

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes

Thursday, February 3, 2022
Zoom Video Conference
10:00 a.m. – 11:30 a.m.

Members: A. Hegde (Chair), M. Danforth (Vice-Chair), B. Frakes, R. Gearhart, 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. Rodriguez, A. Sanchez, D. Solano, B. Street, J. Tarjan

Visitors: D. Boschini, D. Cantrell, C. Catota, R. Dugan, F. Gorham, D. Jackson, M. Malhotra, M. Novak, J. Rodriguez, L. Vega, K. Watson, L. Zelezny, L. Zuzarte

1. Call to Order

A. Hegde called the meeting to order. He read a statement acknowledging CSUB's stewardship of the land of the Tejon Tribe.

2. Approval of Minutes

E. Correa moved to approve the minutes of December 2, 2021. B. Frakes seconded. Approved.

3. Approval of Agenda

RES 212215 Addendum to Academic Calendar 2022-2023 and RES 212217 Addendum to Academic Calendar 2021-2022 are on the Consent Agenda. Approval of agenda is also approval of those resolutions. (A. Hegde)
E. Correa moved to approve the agenda. C. Lam seconded. Approved.

4. Announcements and Information

- General Faculty Meeting – February 4, 12:00 – 2:00 p.m. via Zoom
- President's Report – L. Zelezny
 - Chancellor Castro brought Presidents together to work in shared governance with university leadership on vaccine policy revision to include boosters. CSUB took it to consultative body. Faculty and staff consultation will be at the system level. We received support from faculty and students. It aligns with other Central Valley CSUs. We're eager to get back to planned mix schedule of face-to-face, hybrid, and online instruction on February 11.
 - Trustee meeting – The favorable CFA contract ratified. She, as former faculty, supported ratification. No tuition increase.

- Governor's Budget – We have to strongly advocate for additional funding for mandatory costs. Governor Newsom didn't build in the compensation costs increases as expected. We'll go back to the table to ask him to build it in. Otherwise, we'll be cutting into reserves to pay for compensation increases. No money for the Graduation Initiative 2025. CSUB got a pittance of one-time funding for deferred maintenance. We'll work with faculty, students and our legislative officers for advocacy.
- \$83 million appropriation was proposed by the Governor for CSUB's Energy Innovation Building. We're cautiously optimistic it will remain in the May Budget Revise. The legislators will need to support it. This is where some of the expansion hire offices will be.
- Five-Year Budget Compact – It's a five-year plan that, at the minimum, will have a 5% increase. It won't be enough. Shared governance is involved in planning for the years to come. In the meantime, the Governor expects CSUB to close equity gaps, increasing access, etc. to happen upon accepting that proposal.
- Enrollment growth funding will pay for students who've already been coming and for incremental new hire lines. It comes with agreement that faculty does innovative work in energy.
- Black History Month kick-off today – Super Sunday is this month
- Diversity Awards – Top faculty member and top staff member to be recognized, February 4th, 8:00 a.m. Chief Diversity Officer is keynote speaker.
- Meeting February 10th with MPPs before the official return to campus for face-to-face instruction.
- Campus Open Forum on COVID, February 14, 11:00 a.m. It's informational.
- President's Community Forum, February 22, 9:00 a.m.
- Chancellor's visit, in person, March 2nd. K. Watson is coordinating it.
- Q: COVID protocols for community to come to performances and athletic events - When to use vaccine card versus screening.? (M. Rees) A: K. Watson will check on the difference. We want people on campus. Comment: Have Cabinet notify Faculty with any changes with more lead time.
- Elections and Appointments – M. Danforth
 - Alumni Association Board – Jonathan Basilio, Sociology
 - DEI – Arno Argueta, Modern Languages and Literatures
 - Faculty Ombudsperson – no nominations received.
 - Student Recreation Center Advisory Board – Jayhun Kim - Kinesiology
 - TEAC – Senem Saner, Philosophy

USP&BAC – John Tarjan, Management and Marketing
Call for Nominations Academic Senate Chair and Vice-Chair ends Friday
February 4, 5:00

Campus Wide Advising Task Force – ad hoc committee - watch for call
Assigned Time Article 20.37 – watch for invitation to apply

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

The ASCSU Academic Affairs committee had a robust conversation around COVID and returning to campus and the varying screening tools, etc. The Chancellor announced that CSU Humboldt is a Polytechnic School. AS-3517 Faculty Rights to Due Process in Disciplinary Action Procedures Within the CSU passed. It is about letters of reprimand in the RTP process and that the rebuttal be included as well. (J. Millar) CSUB is a leader in the system in the way we are handling classroom modality. M. Martinez recognized President Zelezny and Provost for their leadership. There are two resolutions in First Reading having to do with California Community Programs asking for more leeway. One is about the fiscal impact of the California Community Programs on the CSU, and the other is about having the CSU's voice at the table when any BA programs are proposed by the Community College system. (M. Martinez)

6. Provost Report

Virtual Shift Early Semester – The original curriculum to return on February 12.
Thank you to faculty for making it work.

