation,
2) To conduct classroom observations of all non-tenured faculty teaching GST courses if not already being observed in an academic department and all others teaching GST courses who request an observation,
3) To develop periodic evaluation guidelines and criteria for instructors who are not undergoing review in an academic department,
4) To undertake a retention review of all First Year Seminar and GST instructors if required by the *University Handbook,* including all materials and following all procedures outlined in the *University Handbook* if they are not already undergoing an annual review in an academic department, and be it further

RESOLVED: That the chair of the Committee send committee review criteria and guidelines to all faculty who will undergo review and recommend the appointment of instructors to teach First Year Seminar to school associate deans and GST instructors to Academic Programs who do not already have appointments in an academic department.

1

RATIONALE: No group or groups are currently charged with overseeing the appointment and review of First Year Seminar and GST instructors. This resulted in a lack of a mechanism for instructors who do not already have appointments in academic departments to undergo required observation and review. There is also no mechanism for an academic body to provide input on their initial and subsequent appointment. The formation of a General Studies Review Committee addresses these problems.

Approved by the Academic Senate March 17, 2022
Sent to the President March 25, 2022
Approved by the President March 28, 2022

Distribution List:
President
Provost
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Interim Dean Library
Department Chairs
General Faculty

2

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Levels In The Performance Review Process

RES 212227

<div align="right">FAC</div>

RESOLVED: That *University Handbook* language for levels in the performance review process be revised (deletions in ~~strikethrough~~, additions in **bold underline**) as specified below:

RATIONALE: Department chairs are permitted to submit an evaluation and review separate from a Unit Review Committee, however the timeline for this process is unclear and inconsistently addressed in the *University Handbook*. Because the review process is already on a tight timeline, and a delay would create unwanted time pressures on other levels of review, it is suggested that the Unit Review Committee and the department chair complete their reviews simultaneously, consistent with 305.6 and 306.2.

A correction is also made regarding librarians.

305.4.3 Levels in the Performance Review Process
Performance review for retention, tenure, and promotion proceeds through the following levels.
a. Unit ~~RTP~~ **Review** ~~Committee (for additional details, see 305.6)~~
     1. **Unit Review Committee (for additional details, see 305.6)**
     2. The department~~/program~~ chair of the unit may submit a separate evaluation and recommendation, ~~which occurs after~~ **using the same timeline as** the unit ~~RTP committee completes its~~ review **committee**. ~~Unit~~ **Department** chairs choosing to submit a separate evaluation and recommendation shall not participate in the deliberations of the unit ~~RTP~~ committee. For counselors, the unit chair is the Director of the Counseling Center.
     ~~2. For librarians, there is no unit chair.~~
     ~~3. For counselors, the unit chair is the Director of the Counseling Center.~~
b. School Dean(for additional details, see 305.7)
     1. For librarians, the school dean is the Dean of University Libraries
     2. For counselors, the school dean is the Vice President for Student Affairs (VPSA)
c. University Review Committee (for additional details, see 305.8)
d. P&VPAA (for additional details, see 305.9)
e. President or President's designee (for additional details, see 305.10) If the President designates the P&VPAA, that level shall conclude the review process. The President may select a designee en masse or on a case-by-case basis.
     (Revised 07-02-20)

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Re-Entry Students Policy

RES 212228

RESOLVED: That the Academic Senate approve the attached proposed changes to CSU Bakersfield's Re-entry Students policy; and be it further

RESOLVED: That the Office of Admissions develop a petition to reenroll process for re-entry students who have been absent from the university for less than three years; and be it further

RESOLVED: That the Office of Admissions coordinate wrap-around services to support re-entry students.

RATIONALE: The proposed revisions to the Re-entry Students policy will eliminate administrative barriers toward degree completion. Further, providing wrap-around services for re-entry students will help support the students' reintegration to the campus after a period of absence from the university and support their degree completion.

