



## ACADEMIC SENATE: EXECUTIVE COMMITTEE

### Agenda

TUESDAY, APRIL 23, 2024

8:00 A.M. – 9:00 A.M.

Zoom Link: <https://csub.zoom.us/j/87949598031?pwd=T2Zpd09mWVZPbVQwRnlVeDFtNlkrdz09>

In- Person: n/a

**Members:** A. Hegde (Chair), M. Danforth (Vice-Chair), J. Rodriguez, C. Lam, N. Michieka, D. Solano, E. Correa, D. Wu, M. Rush and K. Van-Grinsven (Senate Analyst).

1. CALL TO ORDER
2. ANNOUNCEMENTS AND INFORMATION
3. APPROVAL OF AGENDA (Time Certain: 10:05 AM)
4. APPROVAL OF EC MINUTES
  - a. April 9, 2024 (**handout**) (tabled)
5. CONTINUED ITEMS
  - a. AS Log (handout; see BOX folder)
    - i. AAC (D. Solano)
    - ii. AS&SS (E. Correa)
    - iii. BPC (D. Wu)
    - iv. FAC (M. Rush)
  - b. Provost Report (J. Rodriguez)
6. NEW DISCUSSION ITEMS (Time Certain: 10:45 AM)
  - a. Summer work/ compensation
  - b. Elections and Appointments – M. Danforth
  - c. Academic Administrators Self-Study Criteria – FAC (HOLD 3/18/2024)
  - d. Considering Support for Scholarship and Creative Activities (handout) – BPC, FAC? (HOLD 3/18/2024)
  - e. Student Ratings in the CSU System (handout) (HOLD 3/18/2024)

- f. Reconsideration of the role and committee structure for the Committee on Professional Responsibility (CPR) ([handout](#)) – FAC (HOLD 3/18/2024)
  - i. Academic integrity for faculty
- g. Resolution on CCC baccalaureate degrees [AB 927] – EC (HOLD)
- h. Strategic Plan Group data gathering instrument(s) follow-up – BPC (HOLD 3/18/2024)

## 7. AGENDA ITEMS FOR SENATE MEETING

# Academic Senate Meeting – Spring 2024

## Agenda

THURSDAY, APRIL 25, 2024

10:00 A.M. – 11:30 A.M.

*LOCATION: DEZEMBER LEADERSHIP AND DEVELOPMENT CENTER, ROOM 409-411 AND VIRTUAL*

Zoom Link: <https://csub.zoom.us/j/89839397226?pwd=NkxlZ241eC8vK3J5Z2R5ZXJBZDg1dz09>

**Members: Chair** A. Hegde, Vice-Chair M. Danforth, Senator M. Ayuso (alt. for A. Rodriguez), Senator D. Alamillo, Senator J. Cornelison, Senator E. Correa, Senator J. Deal, Senator J. Dong, Senator H. He, Senator A. Jacobsen (alt for A. Lauer), Senator S. Marks (alt for A. Sawyer), Senator M. Rees, Senator M. Rush, Senator T. Salisbury, Senator S. Sarma, Senator D. Solano, Senator M. Taylor, Senator T. Tsantsoulas, Senator D. Wu, Senator Z. Zenko, Interim Provost J. Rodriguez, and Senate Analyst K. Van Grinsven.

**Guests:** Interim President V. Harper, J. Kegley, and G. Commuri

- A. Call to Order
- B. Approval of Minutes
  - a. March 21, 2024 (**handout**)
  - b. April 23, 2024 (**handout**)
- C. Announcements and Information
  - a. Interim President’s Report – V. Harper (**Time Certain: 10:10 AM**)
  - b. Faculty Honors and Awards Committee – G. Commuri (**Time Certain: 10:15 AM**)
  - c. Helen Hawk Honors Program – J. Kegley (**Time Certain: 10:20 AM**)
  - d. Elections and Appointments – M. Danforth
- D. Approval of Agenda (**Time Certain: 10:05 AM**).

E. Reports

- a. Interim Provost's Report – J. Rodriguez
- b. ASCSU Report **(handout)** (deferred)
- c. Committee Reports: (Minutes from AAC, AS&SS, BPC and FAC posted on the Academic Senate webpage; Senate Log attached)
  - i. ASI Report – D. Alamillo
  - ii. Executive Committee – M. Danforth
  - iii. Academic Affairs Committee (AAC) – D. Solano **(handout)**
    - 1. AAC Memo – Recommendations for Referral 2023-2024 40 ECE Minor in HD CAFs Appeal **(handout)**
  - iv. Academic Support & Student Services Committee (AS&SS) – E. Correa **(handout)**
  - v. Budget and Planning Committee (BPC) – D. Wu **(handout)**
  - vi. Faculty Affairs Committee (FAC) – M. Rush **(handout)**
  - vii. Staff Report – J. Cornelison

F. Resolutions **(Time Certain: 10:45 AM)**

- a. Consent Agenda
  - i. RES 232433 Updating University Handbook Appendix to Reflect Change from Quarters to Semesters – FAC **(handout)**
  - ii. RES 232426 Commendation for Dr. Jacqueline Kegley
- b. New Business
  - i. RES 232425 Academic Prioritization Policy – AAC and BPC **(handout)**
  - ii. RES 232427 Discontinuation of the Minor in Organizational Studies – AAC **(handout)**
  - iii. RES 232428 Policy on Credit-Bearing Certificate Programs – AAC **(handout)**
  - iv. RES 232431 Search and Screening Procedures for Administrators – BPC and FAC **(handout)**
  - v. RES232432 Sabbatical Leave and Release Time – FAC **(handout)**
- c. Old Business
  - i. RES 232422 Graduate Academic Integrity Policy – AAC and AS&SS **(handout)**
  - ii. RES 232424 Formation of the Department of Public Health – AAC, BPC, and FAC **(handout)**

G. Open Forum **(Time Certain: 11:15 AM)**

H. Faculty Recognition **(Time Certain: 11:25 AM)**

I. Adjournment

8. ADJOURNMENT



**ACADEMIC SENATE**  
CSU BAKERSFIELD

**To:** Aaron Hegde, Academic Senate Chair

**From:** Danielle Solano, Academic Affairs Committee Chair

**CC:** Academic Affairs Committee  
Katherine Van Grinsven, Academic Senate Administrative Analyst

**RE:** Referral 2023-2024 #40 ECE Minor in HD-CAFS Appeal

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At their meeting on April 18<sup>th</sup>, the Academic Affairs Committee (AAC) reviewed the new minor proposal in Early Childhood Education (ECE) Minor in Human Development and Child, Adolescent, and Family Studies (HD-CAFS) as proposed by the Department of HD-CAFS. The new minor proposal was denied by the Social Sciences and Education Curriculum Committee (SSECC) in October 2023 in part due to the lack of a ECE credential program. AAC notes that there is no policy in place stating that a credential program must be in place before a minor can be proposed. Based on this information, AAC respectfully asks the SSECC to reconsider the ECE Minor in HD-CAFS once the other conditions from SSECC have been addressed.

**Attachments:**

RE\_Denial of ECE Minor in HD-CAFs  
HDFS Memo 10-27-23 for minor

**From:** Elaine Correa <[ecorrea1@csub.edu](mailto:ecorrea1@csub.edu)>

**Date:** Tuesday, February 20, 2024 at 10:54 AM

**To:** Aaron Hegde <[shegade@csub.edu](mailto:shegade@csub.edu)>

**Cc:** Elaine Correa <[ecorrea1@csub.edu](mailto:ecorrea1@csub.edu)>, Alexander Reid <[areid2@csub.edu](mailto:areid2@csub.edu)>

**Subject:** re: Denial of ECE Minor in HD-CAFS

Dear Dr. Hegde,

HD-CAFS requested a second minor in HD-CAFS for students interested in pursuing the upcoming ECE PreK credential. SSE curriculum committee reviewed the request and denied the minor indicating that a minor could not be created until the program was in place. This minor would help students who are interested in teaching at the PreK level in an elementary school. Students will require 24 units in ECE and 12 of these units are permitted to be completed at the community college. Therefore, the remaining 12 units could be offered by HD-CAFS minor to prepare students for the ECE PreK teaching credential.

We request that the Senate review the request for a second minor in ECE for students interested in pursuing the PreK teaching credential.

Best,  
Elaine

Dr. Elaine Correa [she/her/hers]  
Professor and Chair  
California State University, Bakersfield  
Department of Human Development, and Child, Adolescent, and Family Studies, (HD-CAFS)  
Room #150  
9001 Stockdale Highway  
Bakersfield California  
93311, U.S.A.

Phone: (661) 654-3066

Email: [ecorrea1@csub.edu](mailto:ecorrea1@csub.edu)



**DATE:** October 27, 2023

**TO:** Dr. Alexander Reid, Assistant Professor, Human Development-Child, Adolescent, and Family Studies (HDFS)

**CC:** Dr. Terry Hickey, Associate Dean, School of Social Sciences & Education

**FROM:** Social Sciences & Education Curriculum Committee (SSECC)  
John Mouanoutoua, Advanced Educational Studies  
Alexander Reid, Human Development Child, Adolescent, and Family Studies  
Zachary Hays, Criminal Justice  
Tracey Salisbury, Ethnic Studies  
Jeff Moffit, Kinesiology  
Gitika Commuri, Political Science  
Amy Gancarz-Kauch, Psychology  
Hyejung Oh, Social Work  
Rhonda Dugan, Sociology (Chair) **RED**  
Adeli Ynostroza Ochoa, Teacher Education  
Jennifer Henley, SSE Advising

**Subject:** HDFS Curriculum Requests

The Social Sciences and Education Curriculum Committee (SSECC) convened on Wednesday, October 18 to review your curriculum submissions for the following:

- New minor proposal in “Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)”
- Revised/proposed changes to the HDFS Catalog Copy for AY2024-2025

Based on the SSECC’s review and discussion of the submissions, the following decisions were made:

- The new minor proposal “Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)” was not approved for the following reasons:
  - On the “Changes to Program Form”, there was concern about the statement “No change or impact on other course offerings, departments or programs” on page 2. Committee members asked if HDFS faculty consulted with departments and programs in Special Education and Teacher Education since there is the possibility of overlap and potential confusion for students. Committee members recommended that HDFS faculty consult with the aforementioned departments and programs, as well as the educational assessment and accreditation director, regarding the proposed new minor.

