



FACULTY SENATE

2019 - 2020

COMMITTEE REPORTS BOOK



JUNE 2020

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A quill pen is positioned diagonally, with its tip pointing towards the bottom right. The quill is light-colored with a fine, feathered texture. It is held in a dark, glossy inkwell that has a wide, flared base and a narrower neck with a small rim at the top. The inkwell is centered at the bottom of the page.

STANDING COMMITTEES OF THE FACULTY SENATE

California State University, San Bernardino
University Curriculum Committee
2018-2019 AY
Committee Report: August 5, 2019

In this third pivotal year for Semester conversion, the UCC has seen an enormous increase in activity. Under the careful eye of Academic Scheduling Administrative Analyst and Specialist Kim Nicholl the committee has been able to approve almost every item in programs and courses and we are confident the new Bulletin will be clear and connected to the new electronic services being used by the registrar and academic services.

Up to this date we have approved: 5,151 courses have been approved (not including the ones listed below) and 335 programs. We did as much as we could through email. But face-to-face meeting were imperative. We met in person:

2018: January, February, March, April, May, June, July, September, October and November
2019: February, April and May

This year the committee was composed of the following members:

UNIVERSITY CURRICULUM COMMITTEE

Tom Provenzano: Arts & Letters/Library	2014-2016
Haakon Brown: Business & Public Admi	2015-2017
Thomas Long: Social & Behavioral Sciences/	2015-2017
Judith Sylva: Education	2014-2016
Doug Smith, Natural Sciences/Coaches	2014-2016
Rong Chen, Administrative Representative	Ex-officio
Kim Nicholl, Administrative Representative	Ex-officio
Tom Provenzano: Arts & Letters/Library	2016-2018
Haakon Brown: Business & Public Admi	2017-2019
Thomas Long: Social & Behavioral Sciences/	2017-2019
Kathryn Howard: Education	2018-2019
Judith Sylva: Education	2016-2019
Doug Smith, Natural Sciences/Coaches	2016-2018
Student Priscilla Maldonado, Student	2018-19
Clare Weber, Deputy Provost	Ex-officio
Kim Nicholl, Administrative Representative	Ex-officio
Alison Wiles	Ex-officio 909-648-8505

Sincerely,

Tom Provenzano, Committee Chair
Professor, Department of Theatre Arts
College of Arts and Letters
California State University, San Bernardino

EDUCATIONAL POLICY AND RESOURCES COMMITTEE

EPRC Annual Report 2018-19, June 2019

1. EPRC members:
 - a. Chair: Davida Fischman, CNS
 - b. CAL: Johanna Smith
 - c. CNS: Yasha Karant
 - d. COE: Eun-Ok Baek
 - e. CSBS: Jan Kottke
 - f. JHBCBPA: Mike Stull
 - g. ASI representatives: Elena Carollo (Fall and Winter), Priscilla Maldonado (Spring)
 - h. Ex-officio: Clare Weber, Deputy Provost
2. FAM updates: See table below. To date four FAMs have been approved by the Faculty Senate but are not yet signed by President Morales.
3. Ancillary Unit reviews:
 - a. EPRC reviewed the previous five years of Ancillary Unit reviews of reports, and found that many were overdue, probably due to administrative confusion. EPRC created a revised schedule of reviews to bring the reviews up to date.
 - b. Fourteen Ancillary Units were reviewed. Please see attached report with EPRC reviews and recommendations.
4. Budget oversight: EPRC reviewed the following:
 - a. CSUSB overall budget, comparing the portion of the overall budget provided to Academic Affairs. We found that this proportion is comparable to other, similar, institutions.
 - b. Summer session CEGB budget allocation to departments, AA, and CEGB. Responses to EPRC questions were received late in June, and will be reviewed in FALL 2019.

FAM review and revisions

FAM No.	Title	Status as of July 23, 2019
820.9	Course Syllabus Policy and Guidelines	Approved by FS, signed by FS Chair, awaiting President's signature
872.2	Policy on Sale of Self-Authored Course Materials	All approvals and signatures complete
818.9	Missed Class (Attendance) Policy	Approved by FS, signed by FS Chair, awaiting President's signature
820.55	Student eval of degree-applicable courses offered through CEGB	Approved by FS, signed by FS Chair, awaiting President's signature
105.4	Policy Guidelines for the Formation and Review of Institutes and Centers	Began review, will complete in 2019/20
803.65	Student Academic Grievance	Began review, will complete in 2019/20

840.4	Policy on Grades	Began review, will complete in 2019/20
827.3	Distributed Learning Policy	Began review, will complete in 2019/20
112.35	Policy on Procedures to Abolish, Merge or Transfer a Department or School	Began review, will complete in 2019/20
Reviewed, found no need to revise		
500.8	Intellectual Property	
Revisions by other committees		
841.97	Policy on Graduation Writing Assessment Requirement for Graduate Students	

Additional policies planned for review in 2019-20:

832.4 Final Examinations

112.5 Policy on Procedures to Establish a Department or School

819.5 Scheduling of Courses Offered as Part of the Regular University Program

822.5 Curriculum Guidelines

831.75 Policy Concerning Simultaneous Enrollment

847.7 Independent Study

856.6 Periodic Academic Program Reviews and Preparation of Self-Study Reports

Ancillary Unit Reviews Collated June 2019

Overview

EPRC found that many ancillary unit (AU) reviews that were to be carried out in 2017-18 were not conducted due to administrative confusion, so the committee revised the schedule of reviews. The revised schedule is attached at the end of this document.

Of the ancillary units that were to be reviewed in 2018-19 (according to the revised schedule), all were conducted except for one that was submitted on 5/29/19, and which was incomplete.

EPRC makes the following recommendations for future work based on the committee's experiences with these reviews in 2018-19:

1. During the first week of the Fall term, the Faculty Senate staff member should email all ancillary unit directors and "reporting persons" (currently this list includes all academic deans, the Associate Provost Academic Research & Dean, Graduate Studies) the timeline as required by FAM 105.4. Either as part of this email or separately, each reporting person should receive from the Faculty Senate office a list of all AUs that report to that person.
2. Two weeks before the reports are due in the Faculty Senate office, a reminder email should be sent (by the Faculty Senate staff member) to each of the AUs whose reports have not been received, as well as to their reporting persons. We note that the timeline includes an earlier deadline by which the reports should be submitted to the reporting person for each AU, and we assume that each reporting person will maintain his or her own schedule of reminders if necessary.
3. FAM 105.4 should be revised, to resolve a number of issues that were found during this process. EPRC plans to work on this revision in AY2019-20.
4. The committee would like to commend the AUs who submitted their completed annual reports on time.

Reviews

All Ancillary Units were reviewed based on the three FAM criteria:

6.C.1 – The success of the AU in meeting the goals and objectives outlined in the original proposal.

6.C.2 – The effective use of all internal university support.

6.C.3 – The success of obtaining external support and the use of that support.

The EPRC reviews are included below, and the AU reports are attached.

Community Counseling Center

EPRC Recommendations:

- Keep on active status.
- Next EPRC review: AY 2023-24_

Other recommendations and comments:

6.C.1: The Community Counseling Center (CCC) serves as a training ground for graduate students of the Masters in Clinical Counseling Psychology program that also serves the community. These activities are directly aligned with the stated goals of the CCC (i.e., bridge campus and community in delivering "affordable counseling services" and providing "clinical training experience" for the MSCC psychology program). More advertising of the Center's services is planned on campus as well as to the surrounding community.

6.C.2: Internal support is relatively modest and is used to support its stated activities. MSCC CSUSB students have access to an important resource to develop their skills while serving the community. The Department of Psychology provides two course releases to the CCC Director and funds for a student assistant to the Center.

6.C.3: External support is not sought; because the Center is associated with student training and there is a cap on the number of student trainees, it is not practicable to increase the number of clients seen. In correspondence with the Director, the stated goals of "increasing outreach" refers to offering counseling to a different mix of clients, e.g., adults and families and children, not an increase in the number of clients to be served.

Center for Health Equity

EPRC Recommendations

- Keep on active status.
- Next review: AY 2019-20. The annual report should address the issues noted below._

Other recommendations and comments

6.C.1: The EPRC finds that the list of Faculty Fellows is for 2014-15, and there is no current list for the reporting period. It appears that the major activity is to serve as a conduit for an undergraduate Certificate in Health Equity and Health Disparities. However, the stated purpose and goal of the Center (as approved by the Faculty Senate) is to "Promote campus research and scholarship on health disparities subjects." No information is given regarding activities and products in the area of research and scholarship, beyond stating "Continued to submit and publish manuscripts in peer reviewed journals". A list of submissions and publications should be included here.

6.C.2: There is no budgetary information provided. Updated and accurate information must be provided in future reports.

6.C.3: There is a mention of a previous external funding proposal, but no indication of current submissions, awards, or related amounts.

Center for Indigenous Peoples Studies (CIPS)

EPRC Recommendations

- Keep on active status
- Next EPRC review: AY 2023-24_

Other recommendations and comments

6.C.1: The EPRC finds that the Center for Indigenous Peoples Studies (CIPS) is meeting its four (4) specific stated goals through a variety of activities.

6.C.2: Internal support is modest and is used to support its stated activities to achieve the four (4) specific goals.

6.C.3: It does not appear that any external funding support is being sought; there is reference to a Swedish Research Council grant but it does not denote if CIPS is a co-applicant or budgeted for funding as part of the grant. It may be desirable for the director to consider seeking external funding to help advance the goals of the Center.

Additional Comments/Recommendations

1. CIPS should provide updated and accurate budget information as required in the annual report form.

Center for Islamic and Middle Eastern Studies (CIMES)

EPRC recommendation

1. Place CIMES on “probationary” status.
2. Next EPRC review: AY2019-20_

Additional Comments

The CIMES report was submitted to Dean Mohamed (the CIMES “reporting person”) and the Faculty Senate office on May 30, 2019. The report was incomplete, in that in addition to not including the Dean’s recommendation, the budget information lacked the required detail. EPRC was thus not able to review the report during AY 2018-19.

The recommendation to change CIMES status to “probationary” is based on the following items in FAM 105.4:

- By October 30th of each year, each Ancillary Unit will submit an annual report of activities for the previous academic year to the Unit’s reporting person and Provost/VPAA.