ATTACHMENT: Proposal for revisions to the Re-entry Students Policy

Re-entry Students

Re-entry students are students who were formerly enrolled at CSU Bakersfield and wish to return to complete their undergraduate degree after an absence of one year (i.e. two ~~turning students in good standing must apply for admission if absent for more than two full~~ consecutive semesters, ~~e.g. fall and spring, immediately preceding the term in which re-entry is soug~~excluding winter and summer terms)~~ht~~.

Re-entry students in good standing who have been absent less than three years (i.e. less than six consecutive semesters) may request to re-enroll by submitting a petition to re-enroll without re-applying to the university. The Office of Admissions will review the request and communicate their decision directly to the student.

Re-entry students who have been absent more than three years (i.e. six or more consecutive semesters) must reapply for admission to the university and pay application fees. Applications should be submitted during the regular application filing period.

Students on placed on Academic Dismissal status should refer to the section on "Readmission of Academically Disqualified Undergraduate Students" in the Academic Information section of the catalog.

If the student has attended another institution during ~~that time~~their absence, a transcript must be sent to the Office of Admissions indicating all work for which the student was registered. ~~Policies relating to application fees, statements of residence, and transcripts apply to re-entering students. Students on placed on Academic Dismissal status should refer to the section on "Readmission of Academically Disqualified Undergraduate Students" in the Academic Information section of the catalog.~~

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HDCAFS)

RES 212229

RESOLVED: That the name of the Child, Adolescent, and Family Studies Department be changed to Human Development and Child, Adolescent, and Family Studies.

RATIONALE: The revised department name more accurately communicates the breadth of program offerings within the department. Prospective students and faculty members and employers will all be benefitted by this change.

Attachment:

Justification for Department Name Change

Department of Child, Adolescent, and Family Studies (CAFS)

Name Change Approval

Dear Colleagues,

In the October 2021 meeting of the full-time faculty for the Department of Child, Adolescent, and Family Studies (CAFS), the faculty unanimously voted to change the name of the Department from "Child, Adolescent, and Family Studies (CAFS)" to the Department of "Human Development and Child, Adolescent, and Family Studies (HDCAFS)."

The rationale for this name change was to service the diverse program strands in which our students seek a B.A. degree aligned with employment opportunities in the fields of Human Development, Resource Management, Teacher Education and Early Childhood and Family Studies. Currently, our program description reads as follows:

Program Options and Paths

Bachelor of Arts (B.A.) Degree in Child, Adolescent, and Family Studies This program is geared towards students interested in working with children and their families in any of the following settings: preschool, childcare center, case management, criminal justice, Head Start, and the Department of Human Services. Students will earn a B.A. Degree in Child, Adolescent, and Family Studies.

To ensure that our students can apply for positions that cover the vast range of options available with a CAFS degree, we would like to ensure that our Department's name reflects the diverse areas for which we serve as a feeder program.

Additionally, it should be noted that 4 out of our 6 full time faculty members hold degrees covered under the area of Human Development. The size of our Department is small, and therefore we cover a range of areas that other CSU's have divided into separate departments. In alignment with other CSU's, our department name should include the Human Development area as well as the Child, Adolescent, and Family Studies domain.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

UNIVERSITY PROGRAM REVIEW COMMITTEE CHANGES
RES 212230

AAC, BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield adopts the Revised
                       Program Review Policy and Procedures, together with the Self-
                       Study and Program Plan Template as guidelines for future Program
                       Review, and be it further

RESOLVED: That University Administration, in coordination with UPRC and
                       DCLC to consider recommended implementation issues on
                       improving the efficiency and effectiveness of Program Review.

RATIONALE: The recommended changes are a result of an extensive study of
                       Academic Program Review at CSUB. The study included current
                       WSCUC guidelines and program review process at other CSUs. A
                       UPRC Task Force was formed at the end of the academic year
                       2020-21. The Task Force convened in the academic year 2021-22.
                       The recommended documents reflect the result from the Task
                       Force.