- Until the PK-3 Early Childhood Education (ECE) Special Instruction Credential has been approved and implemented at CSUB, the proposed new minor cannot be reviewed for approval.
- The SSECC suggested that HDFS consider adding a new minor in “Early Childhood” without the educational component. Students completing an early childhood minor could gain more in-depth understandings of early childhood development.
- The revised proposed changes to the HDFS Catalog Copy for AY2024-2025 were approved with the stipulation that the information for the minor “Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)” be removed since it was not approved by SSECC. The approved catalog copy without the new minor information for AY2024-2025 can be submitted through Service Now via the Enrollment Management Catalog and selecting “Academic Request.”

Should you have any questions or need additional information regarding the SSECC’s decisions about your proposed curriculum and/or how to submit approved documents for the catalog, then do not hesitate to contact me.



## **Academic Prioritization Policy**

### **RES 232425**

AAC & BPC

- RESOLVED:** That the attached Budget Prioritization Task Force Final Report be reaffirmed.
- RESOLVED:** That an Annual Report Taskforce be formed by the Senate Executive Committee to revise the Annual Report process to address the Budget Prioritization Task Force recommendations for qualitative and quantitative data.
- RESOLVED:** That IRPA provide the quantitative data recommended by the Budget Prioritization Task Force to Department Chairs and Program Directors at least 60 days prior to the deadline for annual reports.
- RESOLVED:** That the Annual Reports be reviewed and discussed collectively by the relevant program directors, department chairs, and Deans.
- RESOLVED:** That based on the review of the Annual Report, an action plan should be developed for programs at risk of being identified as “low degree-conferring” and must be developed for programs identified as “low degree-conferring”.
- RESOLVED:** That recommendations made in an action plan should consider multiple factors, including, but not limited to, the protection of instruction, the mission of the university, contributions of the program to the discipline and the general education program, financial and budget impacts, community needs, impacts of discontinuance of a program on other university programs and future prospects of a program.
- RATIONALE:** Given that the CSU is facing on-going fiscal challenges, a policy and process for the regular review of academic program performance separate from the academic program review process is needed. Review of annual reports can be inconsistent and best practices dictate that these reports should be reviewed, and feedback provided to programs. This stems from a memorandum from the Chancellor’s Office to CSU Presidents, dated October 5, 2023, when campuses were asked to include a review of “low degree-conferring programs” in the academic planning reports. Per a 1971 memo, the Chancellor’s Office



defines “low degree-conferring programs” as those baccalaureate programs producing fewer than 10 degrees in a year and those post-baccalaureate programs producing fewer than 5 degrees in a year. Additionally, campuses were expected to develop and submit action plans for programs identified as in need of action.

**Attachments:**

Budget Prioritization Task Force Final Report

**Distribution List:**

President  
Provost and VP for Academic Affairs  
VP Student Affairs  
AVP Faculty Affairs  
AVP Academic Affairs and Dean of Academic Programs  
School Deans  
Dean of Libraries  
Dean of Antelope Valley  
Dean of Extended University and Global Outreach  
Department Chairs  
General Faculty

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Approved by the Academic Senate:

Sent to the President:

President Approved:

# Budget Prioritization Task Force

## Final Report

### Preamble

*As the CSUB campus deals with difficult budgetary times, the faculty and administration must work collaboratively to make CSUB's educational mission the first priority of all budget decisions. New academic programs that are not self-sustaining, new co-curricular programs or expansions that are not self-sustaining, and changes to the academic calendar should not be considered for the foreseeable future.*

### Introduction

The Budget Prioritization Task Force was formed in December 2009 and began meeting in April 2010 to develop a response to ever-decreasing state support for higher education. We began with the following working assumptions:

1. The budget will be poor for several years.
2. The budget is unpredictable, both in timing (when state budget information is received) and in dollars.
3. Personnel reductions (positions and/or base-time) may be unavoidable.
4. Student demand is increasing.
5. The campus will not close.
6. We have to work under the Chancellor's Office imperative to limit growth.

From there, we developed the following goals for the taskforce:

- Provide advice for additional necessary budget cuts, if any, within the Academic Affairs Division.
- Preserve our capacity to provide key programs to our service region.
- Suggest strategies for prioritization as we move forward in future years.
- Minimize disruption to the campus and maintain capacity for growth to the extent feasible.

Next we developed the following guiding principles:

- The campus must use multiple strategies to achieve reductions. This means that while we hate to see reductions in any area of campus, the highest priority has to be the protection

of instruction. Hence, any cuts must be disproportionately larger to non-instructional areas.

- There should be no across-the-board cuts. Cuts should be based on prioritization, not ease of implementation.
- All cuts and any associated programmatic changes must be managed in a way that prepares us for the future.
- All proposed changes must be supported by qualitative and quantitative evidence.
- Values driving decisions should be explicit and discussed, and transparency and shared decision making should be consistently exercised.

## **Recommendations**

As the CSUB campus responds to budget cuts, the university must focus on its educational mission, and the faculty and administration must work collaboratively to determine the university's academic priorities. Decisions regarding budget priorities must reflect values about the role of the university, about humane treatment of individuals, about fiscal stewardship, and about the long-term survival of the institution. Quality of instruction must not be sacrificed, and further cuts to instruction must occur only after exercising every available option in other areas. Similarly, the university must retain a commitment to quality scholarship especially that which engages students, just as it also should continue to engage the community through ideas, cultural and artistic works, and athletic competition. We must ensure to the extent possible that cuts made today do not jeopardize the ability of the university to operate in the future

CSUB should review all academic programs using both qualitative and quantitative information. Examples of qualitative information that should be considered are:

- Importance of the program in regard to the mission of the university.
- Contributions of the program to the school, university, community, and discipline.
- Future prospects of the program.
- Currency of the program in regard to course requirements and the education it provides to students.

Examples of quantitative data that should be considered are:

- Full-time equivalent students (FTES), emphasizing the major.
- Student-faculty ratio (SFR), including a comparison to other programs in the school, university, and the CSU system.
- Dollar cost per FTES (\$/FTES), including a comparison to other programs in the school, university, and the CSU system.

- Number of graduates, including trends and a comparison to other programs in the school, university, and the CSU system.
- Success in scholarship, especially that which engages students.

Neither of these lists shall be interpreted as being ordered by importance.

As a general principle, academic programs with larger or growing numbers of majors should receive priority. Opportunities to combine departments and/or majors and blend programs should be explored and implemented if it is found that this reduces costs *and* provides students with innovative and high quality educational opportunities. Program moratoria should be considered only if the budget cannot sustain the full array of existing campus programs.

When decisions are made to improve efficiency, they must not be done at the cost of essential curricular content areas. In addition, all efficiencies that were already introduced into the curriculum by various programs, departments, and schools in recent years to respond to the new budgetary realities need to be recognized and be considered for adoption by those programs, departments, and schools who have not done so yet. When examining opportunities for cost savings within academic affairs, strong consideration must be given to the reduction or elimination of processes that distract faculty members from their teaching, scholarship, and service responsibilities. To the extent possible, faculty members who have been assigned to administrative functions should be returned to the classroom.

Similarly, all initiatives that cost the university money or compete with the university for community resources but are not related to teaching, scholarship and community engagement should be suspended, and no new initiatives should begin until financial resources are available to support them. Whenever possible, discretionary funds should be directed toward instruction.

Standards of progress toward degrees should be enforced, and the frequency and diversity of course offerings should fit budget realities. When similar courses are offered in two or more departments, the scheduling should be coordinated to support progress toward degrees and to reflect efficient utilization of resources. While maintenance of quality academic programs is our first priority, where there is flexibility in offerings, programs should strive for efficient scheduling (e.g., fewer major requirements), including potential utilization of courses from other programs whenever possible. All such decisions must, however, align with external discipline accreditation requirements and with best practices for similar programs in the CSU and nation-wide.

Decisions must be made via public processes, and rationales for decisions must be explicit and public. The faculty must fulfill its responsibility for academic leadership and it must hold administrators accountable for their actions as we work collaboratively to respond to the current crisis and as we prepare the university for a better future.

## **Implementation Guidelines**

- Every effort must be undertaken to avoid layoffs. When they are nonetheless required, they should be managed in a humanitarian fashion, in particular giving employees ample time to find new jobs.
- Student needs and concerns should to be taken into consideration and their input in programmatic changes sought and respected.
- All significant budgetary decisions within Academic Affairs should result only after consultation among deans, departments, chairs, and faculty.
- The impact of decisions on community relations (both on the campus and in the broader community) should be considered.

## **Committee Membership**

Dr. Andreas Gebauer, Chemistry, Committee Chair

Dr. Joe Fiedler, Mathematics

Dr. Vandana Kohli, Sociology

Bruce Hartsell, MSSW, LCSW, Social Work

Dr. Christopher Meyers, Philosophy

Janet Millar, MA, LMFT, Counseling

Dr. Robert Provencio, Music (2011-12)

Mandy Reese, MFA, Theatre (2009-11)

Dr. John Stark, Management & Marketing

Dr. Mahmoud Suleiman, Education

Dr. John Tarjan, Management & Marketing



## **Discontinuation of the Minor in Organizational Studies**

**RES 232427**

AAC

**RESOLVED:** That the Minor in Organizational Studies be discontinued.

**RESOLVED:** That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

**RATIONALE:** The Minor in Organizational Studies has had low student demand with only a few students enrolled over the past five years.

**Attachments:**

Organizational Studies Minor - Discontinuation

**Distribution List:**

President  
Provost and VP for Academic Affairs  
VP Student Affairs  
AVP Faculty Affairs  
AVP Academic Affairs and Dean of Academic Programs  
**Director of Academic Operations**  
School Deans  
Dean of Libraries  
Dean of Antelope Valley  
Dean of Extended University and Global Outreach  
Department Chairs  
General Faculty

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Approved by the Academic Senate:

Sent to the President:

President Approved:

**Academic Senate**

California State University, Bakersfield  
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311



## CHANGES TO PROGRAM FORM

Form Number

### PROPOSAL ACTION (Select One)

**EFFECTIVE CATALOG YEAR: FALL** Fall 2024

- PROGRAM REVISION     PROGRAM CANCELLATION  
 PROGRAM PLACED IN MORATORIUM     ADD CONCENTRATION     ADD EMPHASIS  
 ADD OPTION     ADD MINOR

### PROGRAM OR SCHOOL & DEPARTMENT (Required)

School/Program: Minor in Organizational Studies  
Department: Management & Marketing (M&M)  
Proposed by: M&M

### RATIONALE FOR DEGREE PROPOSAL (Required):

Provide Rationale for Degree Proposal:  
The minor in organizational studies has had low student demand. There have been only a few students enrolled in this minor in the past five years. Therefore, the M&M department has proposed to discontinue offering this minor.