Black History Month – There is a series of events being held

General Faculty Meeting Presentation – The Provost shared his presentation with the EC. The highlights are as follows: The number of faculty searches occurring now. No threat to search positions that don't appear; It's because the faculty hiring form one and form two haven't been received yet. The faculty cluster hire for Fall 2023 cycle will be explained. Thank you to D. Boschini and C. Catota for working on that. Faculty workload strain during the pandemic is being addressed, thanks to E. Correa for bringing it front and center. The Provost was able to identify \$100,000 for release time and stipends in the next two terms for a variety of different areas. There is a new area of investment focus on cultural taxation. Resources have been put forward for that purpose. More at the meeting Friday, February 4, at noon.

7. Committee Reports and Requests

(Minutes from [AAC](#), [AS&SS](#), [BPC](#) and [FAC](#) are posted on the Academic Senate Webpage)

a. Executive Committee (M. Danforth) There have been three meetings since the last Senate meeting. A great portion of the time was spent keeping up to date

on what sub committees are doing. New discussions resulted in seven new referrals: AAC received two, AS&SS received one, BPC received three, and FAC received one. Refer to the EC minutes and AS Log in the Senate agenda for details. The EC also worked on planning for General Faculty Meeting, making appointments to committees and preparing for the 2022-2023 election cycle. President Zelezny joined the EC meeting this week to address some of the committee's questions and to give her report.

- b. ASI Report (S. Magaña) ASI Board discussed extension of Student Trustee service while another appointment is pending.
- c. Academic Affairs Committee (J. Tarjan) Note three resolutions for First Reading from AAC. Items for next AAC meeting:
 - Referral #2 Dept Formation Criteria Revisions
 - Referral #8 Formation of General Studies Department (GST)
 - Referral #32 resulted in RES 212210 Temporary Suspension of Re-Enrollment Application Policy. The committee is looking at having the policy as permanent.
 - Referral # 35 BA in History with Social Science Teaching Concentration
 - Referral # 29 Task Stream Usage and Access– The concerns are 1) who has access and can grant access, 2) what types of information should be kept there and do we need policies to be in compliance with FERPA.
- d. Academic Support & Student Services Committee (E. Correa) There are many things the committee has yet to work through. Considerable time has been spent on two referrals:
 - Referral #10 Faculty Advising Structure – The committee interviewed everyone on campus they could think of for their feedback on advising. Different points of view and consensus on conclusion not made, leading to the formation of the Campus-wide Student Advising Task Force to address some of those concerns. AS&SS has some recommendations coming forward.
 - Referral #9 High Impact Practice (HIP) Tracking – HIPs are important regarding retention of our students. We want to say that faculty has control over the courses they teach. Therefore, if we're being asked to retain students and help them get to graduation, we should be able to say that the control over the curriculum permits us to teach the courses in ways that we feel are those most effective. We see the value of HIP. The issue has to do with it being institutionalized in a specific way that everyone is required to do it. AS&SS will send a memo to EC. The committee will be discussing these referrals:
 - Referral #28 Academic Testing Center Exploratory Sub-Committee – Thank you to President Zelezny for seeing what the faculty want.

Referral #29 Task Stream Usage and Access – Look at the impact the program has for access and information to internal and external people.

e. Faculty Affairs Committee (M. Rees)

Referral #15 Sabbatical Application Process Improvement – To be discussed.

Referral #3 Electronic RTP as Application Standard – To be discussed.

f. Budget & Planning Committee (C. Lam)

Referral #37 Academic Calendar 2022-2023 – See RES 212215, below.

Referral #29 Task Stream Usage and Access – The committee is looking at whether any policy changes, and what is the current data policy.

Referral #33 Final Exam Schedule Interim Policy Change – The committee is looking at why there is such a hurry to have commencement after the final exam. It also puts pressure on students who have affinity graduation ceremonies. There is a suggestion to having it the week after exams.