Attachment:
UPRC Revised Program Review Policy and Procedures
UPRC Self-Study and Program Plan Template
UPRC Recommended Implementation Issues

Distribution List:
President
AVP for Academic Affairs and Dean of Academic Programs
AVP Faculty Affairs
School Deans
Interim Library Dean
Interim Dean Antelope Valley
Department Chairs
General Faculty

ACADEMIC PROGRAM REVIEW POLICY AND PROCEDURES

**California State University, Bakersfield
Fall 2020**

As a university dedicated to meeting the needs of its region and to providing leadership and expertise for students and the community, California State University, Bakersfield (CSUB) must actively plan for the future. A program review is an essential component of the active planning process. The program review process is a meaningful way to assess and evaluate the strengths and weaknesses of an academic program and allows the members of the program to document successes, needs, and goals for maintaining and/or improving their academic offerings. It involves a program's commitment and willingness to candidly evaluate goals, objectives, and activities through outcomes-based assessment of student learning and to use program review results to improve curricular and budgetary decision-making processes. The required elements of a program review include an evidence-based self-examination, assessment of student learning outcomes, evaluation of resources necessary to ensure quality, and alignment of a program's vision and mission with those of the university.

The program review process is primarily a faculty-driven process. Transparency and accountability are enhanced by tying together the recommendations for program improvement with resource allocation through a Memorandum of Understanding and Action Plan (MOUAP). Consequently, program review is a faculty-led peer review process by which evidence-based findings, conclusions, and decision-making can be used for planning and budgeting. The program review establishes intermediate benchmarks and follow-up plans that track program progress toward achieving and ensuring alignment of student, programmatic and university-wide academic goals and objectives.

PURPOSES OF PROGRAM REVIEW

Program review aims to maintain and strengthen the quality of the university's curriculum and its ability to meet the challenges of the future. Program review should be centered on the commitment to providing quality programs balanced with respect for the needs of society in general and the region in particular, student abilities, interests, and career needs. Most importantly, program review must determine whether students are accomplishing the program's learning objectives through outcomes-based assessment of student learning and development. In this way, the results of program review provide the evidentiary basis for informed, transparent, and accountable decisions about program, faculty and student needs, curricular planning, and resource allocation and management. Through this faculty-driven program review process, the university administration, working collaboratively with the faculty at multiple steps in the process, is better prepared to allocate available resources and to plan for change.

To achieve these purposes, faculty are required to evaluate the program's student learning outcomes, and to use annual assessment findings for continuous program improvement. Such assessment demands that well-qualified internal and external reviewers evaluate the program's learning outcomes, assessment plan, evidence, benchmarking results, assessment impact, and provide feedback for improvement. Program faculty are to prepare a retrospective Self-Study and a forward-looking Program Plan in advance of the next cycle of review. At the end of the process, the campus will systematically integrate program reviews into planning and budgeting processes, through negotiation of formal action plans with mutually agreed-upon commitments.

ORGANIZATION STRUCTURE FOR THE REVIEW PROCESS

PROGRAM SELF-STUDY COMMITTEE

All faculty teaching in the program should have the opportunity to provide input to the program review. Each program conducting a review shall select a Self-Study Committee of at least three faculty members. In consultation with program faculty and representative students, the committee is responsible for the preparation of a Self-Study and a Program Plan document. The committee receives access to the review guidelines and deadlines, a list of model self-studies, and other material. The chair of the department or interdisciplinary program is responsible for ensuring the timely and thoughtful completion of the program review. The title page of the program review document shall state that by a majority vote the program faculty has approved the Self-Study and the Program Plan document and include the date on which the approval was made. If students and/or staff are involved in the self-study preparation process, their involvement should be limited to a support role such as data collection and creation of graphs. The writing, analysis, and recommendations must be completed by faculty.