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

Degree Title:  
The Minor in Organizational Studies requires MGMT 3000, 3080, 3090, and 3100.

### REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Degree Description (Attach or copy catalog copy; Use Track Changes to Add/Revise Details):

N/A

**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](mailto: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**

**Provide the Program Description and Minor Requirements:**  
N/A

**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:**  
Little impact on other programs or departments given extremely low enrollment in the minor.

**IMPACT OF DEGREE PROPOSAL ON COURSE(S)**



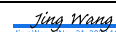

**List All the New and Revised Courses Required for This Degree Proposal (If Applicable):**  
  
**Attach/Submit All the Course Proposal Forms and Catalog Copy Together with This Form for Curricular Review and Approval**  
Little impact on any course given extremely low enrollment in the minor.



**NEXT STEPS**

- Attach Course Proposal Form(s) to This Proposal (If Applicable)
- Attach Catalog Copy w/ revisions (using track changes) to This Proposal
- 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: 	Date: Nov 21, 2023
School/Program Curriculum Committee Chair:  <small>BSBA Committee Chair (Nov 21, 2023 14:33 PST)</small>  <small>AARC Committee Chair (Nov 21, 2023 16:58 PST)</small>	Date: Nov 21, 2023 Nov 21, 2023
Dean of School:  <small>Deborah Cours (Nov 23, 2023 20:41 EST)</small>	Date: Nov 23, 2023
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:
CIP Code:	HEGIS Code:
Program Code:	Plan Code:
SubPlan Code:	



## **Policy on Credit-Bearing Certificate Programs**

**RES 232428**

AAC

**RESOLVED:** That new credit-bearing certificate programs undergo the same process for approval as new degree programs (apart from submission to the Chancellor's Office).

**RESOLVED:** That existing credit-bearing certificate programs must go through this process to be recognized.

**RESOLVED:** That credit-bearing certificate programs be added to the program review schedule for review by the University Program Review Committee (UPRC) every seven years.

**RESOLVED:** That the Office of the Registrar establish a process for the awarding of certificates including listing certificates on student transcripts and issuing of a document upon program completion.

**RESOLVED:** That IRPA develop a process for tracking students enrolled in credit-bearing certificate programs.

**RATIONALE:** There is currently no process for the awarding and review of credit-bearing certificate programs. Establishing this process will allow for formal recognition of certificate programs for students. Additionally, while there is no required Chancellor's Office notification of certificate implementation, WSCUC requires campuses to report academic credit bearing certificates.

**Attachments:**

UPRC Request to Senate Extended Education Programs  
Certificates and Certificate Programs

**Distribution List:**

President  
Provost and VP for Academic Affairs  
VP Student Affairs  
AVP Faculty Affairs

**Academic Senate**

California State University, Bakersfield  
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311

AVP Academic Affairs and Dean of Academic Programs

AVP of IRPA

Director of Academic Operations

Office of the Registrar

School Deans

Dean of Libraries

Dean of Antelope Valley

Dean of Extended University and Global Outreach

Department Chairs

General Faculty

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Approved by the Academic Senate:

Sent to the President:

President Approved:



## **M E M O R A N D U M**

**DATE:** March 11, 2024

**TO:** Dr. Aaron Hegde, Chair, Academic Senate

**FROM:** The University Program Review Committee  
Dr. Ángel Vázquez-Ramos, Chair; Dr. Hager El Hadidi; Dr. Jacquelyn Ann K. Kegley; Dr. Yeunjoo Lee; Dr. Dayanand Saini; Dr. Danielle Solano; Dr. Jinping Sun; Dr. Denver Fowler (ex officio)

**SUBJECT:** Review Of Programs Offered Through Extended Education

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During discussion in a recent University Program Review Committee (UPRC) meeting, the committee discussed the review of certificate programs offered through Extended Education. It became apparent to the committee that these (and other programs on self-support) do not have a process for program review. The UPRC respectfully asks the Academic Senate to develop a process for the review of certificate and other programs offered through Extended Education.

**Academic Programs, Innovations and Faculty Development**  
401 Golden Shore, 6th Floor  
Long Beach, CA 90802-4210

[www.calstate.edu/app](http://www.calstate.edu/app)

Phone 562-951-4677  
Fax 562-951-4982  
Email [degrees@calstate.edu](mailto:degrees@calstate.edu)

June 2022

## Certificates and Certificate Programs

Campuses are delegated the authority to establish certificates and certificate programs. Please see [Policy 806](#).

There is no required Chancellor's Office notification of certificate implementation, enrollment suspension, or discontinuation.

WSCUC requires campuses to report academic credit bearing certificates. All qualifying certificates in existence prior to July 1, 2016 were grandfathered in. New qualifying certificates must be reported and are subject to varying degrees of review. If the certificate represents a significant departure from the campus' current offerings, it will be subject to substantive change review. Certificates that do not reflect a significant departure must be reported, and WSCUC staff will verify that the new certificate does not represent a significant departure. See the WSCUC guide [Non-degree Programs Process and Procedure](#) for more information.

Since system approval is not required for certificates, until and unless this WSCUC policy is changed there is no need to notify the Chancellor's Office of new certificate programs.

Please direct questions to APIFD at (562) 951-4677 or [degrees@calstate.edu](mailto:degrees@calstate.edu).

**CSU Campuses**  
Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus



## **Search and Screening Procedures for Administrators - Handbook Change**

**RES 232431**

FAC and BPC

**RESOLVED:** The following changes be made to the University Handbook (additions in **bold underline**, deletions in ~~strikethrough~~).

### **309 Search and Screening Procedures for Administrators**

#### **309.1 General Policy**

Although the President or his/her designee is the appointing officer for all administrative positions, the principles of shared governance dictate that faculty, staff, students and administrators shall also be involved in the selection process where appropriate. As the faculty have primary responsibility for the educational mission and functions of the University, faculty members shall play a major role in search and screening for academic administrators.

A major responsibility of the University in recruitment and retention of administrators is to secure the most qualified individuals. Therefore, appointments to administrative positions shall be based on ability and fitness for the position as set out in the criteria for selection and the stated roles and responsibilities of the office. Appointments shall conform to policies of the CSU Board of Trustees.

In cases involving the selection of academic administrators who have the potential for exercising retreat rights to a faculty position, faculty will play a central role in establishing qualifications for the position, in the screening of candidates for appointment, and in formulating the recommendations submitted to the appropriate administrator. Committees established for the purpose of screening candidates for academic administrative appointments shall have a majority of faculty members. In other cases, where the function of the administrator is mainly advisory to the President or does not include academic policy decisions, the faculty's role in the search shall reflect the extent of legitimate faculty interest in the position.

In recognition of the principles of shared governance as well as their importance to the university, both staff and students shall participate in the selection of all administrators where appropriate.

Representation on Search and Screening Committees shall be determined by the relationship of the office or position to staff and student activities.

**In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.**

### **309.2 Policies on Diversity**

The hiring practices of the University shall be in compliance with the policies of the CSU Board of Trustees and all applicable EEO/AA/ADA legislation. University policy dictates that the search and screening process shall not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability or veteran's status. The University recognizes its moral and legal obligations to strive for a composition of personnel that accurately reflects the profile of ethnic minorities and gender in the labor force from which it draws. To meet these obligations, the University will aggressively seek applications from ethnic minorities and women where their representation is below the standards of the labor force. The Diversity Officer of the University provides basic information, advice and counsel for all Search and Screening Committees.

### **309.3 Responsibilities of the Search and Screening Committee**

The responsibilities of each Search and Screening Committee, in cooperation with the appointing officer, include formulating criteria for selection appropriate to the stated roles and responsibilities of the position, developing a position announcement, recruiting and screening candidates, and recommending to the appointing officer only qualified and acceptable candidates. The committee, in cooperation with the appointing officer, establishes a calendar, with milestones, for accomplishing its responsibilities. **Upon authorization of the appointing officer and written approval by the chair of the committee, in consultation with the search and screening committee, search firms may be used to assist in the search and screening process. The written approval will detail which responsibilities may be delegated to/shared with the search firm.**

It is also the responsibility of the committee to keep complete and accurate records of the selection and recommendation process. **This may include requesting documentation and records from the search firm.** Upon the discharge of the committee, the chair shall forward these records to the appropriate administrative officer for retention pursuant to university policy.

**In all cases the chair shall act in consultation with the search and screening committee.**

**In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.**

#### **309.4 Confidentiality of Search and Screening Committee Activities**

Each Search and Screening Committee, in cooperation with the appointing officer, has the responsibility to protect the integrity of the search and screening process. All committee deliberations and consultations shall remain confidential. Violations of this confidentiality shall be considered a breach of professional ethics. Except for matters of direct consultation, attendance at all meetings of the committee shall be restricted to official members of the committee. No persons outside the formal membership of the committee shall be present when deliberations are in progress. Appropriate safeguards shall be taken to ensure the confidentiality of all committee records.

**The chair of the committee may, through a written invitation, invite the appointing officer or member of the search firm to their deliberations at their discretion. In any search, after consulting with the search committee and obtaining a written approval from the committee, the appointing officers may also be permitted to:**

- A. **promote the position to potential candidates or/and answer questions raised by the potential candidates before a time when the search committee starts to review candidates.**
- B. **speak with the recommended candidates before scheduled campus visits take place.**



**In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.**

**309.5 Composition of the Search and Screening Committees Administrators**

Search and screening committees for positions concerning faculty and academic matters shall consist of the membership outlined below. Faculty shall make up a majority of the total membership of the search committee for the following positions: Provost and Vice President for Academic Affairs, Associate/Assistant Vice President for Faculty Affairs, Associate Vice President for Academic Programs/Dean of Undergraduate and Graduate Studies, all Academic Deans, and Associate/Assistant Academic Vice Presidents. *(Revised 7-02-20)*

The appointing officer shall assure the selection of the Search and Screening Committees as follows:

- A. For university-wide positions: five full-time tenured faculty members one from each school and one at-large (drawn from the General Faculty including librarians, counselors, and coaches). For individual school, Library or Antelope Valley Dean positions: four full-time tenured faculty members drawn from and elected by the affected constituency. *(Revised 7-02-20)*
- B. One administrator appointed by the appointing officer in consultation with the Cabinet.
- C. One student selected by the Executive Committee of Associated Students, Inc.
- D. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.
- E. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate maintaining the majority faculty membership. The appointments shall be made to assure representation of the entire university.
- F. The search committee shall elect its chair. In the case of cabinet level positions, the President in consultation with the search committee will appoint the chair.