- An Ancillary Unit that fails to submit an annual report to the reporting person (see below) or that fails to provide written responses to the EPRC's recommendations within 30 days will be considered to be on "probationary" status.
- Thereafter, failure to respond to placement on "probationary" status or to submit an annual report within 60 days requires that the Ancillary Unit be placed on "inactive" status.
- An "inactive" Unit may not regain "active" status until the Unit submits required documents (delineated in section 4A of the FAM) and a written request for reinstatement to the Unit's reporting person, who will forward the documents along with his/her comments to the Faculty Senate and Provost/VPAA. The EPRC then must review the request and forward its recommendation for reinstatement to the Faculty Senate Executive Committee, which will provide its recommendation to the Unit's reporting person and the Provost /VPAA.

Media Arts Center (MAC)

The Media Arts Center has not been active for at least two years, and its most current status was "probationary". The last EPRC report (in November 2017) recommended a review after one year, but no report was received in A/Y 2018-19.

After an exchange of emails with Dean Chuang, EPRC recommends deactivating the MAC.

Center for Prose Studies

The Center for Prose Studies has been inactive for several years. The English Department and the College of Arts and Letters wish to deactivate the Center. EPRC concurs, and the Faculty Senate approved deactivation.

Center for Study of Correctional Education (CSCE)

EPRC Recommendations

- Keep on active status
- Next EPRC review: AY 2021-22. We are recommending this shorter review period in light of the changes in Center leadership and structure.

Comments

6.C.1: The Center for Study of Correctional Education (CSCE) report states that the purpose and objectives of the Center are as follows:

The CSCE's purpose is to encourage the professionalization of California correctional education through a University-based Center for the Study of Correctional Education, capable of provided:

- A Teacher preparation and in-service programs,
- B Research facilitation, coordination, and timely reports on targeted topics, and

- C. Relevant support services, tailored specifically to meet emerging needs identified by the correctional education community in the CSUSB service area.

The CSCE activities in AY 2017-18 support the goals and objectives listed here, with Goal A and B being the main focus. The planned activities for 2018-19 indicate the intention to increase the activities and include Goal C.

It is difficult to assess the degree of success in achieving these goals solely based on a description of activities. For example, the Research/Writing Group meets periodically (what is the frequency?) but the report does not mention progress toward research or reports that will result (or have resulted) from these meetings.

6.C.2: The CSCE receives no ongoing university support. The Director, Dr. Cavallero, received a Summer Research Grant to attend an Inside Out Instructor Training Institute in order to establish an Inside Out program in partnership with a prison. We expect that this (small) investment will be well-utilized.

6.C.3: With the separation of CSCE from the Cal State San Bernardino Reentry Initiative (CSRI), the extensive external support provided CSCE in previous years has ceased. The report states that Dr. Cavallero intends to seek external funding.

Comments

Dr. Cavallero is to be commended for her extensive activity on behalf of the CSCE, with virtually no university or external support.

Center for Teaching English Learners (CTEL)

EPRC Recommendations

1. Keep on active status
2. Next EPRC review: AY2023-24.

Comments

6.C.1: The Educational Policy and Resources Committee (EPRC) found that the Center for Teaching English Learners (CTEL) under the direction of Dr. Lynne Díaz-Rico to be meeting its goals well, expanding collections of various resources regarding TESOL (teaching English as second language) and ESL/EFL (CTEL Goal 1), landing resources at the center to a local community center (Goal 3), and providing materials for tutoring students (Goal 4).

6.C.2: The center received a small internal funding (\$50) for office supplies.

6.C.3: The center has received donation about \$1,500 as a form of books, and ethnic clothing etc. However, no external funding was received. It would be advisable for the director to seek for external funding to forge ahead the goals of the CTET.

Watson and Associates Literacy Center

EPRC Recommendation:

- Keep on active status
- Next EPRC review: AY2023-24.

Comments:

The EPRC finds that the Watson and Associates Literacy Center continues its activities as a community resource. Internal support is put to use in the support of a reasonable number of reading specialists, tutors, and staff. CSUSB students have access to an important resource to develop their skills while serving local children.

Plans for future services are in keeping with the goals of the AU and show growth at a level that is sustainable for community service.

While parking services is a separate unit, it costs the Center a considerable amount of money to cover parking for the people attending the center. Since this center provides an important community service in support of the Strategic Plan, the committee suggests Parking Services consider that function of the University in its fee policies.

Institute for Applied Supercomputing (IAS)

EPRC Recommendations

- Keep on active status
- Next EPRC review: AY 2020-21, to report on progress in addressing the items discussed below.

Comments

6.C.1: The EPRC finds that the Institute for Applied Supercomputing (IAS) appears to be challenged with regard to advancing its stated goals. It appears that needed physical space to house the IAS activities is not available, and that the current inventory of equipment is in need of upgrade.

6.C.2: Internal support for the program is non-existent.

6.C.3: The IAS has not demonstrated any activity to secure external funding, although the report notes that it is the goal of the program to seek such funding in the 2019-20 academic year.

Additional Comments/Recommendations

1. It appears that the IAS is challenged by lack of internal support (physical space and other resources including faculty time) and the lack of a defined strategy and bandwidth to pursue external resource support. As such, does the IAS have a specific strategy or plan to help advance the mission of the institute beyond these challenges? Is there a way that EPRC can support such an effort through advocacy, etc.?

Institute for Child Development and Family Relations

EPRC Recommendations

- Keep on active status
- Next EPRC review: AY2023-24.

Comments

6.C.1: The Institute for Child Development and Family Relations' stated goals are to "promote the optimal development and well-being of children and families in our geographic region through the education and training of future professionals, research, and the direct delivery of services." The activities presented in the report are aligned with the Institute's mission. The institute serves as a resource for faculty, community partners, and the campus.

6.C.2: Internal support is largely for personnel in the form of the Director's summer salary and two administrative assistants. The Institute runs year round, so these expenses are justified.

6.C.3: Based on additional communication with the Institute's Director and a review of the proposed 2018-19 budget (that included 2017-18 expenditures) submitted to the CSBS Dean, it is evident that the Institute's trajectory is toward self sufficiency. Based on the 2017-18 statement in the budget submitted to the SBS Dean, more than \$750,000 had been secured in external contracts and grants to support the Institute.

Additional comments and recommendations. It is evident from the budget submitted to the college dean that the Institute is serving its intended purpose and securing external funding. For future reports submitted to the EPRC, we recommend that additional detail be provided that clearly links the Institute's activities with the internal and external funding sources listed. One possible strategy would be to submit a summarized copy of the report that is submitted to the CSBS dean with specific projects linked to the budget.

Learning Research Institute

EPRC Recommendations

- Keep on active status
- Next EPRC review: 2020-21, to report on progress on the items discussed below.

Comments

6.C.1: Goals and Objectives: The Learning Research Institute (LRI) report lists two overarching goals:

1. Sponsoring and conducting research activities that examine the cognitive, neurobiological, and environmental variables that contribute to the academic success of our diverse student body;
2. Hosting invited speakers, collaborating with other campus institutes, providing students the opportunity to be directly involved in the research process, and disseminating the LRI research findings to the local and global communities

Goal 1: During 2017-18 the co-directors indeed conducted research in their stated areas, and another faculty member submitted a paper for publication. It is unclear (based on the budget and the activities/expenses list) in what way the LRI supported the faculty member who is not a co-director of the LRI.

Goal 2: As far as we can tell from the LRI report, the LRI did not invite speakers in this year, nor is there information on LRI collaboration with other campus entities. Students participated in poster presentations, but there is no information regarding the extent to which they were involved in the actual research process.

6.C.2: University Support: Internal University funds have supported research participants, student research assistants, and summer salary for the center co-directors.

6.C.3: External Support: The LRI has not sought, obtained, or used any external funds. In the goals for 2018-19 the report includes a list of research projects, as well as the following items:

- Prepare external grant proposals
- Publish in peer-reviewed journals
- Continued support of the CSUSB faculty and students

These all serve the LRI overall goals. However, while a great deal of detail is provided for the research plans, no details are provided for the bulleted items so it is not known what the plans are for these.

Institute for Research, Assessment, & Professional Development

EPRC Recommendations

- Keep on Developmental status
- Next EPRC review: AY 2019-20, to report on progress on the items discussed below.
- Review for change to Active status in AY 2019-20, after development of specific Institute goals.

Comments

6.C.1: The Educational Policy and Resources Committee (EPRC) found that the Institute for Research, Assessment, & Professional Development (IRAPD) under the direction of Dr. Connie Reynolds has carried out many activities related to their stated goals below. However, the goals for the Institute for Research, Assessment, and Professional Development, as stated in the provided annual report are very general:

To accomplish the Mission of the Institute, a three-fold approach has been designed to unfold both in stages and in concert with one another:

1. Research
2. Assessment
3. Professional Development

It seems clear from the activities of the Institute that the goals are more specific and that they are indeed being addressed, but it is not possible to determine that specifically from the stated goals. We recommend that the Institute Director consider developing, along with the Advisory Board, a more specific list of Institute goals.

6.C.2: The center received much increased internal funding, used to support its stated activities, largely through support of reassigned time and supporting a Graduate Assistant. It seems that internal funding has to a great extent replaced external funding for reassigned time, and we wonder if there are plans to revert to external funding for this purpose?

6.C.3: The center has successfully secured external funding from different entities. It is advisable for the Director, with the support of the College of Education Dean (the Center's "reporting person") to resolve the issue of missing and uncollected revenue (that was indicated due to the UEC's new accounting procedures) in a timely manner.

Research Institute for Public Management and Governance (RIPMG)

EPRC Recommendations

- The Research Institute for Public Management and Governance (RIPMG) is currently in "developmental status" since its creation in 2016. Given the progress the AU is making, we recommend its continuance in developmental status. The Institute will be eligible for "active" status after a successful third year review.
- Next EPRC review: AY 2019-20.

Comments

6.C.1: The EPRC finds that the Research Institute for Public Management and Governance (RIPMG) is advancing its stated goals through a variety of activities. Most notably, the RIPMG has delivered several workshops and seminars that help connect academic research to community practice; sponsored a leadership summit and sponsored and co-organized a national conference.

6.C.2: Internal support is relatively modest and is used to support its stated activities, largely through support of salaries.

6.C.3: It does not appear that any external grant funding support is being sought. It may be desirable for the director to consider seeking external funding to help advance the goals of the Institute. However, the Institute does show projected revenue from a service contract, workshops, a conference, and operation of a self-support Certificate program.

Additional notes:

In reviewing the initial report, EPRC had the following question:

Relative to funding, the annual report format asks for itemization of budget items A, B and E, but this information was not provided in the report. The activities for 2017-18 denote two (2) activities with funds spent, but this is not reflected in the budget summary. Providing the required itemization would help us understand how funds are used in the Institute.

The Research Institute for Public Management and Governance responded to this request and provided appropriate itemization.