EXTERNAL REVIEW

Programs that are not accredited by external bodies shall have an external review performed as part of the program review process. The program, in consultation with the Associate Vice President for Academic Affairs and Dean of Academic Programs (AVPAA) and the school dean, proposes an external reviewer who does not have any conflicts of interest and has the experience to provide an effective review. The external reviewer must be approved by the UPRC. The Provost and Vice President of Academic Affairs (VPAA)maintains a fund to pay for the external reviewer.

The purpose for the external review is to assist faculty in improving program quality by providing a comparative perspective on the program, a reflection on the last seven years of operation, and plans for the next seven years. The external reviewer will conduct an exit interview with the program faculty, the chair of the UPRC (or designee), the appropriate school dean, the AVPAA (or designee), and the Provost and VPAA. Within two weeks of the completion of the visit, the external reviewer will provide a draft of the external report to the program faculty and the Office of Academic Programs that provides comments and recommendations regarding the program. The program faculty has up to two weeks to submit any corrections of

factual inaccuracies and misunderstandings. The external reviewer shall submit the final report to the Office of Academic Programs to become part of the package of documents subsequently reviewed by the appropriate school dean, the UPRC, and the Provost and VPAA.

SCHOOL DEAN REVIEW

School deans oversee assessment processes, management of resources and strategic planning activities. Thus, it is imperative that they review and respond to the self-study, program plan, and related documents. The school dean shall add another review within a month of receiving the external reviewer's report reflecting upon the comments and recommendations of the external reviewer. In the case of interschool programs, all relevant deans shall add their comments and recommendations.

UNIVERSITY REVIEW

Upon receiving the documents written by the Program Self-Study Committee, the external reviewer(s), and the school dean, the UPRC engages in a review of the program. The UPRC consists of one faculty member elected by each of the schools, two at-large faculty, one faculty appointed by the Academic Senate Executive Committee, and a non-voting member, the AVPAA or designee (*ex officio*). To ensure continuity in UPRC operation, the members shall serve two-year staggered terms. Each member is given three WTUs of assigned time per year for the two-year service.

The UPRC will examine all documents submitted during the review and prepare its comments and recommendations. These are forwarded to the Office of Academic Programs. The UPRC shall also monitor the overall program review process, recommend changes in the program review policy and procedures, and ensure that program review findings are incorporated into university-wide curricular and budgetary planning processes. Finally, at the end of the academic year, the chair of the UPRC shall submit to the Academic Senate a summary of the major findings and recommendations for all programs reviewed that year.

PROVOST REVIEW

Within three months after receiving the program review documents, the Provost shall meet with the program faculty, the chair of the UPRC (or designee) and school dean(s) to discuss the program review and all recommendations. Within a month of the meeting, the Provost and VPAA (or designee), through active negotiation with the program faculty and appropriate school dean, shall prepare a MOUAP that identifies the agreed-upon recommendations to be implemented, as well as the resources that will be provided to support those recommendations, during the next seven years. The MOUAP will be signed by the department chair or program director, the school dean, and the Provost and VPAA, kept on file in the department, the school, and the Office of Academic Affairs, and remain in effect for the duration of the review cycle. The program faculty and the school dean shall be responsible for implementing the recommendations.

ANNUAL REPORTS

The annual report is an important component of the program review process that provides an opportunity for the program faculty to reflect upon and document their continuous improvement efforts. The content of the annual report includes updates on the progress made toward accomplishing the actions stated in the MOUAP and relevant changes since the last program review and/or annual report in response to emerging student needs, resource pressures, and data points. Annual reports are normally due on October 1 of each academic year and are submitted to the school dean for review.

The Office of Institutional Research, Planning, and Assessment (IRPA) prepares data annually for each program, including the number of students, faculty, degrees granted, and instructional cost. The program faculty shall update additional tables indicating the work that has been done over the last year on assessment of student learning outcomes, faculty activity, and funding plans, and prepare a narrative clarifying and explaining the data and discussing any emerging trends. If the program has a MOUAP, the program faculty shall evaluate the extent to which the program goals or benchmarks have been met and report the status of agreed-upon resource allocations. The cumulative data and narratives will provide the foundation for the next program review.