The search and screening committees for other administrative positions (excluding assistant or associated deans) shall be as follows: *(Revised 7-02-20)*

- a. One full-time tenured faculty member, representative of and elected by the affected constituency. *(Revised 7-02-20)*
- b. One administrator appointed by the appointing officer in consultation with the Cabinet.

- c. One student selected by the Executive Committee of Associated Students, Inc.
- d. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.
- e. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate. The appointments shall be made to assure representation of the entire university.

### **309.6 Roles and Procedures of the Search and Screening Committees**

- a. The appointing officer or his/her designee shall convene the first session of the Search and Screening Committee to discuss the agreed upon roles and responsibilities of the position, the qualifications needed in a nominee/applicant for the position, and the criteria for selection. The committee, in consultation with the appointing officer, shall establish a calendar, with milestones, for the completion of its work.
- b. At the beginning of the process, the Diversity Officer of the University shall meet with the committee to discuss issues, strategies, and procedures to be implemented during the search and screening process that will help meet the moral and legal obligations of the University in achieving diversity among its administrators.
- c. The committee shall elect its chair.
- d. A majority of the committee members shall constitute a quorum, although every effort shall be made to have attendance of all committee members at each meeting.
- e. Except for matters of direct consultation, attendance at meetings of the committee shall be restricted to members of the committee. No one outside the committee shall be present when deliberations are in progress. **The chair of the committee may, through a written invitation, invite the appointing officer or member of the search firm to their deliberations at their discretion.**
- f. The Search and Screening Committee, in consultation with the appointing officer, shall prepare a vacancy announcement and position descriptions that are widely distributed. The committee shall determine and prioritize the qualifications required for the position commensurate with the roles and responsibilities of the position.
- g. The Search and Screening Committee shall establish appropriate procedures for receiving applications/nominations, acknowledging receipt of all materials, reviewing all materials received, and performing background checks. **A search firm may be utilized to complete these tasks upon written authorization of the chair.**
- h. Upon completion of the review of the applicants, the committee shall recommend those candidates who should be brought to campus for interviews. **The appointing officers and representatives of a search firm may be allowed to contact candidates by written authorization of the chair.**

- i. For retreat rights and potential tenure purposes, candidates shall be interviewed by the academic department in which they are seeking retreat rights, at which time the department will forward to the Search and Screening Committee a recommendation assessing the candidate's potential for the reward of tenure. A negative recommendation from the department regarding a particular applicant is to be considered a right of refusal to accept the candidate in that department.
- j. Any recommendation for tenure upon appointment would normally be restricted to those applicants who have been, or are currently, tenured by an accredited academic institution of higher education. Applicants without such a record shall be evaluated for tenure according to criteria jointly established by the appropriate department, the dean, and the P&VPAA.
- k. Opportunity shall be provided for all members of the university community (including, but not limited to, faculty, staff, students, alumni, and other "friends" of the university) to meet candidates during interviews.
- l. After completion of interviews, the Search and Screening Committee shall seek out and consider the observations and opinions of all those individuals who had an opportunity to meet with the candidates before making its final recommendations.
- m. The committee shall forward to the appointing officer and President a list of all acceptable candidates. The committee shall provide in writing a detailed rationale for its recommendations. Under normal circumstances at least three candidates shall be recommended to the appointing officer and President. The appointing officer and President shall meet with the members of the committee to discuss their evaluations of the recommended candidates.
- n. If none of the candidates recommended by the committee accepts the position offer, the appointing officer and President shall meet with the committee to determine whether any acceptable candidates remain in the applicant pool. If the committee, in consultation with the appointing officer and President, determine there are no further acceptable candidates, the search process shall begin anew.
- o. All records, deliberations, and consultations throughout the search and screening process shall remain strictly confidential.

### **309.7 Appointment of Interim Non-Academic University-Wide Officers**

- a. This policy shall apply to the interim appointments of the VPBAS, VPSA, and VPUA. New positions that are similar in nature shall also be subject to this policy.
- b. When a vacancy in one of these positions occurs, the President shall confer with the Executive Committee of the Academic Senate, to determine if there is sufficient time for recruitment, the appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such

appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.

- c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

### **309.8 Appointment of Interim Provost and Vice-President for Academic Affairs**

- a. When a vacancy occurs, the President shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.
- b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

### **309.9 Appointment of other Interim University-Wide Academic Administrators**

- A. This policy shall apply to the interim appointments of other academic administrators whose responsibilities include making academic policy decisions that affect the entire university which includes the Assistant Vice President for GRASP, the Associate Vice President for Academic Programs, the Associate Vice President for CSU Bakersfield Antelope Valley (*Revised 06-28-18 Name Change*), the Associate Vice President for Faculty Affairs, the Dean of Academic Programs, and the Dean of the Division of Extended Education and Global Outreach (*Revised 07-10-17 Name Change*). New positions that are similar in nature shall also be subject to this policy.
- B. When a vacancy occurs, the P&VPAA shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.
- C. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

### **309.10 Appointment of Interim School Deans**

- a. When a vacancy occurs in a school dean's position, the Provost and Vice President for Academic Affairs shall confer with the Executive Committee of the Academic Senate to

determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim dean will be made by the Provost & Vice President for Academic Affairs. Such appointments will be made after consultation with the Executive Committee of the Senate, Department Chairs, members of the school, and appropriate advising committees.

- b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

### **309.11 Appointment of Interim School Associate Deans**

- a. When a vacancy occurs in an associate school dean's position, the Dean shall confer with Department Chair to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim Associate Dean will be made by the Provost upon recommendation of the Dean. Such appointments will be made only after the Dean has consulted with the Department Chairs, members of the school, and appropriate advising committees.
- b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

### **309.12 Additional Guidance When a Search Firm is Hired to Assist in the Search and Screening Process for Administrators**

#### **When a search firm is hired to assist in the search and hiring process:**

- a. **this search firm shall be distributed a copy of University Handbook Section 309 prior to being hired.**
- b. **hiring of a search firm may only occur following constitution of the search and screening committee and requires authorization of the appointing officer and written approval by the chair of the committee, in consultation with the search and screening committee. The written approval will detail which responsibilities may be delegated to/shared with the search firm.**
- c. **the search committee is given a copy of the contract with the search firm contract detailing the delineated responsibilities of the search firm.**
- d. **with approval from the search and screening committee, the search firm may be permitted to assist in recruiting applicants, scheduling interviews, and completing tasks outlined in 309.6g.**

- e. **after obtaining a written approval from the committee, members of this search firm may be allowed to be present in search committee meetings, as outlined in 309.6e.**

**RATIONALE:** The requested changes address faculty concerns with the use of search firms during the search and screening of administration positions. These changes outline the roles and responsibilities of different entities involved within this process and protect faculty rights and the role of campus committees and representatives.

**Distribution List: (update as needed)**

President  
Provost and VP for Academic Affairs  
VP Student Affairs  
AVP Faculty Affairs  
AVP Academic Affairs and Dean of Academic Programs  
School Deans  
Dean of Libraries  
Dean of Antelope Valley  
Dean of Extended University and Global Outreach  
Department Chairs  
General Faculty

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Approved by the Academic Senate:

Sent to the President:

President Approved:



## **Effect of Sabbatical on Assigned Time and Release Time- Handbook Change**

**RES 232432**

FAC

**RESOLVED:** That the Academic Senate recommend revisions to the University Handbook regarding the assigned time for members of the UPRC and URC (additions in **bold underline**, deletions in ~~striketrough~~). Changes have been made to reflect the current compositions of these committees. Additionally, language reflecting the WTU in assigned time associated with service on these committees is being added.

### **202.4.1 University Program Review (UPRC)**

The University Program Review Committee (UPRC) is a faculty committee that is responsible for all CSUB degree and credential programs. UPRC reviews all documents submitted to it from the program, dean, and external reviewer (accreditation findings), in order to assess the extent to which CSUB's programs adopt reasoned strategies and resource allocation decisions for continuous improvement. Thus, it is expected that program faculty will use UPRC feedback to improve program quality.

The UPRC is regarded as an important committee with respect to program continuity and, in that capacity, UPRC can make recommendations for program improvement and advancement. However, from time to time, the UPRC may determine that it is necessary for the campus to stop offering a particular program either on a temporary or permanent basis. In such a circumstance, UPRC may recommend a program moratorium (temporary) or discontinuation.

The UPRC is also responsible for monitoring the overall program review process, recommending changes in the policy and procedures of that process, and assuring that program review findings are used transparently and with accountability to inform 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.

**The UPRC is composed of seven committee members; Four (4) Tenured Faculty members, one (1) elected from and by each of the four Schools to serve staggered two-year calendar terms; Two (2) At-Large Tenured Faculty members elected by the General Faculty; and One (1) Tenured Faculty member selected by the Senate Executive Committee. Each member is given three WTUs of assigned time for his/her service each year of their service. If a committee member is awarded and**

**takes a sabbatical during their term, they will forfeit their position on the committee and an election shall be run by the Academic Senate for a replacement representative to serve during the year of the sabbatical and complete any remaining term associated with the replaced position.**

### **305.8 The University Review Committee (URC)**

#### **305.8.1 Membership on the URC**

The six (6) members of the URC shall be tenured professors, librarians, or counselors. The committee shall select its own chair, who participates in the evaluations and votes on the recommendations. No member of the URC may serve on a unit RTP committee.

Faculty members serving as Chair of the Academic Senate/Faculty, President of the CFA, or Director of the Teaching and Learning Center are not eligible to serve on the URC. Department chairs, faculty members who have served on the URC within the last six years, and faculty members who have served two terms on the URC may choose to accept or decline nomination for election to the URC. A faculty member may decline nomination if he/she is the *only* tenured professor available to serve on the unit RTP committee. All other tenured professors and librarians and counselors of equivalent rank are obligated to accept nomination for election to the URC.

**Each member is given three WTUs of assigned time for each year of service. If a committee member is awarded and takes a sabbatical during their term, they will forfeit their position on the committee and an election shall be run by the Academic Senate for a replacement representative to serve during the year of the sabbatical and complete any remaining term associated with the replaced position.**

#### **305.8.2 Election of URC Members**

**The six (6) members of the URC shall be full-time tenured faculty, at the rank of Full Professor or Full Librarian.** The election of the ~~six (6)~~ members of the URC shall precede unit RTP committee elections. One member shall be elected by and from the School of Arts & Humanities, the School of Business and Public Administration, the School of Social Sciences & Education, and the School of Natural Sciences, Mathematics & Engineering. Two additional **faculty** members shall be elected at-large. Librarians and counselors (academically-related III) shall be eligible to serve as an at-large member and shall participate in the election of the at-large members. **A liaison from the library will be elected by the faculty of the library if no other librarians are on the committee to assist with the review of librarian files.** Members shall be elected to over-lapping two-year terms.