Water Resources Institute (WRI)**EPRC Recommendations**

- Keep on active status
- Next EPRC review: AY 2023-24

Other recommendations and comments:

6.C.1: The EPRC finds that the Water Resources Institute is advancing its stated goals through a variety of activities. Most notably, the WRI has provided a large number of STEM-based experiential learning internships for CSUSB students and created numerous research opportunities for CSUSB faculty and students through various grants and contracts.

6.C.2: Internal support is relatively modest and is used to support its stated activities, largely through support of salaries and general operating expenses (e.g. phone, office supplies).

6.C.3: The WRI is very active in seeking external grant funding support, with an impressive amount of federal, state and local funds secured that support research, student activity and the overall program.

Additional notes

In reviewing the initial report, EPRC had the following clarifying questions:

1. Relative to funding, the annual report format asks for itemization of budget items A, B and E, but this information was not provided in the report. The activities for 2017-18 denote two (2) activities with funds spent, but this is not reflected in the budget summary. Providing the required itemization would help us understand how funds are used in the Institute.

In response to the above question, the WRI provided an updated annual report that provided all the requested information.

Revised Review Schedule

Unit		Prior report year	Status last report	Next review year
Centers				
Advancement of Second Language Acquisition, Center for the	CASLA	14-15		19-20
Aging, Center on		16-17	Developmental	19-20
Community Counseling Center, CSUSB	CCC	12-13	Active	18-19
Criminal Justice Research, CSUSB Center for	CCJR	16-17	Active	21-22
Cyber Security Center		16-17	Active	19-20
Developmental Disabilities, University Center for		13-14	Active	18-19
Entrepreneurship, Inland Empire Center for		13-14	Active	18-19
Global Management, Center for		14-15	Active	19-20
Health Equity, Center for		12-13	Active	18-19
Indigenous Peoples Studies, The Center for	CIPS	12-13	Active	18-19
Islamic and Middle East Studies, Center of	CIMES	12-13	Active	18-19& 19-20 ¹
Labor Studies, Center for		16-17	Active	19-20
Leonard Transportation Center	LTC	16-17	Active	19-20
Mathematics Education, Center for the Enhancement of	CEME	17-18	Active	22-23
Media Arts Center (CAL MAC)	MAC	16-17	Probationary	Deactivate
Prose Studies, Center for		13-14	Inactive	---
Study of Correctional Education, Center for the	CSCE	12-13	Active	18-19
Study of Hate and Extremism, Center for the		12-13	Active	19-20
Teaching English Learners, Center for	CTEL	13-14	Active	18-19
Watson and Associates Literacy Center		13-14	Active	18-19
Institutes				
Applied Research and Policy Analysis, Institute of		17-18	Active	22-23
Applied Supercomputing, Institute of		13-14	Active	18-19
Child Development and Family Relations, Institute for		13-14	Active	18-19
Environmental Sustainability, Palm Springs Institute for	PIES	16-17	Active	19-20
Learning Research Institute	LRI	15-16	Active	18-19
Research, Assessment & Professional Development, Inst		14-15	Developmental	18-19
Research Institute for Public Management and Governance		new	Developmental	18-19
Water Resources Institute	WRI	13-14	Active	18-19

¹ CIMES report was not received until May 2019, and was incomplete.

ELECTIONS COMMITTEE – 2019-2020

H. Brown, Business & Public Administration (Chair)
H. So, Natural Sciences
J. Kremling, Social & Behavioral Sciences/Student Affairs
J. Andersen, Arts & Letters
Y. Hwang, Education

No report submitted.

EXECUTIVE COMMITTEE:

B. Steffel, Chair, Natural Sciences
J. Kremling, Vice Chair, Social & Behavioral Sciences
D. Chen-Maynard, Executive Secretary, Natural Sciences
K. Pelletier, At-Large, Business & Public Administration
L. Ajayi, At-Large, Education
D. Fischman, Chair, Educational Policy & Resources Committee
R. Chen, Chair, Faculty Affairs Committee
J. Ullman and B. Steffel, Statewide Academic Senators
T. Moráles, President or S. McMahan, Provost & Vice President,
Academic Affairs (President's designee)

The EC held 18 meetings during 2019-2020 to discuss policies, business and enact regulations on behalf of the Faculty Senate. Minutes of meetings can be found on the Faculty Senate website.

2017-2018 Year-end Report to the Faculty Senate

Faculty Affairs Committee

Committee members

Jennifer Andersen, CAL
Jonathan Anderson, JHBC
Rong Chen, Chair
Dorothy Chen-Maynard, CNS
Larry Gaines, SBS
Dwight Sweeney, COE
Paul Vicknair, AVP of Faculty Affairs and Development

Meetings

The FAC has been following an every-other-week meeting schedule since October 2017. It met six times in Fall 2017, 11 times in Winter 2018, and 10 times in Fall 2018. Each meeting lasts 1.5 hours. There has been hardly any absences and the chair took minutes and sent them to the committee for verification after each meeting (with possibly two or three lapses).

Tasks Completed

1. *Electronic FARs for post-tenure review*

The EC asked the FAC to look into the possibility of allowing faculty going through post-tenure reviews to also submit their FARs electronically. However, there is no language in the FAM that prohibits that practice and Academic Personnel "is moving towards" doing so.

2. *HR codes*

The referral had the FAC to check if the HR codes mentioned in a CO memo "have any effect on our FAMs and if so do changes need to be made?" The FAC determined that they do not.

3. *FAM 035.4: Assigned Time for an Exceptional Level of Service to Students*

Updated, revised, approved by the senate and has been implemented as of Spring 2018.

4. *Lecturer Evaluation Form*

Assisted by the Office of Faculty Affairs and Development, the FAC recommended to the EC and the full senate a new form for evaluating lecturers. The form is now in use for the 2017-2018 cycle of lecturer evaluation.

5. *FAM 642.76: Lecturer hiring policy*
Heavily revised and passed by the senate in June 2018.
6. *FAM 653.43: Range Elevation Policy*
Updated due to the changes in the CBA. Passed by the senate in June 2018.
7. *FAM 642.4: Tenure-line Faculty Hiring Policy*
Heavily revised and passed the senate in June 2018, with two amendments proposed by Senate Fishman and Rowen, respectively.
8. *FAM 650.7: Provost Review Policy*
Tabled for next year. The policy had been approved by the senate but the provost suggested that a very different policy be adopted. Due to the amount of vetting that is needed, the FAC decided to postpone the policy for 2018-2019.
9. *Faculty Evaluation Timelines*
The office of Faculty Affairs and Development created timelines for different types of faculty and the documents went through the senate as an information item in June 2018.
10. *Graduate Programs Policies*
Discussions were had about a few graduate policies but the FAC determined that these policies were within the charge of EPRC.
11. *Reclassification of SSP-ARs*
Discussions were had about creating a policy for the reclassification of SSP-ARs. No conclusion could have been reached.
12. *GRIF policy*
Discussions were had about this policy but there were not enough time to shepherd it through the senate.

General Education Committee

Committee members:

Janelle Gilbert, SBS, Chair

Brad Owen, CAL

Dong Man Kim, JHBC

Laura Woodney, CNS

Todd Jennings, COE

Clare Weber, Deputy Provost Academic Programs

This report includes the activities of the Faculty Senate GE Committee in cooperation with Q2S curriculum development and academic programs. During the 2018-2019 year the committee continued the GE transformation efforts previously designed in preparation for Q2S. Using the GE student learning outcomes (GLOs) and GE structure designed for Q2S, the committee continued and completed Q2S GE curriculum approval, designed Q2S professional development, designed and implemented a GE web page, consulted on a pilot assessment project, and coordinated with academic scheduling and student records on issues of programming. Additional activities included holding open forums and coordinating campus feedback to the state-wide GE Task Force Report, providing advising information for the Q2S transition, and adjusting the GE structure to ensure state compliance.

The committee increased the meeting schedule in the fall to meet Q2S curriculum approval deadlines up to 1-2 meetings a week ranging from 2-4 hours. Courses were approved based on the fulfillment of GE learning outcomes and state mandated requirements. Courses that did not fulfill the requirements were sent back to the originators for revision or withdrawal. The committee also reviewed non-GE courses that fulfilled the new designations of diversity and inclusiveness, global perspectives, and writing intensive courses. The committee reviewed and approved 6 GE pathways and GE majors. The list of courses approved for GE can be found at https://www.csusb.edu/sites/csusb/files/GE%20Course%20Listing%202020_FS%20Approved%204-23-19.pdf.

Based on state mandates and increased enforcement from the CO, the committee revised GE structure documents regarding Category C to create the less restrictive structure required by the CO. Revisions included the GE structure, required GLOs by category, and curriculum proposal guidelines. The new structure was presented to the Faculty Senate at CSUSB for final approval.

A new GE website was created by the Faculty GE Coordinator (Janelle Gilbert) in consultation with the GE committee to provide information of interest to students, the GE teaching community, and faculty interested in proposing new courses. The website provides links to signature features (foundation seminars, designations, and pathways), GE learning outcomes, assessment rubrics, structure and proposal documents, and related state documents. <https://www.csusb.edu/general-education>

In response to the ASCSU GE Task Force report the committee held open forums to collect feedback from the CSUSB teaching community. A survey was also conducted to collect additional feedback. The committee created a feedback report for the ASCSU that was accepted by the faculty senate before being submitted to the state-wide senate.

The committee consulted with the Faculty GE Coordinator to design the professional development plan for GE in preparation for Q2S. This included securing funding for the plan and forming teams to assist with the

workshops. Dr. Gilbert participating in the hiring process for the WI specialist to ensure a list between the new writing intensive program and GE. Dr. Gilbert also coordinated with the first year experience team to partner on activities related to the new foundation seminar and represented GE on the HIPS committee.

Dr. Gilbert participated in multiple meetings with academic scheduling and student records to consult on the design of electronic systems that ensure proper credit for students completing GE requirements for Q2S. She also presented to faculty and professional advisors to develop an advising plan for GE after Q2S.

New assessment practices were drafted to map the new GLOs and begin pilot assessment programs in cooperation with the Campus Labs implementation. Quarter program GE courses were mapped onto the semester requirements to identify areas for possible assessment that will transition with the new Q2S program.

The GE committee revised the Faculty Senate GE Bylaws to clarify the administrative support for the committee, add the newly approved Faculty Coordinator role, and update the program review cycle. This revision is pending faculty senate approval.