Budget update from VP BAS and BPC member T. Davis - CSUB received only \$2-3 million as band aid fix when we need \$35 million for deferred maintenance.

g. Staff Report (S. Miller) Nothing to report.

8. Resolutions –

Consent Agenda

RES 212215 Addendum to Academic Calendar 2022-2023

RES 212217 Addendum to Academic Calendar 2021-2022

New Business

RES 212212 High Impact Practice Designation and Tracking – J. Tarjan opened on behalf of AAC. AVP AA, D. Jackson, provided background: It's part of Goal Three in our strategic plan. It concerns developing and supporting innovative HIP in academic programs and academic support services. Use of designations is meant to be for internal tracking. It is not being used to evaluate individual instructors or programs. It allows for additional development of faculty for their courses. We do it, but don't have a mechanism to show which courses use HIP and how often. The Faculty Teaching and Learning Center (FTLC) would develop what is tracked and the school curriculum committees would affirm which courses would be using HIP and tracking. (D. Jackson) The referral was sent to AAC and AS&SS. The resolution is only from AAC. This is the First Reading. The Chair of AS&SS called on to provide their perspective on why they don't have a support resolution. (A. Hegde) Two points: 1) AS&SS recognizes HIPs are important yet faculty should retain control over course curriculum, the content, and how it is taught. 2) Think about the impact HIPs have institutionally. We support the gathering of data. However, there's concern about how it will impact governance over the materials that are in the course, as well as

who teaches the course and what the expectations will be for those courses to be taught in a very specific way. AS&SS does not support the resolution as presented. (E. Correa) Feedback is to be directed to AAC via J. Tarjan. (A. Hegde) Developing and supporting HIPs and having ongoing professional development and monetary support as WSCUC recommended is desirable. However, the coding and measure of success comparison to what's being done and what it would prove needs clarification. What is being compared? Perhaps the practices were being used before the coding came. Is there motivation to include HIPs? Practically speaking, Upper Division General Education has (5) sets of learning outcomes and HIP would increase to (6). What is the incentive to adding another level of outcomes, coding, and expectations? (M. Rees) There have been assertions that HIPs improve student outcomes. A study was done at CSU Northridge. It seemed to indicate that HIPs are the one thing that underrepresented students, in terms of achievement gaps, benefit disproportionately from, especially when they're done systemically throughout the curriculum. There's precious little data. The purpose is to see if we can make an assertion that student research improves multiple opportunities to improve outcomes for students. Then, the problem is, what is student research? It's not just doing a paper. It could be doing other things. Perhaps CSUB could do some research on our students as to which of these HIPs, defined by faculty group, really seems to be associated with favorable outcomes. Only the people who are doing the research would have the data. For the good of our students and for accreditation and validation, we'd know whether these are practices have a positive impact for our students. (J. Tarjan) Q: Are outcomes grades? (M. Rees) A: Our external stakeholders focus more on persistence and completion than a particular grade in an individual course. (J. Tarjan) We don't have a way to know which courses have HIP. The American Association of Colleges and Universities (AACU) provides a pedagogically sound HIP definition here: <https://www.aacu.org/trending-topics/high-impact> The Department of Education is also asking for those statistics. Sooner or later we'll have to provide them. Please consider using HIPs. (L. Vega) The Chair requested AS&SS send a memo to the AAC on their position. (A. Hegde) AS&SS identified that the students who struggle need more tutoring and smaller classes. Where we have financial support for those things, it produces better outcomes. We need to think about adding resources instead of HIPs. Identify strugglers early-on and apply resources to them. We need to take a step back and look at what really helps our students to succeed. NSME has identified that the students who struggle in the entry level science courses need additional tutoring and smaller classrooms. There's rarely the financial support for these. In the cases where NSME had the

financial support, we increase their grades, and a lower percentage of students had to repeat the course. It was a successful strategy. By simply identifying HIPs, we really don't help our students. We need to think about having resources that allows us to hire additional lecturers and tutors that help break up large classes to smaller sections, where students can feel that the instructors care, and where they cannot hide in the crowd and faculty can identify strugglers early on. We could do this in addition to HIPs. To just identify HIPs is just a political thing where we compare ourselves to other institutions; looks great on paper yet does not necessarily help our students the way they need help. (A. Lauer) The expectation is that a broadly constituted faculty group might be open to that type of feedback. The authors' list is not exhaustive, and some HIPs are poorly formed. The association of labs and different types of labs did come up as a practice that potentially could be very valuable for students. If someone from D. Jackson's office were able to identify those courses and take a look at persistence and completion and found that there was a strong correlation of certain majors, it would be evidence to take to the administration that these types of things need to be encouraged and funded. (J. Tarjan) Everyone is in favor of HIPs. The question is the identification and what implications they have for faculty who teach different sections, how it benefits the students, and the need to fund HIP resources. (A. Hegde)