**Rationale:** Current WTU in assigned time is awarded at the rate of 3 WTU for the second year of service as part of a two-year term for the UPRC, but according to the *Academic Program Review Policy and Procedures* (Fall 2020) each member of the UPRC “is given three WTUs of assigned time *per year* for the two-year service.” The proposed language aligns with this and aligns the WTUs associated with URC service.

The newly proposed language addresses the occurrence of sabbaticals during a term of service on one of these committees. Currently, positions remain vacant during a sabbatical and this places an undue burden on remaining committee members. This also creates confusion related to who gets the assigned time (e.g., the elected member or an alternate member). We recommend that the new policy be adopted, which stipulates that a sabbatical will result in the forfeiture of a committee position and an election will be held to find a replacement to serve for the sabbatical year and to complete the term.

**Distribution List:** (update as needed)

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- School Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of Extended University and Global Outreach
- Department Chairs
- General Faculty

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Approved by the Academic Senate:  
Sent to the President:  
President Approved:



**Updating University Handbook Appendix to Reflect Change from Quarters to Semesters -  
Handbook Change**

**RES 232433**

FAC

**RESOLVED:** That the Academic Senate recommend revisions to the Appendix of the *University Handbook* to update any reference to the quarter system to reflect our current semester system (deletions in ~~striketrough~~, additions in **bold underline**) as specified below. Other changes reflect alterations that have already been made in the 'student complaint and grievance procedures' under Academic Programs.

**APPENDIX C: CONSTITUTION OF THE ACADEMIC SENATE**

**Article 5 Term of Service and Recall**

**Section 4** Replacement

Should the Academic Senate Executive Committee determine that an Academic Senator should be replaced because of recall or resignation, or ~~three quarters~~ **two semesters** leave, a replacement shall be elected by the same constituency that elected the Senator, to serve out the remainder of the term.

**APPENDIX D: STUDENT COMPLAINT AND GRIEVANCE PROCEDURES**

**Article 1 Definitions**

**Section 1**

B. 4) **Arbitrary or** capricious evaluation: For **arbitrary or** capricious evaluation to be present, the faculty, academic administrator, or staff professional must have changed the standards of evaluation during the ~~quarter~~ **semester without notification**. ~~Since changes in evaluation standards can and do occur during a quarter~~ ~~The change must have occurred abruptly and~~ ~~or~~ ~~without apparent~~ **justified** reason (e.g., ~~two days after the mid-term examination and without prior discussion, the faculty member declares there will be a series of short quizzes~~). Finally, for **arbitrary or** capricious evaluation to be present, the Grievant has to show that the change had a direct, singular, and adverse impact on the Grievant's student record.

**Article 2 General Provisions**

**Section 4**

The Ombudsman may be consulted by the Grievant at the earliest opportunity. Deadlines may be extended at the request of the Ombudsman to the relevant School Dean or the Academic Vice President (e.g., if the Grievant is in a course of the respondent the following ~~quarter~~ **semester**, an extension may be granted).

### **Article 3 Complaint Procedures**

#### **Section 2**

The student shall first address the complaint to the concerned faculty, academic administrator, or staff professional most directly responsible for the alleged action(s) and/or decision(s) resulting in the complaint. Complaints shall be initiated within one ~~quarter~~ **semester**, excluding summer, of the incident giving rise to the complaint. If the complaint cannot be resolved by the student and faculty, academic administrator, or staff professional, the student should meet with the Department Chairperson/Director to discuss their complaint.

#### **Section 4**

If the complaint is still unresolved after this point, the student may then, and only then, file a written grievance as outlined in Article 4. In no case should the informal resolution of a complaint take longer than one ~~quarter~~ **semester** (excluding summer) and formal grievances must be initiated within ~~two quarters~~ **one semester** of the incident giving rise to the grievance.

### **Article 4 Grievance Procedures**

#### **Section 1**

Before a student may invoke the grievance procedures specified herein, they shall first exhaust all complaint procedures as outlined in Article 3. In no case should the informal resolution of a complaint take longer than one ~~quarter~~ **semester** (excluding summer) and formal grievances must be initiated within ~~two quarters~~ **one semester** of the incident giving rise to the grievance.

### **Article 5 Grievance Review Board**

#### **Section 5**

Any board member, other than the Presiding Officer, may be permanently replaced with an alternate during the academic year:

- B. If a student- are no longer enrolled full-time or if placed on academic probation in any ~~quarter~~ **semester** during the academic year of service.

### **APPENDIX G: CONTENTS AND ORGANIZATION OF THE RTP FILE (WPAF)**

In each of the following sections, each document must have a unique identifying code that is also displayed on the Master Index. When a section contains materials from ~~quarter-to-quarter~~ **semester-to-**

**semester** and/or year-to-year, the materials shall be organized chronologically, preferably “reverse chronology,” with most recent materials toward the front of the respective section.

D. Assignments Sheet

1) Faculty shall list all courses taught, ~~quarter-by-quarter~~ **semester-by-semester**, since the last RTP review on the Assignments Sheet. In addition, faculty shall list all assigned time (including number of units for each reassigned activity), ~~quarter-by-quarter~~ **semester-by-semester**, since the last RTP review.

I. Documentation of Teaching or Performance

3) Specific Suggestions for Organizing Teaching Materials

b) All course files for a given ~~quarter~~ **semester** should be grouped together and labeled/coded in some fashion so that reviewers can easily discern ~~quarter-by-quarter~~ **semester-by-semester** teaching.

**RATIONALE:** The word “quarter” appears nineteen times in the 2024 version of the Appendix of the *University Handbook* even though the campus switched to the semester system in Fall 2016. Changes in the grievance policy were made to match with the current student grievance procedures on the Academic Programs page.

**Distribution List:**

- President
- Provost and VP for Academic Affairs
- Department Chairs
- General Faculty

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Approved by the Academic Senate:  
Sent to the President:  
President Approved:



**Graduate Academic Integrity Policy**

**RES 232422**

AAC

**RESOLVED:** That the attached Graduate Academic Integrity Policy be adopted.

**RATIONALE:** The new policy defines academic integrity issues specific to graduate students.

**Attachments:**

CSUB Graduate Academic Integrity Policy

**Distribution List:**

President  
Provost and VP for Academic Affairs  
VP Student Affairs  
AVP Faculty Affairs  
AVP Academic Affairs and Dean of Academic Programs  
School Deans  
Dean of Libraries  
Dean of Antelope Valley  
Dean of Extended University and Global Outreach  
Department Chairs  
General Faculty

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Approved by the Academic Senate:

Sent to the President:

President Approved:

## CSUB Graduate Academic Integrity Policy

### **Philosophy on Academic Integrity:**

The California State University, Bakersfield (CSUB) [Guiding Principles](#) begin with a commitment to academic excellence and to the 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. This policy is in addition to the Professional Standards of the student's graduate program.

### **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 for the purpose of gaining an unfair academic advantage, improving a grade, or obtaining 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).

**Using Artificial Intelligence** to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the **explicit** permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

### **Procedures for Reporting a Violation of the Graduate Academic Integrity Policy:**

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

When a faculty, staff, or administrator discovers a violation of the academic integrity policy, they shall 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, Academic Dean, or Dean of Students' office.

After the violation has occurred and the penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students Office through the [Academic Integrity Violation Reporting Form](#) 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 Academic Integrity Violations:**

Grade penalties are at the sole discretion of the faculty member. This policy assumes that every graduate student is familiar with the expectations of ethical writing and decision-making. Suggested guidelines for academic penalties within the course can range from failure of the assignment/exam/paper/project to failure of the course depending on the severity of the academic integrity violation. Any additional academic penalty, including whether the degree/program can continue, should also align with the professional standards of the specific graduate program.

### **Additional Potential Sanctions for a Violation of the Graduate Academic Integrity Policy:**

In addition to the academic penalty assigned by the faculty member and/or program, disciplinary sanctions imposed by the University may include 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 remains in the student's electronic disciplinary file in accordance with the [CSU Records/Information Retention and Disposition Schedule](#).

### **Repeated Violations of the Graduate 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 one tenured faculty member per school with teaching responsibilities in at least one of their respective graduate programs.

### **Grievance Process:**

A graduate or post-baccalaureate student who experiences difficulties arising from course evaluation, judgment of performance, graduate degree requirements, advancement to candidacy, general regulations, and/or other grievance situations should discuss the issues first with the appropriate graduate or credential program director. For additional details, refer to the section on Grievances and Appeals in Division of Graduate Studies section of the catalog and/or [Student Complaint and Grievance Procedures](#) as listed on the Graduate Student Center [Forms & Catalog webpage](#).

### **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. Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the **explicit** permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

When a faculty member **discovers imposes a penalty** for 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. 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. **For details on the grievance process, refer to the section on Grievances and Appeals in Division of Graduate Studies section of the catalog.**

Students are expected to uphold the standards of academic integrity, the [CSUB Guiding Principles](#), the student conduct code, and the professional standards of their graduate program.

### **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.

DRAFT



## Formation of the Department of Public Health

RES 232424

AAC, BPC and FAC

**RESOLVED:** That the Academic Senate approve the formation of the Department of Public Health.

**RATIONALE:** Establishment of a Department of Public Health will provide a home for students in the existing Bachelor of Science in Public Health degree program which has quickly grown since its implementation two years ago. Further, formation of this new department will bring Public Health faculty (who are currently in different departments across two schools) together, providing clarity and allowing them to pursue more easily program development, program review, accreditation, and curriculum development/revision. The formation of the Department of Public Health addresses an important community need and every level of review has found it to be sound academically. The proposed Department of Public Health will receive sufficient resources to support its future operations.

**Attachment:**

BOX Link to Supporting Documents:

<https://csub.box.com/s/kibjg6yje7juuxm0dw3rscp3rwxhvvv4>.