LIBRARY COMMITTEE

S. Swartz, Education	2017-2019
C. Brandt, Natural Sciences/Coaches	2017-2019
D. Kim, Business & Public Administration	2018-2020
M. Bahk, Arts & Letters/Library	2018-2020
K. Liszka, Social & Behavioral Sciences/Student Affairs	2018-2020
C. Caballero, Administrative Representative	Ex-officio
A. Felix, Student Representative	2018-2019

No Report Submitted

***AD HOC AND SPECIAL COMMITTEES
OF THE
FACULTY SENATE***



AD HOC AND SPECIAL COMMITTEES OF THE FACULTY SENATE

(Special Committee)

AWARD COMMITTEE

The purpose of this report is to communicate the activities of the University Awards Committee for AY 2018-2019. This committee is responsible for reviewing the files of nominees and selecting the Outstanding Professor Award, Golden Apple Award, Outstanding Service Award, and the Lecturer of the Year Award. Leadership for this committee is composed of the previous winners of the Outstanding Professor Award and the Golden Apple Award. The Committee members are representatives from three colleges. Co-Chairs of the 2018-2019 University Awards Committee:

Kathie Pelletier, Professor of Management
2017-2018 Golden Apple Award Recipient

Cherstin Lyon, Professor of History
2017-2018 Outstanding Professor Award Recipient

Members of the 2018-2019 University Awards Committee:

Eugene Wong (College of Social and Behavioral Sciences)
Chad Sweeney (College of Arts and Letters)
VACANT (College of Business and Public Administration)
VACANT (College of Natural Sciences)
VACANT (College of Education)

Review of Award Dates and Deadline – Our first task was to meet with Arthur Perez and Janette Garcia (Office of Academic Affairs) where we discussed the timeline for review of files and selection of a recipient for each award. The call for nominations for each of the awards occurred during the fall 2018 quarter, the selection and letters of acknowledgement to the President in Winter 2019 quarter, with an announcement and ambush of the winners during the Spring 2019 quarter.

Review of Files for Each Award – Each committee member reviewed files as they were made available by the Office of Academic Affairs. Following the individual review process, meetings were arranged to have group discussions of the nominees and to select a winner for each award.

Golden Apple Award - The committee met on January 8, 2019 to discuss the Golden Apple Award nominees. Committee members rank ordered the nominees prior to the meeting; following a brief discussion, Kevin Grisham was selected as the recipient by a unanimous vote. Dr. Grisham was recognized for his outstanding accomplishments in teaching during the spring 2019 quarter.

Outstanding Professor Award – The committee met on January 29, 2019 to discuss the Outstanding Professor Award nominees. Committee members began the discussion by rank ordering the nominees; following a brief discussion, Dr. Annie Buckley was unanimously selected as the recipient for this recognition. Dr. Buckley was acknowledged for her outstanding contributions, across all levels of the profession, during her class in the spring 2019 quarter.

Outstanding Lecturer – The committee met on January 29, 2019 to discuss the Outstanding Lecturer Award nominees. Committee members began the discussion by rank ordering the nominees; following a brief discussion, Donna Gotch was unanimously selected as the recipient for this recognition. Ms. Gotch was recognized during one of her classes in the spring 2019 quarter.

Outstanding Service Award – The committee met on January 8, 2019 to discuss the Outstanding Service Award nominees. Committee members began the meeting by rank ordering the nominees; following a brief discussion, Dr. Thomas Long was selected as the recipient by a unanimous vote. Dr. Long was recognized in one of his classes in spring 2019.

The Committee reviewed 28 files across all award categories.

AD HOC AND SPECIAL COMMITTEES OF THE FACULTY SENATE

COMMERCIALIZATION/ COPYRIGHT / FAIR USE COMMITTEE

D. Amodeo, At-Large	2018-2021
R. Addante, At-Large	2017-2020
K. Yeung, At-Large	2016-2019
John Griffin, Director UEC (ex officio)	
Dorota Huizinga, (ex officio)	

No report submitted.

AD HOC AND SPECIAL COMMITTEES OF THE FACULTY SENATE

ACADEMIC AND DISTRIBUTED TECHNOLOGIES COMMITTEE

VACANT, Arts & Letters/Library

2017-2019

Y. Jang, Business & Public Administration

2017-2019

A. Leh, Education

2018-2020

Y. Hou, Natural Sciences

2018-2020

J. Kremling, Social and Behavioral Sciences (**Chair**)

2018-2020

M. Chen, Director of Academic Technologies and Innovation

J. Grant, Director of Teaching Resource Center

T. Karmanova, College of Extended Learning

No report submitted.

EVALUATION COMMITTEE (University)

FACULTY PROFESSIONAL DEVELOPMENT COORDINATING COMMITTEE

FPDCC 2018 Meeting Minutes

1. **Committee Roster:** The committee members included (in alphabetical order) Cynthia Crawford, Jo Anna Grant (ex-officio), Angela Horner, Dorota Huizinga (ex-officio), Xiang Liu, Allen Menton, John Reitzel, and Rachel Weiss (ex-officio).
2. Meeting Dates: 6/5/2018
3. **Mission of the Committee:** To make recommendations on the distribution of internal grants (e.g. Professor Across Borders, Summer Research Fellowships and Faculty Professional Development Grants) and make recommendations on funding needs for professional development.
4. **Funding for Internal grants:**
 - a. Summer Fellowship: \$60,000—all awards are for \$3,000 (source indirect cost recovery)
 - b. Professors Across Borders: \$25,000 (source indirect cost recovery)
 - c. Mini Grants: \$93,459.58 (source Chancellor's Office)
5. **Current Awards:** In 2017-2018 academic year, 18 summer fellowships were awarded out of 26 applications, 20 Mini Grant awards were made out of 36 applications and 12 Professors across borders awards were made out of 15 applicants. Summer Fellowship application were down by 25% and mini grant application were down by 8% from last year.

Awards by College

Award type	CAL	COE	CNS	CSBS	JHBCBPA
Summer Fellowship	5	3	2	5	3
Professors Across Borders	3	2	2	4	1
Mini Grants	7	1	4	5	3

6. Committee Discussion Items

a. Role of Committee

The function of the committee was discussed. It is unclear what role this committee has in distributing the funds as the college committees are the one that evaluate and rank applications and the distribution of the funds is based on faculty density. Should this committee work more as an advisory to faculty research development?

FACULTY SENATE CONSTITUTION AND BYLAWS COMMITTEE

MEMBERS:

CAL: J. Andersen

BPA: P. Kirwan

COE: M. Groen

CNS: K. Kolehmainen

SBS: J. Kottke

This committee met on a regular basis throughout the year.

They are currently working on several revisions to both the constitution and bylaws and plan to make a presentation for ratification by the Faculty Senate in one of the first meetings in the 2019-2010 AY.

GRADUATE COUNCIL

J. Luck, Arts and Letters	2018-2020
K. Gray, Arts and Letters	2017-2019
H. Pei, Business & Public Administration	2017-2019
A. Silard, Business & Pub Admin	2018-2020
S. Jindra, Education	2017-2019
S. Nam, Education	2018-2020
M. Becerra, Natural Sciences, Chair	2017-2019
L. Newcomb, Natural Sciences	2018-2020
M. Lewin, Social & Behavioral Sciences	2017-2019
D. Chavez, Social & Behavioral Sciences	2018-2020
L. Diaz-Rico, from EdD	2017-2019
J. Romano, from Credential Program	2018-2020
<u>N. Bellam, Student Representative</u>	2018-2020
D. Huizinga, AVP Research/Graduate Studies	Ex-Officio
K. Kolehmainen or designee (L. Ajayi)	Ex-Officio

No Report Submitted

HONORARY DEGREE COMMITTEE

Members:

VACANT, Arts & Letters
C. Huang, Business & Public Administration
S. Robertson, Education
S. Sumida, Natural Sciences
R. Addante, Social and Behavioral Sciences
B. Singleton, Library Provost or Designee
University Advancement Rep.

No report submitted.

HONORS COMMITTEE

L. Lewis, Arts& Letters	2017-2019
C. Huang, Business&Public Administration	2017-2019
Q. Sun, Natural Sciences	2017-2019
VACANT, Education	2018-2020
B. Singleton, Library	2018-2020
A. Van Schagen, Social & Behavioral Sciences	2018-2020
D. Marshall, Chair, Honors Program Director	Ex-officio
C. Seal, Dean, Undergraduate Studies	Ex-officio
P. Ogidike, Student Representative	2018-2019

NO REPORT SUBMITTED

AD HOC AND SPECIAL COMMITTEES OF THE FACULTY SENATE

(Special Committee)

INSTITUTIONAL REVIEW BOARD

(Research Involving Human Subjects)

D. Garcia, Chair	2017-2020
B. Heisterkamp, Arts & Letters	2018-2021
J. Zhang, Business & Public Administration	2018-2021
E. Martinez, Education	2018-2021
N. Dabbs, Natural Sciences	2017-2020
K. Yeung, Social & Behavioral Sciences	2017-2020
J. Torner, Director Information Security & Emerging Tech, At Large	
T. Coleman, Natural Sciences, At Large	
D. Huizinga, Administrative Rep	Ex-Officio

NO REPORT SUBMITTED

AD HOC AND SPECIAL COMMITTEES OF THE FACULTY SENATE
(Special Committee)

Instructional Quality Committee

Members:

Lisa Bartle, Library, 2017-2019

Jacqueline Hughes, College of Education, 2017-2019

David Maynard, Natural Sciences, 2017-2019

Monty Van Wart, Business & Public Administration, 2017-2019

Mihaela Popescu, Arts & Letters, 2018-2020

John Reitzel, Social & Behavioral Sciences, 2018-2020

Rafik Mohamed, Dean of Social & Behavioral Science, 2018-20

Clare Weber, Deputy Provost & Vice Provost Academic Programs, Ex-officio

Jo Anna Grant Director, Teaching Resource Center, Ex-officio

Craig Seal, Dean of Undergraduate Studies, Ex-officio

Dorota Huizinga, Associate Provost for Academic Research/Graduate Studies, Ex-officio

The Committee had seven meetings during the year (3 face-to-face; 4 virtual). Over the course of the year, the Committee reviewed 74 grant applications, and awarded 52, in the amount of \$139,124.00.