RES 212213 Unit Cap During Summer Term - J. Tarjan presented on behalf of AAC. It came to the Senate from anecdotal evidence from faculty members that students were struggling to perform well and complete course work during summer, and were taking more than they could succeed in. Current policy is that students can take as many units that they want, depending on their GPA. AAC attempts to mirror the academic year policy during summer. (J. Tarjan) Extended Education and Global Outreach (EEGO) is the administrative unit for summer classes. There is a cap of 12 units in the entire summer. The 12-unit cap seems to provide students with the kind of limitation that the Senate may be looking for. Further, EEGO can put the 12-unit cap at the Enrollment Services level. The concern is implementation; EEGO will have to start looking at how many units a student can take. (M. Novak)

Administratively, fall and spring students who are above 3.3 GPA still have to fill out the form and have a faculty member certify the student's GPA to get their unit cap raised. It is not automatic. (M. Danforth) The intent is that students not carry a load greater than a semester equivalent of 18-units. (J. Tarjan) The concern from a student's perspective is that the resolution doesn't leave it to students' discretion on how many courses they can take and limiting them at 2.5 GPA doesn't give students the opportunity to talk with their chair or dean. They may not have to work as much

or have fewer responsibilities. (S. Magana) The resolution mirrors the existing policy for fall and spring. Students whose GPA is below 2.5 are not allowed to overload. Perhaps this needs to be a wider conversation about that policy in general. (M. Danforth) Since Summer Session is getting to look more like a regular term, we are faced with academic challenges faced during fall and spring. (A. Hegde) E. Correa underscored the importance to allow students to have ownership of their own learning and make decisions for themselves. If we start to put specific caps, it takes away their rights to make the decision. A student could start not very strongly but subsequently can improve and should have the right to overload. We should hear from the students as we discuss policy issues. (E. Correa) Trying to use the same policies used during academic year semester sessions to apply to summer session is not always the best approach. However, the possibility for students to appeal the 12-unit cap, which they do, to accomplish what the committee want to accomplish, which is ensuring students don't go beyond what's comfortable for them and successful for them. (M. Novak) The issue is having summer session consistent with the other terms, if someone wants to take more than 12 units they could, but during the summer they couldn't. (A. Hegde)

RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics - J. Tarjan presented on behalf of AAC. The resolution is approving the renaming and updating of the concentration to meet students' needs. In its role as the interschool curriculum committee, AAC checked with departments who might be affected, who have courses in this program and not in SS&E. Their feedback was attached to the resolution. (J. Tarjan) Typically, the feedback on interdisciplinary curriculum committee proposals is whether to approve or not. Adding or subtracting a course is done at the department level. Thank you to AAC for their considerable work. (A. Hegde)

RES 212216 Sabbatical and Difference in Pay Leave Policies – M. Rees introduced on behalf of FAC. She's worked on the Faculty Honors and Awards Committee (FHAC) and has conducted workshops. There are five places to find information and they don't all say the same thing. The proposal includes a coversheet combining items from multiple places. She explained the FHAC process involving the Provost, the Dean, and the Collective Bargaining Agreement (CBA). The proposed form and the changes to the Handbook Section 307 were displayed and explained. (M. Rees) Q: Is there a place for the dean to sign? (B. Frakes) A: The resolution says that the dean doesn't have to sign it, but they will look at it and send something to the Provost. (M. Rees) Thank you to Senator Rees and FAC for always being detail oriented and for finding these inconsistencies. (A. Hegde)

Old Business

9. Open Forum Items

Topic: Lunar New Year Celebration – On behalf of the Asian Faculty Staff Association Network, thank you to everyone who participated. The Network is a small group dedicated to faculty and staff to run this affinity group. They need fresh ideas and fresh people. Come join. Contact co-chairs C. Lam or J. Sataraka. (C. Lam)

Topic: Thank to President and Provost for being open to hearing voice of others and giving their assurance that there will be changes. We appreciate the work being done. (E. Correa)

Topic: Visiting scholar from the University of Spain - Dr. Maria Begona Leyra FATOU is looking to do work on equity issues dealing with gender and small children. Please help her feel welcome by including her on those kinds of happenings. (E. Correa)

10. Adjournment

A. Hegde adjourned the meeting at 11:30.