REPOSITORY AND REPORTING

Copies of all program review documents shall be maintained in the Office of Academic Affairs.

PROCEDURES FOR ALL PROGRAMS WITH EXTERNAL ACCREDITATION

All programs at CSUB undergo periodic academic program review. Programs that are externally accredited may conduct a modified program review, in which they meet the requirements for campus program review in an alternate fashion. In the year following the external accreditation, accredited programs will submit to the UPRC their accreditation documents, which include the accreditation self-study reports, letters and correspondence from the accrediting body, review team reports, responses to accreditation correspondence, accreditation action/decision letter, and other relevant material. In addition, programs should indicate to the UPRC where the required information for campus program review is located in the accreditation reports. For any items of the program review that are not addressed in the external accreditation reports, programs will need to provide the information in a separate response and submit it to the UPRC. Additionally, the school dean must submit a review if not involved in the accreditation process. Once these documents are received, the UPRC will review the material and produce a report, followed by the Provost and VPAA review that culminates in a MOUAP.

MID-CYCLE REPORTS

In some cases, the UPRC may request that a program submit a mid-cycle report to provide an update on any specific recommendations made in the last program review. Mid-cycle reports are typically submitted to the UPRC in the third year after completion of the program review.

PROCEDURES FOR PROGRAM REVIEW EXTENSIONS

Under extenuating circumstances, a program may request an extension, not to exceed one year in length of its program review. The request must include a justification for the extension, and an acknowledgement of the school dean. Upon receiving the request, the UPRC will discuss and vote on it, and the UPRC Chair will notify the program if the request is approved.

When programs have not submitted a self-study after one year of their initial deadline, the UPRC shall meet with the Provost and VPAA, the program director or department chair, and appropriate school dean(s) to decide how to proceed. An additional extension may be granted if appropriate, or, *without a self-study prepared by the program, the UPRC, in consultation with the program faculty and/or School Dean, may elect to proceed with the external review and/or Dean's review, which will inform the review by the UPRC.*

REVISED BY THE UPRC March 24, 2022
APPROVED BY ACADEMIC SENATE X
APPROVED BY PRESIDENT X

ACADEMIC PROGRAM REVIEW PROCESS

Program Review Timeline

Academic Year 1

August   Programs notified one year in advance of Self-Study due date.

September   Programs appoint committee and Chair to carry out Self-Study. Programs notify
                UPRC of Chair and committee members. If necessary, the chair initiates a
                meeting with Associate Vice President for Academic Affairs (AVPAA) to review
                policies and procedures.[1]

October   Chair and committee members attend UPRC workshop.

February   Chair checks in with UPRC Chair apprising of progress toward completion of the
                Self-Study and Program Plan.

Academic Year 2

September 15   Program Committee sends completed Self-Study and Program Plan electronically
                to UPRC Chair and delivers two hard copies (including all appendices), double-
                sided and spiral bound, to the Office of Academic Programs. Committee Chair
                and Dean recommend to AVPAA two to three external reviewers at the time of
                submission.

October 1   The Office of Academic Programs, in consultation with the Provost and Vice
                President for Academic Affairs (the Provost and VPAA), Dean, and Program, sets
                a time for the campus visit and exit interview. The program coordinates a
                schedule that includes meeting with the Dean, faculty, students, and all other
                interested parties.

October/   External reviewer (if program is not externally accredited) conducts an on-site
November   visit to examine program and assess the Self-Study and Program Plan. The visit
                culminates with an exit interview with the Program Director/ Department Chair,
                faculty, School Dean, Chair of the UPRC, the AVPAA, and the Provost and VPAA.

December   Dean provides written comments and recommendations.

February/   UPRC submits a report to Program Director/Department Chair, with a copy to
March   Dean, Provost and VPAA, and Chair of the Academic Senate.