Face-to-Face meetings

October 5, 2018

Agenda Items

☐ TSSA grant eligibility for part-time lecturers with minimum one year appointment-approved

☐ TSSA grant review: quarterly review assignments made

☐ Communities of Practice facilitation funding - TRC will fund \$500 for each facilitator participant, who may also qualify for \$1500 Q2S funds, for \$2000 total professional development funds

☐ IQC role in GI 2025 - Provide recommendations to the faculty senate on the maintenance of instructional quality; Provide systematic review of Instructional Quality Evaluation, and teaching excellence in an environment of rapid growth; Serve as advisory committee for the Teaching Resource Center; guide on the allocation of available funds and encourage supportive activities; Advise on faculty development opportunities for lecturers

(Ad Hoc Committee)
(Faculty Representatives)

SOTE INSTRUMENT REVIEW AD-HOC COMMITTEE

Committee:

Jo Anna Grant, CAL;
Katherine Howard, COE;
Yasha Karant, CNS,
Kathie Pelletier, JHB-CBPA,
Becky Sumbera, Lecturer (COE);
Julie Yang, ASI Rep;
Seval Yildirim, Admin Rep

See the AY 2018-2019 Report on the following pages:

AY2018-2019 Report of the SOTE Subcommittee of the Faculty Affairs Committee, Jan Kottke, Chair

July 2019

Committee: Jo Anna Grant, CAL; Katherine Howard, COE; Yasha Karant, CNS, Kathie Pelletier, JHB-CBPA, Becky Sumbera, Lecturer (COE); Julie Yang, ASI Rep; Seval Yildirim, Admin Rep

Purpose of committee: The primary aim is to determine if a new student evaluation rating form of instructors is needed and, if so, draft a new version.

Summary of AY2018-19 Activities

The committee met in W2019 and S2019 quarters.

Highlights of the work of the committee

- We reviewed the work that had been done by a previous SOTE committee, including the instructor behavior dimensions that had previously been identified as related to student learning
- We reviewed the latest meta analytic data on the relationship of instructor behaviors and student learning
 - The latest analysis revealed a very weak relationship between instructor behavior and student learning
- We reviewed IDEAedu.org's technical reports, its student rating of instructor form and process (IDEA Lab is associated with CampusLabs)
- If a new form were to be developed, discussed if it would be universal (i.e., to be used with online, hybrid, and face-to-face courses)
- Suggested that additional questions be asked of students regarding their preparation
- Drafted and conducted a survey of faculty's use of the existing SOTE form; asked both instructors and evaluators to respond; Survey deployed in April, 2019
 - Discussed the results, their meaning, and recommendations for moving forward in the next academic year
- Sentiment on the committee is to create a new instrument

Our goal for next year is to create and pilot an instrument that will maximize feedback for instructors and be suitable for those who evaluate faculty teaching.

On the following pages are the summaries of the results for the Survey of Faculty Use of SOTE Data. There are links to the University's Google Drive for the survey, the numeric (quantitative) and open-ended response (qualitative) coding.

Faculty Use of SOTE Data Survey (Word doc created from Qualtrics):

<https://drive.google.com/open?id=1PQn89DXWVMqB3SbpFQvMTfB2Z8AKB1sk>

Brief overview of the numeric (quantitative) data from the faculty survey

- 234 people entered the survey portal; 190 responded to the questions asked.
- Breakdown of respondents:
 - 39% lecturers, 17% assistant professors, 8% associate professors, 36% full professors
 - 42% had served on some form of an RPT committee (department, college, university) or was a chair
 - College representation among the respondents: 26% CAL, 13% JHB-CBPA, 7% COE, 31% CNS, 23% SBS

Instructor Data

- Instructors viewed SOTE feedback and format as slightly more useful than not
 - “somewhat useful” and “somewhat helpful” achieved a plurality of responses (44% and 46%, respectively).
- Instructors review their SOTE results as soon as they are available
 - 75% indicated that they had made changes as a result of SOTE data.
- Instructors are divided in their satisfaction with the feedback provided from the SOTE, its structure, and its use for RPT purposes (40-47% are satisfied).
 - A nearly equivalent proportion was dissatisfied (32-34%) or very dissatisfied (11-19%) with these elements of the SOTE.
- Although the majority (60%) agreed that the number of SOTE administrations (all courses) was about right, 71% suggested that the number be revisited in the CBA.
- Simple majorities (49-56%) responded that no exceptions should be made to reduce the number of administrations of the SOTE.
- The majority (60%) of respondents said “No” when asked if the SOTE is an effective measure of teaching quality.
- Most were unaware of the supplemental forms B and C.

For those who had been on evaluation committees or evaluated as department chair

- A large majority (82%) found the numeric ratings to be important (54%) or very important (28%).
- An even larger majority (94%) found the student comments to be important (32%) or very important (62%)
- 48% of these respondents were dissatisfied with the SOTE to evaluate teaching quality; 15% were very dissatisfied (total=63%)
- When asked how much weight is and should be placed on SOTEs for purposes of RPT of tenure-track faculty, there is a difference in what is and what should be
 - 50% of the respondents marked that SOTEs are weighted 60% or more in the RPT process whereas 64% indicated that it should be 50% or less.

Link to the output of the quantitative data:

<https://drive.google.com/open?id=1vGUWddf9VfMqAK7H7Ny9NaKwt2RoYXsW>

Summary of the qualitatively coded data, SOTE faculty survey, S2019

The responses to the qualitatively coded questions echoed the themes found in the numeric data and amplified some concerns about the use of the SOTE instrument.

Instructors.

Useful about SOTE? (Q9). Instructors, when asked what is useful about the SOTE responded that they found the comments and feedback provided by the students on the form to be the most useful.

Not Useful about SOTE? (Q10). When asked which aspects are not useful, the 2 Likert items were most often referenced. Nearly as likely, instructors commented on the prompts not being specific enough to provide actionable feedback and a comparable number of respondents stated that the ratings that are achieved on the form are based on factors other than quality of teaching (e.g., students unhappy with grades or demanding courses).

Is SOTE effective measure of teaching quality (Q19/20). More than 60 percent of instructors ticked “No” when asked if the SOTE is an effective measure of teaching quality. Coded comments indicated that many believe that other approaches and/or material is needed to address teaching quality, which cannot be done with a single rating instrument. A sizable number of respondents left comments indicating that the SOTE measure itself is flawed. Further, many instructors commented on the idea that students cannot evaluate the quality of instruction or use the instrument as a weapon against faculty who have high standards. In addition, concerns with the bias inherent in evaluating instructors who are women and minority were raised. Finally, there were respondents who noted that the instrument provides the student perspective and provides accountability.

What changes, if any, to SOTE to help evaluate own teaching? (Q25). Respondents overwhelmingly requested more specificity in the questions to be asked of students about teaching. A number described their dissatisfaction with the process, including requests for fewer SOTEs to be administered.

What other information would be helpful to evaluate faculty teaching? (Q47). Instructors frequently commented on a desire for enhanced classroom visitations (e.g., more frequent, with more feedback about teaching styles). A sizable number of respondents commented on improving the information that comes from students (e.g., specific questions offered) as well as the information that can be offered about instructors (e.g., teaching portfolio). Another relatively frequent comment type was that student outcomes should be assessed (e.g., administering a common test or assessing student career achievement).

Turning to those on evaluation committees and their responses.

How do you use the SOTE data in evaluation? (Q38). Nearly equal numbers of evaluators looked for 1) patterns and trends in the data and 2) balanced the numeric with the comments. A sizeable number made comments about the process of evaluating teaching (e.g., the value of the data provided by students for assessing instructor quality, preference for class visitations over SOTEs).

What other information is used by evaluation committees? (Q45). The largest number of responses referred to class visitations. Additional, frequent references were made to class materials (e.g., syllabi), faculty self statements (e.g., teaching philosophy in FAR), and evidence of professional development (attendance at teaching workshops).

What changes would be helpful in the SOTE for evaluation other faculty? (Q36). Of those who use the SOTE for evaluating faculty, the most frequent call was for more specific questions, preferably behavioral and objective in nature.

Link to the tallies of the qualitative coding of responses:

<https://drive.google.com/open?id=1geaYR4Pp4xGhsanW7jfJevoV5Fsvi0kR>

AD HOC AND SPECIAL COMMITTEES OF THE FACULTY SENATE

STUDENT GRADE APPEAL PANEL

S. Huh, Business & Public		2017-2019
A. Louque, Education		2017-2019
VACANT, Arts & Letters		2017-2019
L. Mink, Natural Sciences		2017-2019
D.Yaghoubian, Social & Behavioral Sciences	I	2017-2019
VACANT, Arts & Letters		2018-2020
C. Gentry, Natural Sciences		2018-2020
S. Franklin-Guy, Education		2018-2020
M. Van Wart, Business & Public Administration		2018-2020
C. Famega, Social & Behavioral Sciences		2018-2020

No report submitted.

AD HOC AND SPECIAL COMMITTEES OF THE FACULTY SENATE

TEACHING ACADEMY

M. Popescu, Arts & Letters	2018-2021
M. Logan, Social and Behavioral Sciences	2018-2021
J. Zhang, Business & Public Administration	2018-2021
E.Hernandez, Education (SRC)	2017-2020
D. Chen-Maynard, Natural Sciences	2017-2020
L. Bartle, Library	2017-2020
A. Hughes, At Large	2019-2022
J. Simon, At Large, Chair	2019-2022
M.Becerra, At Large	2019-2022
D. Nickerson, At Large	2019-2022
K. Collins, At Large	2017-2020
J. Grant, TRC Director	Ex-Officio

Teaching Academy Activities AY 2019 – 2020

Date	Activity	Attendee count
10/11/19	Pedagogy Café	2
11/8/19	Pedagogy Café	4
11/15/19	Quarterly TA Cabinet Meeting	3
02/7/20	Pedagogy Café	4
02/12/20	Quarterly TA Cabinet Meeting	4
04/22/20 (Online)	Virtual Pedagogy Café	3
04/20/20 (Online)	Virtual Quarterly TA Cabinet Meeting	6
05/20/20	Pedagogy Café	11

A quill pen is shown in a dark, glossy inkwell. The quill is light-colored with a fine, feathered texture. The inkwell has a tiered, rounded design. The text "OTHER COMMITTEES AND REPRESENTATIVES" is centered over the quill.

**OTHER COMMITTEES AND
REPRESENTATIVES**

ACADEMIC COUNCIL ON INTERNATIONAL PROGRAMS

MEMBERS:

E. Martin, At-Large (System Representative) 2018-2021

See the committee report on the following pages:

College of Arts and Letters
Department of World Languages and Literatures

To: Faculty Senate

Date: July 3, 2019

From: Liz Martin

Department of World Languages and Literatures, CSUSB

Campus representative for CSU Academic Council on International Programs (ACIP)

ACIP Faculty Affairs Committee (FAC) Chair

Subject: CSU Academic Council on International Programs (ACIP)

GENERAL OVERVIEW

The CSU Academic Council on International Programs (ACIP) is an advisory body to the Office of International Programs (CSU IP), located in the Office of the Chancellor at the CSU headquarters in Long Beach.