**Distribution List:**

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- School Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of Extended University and Global Outreach
- Department Chairs
- General Faculty

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Approved by the Academic Senate:  
Sent to the President:  
President Approved:

# Request to Form new Academic Department of Public Health

## II. New Department Proposal: Contents

### A. Background and Introduction

(1) **The exact name of the proposed academic department and name(s) of individual(s) preparing the proposal;**

Department of Public Health

#### Proposal Contributors

Dr. Linh Bui, Assistant Professor of Public Health, Department of Nursing

Dr. Andrea Lopez, Assistant Professor of Public Health, Department of Kinesiology

Dr. Chia Thao, Assistant Professor of Public Health, Department of Nursing

Kris Grappendorf, Lecturer in Kinesiology

Lee Anne Adler, Lecturer in Biology

Silvia Lozano Cuesta, DOE Title V *Pathways Adelante* staff support

Dr. Todd McBride, Director of Health-Related Programs and Program Director of DOE Title V *Pathways Adelante* grant

(2) **Description of the consultation process and information discussions that occurred prior to the submission of the proposal (Section I. Initiation of Proposal);**

The individuals listed above meet every two weeks during the academic year as the “Public Health Team”. Following extensive discussion among this group a meeting took place with the individuals suggested in **Section I, part B of the guidelines for department formation.**

On April 17<sup>th</sup>, 2023, the following individuals met to discuss the plan to create the Department of Public Health to be housed in the School of Natural Sciences, Mathematics and Engineering.

Provost and Vice President for Academic Affairs, Dr. Vernon Harper

Dean of SSE, Dr. James Rodriguez

Dean of NSME, Dr. Jane Dong

Chair of Kinesiology, Dr. Brian Street

Chair of Nursing, Dr. Debbie Wilson

Assistant Professor of Public Health, Department of Nursing Dr. Linh Bui

Assistant Professor of Public Health, Department of Kinesiology Dr. Andrea Lopez

Lecturer in Kinesiology, Kris Grappendorf

Director of Health-Related Programs, Dr. Todd McBride

**See Folder Administrative Support**

On May 16<sup>th</sup>, 2023, the public health team met with our Public Health Community Advisory Board. During this meeting we discussed the need for an independent Department of Public Health on the CSUB campus. There was unanimous support with several comments regarding the importance of a department for collaborative opportunities with community partners. Creating a department was also identified as essential for professional development of the public health faculty and recruitment, retention, and graduation rates of CSUB students.

Community Board Members in Attendance:

Felicia Boyd, Dignity Health

Traco Matthews, Kern Health Systems  
Isabel Silva, Kern Health Systems  
Kristen Webber Kaiser Permanente  
Diane Lay, Kern Family Health  
Edgar Aguilar, Promotoras con Alma  
Alisa Kennett, SJV Consortium  
Reyna Olaguez, Building Healthy Communities  
Kiyoshi Tomono, Adventist Health  
**See Folder Community Support**

On October 16<sup>th</sup>, 2023, the public health team met with the Dean of NSME, Dr. Jane Dong to discuss the logistics of housing the new department including office space and an operating budget.

**See Folder Administrative Support**

On October 27<sup>th</sup>, 2023, one representative of the public health team met with the Provost Harper to finalize the plan to request the formation of the new Department of Public Health.

**See Folder Administrative Support**

**(3) Describe how and why the establishment of a new department will better serve institutional needs, including student, faculty, staff, school, and university needs;**

A new Department of Public Health is needed to support the Bachelor of Science degree in Public Health and to support the faculty and students engaged in the discipline of Public Health. The Bachelor of Science degree in Public Health was approved by the Academic Senate on February 4<sup>th</sup>, 2021 (RES 202115) and approved by President Zelezny February 12<sup>th</sup>, 2021. Two new tenure track faculty lines in Public Health were created by the funding of a Title V Department of Education grant entitled *Pathways Adelante*. The TT faculty began their appointments in the Fall of 2021 and are currently members of the Departments of Nursing and Kinesiology. A third TT faculty line in Public Health was created through the CSUB cluster hire initiative, and began their appointment fall semester of 2023, with Nursing serving as the home department. The three-tenure track faculty were hired with the understanding that a new Department of Public Health would be formed, and they would develop the department as founding members. The creation of a department is important for the advancement of their research agendas, community partnerships, professional development, and long-term retention with the university. It is also essential to be recognized by the twenty-one campuses in the CSU system who have Departments of Public Health, and an active system wide Public Health Council.

A Department of Public Health is also essential for the success of students majoring in public health. The formation of a department will provide students with a community that facilitates engagement with faculty and other students with an interest in public health. A sense of belonging and a connection to the university created by a public health community anchored by a Department of Public Health will support persistence and increase graduation rates. This concept is supported by empirical data from the two Department of Education grants that have supported the development of the Pre-Health meta major and the bachelor of science degree in Public Health.

A Department of Public Health will also significantly increase the profile of the program and assist in attracting new students from both first-time freshmen and transfer students from the Associate of Science Degree in Public Health at Bakersfield College. As of fall semester 2023 there are currently seventy-seven students enrolled at CSUB as public health majors.

Department formation will be an essential component in gaining accreditation of the public health degree with the Council in Education for Public Health (CEPH), and for engaging with other

accredited programs in the CSU system. It is important to note that department formation is not dependent on gaining accreditation. Accreditation will occur only after the department has been established and has a record of achievement consistent with the criteria for accreditation by CEPH. Following accreditation and the continued growth of the public health degree the faculty plan to create master and doctoral pathway partnerships with CSU and UC campuses. The CSU Office of the Chancellor has approved the development of a Doctorate in Public Health (DrPH) degree to be offered at CSU campuses. A Department of Public Health at CSUB will give us a seat at the table to participate in making this degree possible for CSU students, and the creation of a pipeline for our graduates.

Department formation is also essential for long-term vitality of the program by providing a voice in school and academy shared governance on the CSUB campus, and the establishment of a yearly budget allocation from the Office of the Provost to the School of NSME specifically for public health.

#### **(4) Description of possible consequences of not forming the new department.**

Failing to create a Department of Public at CSUB will create significant obstacles to maintaining and growing the public health degree and program. Without the support of a stand-alone department, it is likely that faculty will fear stagnation of their careers and will leave the institution. The public health faculty currently consists of three women of color who are passionate about preparing CSUB students to enter the local public health workforce. The faculty are engaged in scholarly activities with local community partners aimed at improving health outcomes for marginalized populations in the central valley and developing strategies to close equity gaps in public health. Failure to create a new department will make future recruitment of faculty extremely unlikely. Retaining the vibrant young talent recruited to CSUB to initiate the public health program is critical for the program's success. Their recruitment to CSUB was predicated on the promise of institutional support to create a Department of Public Health.

Likewise, the attraction and retention of students to the public health degree will suffer greatly if there is not a department to support the program. It is anticipated enrollments will stagnate and eventually drop without a department. With the stagnation in enrollments and possible turnover of faculty the prospects of developing a post-baccalaureate degree will evaporate, and accreditation of the degree will not occur. As stated earlier within two years of offering the degree there are already seventy-seven students enrolled as public health majors.

In addition to the detrimental effects within the academy, failing to create a Department of Public Health will result in a loss of support from our community partners. The public health team has been successful with establishing support and collaborations with local public health entities, which include paid internships for public health majors. Meetings with the Public Health External Advisory Board and with individual organizations have always included both the importance and the promise of forming a new Department of Public Health at CSUB.

#### **B. Faculty Composition**

**(1) List the proposed faculty members for the new department's first year of operation, including the names of existing faculty who would be moved, jointly appointed, or affiliated from other department(s) and/or school(s). A minimum of three tenured faculty affiliated with the unit is required (whether through appointment, joint appointment, or Memo of Understanding) in order to document that they will be able to fully carry out the hiring and performance review duties of the department.**

**Include the following information:**

**a. For each faculty member include their name, rank (Lecturer, Assistant Professor, Associate Professor, or Professor), current departmental affiliation, and if they will be moved to the new department or jointly appointed between their prior department and the new department.**

Dr. Linh Bui, Assistant Professor in the Department of Nursing, will move to Department of Public Health.

Dr. Andrea Lopez, Assistant Professor in the Department of Kinesiology, will move to the Department of Public Health.

Dr. Chia Thao, Assistant Professor in the Department of Nursing, will move to Department of Public Health.

Dr. Todd McBride, Director of Health-Related Programs, will serve as the founding chair of the department. The specifics of this role are addressed in section D part 4.

**See Folder Affected Department Support**

All three founding faculty members in the Department of Public Health are Assistant Professors, therefore it will be necessary to have an MOU from the following tenured professors who will serve as faculty affiliates. These individuals will assist the new department with faculty recruitment and faculty RTP evaluations until the department has sufficient ranking faculty to complete these tasks independently. The tenured professors serving as reviewers will remain in their respective departments. During the development of our proposal the public health team met twice monthly during the 2023/2024 and 2024/2027 academic years to work on the formation of a public health department. Faculty affiliates were discussed during multiple meetings and recommendations were made by team members for people they would like to invite. Full professors were initially chosen in response to the language outlined in Section D part 3 of the guidelines which states the requirement of three full professors. We currently meet the criteria to move forward with the department proposal and acknowledge the current ineligibility of Dr. Luis Vega who has assumed an MPP position. At the suggestion of the FAC the public health team agrees that securing additional faculty affiliates at the level of Associate Professor will be helpful. The public health team discussed this topic during our March 13, 2023, team meeting, and invited additional tenured faculty members to serve as faculty affiliates.

We currently have MOUs from the following tenured faculty who are willing to serve as faculty affiliates.

Dr. Carl Kloock, Professor of Biology  
Dr. Maureen Rush, Professor of Math  
Dr. Paul Smith, Professor of Biology  
Dr. Debbie Wilson, Professor of Nursing  
Dr. Heidi He, Nursing  
Dr. Maria Rubolino, Nursing  
Dr. Annie Boehning, Nursing  
Dr. Eugene Wang, Kinesiology  
Dr. Zachary Zenko, Kinesiology

**See Folder Faculty Affiliates Support**

**b. For each individual who will have a joint appointment, include:**

There will be no joint appointments.

**(2) If the new department is breaking away or drawing member from existing departments, list all feasible effects that this change would have on other department(s) or school(s) in terms of name change, number of faculty remaining, support staff, curriculum, operating budget, space, etc.**

Both Dr. Linh Bui and Dr. Chia Thao will be leaving the Department of Nursing in the School of Natural Sciences, Mathematics, and Engineering. The nursing department has been extremely generous in their willingness to provide an initial home for these public health faculty since they do not teach in the nursing curriculum. Their departure is not expected to negatively impact the department in the areas listed above. Dr. Bui's position is an expansion hire made possible by the DOE Title V grant, *Pathways Adelante*, which supports her salary for the initial four years of her appointment. Dr. Thao's position is an expansion hire as part of the CSUB cluster hire initiative to support faculty diversity.