April   The Provost and VPAA (or designee), in consultation with the Dean and Program
                faculty, develops a draft MOUAP. The finalized MOUAP is signed by the Program

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[1] For accredited programs, programs without a designated faculty, and programs with undergraduate and graduate
degrees, please consult AVPAA about program review policies and procedures.

1

Director/Department Chair, Dean, and Provost and VPAA, and then forwarded to the UPRC and AVPAA.

May   UPRC submits an annual report to the Chair of the Academic Senate, which includes all program reviews from that academic year, and a summary of this report is given to the Academic Affairs Committee.

Recommendations for completion of the Self-Study and Program Plan

The UPRC recommends the following in the preparation of the Self-Study and Program Plan:

1. For programs that include both undergraduate and graduate programs, either each program is reviewed separately, or if combined, the review must specify ways to address the review requirements for each program.
2. The UPRC has members who may be unfamiliar with the discipline being reviewed. It is helpful to avoid too much discipline-specific jargon and/or bring them up to speed with introductions, where necessary. Whenever extensive use of jargon or acronyms is required, a glossary should be provided to assist the reviewers.
3. Evidence-based claims and requests are essential components that precede a UPRC endorsement of a program request. For example, a request for a tenure-track hire will be better received if the argument goes beyond "replacement of lost faculty lines" or "necessary expertise" and also establishes need for the new hire based on meeting enrollment demand within a sustainable student-to-faculty ratio and addressing the current proportion of entitled faculty within the unit.
4. Pages must be sequentially numbered.
5. The UPRC would appreciate a double-sided format and spiral binding, if size is extensive. An electronic copy and two complete hard copies (including all appendices) should be submitted to the Office of Academic Programs.
6. Figures and tables should be numbered, have proper titles and captions, and be referenced within the text.
7. While the UPRC recommends page limits for major sections of the Self-Study and Program Plan, it is important for the program faculty to address all the points in the template thoroughly.

Please use the following template face page and content headings.

3

Department of [Insert Dept. Name]
California State University, Bakersfield

[LIST DEGREE PROGRAM TITLE(S)]
SELF-STUDY AND PROGRAM PLAN

AY 20XX-20XX through AY 20XX-20XX

4

Certification

This is to certify that:

- This document was developed by [insert names of Self-Study committee chair and members].
- This document was approved by majority vote of the program faculty on [insert date).
- All program/department faculty members (full- and part-time) were given the opportunity to provide feedback to the document.

Signature: _____ (Self-Study Committee Chair) Date: _____

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NOTE FOR ACCREDITED PROGRAMS: For content that is included in the programs' accreditation reports, relevant material may be inserted or referenced in the Self-Study and Program Plan document.

I. TABLE OF CONTENTS

II. EXECUTIVE SUMMARY (approximately 1 page)
Briefly describe the role of the program within the university context; identify the program's strengths, weaknesses, opportunities, and challenges to improvement; and provide future directions for program maintenance and improvement.

III. SELF-STUDY
  A. What has changed since the previous review? (approximately 2-3 pages)
    1. How were the recommendations from previous External Reviewer, UPRC, and Provost addressed by the Program?
    2. Other relevant changes may be included here if not discussed elsewhere.

  B. Program's role in relationship to the university (approximately 2 pages)
    1. Relate the Program mission, goals, and objectives to those of the University.
    2. Describe the relationship between program learning outcomes (PLOs) and university learning outcomes (ULOs).
       - The UPRC suggests the use of an alignment matrix – see last page of the template. It can serve as a useful tool for understanding how PLOs and ULOs are aligned.
    3. Provide a curriculum map in the Appendix and use it to describe how the curriculum is designed and how that design addresses the PLOs.
    4. Briefly describe the program's role in all associated programs that significantly affect the degree program resources (General Education and other university-wide requirements, developmental coursework, service courses for other majors, certificate programs, interdisciplinary programs, minors, pre-med, pre-law, etc.).