ACIP includes one faculty representative from each of the 23 CSU campuses, two state-wide Academic Senate liaisons, four IP coordinators, plus four IP participants returning from their study abroad.

The Council is comprised of five committees:

Academic and Fiscal Affairs Committee (AFAC)

Student Affairs Committee (SAC)

Faculty Affairs Committee (FAC)

Program Review Committee (PRC)

Executive Committee

ACIP MEETINGS

This year, the ACIP held its two annual meetings on October 25-26, 2018 (CSU Chancellor's Office) and April 11-12, 2019 (CSU Bakersfield). Resident Directors returning from France, Italy and Spain were debriefed on January 28, 2019. An additional meeting was held on February 22 at the Chancellor's Office to interview potential Resident Directors for 2020-21 and review IP student applications.

909.537.5847

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

PROGRAM REVIEW

This year, ACIP reviewed programs in the UK, Chile, China and Taiwan and made additional recommendations for other locations. The Office of International Programs is considering opening a new program in Egypt (with a risk management assessment currently underway) and made a recent site visit to their existing program in Israel. The Program Review calendar through 2019-2022 includes the following countries:

2019-2020: South Africa, Italy, Mexico

2020-2021: Ghana, Spain (Granada/Madrid), Australia

2021-2022: France, Denmark

INTERNATIONAL FACULTY PARTNERSHIP SEMINARS

Over the last several years, CSU IP has been organizing a series of International Faculty Partnership Seminars to provide international professional development opportunities for faculty of diverse disciplines from all CSU campuses (beginning with Ghana in June 2018 with 21 faculty members participating from 16 campuses). These seminars are designed to enable CSU faculty to establish professional connections with overseas partners of CSU IP and better understand and promote CSU IP program offerings for their students.

This year's faculty seminar was held at the University of Paris, with 24 participants selected from 39 applicants from 16 campuses. The seminar featured six thematic strands:

- Franco-American Relations
- Literature, Art, and Civilization
- Migration, Multiculturalism, and Diversity
- Media, Democracy, and Identity
- Climate Change, Energy, and Sustainability
- The Evolving Marketplace

Next year's seminar will be held in Baden-Württemberg, Germany (June 2020).

IP STUDENT PARTICIPANTS

The Application Data Report issued by the CSU Office of International Programs at our Spring meeting indicates that overall enrollments for AY 2018-2019 were down from 2017-2018. 559 students across the CSUs have been admitted as CSU International Program Participants for the Academic Year 2019-2020. The average GPA of admitted applicants across all programs ranges from 3.02 to 3.54. The programs attracting the largest number of participants include the UK (95 participants), Italy (92) and Spain (64). San Francisco State and Sonoma State consistently send the largest numbers of students (51 and 73 students, respectively, participated in AY 2018-19). The number of students from CSUSB participating the CSU International Programs (16 in AY 2018-19) is on par with San Diego State (16), Cal Poly Pomona (17) and Humboldt State (14).

Reflecting a nationwide trend, the gender and ethnicity data in this report for those admitted for the Academic Year 2019-20 indicate that white female students continue to be overrepresented in study abroad programs (69% female; 39% white). The gap between white and minority students has narrowed substantially in recent years, however, as among those who were readmitted for next year, 33% are Hispanic or Latino with 9% reporting their ethnicity as 'multiracial'. Top majors represented in the AY 2019-20 cohort across the CSUs include Business (13%), Architecture (12%), Political Science (6%), Psychology (6%) and Biological Sciences (4%).

FACULTY AND STAFF APPOINTMENTS

CSU IP Resident Directors who will be serving in AY 2019-20 are as follows:

France:	Jesse Dizard (Chico)
Spain:	Matthew Dean (Humboldt)
Italy:	John Loomis (San Jose)

The CSU Chancellor's Office appointed the following International Programs Resident Directors for AY 2020-21:

France:	Preston Rudy (San Jose)
Spain:	Paula Sanmartin (Fresno)

John Loomis (San Jose) will continue his two-year appointment in Italy for AY 2019-21.

On June 14, 2019, Leo Van Cleve announced that Dr. Jaishankar Raman has been appointed to replace him as the CSU IP Director. Dr. Raman has been serving as Assistant Provost for International Affairs at Valparaiso University (Indiana) since 2014 (formerly Professor of Economics).

Respectfully submitted,



Liz Martin

Campus Representative for the CSU Academic Council on International Programs (ACIP)
ACIP Faculty Affairs Committee Chair
Professor of French, Department of World Languages and Literatures
CSU San Bernardino

ADMINISTRATIVE COUNCIL

T. Morales, President
S. McMahan, Provost/Vice President, Academic Affairs
S. Sudhakar, Vice President, Information Resources & Technology
R. Nava, Vice President, University Advancement
H. Le Grande, Interim Vice President, Student Affairs
D. Freer, Vice President, Administration and Finance
S. Yildirim, Associate Provost for Faculty Affairs & Development
C. Weber, Vice Provost, Academic Programs, Deputy Provost
D. Huizinga, Associate Provost for Academic Research & Graduate Studies
O. Rosas, Associate Vice President, Enrollment Services/Outreach
D. Chester, Associate Vice President, Financial Operation/Budget
L. Rose, Dean, Business & Public Administration
J. Zhu, Interim Dean, Education
R. Chuang, Dean, Arts & Letters
S. Pantula, Dean, Natural Sciences
R. Mohamed, Dean, Social & Behavioral Sciences
B. Shepard, Interim Dean CSUSB at Palm Desert
C. Seal, AVP and Dean Undergraduate Studies
T. Karmanova, Dean, Extended Learning
VACANT, Director, Human Resources
P. Langford, Director, Alumni Relations & Annual Giving
C. Pringle, Director, Media Relations & Public Information
President, A.S.I. or designee
K. Kolehmainen, Chair, Faculty Senate

Contact person is Dr. T. Morales, President, CSUSB

Functions: Considers and advises the President on matters pertaining to the administration of the University.

CSUSB No report submitted.

ALCOHOL, TOBACCO, & OTHER RELATED DRUGS ADVISORY COMMITTEE

Committee Members:

M. Becerra, At-large	2018-2020
Policies Sub-Committee	
A. Norris, At-Large	2017-2020
Programs Sub-Committee	
D. Weiss, At-Large	2017-2020

Contact person is Grace Johnson, Director Student Health Center

NO REPORT SUBMITTED

ASSOCIATED STUDENTS INC. BOARD OF DIRECTORS

Members:

A. Horner, At Large 2017-2019

Contact person is Vice President, Student Affairs and President
of Associated Students Inc.

No report submitted.

ATHLETIC ADVISORY COMMITTEE

Committee Members:

Dorothy Chen
Dwight Sweeney
Meredith Conroy
Nena Torrez
Norman Meek
John Dorocak
Shawn Farrell

Per email from the Faculty Senate on July 30, 2019, this report is intended to comply with the Faculty Senate Report requirement for committees for the Intercollegiate Athletic Advisory Committee.

This committee has a number of faculty members (listed in the cc's above). The current committee chair is Professor Dorothy Chen. The committee has usually met one time per quarter.

The Director of Athletics generally interacted with the committee throughout the year, as do members of his staff.

Ongoing business of the committee has generally consisted of updates on performances of the various teams, both athletically and academically, and on upcoming and possible fundraising activities. The various teams have continued to enjoy success, both athletically and academically; in fact, various ways to publicize the teams to the campus community and beyond continue to be investigated and implemented.

The committee has also continued at times to monitor gender equity in sports programs on campus and the changing nature of Title IX, as well as possible expansion of sports programs and attendant costs (all of which have been called to the attention of the Senate at times).

Shawn Farrell, Assistant Vice President for Athletics and Recreation, was appointed Director of Athletics beginning July 1, 2017, after a search for a new Director, and service by an interim Director, during the 2016-2017 academic year.

OTHER COMMITTEES AND REPRESENTATIVES

(Faculty Representatives)

CALENDAR COMMITTEE

D. Chen-Maynard, At Large 2018-2020

C. Hood, At Large 2017-2019

Contact person is Associate Provost, Academic Programs,

Deputy Provost, C. Weber.

No report submitted.

OTHER COMMITTEES AND REPRESENTATIVES

(Faculty Representatives)

CAMPUS ACCESSIBILITY ADVISORY BOARD

Members:

I. Han, At Large *	2017-2019
P. Okpala, At Large *	2018-2020
J. Luck, At Large *	2017-2019

See the following report:

MEMORANDUM**TO:** Faculty Senate**FROM:** Douglas R. Freer, Vice President

Chair, Campus Accessibility Advisory Board Committee

DATE: June 30, 2019**RE:** 2018-2019 Year-End Committee Report

The Campus Accessibility Advisory Board (CAAB) committee meets on a quarterly basis.

This year the CAAB committee discussed accessibility standards in the classrooms, the ADA Barrier Removal plan, protocols for ensuring ADA accessible paths of travel during campus construction, the review of ensuring ADA accessible paths of travel and transportation of Palm Desert students from the UCR building to PDC buildings, the enforcement program to improve compliance and availability of ADA parking on campus, campus compliance to Executive Order 1111: Disability Support and Accommodations, the coordinated efforts with other institutional committees, such as ATI, completed the revised accessible PDF version of the Campus Accessibility Guide, and also discussed various ADA related projects on campus.

Please see the enclosed attendance lists.