Dr. Andrea Lopez will be leaving the Department of Kinesiology in the School of Social Sciences and Education. The position she will be vacating is also an expansion hire made possible by the DOE Title V grant, *Pathways Adelante*, which covers her salary for the first four years of her appointment. Dr. Lopez currently teaches one undergraduate class for Kinesiology (KINE 3118 Epidemiology) in addition to her teaching duties for the public health degree. She also teaches one class in the Master of Science in Kinesiology (MSK) program. The plan is for Dr. Lopez to continue teaching these courses if desired by the Kinesiology Department. Other than teaching the kinesiology courses there should not be any additional impact to the department in the areas listed above.

The Provost, Dr. Vernon Harper at the time faculty were recruited committed to placing the faculty on position control prior to the recruitment process taking place for the positions occupied by Dr. Andrea Lopez and Dr. Linh Bui. Please see the documentation in the Box **Folder Administrative Support**. Additionally at the Budget and Planning Committee meeting on February 29<sup>th</sup>, 2024. The current Interim Provost, Dr. James Rodriguez confirmed he would honor the commitment of the previous Provost and current Interim President Harper. Interim Provost Rodriguez also stated that he understands the value of the program and supports moving the faculty to position control on his own behalf. This is reflected in the meeting minutes of the BPC in a purposeful manner.

**(3) Results of a vote from each department or school directly affected, including written comments from affected academic program chair(s)/director(s) and faculty. Anonymity, if requested, should be accommodated, and respected throughout the process.**

**The nursing department and kinesiology departments both voted unanimously to support the transfer of public health faculty to the new department.**

**See Folder Affected Department Support**

### **C. Curricular and Degree Impacts**

**(1) List the courses, curricula, programs, degrees to be administered by the new department;**

The Department of Public Health will be responsible for offering the public health courses required for the public health bachelor's degree. Department faculty will also serve as academic advisors for public health students in collaboration with the NSME advising center.

The following courses have been developed by the public health faculty and approved by the appropriate curriculum committee(s). These courses are included in the 2023-2024 catalog:



### *Lower Division*

**PH 2000 Introduction to Public Health (3)** This course introduces the core functions of public health and provides an overview of various public health topics, including communicable and non-communicable disease, determinants of population health, strategies for eliminating health disparities, healthcare institutions and systems, and healthcare policy.

**PH 2020 Health Communication (3)** This course provides students an overview of the role of communication in public health, basic concepts, theories and practice strategies and of health communication. Students will learn how to create meaningful health communication, plan, implement, and evaluate health communication interventions, and develop health communication materials for different communication channel in different settings (i.e., technical and professional writing, mass media, and electronic technology).

**PH 2700 Special Topics (1-3)** Examination of contemporary or interdisciplinary problems of current interest in public health. May be repeated for credit with different topics up to a maximum of 6 units, subject to Program Coordinator approval.

### *Upper Division*

**PH 3110 Introduction to Health Promotion and Theory (3)** In this course, we will analyze the key components of theories of health behavior, describe current applications of these theories to health promotion programs and interventions, and identify future directions for research and practice.

Prerequisites: Public Health 2000 Introduction to Public Health

**PH 3218 Health Equity (3)** We will use research from a wide range of academic disciplines to examine how gender, race/ethnicity, socioeconomic status, age, and religion contribute to disparities of health. We will examine how individual, community, and structural factors impact health outcomes.

Prerequisites: Complete at least 45 units; prerequisite or corequisite A2. Satisfies the general education requirement JYDR and carries credit toward the Public Health Program.

**PH 3310 Community Needs Assessment and Program Planning (3)** This course focuses on needs assessment methods and activities, developing public health program goals and objectives, and utilizing theory-based strategies to develop successful programs. Students will also learn to assess the effectiveness of different public health interventions. Prerequisites: Public Health 2000 Introduction to Public Health

**PH 3410 Health Policy (3)** This course will provide students with an overview of health policy and policymaking processes in the United States. The course will discuss local, state, and federal policies to improve population health, including health care policies (e.g., Medicare and Medicaid) and public health policies to promote health and improve health equity. The course employs an active learning approach with an interdisciplinary view to discuss federal and state health policy process and the determinants that shape the U.S. health care system and health policies. It also provides students opportunity to learn and practice health policy analysis skills to address specific public health problems. Prerequisites: Public Health 2000 Introduction to Public Health

**PH 4110 Research Methods (3)** This course provides students an applied understanding of research topics and methods used in public health research. It is designed to build on the research skills obtained

in other fundamental research methods and statistics courses. Advanced topics in research design and statistical analysis will be discussed and students will be asked to lead discussions, apply their skills in class and for homework assignments. The course is intended for students in the health and social sciences. Students will also gain skills in the design of rigorous research proposals and in manuscript writing. Prerequisites: Public Health 2000 Introduction to Public Health

**PH 4700 Special Topics (1-3)** Examination of contemporary or interdisciplinary problems of current interest in public health. May be repeated for credit with different topics up to a maximum of 6 units, subject to Program Coordinator approval.

**PH 4800 Directed Research (1-3)** Examination of contemporary or interdisciplinary problems of current interest in public health. May be repeated for credit with different topics up to a maximum of 6 units, subject to Program Coordinator approval.

**PH 4850 Individual Study (1-3)** Exploration of a specific topic, primarily through directed research, assignments, curriculum and/or materials development with a professor. Prerequisites: consent of instructor and approval of both the Program Coordinator and Dean of the School of Natural Science, Mathematics and Engineering. [By Petition] May be repeated for credit up to a maximum of 6 units.

**PH 4870 Cooperative Education (1-3)** Cooperative Education is a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Center for Career Education and Community Engagement (CECE) on an individual basis, subject to approval by the Program Coordinator. The field experience, including the seminar and reading assignments, is coordinated through Handshake in CECE and supervised by the faculty liaison (or course instructor), working with the field supervisor. The determination of course credits, evaluation, and grading are the responsibility of the program faculty. May be repeated for credit up to a maximum of 6 units. Offered on a credit, no-credit basis only. The program will determine application of credit. [By Petition]

**PH 4890 Prior Experiential Learning (1-3)** Credit for learning gained through prior off-campus experience related to the curriculum of the program. Requires documentation and Program Coordinator approval. Offered on a credit, no-credit basis only. May be repeatable for credit for a maximum of 3 units. [By Petition]

**PH 4918 Senior Seminar in Public Health (3)** Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be structured to fulfill the GE capstone requirement. One hour lecture and Two-hour discussion. Prerequisite: Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major. Satisfies general education requirement Capstone.

**(2) Describe how the change will affect the governance and delivery of curriculum and degree programs;**

The formation of the Department of Public Health will not change the governance or the delivery of the BS in public health. Dr. Todd McBride will continue to serve as the Director of Health-Related Programs and provide the administrative duties and the public health faculty will continue their

current roles of directing the curriculum, providing instruction, and mentoring students while engaging in scholarly activities. The formation of a new Department of Public Health will provide a more efficient means of operation and will enhance the professional experience and the sense of belonging for both the faculty and students in public health.

**(3) Present a three-year plan for assessment of student learning outcomes, program development, course scheduling, and individual faculty assignments. In instances where a new department will not be solely responsible for a degree program, include documentation of consultation and course schedule and assessment planning from across all impacted and associated units;**

Three Year Course Schedule

Year One

Fall Semester	Faculty	Spring Semester	Faculty
PH 2000: Introduction to Public Health	Bui	PH 2000: Introduction to Public Health	Bui
PH 2020: Health Communication	Thao	PH 2020: Health Communication	Thao
PH/KINE 3118: Epidemiology	Lopez	PH 3110 Health Promotion	Lopez
PH3218: Health Equity	Thao	PH/KINE 3118: Epidemiology	Lopez
PH 3310: Community Assessment and Program Planning	Lopez	PH 3218 Health Equity	Thao
		PH 3410: Health Policy	Bui
CSUB 1029	Thao	PH 4110: Research Methods	Bui
CSUB 1029	Bui	PH 4918: Senior Seminar	Thao
CSUB 1029	Staff		
CSUB 1029	Staff		
CSUB 1029	Staff		

Year Two

Fall Semester	Faculty	Spring Semester	Faculty
PH 2000: Introduction to Public Health	Bui	PH 2000: Introduction to Public Health	Bui
PH 2020: Health Communication	Thao	PH 2020: Health Communication	Thao
PH/KINE 3118: Epidemiology	Lopez	PH 3110 Health Promotion	Lopez
PH3218: Health Equity	Thao	PH/KINE 3118: Epidemiology	Lopez

PH 3310: Community Assessment and Program Planning	Lopez	PH 3218 Health Equity	Thao
		PH 3410: Health Policy	Bui
CSUB 1029	Thao	PH 4110: Research Methods	Bui
CSUB 1029	Bui	PH 4918: Senior Seminar	Thao
CSUB 1029	Staff		
CSUB 1029	Staff		
CSUB 1029	Staff		

### Year Three

Fall Semester	Faculty	Spring Semester	Faculty
PH 2000: Introduction to Public Health	Bui	PH 2000: Introduction to Public Health	Bui
PH 2020: Health Communication	Thao	PH 2020: Health Communication	Thao
PH/KINE 3118: Epidemiology	Lopez	PH 3110 Health Promotion	Lopez
PH3218: Health Equity	Thao	PH/KINE 3118: Epidemiology	Lopez
PH 3310: Community Assessment and Program Planning	Lopez	PH 3218 Health Equity	Thao
		PH 3410: Health Policy	Bui
PH 2700/4700	Thao	PH 4110: Research Methods	Bui
PH 2700/4700	Bui	PH 4918: Senior Seminar	Thao

**Required courses from other departments:**

**See Folder Confirmation of Class Offerings**

**(course offering from other departments consistent with BS in Public Health four-year roadmap)**

### **Lower Division Core**

BIOL 1009, BIOL 2210, BIOL 2220, BIOL 2600

CHEM 1000, CHEM 1001 OR CHEM 1003

KINE 1018

MATH 2200, or KINE, or 2018, or PSYC 2018, or SOC 2208

PSYC 1018

SOC 1008

**Upper Division Core**

KINE 3118

HCA/PPA 4250

**See Folder Assessment**

**(4) In the case of impacts on departments or programs with external accreditation, provide the rationale and justification for creating the department that aligns with accreditation requirements.**

A Department of Public Health will be necessary to meet the criteria for a stand-alone baccalaureate program accreditation from the Council *on* Education *for* Public Health (CEPH). Accreditation will be sought following the successful creation of a Department of Public Health. The public health faculty developed the current curriculum with accreditation in mind and aligned the curriculum to meet CEPH accreditation requirements.