  C. Evidence of program quality (approximately 20 pages, excluding graphs and tables)
    1. Evidence of student learning outcomes (SLOs) based on the Program assessment criteria
       a. Use SLO data to demonstrate program quality as it relates to the degree.
       b. Disaggregate and compare data by mode of delivery (online, remote ITV, face-to-face), by campus location (Bakersfield, AV, or Extended Education), and other significant populations.
       c. Changes in the curriculum brought about by assessment of SLOs
       d. Placement of students in careers, graduate/professional programs
       e. Measures of student involvement in scholarship or creative activities
       f. Feedback from alumni (e.g., alumni satisfaction surveys), Advisory Boards, and/or employers (e.g., employer satisfaction surveys)
    2. Evidence of faculty and program effectiveness

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a. Measures of successful degree completion

b. Analyze student retention and graduation measures (graduation rates, time-to-degree, units at degree), describing efforts to improve such measures.

c. Describe how the CSUB Program compares to similar programs at other universities in terms of curriculum requirements, SFR, number of faculty, and graduation rates.

d. Record of peer-reviewed scholarship for each faculty member (e.g., grants, professional presentations, journal articles, books, book chapters, monographs, exhibitions, performances, and creative works).

- The UPRC recommends summarizing this information in a table.
- Do not include scholarship prior to the last review.
- Provide indicators of quality that may not be apparent outside of the discipline (e.g., indicate peer-review status and impact factor, where applicable).
- Describe how the scholarship has enhanced the degree program.

3. Evidence of how the Program serves the community

a. Describe Program activities for applied learning.

b. Field placements, internships, practice-based learning opportunities, grant partnerships, etc.

c. Efforts to recruit students and faculty who reflect the diversity of the community

D. Evidence of program viability and sustainability (approximately 10 pages)

1. Analyze trends for demand and need for the Program

a. Numbers of student majors, applications and admits in the case of post baccalaureate programs, enrollments, and degrees granted since the previous review

b. Trends within the profession, local community or society generally that identifies an anticipated need, or lack thereof, for the program in the future (including, if available, market research)

2. Faculty resources

a. Proportions of faculty ranks, SFR, cost/FTES, class size and FTES by category

b. Trends since the previous review

c. Faculty workload (i.e., direct WTU teaching assignments and reassigned time by faculty member) disaggregated by course category (GE, major, service, developmental)

d. Professional and leadership development

e. Mentoring of faculty

f. Retention and succession planning

3. Financial resources

a. Analyze the operational budget (revenues and expenditures).

b. Percentage of external funding in relationship to operational costs

c. Assessment of administrative support services

4. Supplies, equipment, and other resources, as appropriate

a. Information and Technology Resources

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b. Equipment
        c. Facilities
    5. Oversight and management of required resources

IV. PROGRAM PLAN (approximately 15 pages)

The Program uses the evidence-based inquiry and analyses documented in the comprehensive Self-Study to inform future planning for program maintenance and improvement.

In the Program Plan, the program faculty should consider how the results from their Self-Study can be used to:

A. Inform long-term planning
   1. What are the program's goals for the next seven years?
   2. How will the program specifically address any weaknesses identified in the Self-Study?
   3. How will the program build on existing strengths?
   4. Where can the formation of collaborations improve program quality?

In addressing such questions, program faculty should consider how program review results are used in the planning and budgeting progress, for program review provides a way for institutions to link evidence of academic quality and student learning with planning and budgeting. That is, the findings in the Self-Study, the recommendations in the external review, and responses to previous reviews can be used as evidence to inform decision-making processes at various levels in the institution, from the program-level through the university-level.

B. Inform curriculum planning
   1. Providing the program's assessment plan for the next review cycle
   2. Address the following items when applicable:
        a. Changing the sequence of courses in the major curriculum
        b. Adding or deleting courses
        c. Refinement or articulation of pre-requisite or disciplinary requirements
        d. Re-design of the content or pedagogy of specific courses

   The primary questions driving such changes would be:
   • Are our students achieving the desired learning outcomes for the program?
   • If not, what elements of the curriculum could be changed to improve learning?