Enclosure

California State University, San Bernardino
CAMPUS ACCESSIBILITY ADVISORY BOARD (CAAB)
2018-19 Attendance List

December 3, 2018

Members Present: Amy Beran, Sarah Buenaventura, Cheryl Calderon, Leigh Connell, Marci Daniels, Leatha Elsdon, Doug Freer, Diego Garibay, Austin Gehrke, Jessica Luck, Richelle M arra cino, Miguel Martin, Leon McNaught, Susan Mendoza, Paulchris Okpala, Jenny Sorenson, Sue Trapp, Jill Vassilakos-Long, Rosalinda Velasco, John Yaun

Members Absent: Ilseop Han, Hector Ramirez, Donita Remington, Yusra Serhan

Guests Present: Dayna Brown

February 28, 2019

Members Present : Amy Beran, Marci Daniels, Leatha Elsdon, Doug Freer, Leon McNaught, Susan Mendoza, Jenny Sorenson, Jill Vassilakos -Long, Rosalinda Velasco

Members Absent : Sarah Buenaventura, Leigh Connell, Diego Garibay, Aust in Gehrke, Ilseop Han, Jessica Luck, Richelle Marracino, Miguel Martin, Paulchris Okpala , Hector Ramirez, Donita Remington, Yusra Serhan Sue Trapp, John Yaun

Guests Present: Elena Akimoto, Dayna Brown, Michael Kissery

June 5, 2019

Members Present: Amy Beran, Marci Daniels, Leatha Elsdon, Doug Freer, Harry Le Grande, Jessica Luck, Richelle M arra cino, Miguel Martin, Leon McNaught, Donita Remington, Jenny Sorenson, Sue Trapp, Beiwei Tu, Jill Vassilakos -Long, Rosalinda Velasco, John Yaun

Members Absent : Sarah Buenaventura, Leigh Connell, Diego Garibay, Austin Gehrke, Ilseop Han, Paulchris Okpala, Hector Ramirez,, Yusra Serhan

Guests Present: Dayna Brown

(Faculty Representative)

CAMPUS FEE ADVISORY

K. Kolehmainen** (Chair)	2018-2019
D. Fischman	2018-2019

No report submitted.

CHILDREN'S CENTER ADVISORY COMMITTEE

A. Van Schagen, At Large *	2017-2019
S. Forcino, At Large *	2018-2020
A. Huhn, At Large*	2018-2020
D. Herndon, Director/Assistant Vice President	Ex-officio
VACANT, Administrative Representative	
Y. Rodriguez, Student Representative	2018-2019

No Report Submitted

(Faculty Representatives)

DIVERSITY COMMITTEE (UNIVERSITY)

E. Martinez, Education	2018-2020
M. Becerra, Natural Sciences/Coaches	2018-2020
K. Gervasi, Arts & Letters/Library	2017-2019
J. Anderson, Business & Public Administration	2017-2019
H. Shon, Social and Behavioral Sciences/SSP, ARs	2017-2019

Contact person is Dean Cabellaro

No REPORT SUBMITTED

ENERGY ROADMAP WORKING GROUP

Committee

Vacant, At Large*	2018-2021
E. Melchiorre, At Large*	2016-2019
K. Walker, Chair, Energy & Sustainability Manager	
J. Sorenson, Facilities Services	
C. Caballero, Library	
VACANT, Budget Planning & Administration	
J. Macias, Facilities Planning & Policy Coordinator	
A. Satterlund, Student Affairs	
J. Cox, Heating & Air Conditioning Services	
P. Bird, Heating & Air Conditioning Services	
VACANT, Public Safety	
J. Yang, Student Representative	2018-2019

MEMORANDUM

DATE: May 21, 2019
TO: Faculty
Senate FROM: Jennifer Sorenson
RE: 2018-2019 Year-End Committee Report

Committee Membership: E. Melchiorre, J. Sorenson, C. Caballero, J. Macias, J. Cox, P. Bird, J. Yang

The Energy Roadmap Working Group did not have a meeting this Academic year as a result of the campus Sustainability Manager vacancy. However, work continued on the goals created by the committee in 2017/2018 including the following:

- Facilities Management engaged a vendor to improve energy management data through the update of campus energy metering to report to the Central Plant. Converting meters and centralizing data is the first step in the development of the Energy Information System (EIS)
- Facilities Planning and Management worked with the Chancellor's Office Energy Procurement Manager to develop a Power Purchase Agreement to add a photovoltaic array to the roof of the Center for Global Innovation. In addition the FPM team is working on a similar agreement for the Student Union Expansion project. This expansion of campus solar is in alignment with recommendations from the National Renewable Energy Lab (NREL) assessment conducted last academic year.
- Facilities Management has submitted to Capital Planning Design and Construction for funds to be allocated to convert building controls from pneumatic to digital. This conversion is anticipated to be funded through energy conservation system-wide funds in the FY19/20 funding cycle.

Report on activities in Energy Roadmap Working Group (formerly Energy Conservation Committee) Prepared by Jeremy Dodsworth, Assistant Professor of Biology
28 June 2018

Formerly the Energy Conservation Committee, the Energy Roadmap Working Group (ERWG) is one working group (along with working groups for Water, Food & Waste, Transportation & Mobility, Education & Community, and Building & Land Use) involved in developing the Resilient CSUSB sustainability plan. The ERWG is chaired by Jennifer Sorenson (Facilities), and was co-lead by Kristine Walker (Office of Sustainability) until she left for another position in December 2017; Kristine has temporarily been replaced by Miguel Martin (Facilities, Office of Sustainability), and a search for her replacement as the Energy and Sustainability Manager in the Office of Sustainability is ongoing.

The overall goal of the ERWG is to work towards CSUSB being a net zero energy campus, which is an ambitious goal. Major efforts so far have mainly involved planning and assessments/audits that will provide the necessary information to most effectively plan how net zero energy can be achieved.

The ERWG met five times during the 2017-2018 academic year, with the major goal of developing strategies and actions for energy conservation (at the main and PDC campuses) to support the Resilient CSUSB initiative. Summarized below are the typical attendees and dates/agendas for the meetings, as well as a summary of the strategies and actions that were developed. These were presented as part of a Resilient CSUSB draft plan in April 2018 (www.csusb.edu/sites/csusb/files/Resilient%20CSUSB%20Plan_draft_v1.1.pdf). Additional updates are available on the Office of Sustainability website (www.csusb.edu/sustainability).

Typical ERWG attendees:

Jennifer Sorenson, Lead (Director of Facilities)
Kristine Walker, contributor/facilitator (Office of Sustainability)
Miguel Martin, contributor/facilitator (Facilities, Office of Sustainability)
Juan Marcias, contributor (Facilities)
Hamid Azhand, contributor (Facilities)
Gerardo Garcia-Sotelo, contributor (ITS)
Maulik Ankolia, student intern
Erik Melchiorre, contributor (Geology)
Jeremy Dodsworth, contributor (Biology)
Anitra Timmons, scribe (Office of Sustainability)

ERWG meetings and agenda items

Meeting #1 (27 Sept 2017) Agenda items

- Introductions
- Review the charter
- Planning framework
- SWOT analysis

Meeting #2 (1 Nov 2017) Agenda items

- Review purpose and desired outcomes
- Discuss role and designate Group Representative
- NREL (Renewable Production/Net Zero Analysis) and Edison (Energy efficiency projects) updates
- Campus feedback
- SWOT analysis

Meeting #3 (25 Jan 2018) Agenda items:

- Intern presentation on Energy Usage and Conservation Program possibilities
- Discuss Taskforce feedback on strategies (From Juan's presentation)
- Develop draft actions, timelines and resources around strategies

Energy Meeting #4 (28 Feb 2018) Agenda Items:

- Discuss Taskforce feedback on actions (Develop Timelines and Needed Resources)
- Discuss results of NREL assessment
- Incorporate any SCE audits to date
- Clean up final draft of Roadmap for last pass (if needed) to the Taskforce

Meeting #5 (5 June 2018) Agenda Items

- Updates on NREL and SCE assessments/audits
- Update on search for lead (Kristine's replacement)
- Review plans for summer and next year

Strategies and Actions developed by the

ERWG Research other institutions and

sources for ideas

Action items for this strategy:

- Research other successful higher education programs and resources useful to build an energy conservation program (local examples being CSUDH and UCSD).
- Evaluate business process re-engineering (BPR) to identify efficiencies
- Evaluate cost and energy savings for conversion of fluorescent fixtures to LED
- Evaluate power consumption and life cycle of computers and other equipment

Development of Energy Information Systems (EIS)

Implementing an EIS will allow for more efficient control of energy consuming systems. Importantly, it will also allow for monitoring by various users, contributing to greater visibility/awareness of energy use on campus, education on energy use, and outreach efforts.

Actions for this strategy:

- Obtain proposal for Skyspark EIS (software for implementing EIS)
- Identify budget and research possible rebates
- Convert existing ION energy meters to be compatible with future EIS
- Convert building controls from pneumatic to digital
- Identify and implement lighting control system to be integrated into EIS
- Implement EIS once software and equipment updates are in place

Southern California Edison energy audits

These audits will identify buildings/targets on campus that where energy use is highest and/or efficiency can be most improved.

Actions for this strategy: Through the IOU/CSU/UC Partnership, Southern California Edison (SCE) is offering free American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Level 2 audits. The SB Library and all 3 Palm Desert Buildings first to audit as a test. Need to evaluate value of final first set of audits then create a staging list for next audits.

National Renewable Energy Laboratory (NREL) Assessment

Representatives from NREL visited campus and performed an assessment of the potential and feasibility for implementation of renewable energy projects and strategies. A detailed report by NREL has been prepared and is currently being reviewed by the Office of Sustainability, and a summary of this report will be made. National Renewable Energy Lab (NREL) Net Zero Energy team will provide a plan for each campus for renewable energy projects and strategies. Circuitry/infrastructure into the campus doesn't appear to support significant renewable installation. SCE to provide a report of current service/capacity, when it will likely change, and how we can proceed with a renewable energy plan.

Actions for this strategy:

- Keep up with Chancellor's Office Master Enabling Agreement (MEA) for solarenergy
- Obtain and review NREL estimate of what goals in reduction through energy efficiency and conservation and what goal for production the campus should shoot for to achieve Net Zero Energy Campus.

Develop Energy Strategic Plan

The requirements are open from the Chancellor's Office. We have some documentation/guides from SCE. Also NREL should provide some clues as to how to approach this. The general feeling of the Roadmap Working Group will be it will be made up of the Roadmap with some formatting to fulfill the requirement. This is basically an opportunity to bring it all together across Conservation, Energy Efficiency, and Production as found in the Roadmap.

OTHER COMMITTEES AND REPRESENTATIVES

INSTRUCTIONALLY RELATED PROGRAMS BOARD

Instructional Quality Committee 2018-19 Annual Report to Faculty Senate

Members

Lisa Bartle, Library, 2017-2019
Jacqueline Hughes, College of Education, 2017-2019
David Maynard, Natural Sciences, 2017-2019
Monty Van Wart, Business & Public Administration, 2017-2019
Mihaela Popescu, Arts & Letters, 2018-2020
John Reitzel, Social & Behavioral Sciences, 2018-2020
Rafik Mohamed, Dean of Social & Behavioral Science, 2018-20
Clare Weber, Deputy Provost & Vice Provost Academic Programs, Ex-officio
Jo Anna Grant Director, Teaching Resource Center, Ex-officio
Craig Seal, Dean of Undergraduate Studies, Ex-officio
Dorota Huizinga, Associate Provost for Academic Research/Graduate Studies, Ex-officio

The Committee had seven meetings during the year (3 face-to-face; 4 virtual). Over the course of the year, the Committee reviewed 74 grant applications, and awarded 52, in the amount of \$139,124.00.