**D. Faculty Rights and Responsibilities**

**(1) Describe how the establishment of the new department will affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload;**

The creation of a new Department of Public Health will enhance recruitment of new faculty. CSUB was fortunate to recruit faculty that were willing to join the campus without a Department of Public Health. They came to CSUB for the opportunity to create a new department and the vision to provide a much-needed program in the CSUB service area. With the current faculty spread over two existing departments (NURS and KINE) and two different schools (NSME and SSE) it will be difficult to grow the program and recruit additional full-time faculty and part-time adjuncts. It also makes it difficult for students to feel a sense of belonging to a program and to build a community within the public health discipline.

A singular department specific to public health will also make RTP requirements consistent for all public health TT track faculty. Currently they are reviewed within the departments they are located. Having RTP criteria specific to the public health discipline will benefit the public health faculty and create a more equitable review process. A draft of the RTP criteria specific to the new Department of Public Health is available for review in the Box **Folder Faculty Review and RTP**. The public health faculty created this document and received feedback from the Dean of NSME, Dr. Jane Dong to ensure all parties agreed it contained the guidelines necessary for accurate and fair evaluations.

Faculty currently holding appointments with departments other than public health will be allowed to choose the RTP criteria they would like to use once the new department is formed. They may continue with the RTP criteria in the department from which they originated, OR they can choose the RTP criteria created for the new Department of Public Health.

The faculty members of the public health team have revised the RTP criteria following specific suggestions made by the FAC. The changes are reflected by track changes in the current draft of the RTP criteria under review by the senate sub committees. See Box **Folder Faculty Review and RTP**.

Faculty workloads will remain consistent with the workloads of other faculty in smaller departments across campus. The service workload will become less, as the public health faculty are

currently engaged in activities in their home departments in addition to the work needed to build and maintain the public health program. It will require less effort when faculty can focus solely on public health once that becomes the home department.

**(2) Include the following criteria and policies, including documentation that they have been reviewed and approved by the incoming departmental faculty (as included In Section II. B.1.), the appropriate school dean, and the P&VPAA.**

- a. Retention, Tenure and Promotion (RTP) Criteria,
- b. Post-Tenure Review (PTR) Criteria,
- c. Classroom observation policies, and
- d. Criteria and Procedures for the periodic evaluation of temporary faculty

**See Folder Review and RTP**

(3) In the case where the initial faculty composition of the new department does not include a minimum of three tenured faculty of the rank of Professor, include information on the pool from which qualified faculty will be drawn for RTP, PTR, and other committees that require faculty of this rank.

**See Folder for Faculty Affiliates**

**(4) Include “Rules of Governance” that, at minimum, specifically address the following items: • Voting procedures**

**• Department committees (formation, responsibilities, structure, membership) • Advisory committees (formation, responsibilities, structure, membership) • Frequency of department meetings**

All full-time tenure track faculty will have an equal and singular vote in department governance regardless of rank. All voting will occur in an anonymous fashion with the department chair tallying the votes. Instances that result in a tie vote will be discussed, followed by an additional vote until a majority or compromise can be attained.

All TT faculty will be expected to serve equitably on department committees as part of the RTP service component. Lecturers are also eligible to serve on department committees but are not required to do so. Lecturers volunteering to serve on a committee will have an equal vote in business conducted by the committee. Department committees will consist of a minimum three faculty with membership decided by a department vote if there are more than three faculty eligible to serve. One member of the committee will be elected by members of the committee to serve as committee chair.

The formation of new committees within the department will be determined by discussion and a majority vote to form a new committee.

A curriculum committee, faculty affairs committee, and a budget and operations committee will serve as initial committees upon department formation. The RTP committee will be comprised of the faculty affiliates.

The department chair will be determined by majority vote and consultation with the school dean for each three-year term. Department chairs are eligible to serve two consecutive three-year terms if elected for the second term. The department chair will receive six (6) WTUs of reassigned time each semester, for a total of twelve (12) WTUs of reassigned time each academic year. Department chairs provide leadership in the search and screening process for new faculty, the development of new curricula and academic programs, and in the conduct of the five-year program review and accreditation.

Faculty workload and assignments will conform to the contract in effect between the California Faculty Association and the California State University.

The role of Dr. McBride as department chair has been discussed with the public health faculty on many occasions during the development of the department proposal. The public health faculty are all probationary TT faculty at the level of Assistant Professor. Dr. McBride will serve a term as the initial department chair to provide time for the faculty to move up to the rank of tenured Associate Professors. Dr. McBride has previously served as the biology department chair for ten years and can provide the experience to allow the probationary faculty to focus on establishing their scholarship and growing the public health major. In agreement with suggestions from the senate FAC, the public health team discussed the chair position at our March 13, 2024 team meeting. The TT faculty subsequently held a formal vote to establish the chair position. Votes were submitted to the Title V administrative assistant with the vote tally provided to the public health team without disclosing the individual votes. This allowed the public health faculty to submit their votes in a manner anonymous to the rest of the public health team. The votes affirm that Dr. McBride will serve as department chair.

Dr. McBride is currently an MPP serving in a Directorship Role. His current office space is designated for Public Health and not for Biology to which he holds retreat rights. He no longer maintains a research lab space.

Dr. McBride maintains retreat rights as a Professor of Biology if he does retreat to a faculty position, but he will not have a role in the biology department while serving as the chair of public health and the program director of the DOE Title V *Pathways Adelante* grant. The faculty line on position control vacated by Dr. McBride when he entered into an MPP position is maintained within the biology department and has already been replaced by a new tenure track hire by the department. No Biology space will be affected by the public health department under the current proposal.

#### **E. Budgetary, Financial, and other Resource Considerations**

**(1) Describe the needs of the new department for financial support and resources, particularly for the first three years of operation, including:**

**a. operating expenses,**

Funding for the Department of Public Health will be determined by the NSME funding model for academic departments. It is based on a minimum base budget for all departments with additional allocation based on FTEF, FTES, number of majors, and yearly fixed costs, such as, accreditation and equipment service. This will require an agreement between the Provost and Dean of NSME to increase NSME base funding to support the additional department by the NSME funding model. The Provost and the Dean of NSME have both confirmed funding consistent with the funding model utilized for the NSME academic departments. Please see the **Folder Administrative Support**. Excel spread sheets with faculty salaries and operating budget numbers consistent with the NSME funding model for the first three years can be found in the **Folder Public Health Budgets**.

**b. staff,**

One full-time ASC will be required to operate the department. Until an ASC I can be recruited and hired by the new department. Ms. Vanessa Mayorga has agreed to assist the public health programs with ASC support.

**c. space, including staff (ASC) offices, mail, housing of instructional support equipment, laboratories, etc.**

The initial space needs will require three offices for TT faculty, one office for an ASC, and one office for a department chair. Two TT public health faculty are currently located on the first floor on Science III while housed in the Nursing department. A third office on the same floor for one additional TT faculty coming from the School of SSE will help provide a cohort environment. The ASC and chair offices are less important and can be placed where space is available.

The public health department currently has one lab and one office for faculty and student research in Science I, rooms 405 and 407. That space will need to continue as research space for public health student projects. The NSME building space committee has agreed upon a plan to have the public health department occupy space vacated by NSME Grants and Outreach when they relocate to the new Energy Center building when complete. This will include offices and the conversion of a teaching space into the new public health student research center on the first floor of Science III.

**d. equipment,**

New computers for the student research lab have been purchased by a DOE Title V grant. Any additional equipment necessary can also be purchased by the Title V grant.

**e. possible other sources of non-stateside funding, if applicable.**

The DOE Title V grant to support the public health degree and pre-health students' success will continue for two more years ending in the 25-26 academic year. The grant provides training and research opportunities for pre-health and public health students and faculty. The grant has been beneficial in starting the public health degree, but we are not relying on the grant to support the formation, or operational expenses for the new Department of Public Health. Stateside funding at the level of support outlined by the Provost and Vice President for Academic Affairs and the Dean of the School of Natural Sciences, Mathematics, and Engineering in their letters of support will be all that is needed. The Title V grant supports deliverables independent of department operations **See Folder Administrative Support**

**f. Information Technology Services**

The public health department will require the same basic IT services as other departments in NSME. In addition to the following software: Stata, Atlas TI, Endnote, GIS

**g. Library**

Library use will be consistent with other academic departments in NSME.

**See support letter from Dean of Libraries is located in the Folder Administrative Support**

**h. other facilities;**

No special facilities required.

**F. Planned Implementation and Timeline**

(1) The proposed date of implementation and the appropriate timeline for the process of implementation;

The public health team met twice a month during the 2022/2023 academic year, and twice a month fall semester 2023 to complete a draft of the proposal to form a new Department of Public Health.

The proposal was submitted to the Associate Vice President for Academic Affairs and Dean of Academic Programs, Dr. Debra Jackson on 11/01/23

Dr. Jackson forwarded the proposal the Chair of the Academic Senate, Dr. Aaron Hegde on 11/20/23



## SPRING 2024

The public health team seeks approval by the academic senate spring semester 2024.

Assuming approval of new department in spring 2024 the public team will meet to organize the following agenda items prior to the 2024 summer break:

- Formation of RTP unit committee from pool of faculty affiliates
- Election of department representatives for NSME committees
- Meet with NSME Dean to finalize office space for TT faculty in Science III.

## FALL 2024

During the fall semester 2024 the newly formed department will engage in the following activities:

- Department retreat to review curriculum and develop additional courses for both the major and GE
- Begin development of new bachelor's degree in health policy that aligns with the community college transfer model curriculum
- Initiate process to hire an ASC I with search to be conducted spring semester 2025
- Ms. Vanessa Mayorga is currently providing ASC assistance
- Adapt our assessment model outlined in our department proposal to TaskStream format and enter 5-year assessment plan into data base

(2) Include important milestones and dates for the development of the department.

## ANNUALLY

The department will engage in the following activities annually:

- Department fall retreat to assess curriculum and department policies
- Form committee of faculty associates each spring for RTP review the following year
- Meet with both the internal advisory board and community advisory board
- Review department scans from IRPA and TaskStream updates
- Placement of student interns with community partners

## DURING FIRST FIVE YEARS

The department has set the following goals to be completed within the first five years:

- New BS degree in health policy added to master plan by end of AY 25/26 and available for students AY 26/27
- 250 majors by fall semester 2026
- Four-year and six-year graduation rates that exceed the campus average by end of year five
- Track metrics for accreditation annually and apply for accreditation by the end of year five
- Complete feasibility study for a MS degree in public health
- Increase the pool of community partners and double the number of internship opportunities for students
- Add at least one expansion hire for a TT faculty member

- Elect new department chair to begin AY 28/29