C. Assess changes in how resources are used within the program
   Address the following items when applicable:
   1. Evaluating whether current offerings are the right mix going forward. Should some programs be placed on moratorium, discontinued, or return from moratorium? Should new programs be developed?
   2. Assignment of faculty to teach specific courses or sections

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3. Changing the scheduling of certain courses or the frequency with which they are offered.
4. Changing the number of students required in course sections so that student learning and effectiveness of teaching are maximized.
5. Implementing improved advising and support services to increase learning, retention, and/or graduation rates.
6. Adjusting the allocation of faculty resources across General Education, the major, and the graduate program (if appropriate).
7. Providing additional professional development or research resources for faculty.
8. Adjusting faculty teaching loads and assigned/release time.

Some guiding questions that could be addressed are:
- What internal improvements are possible with existing resources (through reallocation)?
- How can resources within the department be allocated in such a way as to better achieve the mission and goals of the department?
- At what point in the prioritization of departmental goals do these recommendations fall?
- What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other initiatives)?
- What is the extent of departmental funds available and where might the department turn for external funding?

D. **Make recommendations for how resources outside the program should be used**. (May want to refer to the section on Supplies, Equipment, and Other Resources)

E. **Make a case to the dean and to the University Program Review Committee for specific additional resources as indicated**. For example, the program may request:
1. Additional or reduction of faculty or support staff
2. Additional funds to support faculty professional travel or research
3. Release time for program assessment activities, curriculum development or research-related activities
4. A reduction or increase in program enrollment target
5. What improvements can only be addressed through additional resources?

V. APPENDICES

Provide supporting evidence that is too detailed to be included in the text itself but may be referenced throughout. In addition to those appendices outlined below, the program may choose to add its own (e.g., accredited programs should include accreditation documents).

A. **Academic Program Data Profile (provided by IRPA)**
B. **Curriculum Map**
C. **Up-to-date catalog copy**

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D. **Roadmaps to graduation**
E. **Faculty Abbreviated Vitae (2 pages each)**

Alignment Matrix

The following example shows the relationship between program learning outcomes (PLOs) and University Learning Outcomes (ULOs). In this example, ULOs are listed in the vertical axis and -PLOs are listed in the horizontal axis. An "X" indicates alignment.

	Goal I					Goal II			Goal III				Goal IV			
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
1A	X	X	X	X	X	X	X		X				X	X	X	
1B						X	X		X				X			
1C						X								X		
1D	X	X	X	X	X	X	X		X				X	X	X	
1E						X										
1F	X	X	X	X	X	X	X		X	X						
2A						X	X		X				X			
2B						X								X		
2C	X	X	X	X	X	X	X		X						X	
2D	X	X	X	X	X	X	X		X				X		X	
3A	X	X	X	X	X	X	X		X	X						
3B	X	X	X	X	X	X	X		X	X					X	
3C						X										
4A	X	X	X	X	X	X			X	X						
4B	X	X	X	X	X	X			X	X						
4C	X	X	X	X	X	X			X	X						
5A																
5B						X					X					
5C																
5D						X					X					
5E	X	X	X	X	X	X					X					
6A							X			X						X
6B																
6C							X		X	X					X	
6D						X							X	X		

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Recommended Implementation Improvements for Program Review

Suggested improvements to the implementation of program review:

1. Support for faculty engaged in writing of the program review
   a. All program review committee members should be involved in the program review. However, proper compensation for the writer(s) of the program review shall be provided.
   b. Data support for departments
      i. IRPA must provide accurate data in a timely manner.
      ii. University Advancement should provide alumni database support.
      iii. Assessment support is needed year-round.
2. Resource allocation, including faculty expansion hires, may be contingent on a completed program review.
3. If a program review is not completed in a timely manner, it will be addressed in the program chair's review.
4. MOUAP must be signed and completed within a year that the UPRC completes its review.
5. UPRC, DCLC and Deans to collaborate on an annual report template that serves to assist the completion of program review.