Face-to-Face meetings

October 5, 2018

- Agenda Items
- TSSA grant eligibility for part-time lecturers with minimum one year appointment - approved
 - TSSA grant review: quarterly review assignments made
 - Communities of Practice facilitation funding - TRC will fund \$500 for each facilitator participant, who may also qualify for \$1500 Q2S funds, for \$2000 total professional development funds
 - IQC role in GI 2025 - Provide recommendations to the faculty senate on the maintenance of instructional quality; Provide systematic review of Instructional Quality Evaluation, and teaching excellence in an environment of rapid growth; Serve as advisory committee for the Teaching Resource Center; guide on the allocation of available funds and encourage supportive activities; Advise on faculty development opportunities for lecturers

January 30, 2019

Agenda Items

- Review of the Spring 2019 Course Development applications – 7 submitted, 5 approved, amount funded \$23,500.00.
- Date parameters of the TSSA grants – created rolling deadlines for proposals submitted in 2019-20 - approved
- No CD grants for short summer of 2020 before semesters – approved.

March 26, 2019

Agenda item

- Review of the Summer 2019 Course Development applications – 35 submitted, 20 approved, amount funded \$90,600.00.

Virtual Meetings

The four virtual meetings were with sub-committee members to review Travel Study Skills Awards (TSSAs) applications over the course of the year: 32 applications were reviewed; 27 were awarded. Total amount awarded: \$25,024.00.

INTELLECTUAL LIFE AND VISITING SCHOLAR COMMITTEE

M. Garcia, Arts & Letters	2017-2019
L. Guo, Business & Public Admin	2017-2019
N. Acevedo-Gil, Education	2018-2020
Z. Chen, Natural Sciences	2018-2020
M. Logan, Social & Behavioral Sciences	2018-2020

No Report Submitted

INTERNATIONAL STUDENT SERVICES ADVISORY COMMITTEE

Committee:

R. Keener, Arts & Letters/Library	2017-2019
A. Silard, Business & Public Administration	2018-2020
Y. Hwang, Education	2017-2019
Y. Kim, Natural Sciences	2018-2020
R. Kalra, Social & Behavioral Sciences/Student Affairs	2017-2019

No report submitted.

(Faculty Representative)

PALM DESERT CAMPUS PLANNING & OPERATIONS COUNCIL

Committee:

D. Chen-Maynard, At Large 2017-2019

C. Famega, At Large 2018-2020

No Report Submitted

(Faculty Representatives)

PHILANTHROPIC FOUNDATION BOARD OF DIRECTORS

D. Chen-Maynard, At-Large

2017-2019

A. Roman, At-Large

2017-2019

P. Okpala, At-Large

2018-2020

M. Becerra, At-Large

2018-2020

Contact person is the VP of University Advancement.

No Report Submitted

(Faculty Representative)

RECREATION COMMITTEE

Members:

M. Conroy, At Large 2018-2020

No report submitted.

SANTOS MANUEL STUDENT UNION BOARD OF DIRECTORS

Members:

M. Fong, At Large (Comm. Studies)

2017-2019

J. Reitzel, At Large (Computer Science and Engineering)

2018-2020

Appointed by the Executive Committee, Faculty Senate

NO REPORT SUBMITTED

(Faculty Representatives)

SCHOLARSHIP COMMITTEE (UNIVERSITY)

E. Baek, Education	2017-2019
K. Yeung, Social & Behavioral Sciences/StudentAffairs	2018-2020
C. Song, Business & Public Administration	2018-2020
VACANT, Arts & Letters/Library	2018-2020
S. Mshigeni, Natural Sciences	2018-2020
D. Weiss, At-Large	2018-2020
J. Reitzel, At-Large	2018-2020

No report submitted.

OTHER COMMITTEES AND REPRESENTATIVES

SPACE PLANNING ADVISORY COMMITTEE

Committee:

M. Kohout, At-Large	2018-2020
D. Chen-Maynard, At-Large	2018-2020
R. Keener, At-Large	2017-2019
A. Maldonado, ASI	2018-2019

MEMORANDUM

DATE: May 21, 2019
TO: Faculty Senate
FROM: Jennifer Sorenson, Committee Chair
RE: 2018-2019 Year-End Committee Report

The Space Planning Advisory Committee meets monthly throughout the academic year or as space requests require.

This year the committee discussed revisions to the University Facility Space Policy, and established the Academic Affairs Space Committee which is a divisional committee to address and prioritize space requests within Academic Affairs prior to requesting space from the campus-wide committee.

Several space requests were presented to the committee including requests for Pre College Program storage, Student Athlete Success Center, CNS Advising, Office of Student Research and Graduate Studies, Re-Allocation of former CEL space, Title IX office relocation, PDC Den, and the expansion of the Obershaw Den. In addition the committee reviewed several requests for space renovation.

(Faculty Representative)

STUDENT AID COMMITTEE

Committee:

Shuryo Fujito, At Large

2017-2019

NO REPORT SUBMITTED

(Faculty Representative)

STUDENT HEALTH ADVISORY COMMITTEE

Members:

M.Becerra, At Large 2017-2019

No report submitted.



33RD ANNUAL CSUSB STUDENT RESEARCH COMPETITION

Annual Report



OFFICE OF STUDENT RESEARCH

CSUSB Student Research Competition Overview

On February 1st, 2019, the OSR organized the annual CSUSB Student Research Competition to select the students that would represent our campus at the annual CSU statewide student research competition at California State University, Fullerton on April 26th-29th, 2019. The table below shows the timeline followed.

Table 1. Event Planning Timeline

Task	Deadline
Set campus deadline for application. (Deadline extended to February 5 th)	Summer 2018
Prepare application and make announcement to campus (info/application are updated on website).	Fall 2018
Once presentation date is set, reserve room(s) for presentations (SMART rooms if possible).	Summer 2018
Faculty Senate selects committee members in August.	Fall 2018
Competition information from the Chancellor was received in November	Fall 2018
Contact committee for availability to set date for presentations (send a call for more jurors if needed).	Fall 2018
Organize event (e.g. signage, food, review criteria, room, etc.)	December 2018
Campus announcements were sent from October until the day of the event.	January 2019
Review applications for completeness. Separate applications into undergraduate and graduate.	January 2019
Presentation times scheduled.	January 2019
Once presentations times are set, prepare applications into packets and deliver to committee along with information packet (presentation times/location, sample score sheet, etc.).	January 2019
Review applications for any AV equipment needs	January 2019
Prepare score sheets for students (1 per student), ranking sheet for each category, minute signs, door signs, sign-in sheets, etc.	January 2019
Competition and selection of students.	February 1 st , 2019
Prepare letters to students notifying them of their acceptance & meeting date.	February 2019
Prepare letters to students that were not selected.	February 2019
Prepare thank you letters for faculty serving on the committee.	February 2019
Host team meeting to provide delegates with overview of conference and training	February 2019
Prepare an Oral Presentation workshop with coaches	March –April, 2019
Prepare applications to be sent by deadline to state competition host.	March 2019
Graphic design support from ASI	April 2019
Host mock presentation	April 2019
CSU Competition	April 25-26, 2019
Recognition of Student Researcher Luncheon	May 17 th , 2019

Participation

Student participants must be current students enrolled at CSUSB. Alumni/ alumnae who received their degrees in spring, summer or fall 2018 are also eligible. Student research should be appropriate to the student's discipline and career goals although proprietary research is excluded, presentations from all disciplines are invited.

During the competition, students are divided into undergraduate and graduate divisions into each of the following categories:

- Behavioral and Social Sciences
- Biological and Agricultural Sciences
- Business, Economics and Public Administration
- Creative Arts and Design
- Education
- Engineering and Computer Science
- Health, Nutrition, and Clinical Sciences
- Humanities and Letters
- Physical and Mathematical Sciences
- Interdisciplinary

Faculty

Faculty chosen by the Faculty Senate, and OSR Awards Committee served as jurors and their rating were used to select the CSUSB delegates. This year, there were 35 faculty jurors, of which, only one was from the faculty senate's representatives participated. Table 2 lists the faculty names and colleges of those who were appointed and those who participated. For the list of faculty participants, please see the appendix.

Faculty	Department	College
Dr. Codi Lazar	Geological Sciences	Natural Sciences
Dr. Renwu Zhang	Chemistry and Biochemistry	Natural Sciences
Dr. Nicole Dabbs	Kinesiology	Natural Sciences
Dr. Krystal Rawls	Management	Business
Dr. Jasmine Lee	English	Arts and Letters
Dr. Melika Kordrostami	Marketing	Business
Dr. David Maynard	Chemistry and Biochemistry	Natural Sciences
Dr. Salome Mshigeni	Health Sciences and Human Ecology	Natural Sciences
Dr. Sang Ouk Wee	Kinesiology	Natural Sciences
Ms. Ariana Cano	Communication Studies	Arts and Letters
Dr. Rajrani Kalra	Geography	Natural Sciences

Dr. Miriam Fernandez	English	Arts and Letters
Dr. Stacy Forcino	Psychology	Social and Behavioral Sciences
Dr. Jacob Jones	Psychology	Social and Behavioral Sciences
Dr. Sara Callori	Physics	Natural Sciences
Dr. Manijeh Badiie	Psychology	Social and Behavioral Sciences
Dr. Dionisio Amodeo	Psychology	Social and Behavioral Sciences
Dr. Jason Reimer	Psychology	Social and Behavioral Sciences
Dr. Jacqueline Romano	Teacher Education and Foundation	Education
Dr. Elizabeth Martin	World Languages and Literature	Arts and Letters
Dr. Thomas Corrigan	Communication Studies	Arts and Letters
Dr. Nerea Marteache	Criminal Justice	Social and Behavioral Sciences
Dr. Jeremy Mallari	Chemistry and Biochemistry	Natural Sciences
Dr. Jing Zhang	Management	Business
Dr. Zachary Powell	Criminal Justice	Social and Behavioral Sciences
Dr. Miranda McIntyre	Psychology	Social and Behavioral Sciences
Dr. Steven Childs	Political Sciences	Social and Behavioral Sciences
Dr. Rishabh Kumar	Economics	Business
Dr. Edna Martinez	Education Leadership and Technology	Education

Students

The OSR makes every effort to recruit students from each college to participate. Emails were sent to past CSUSB Student Research Competition and Meeting of the Minds participants. Invitations were sent to the 2018 Summer Research Program awardees, and honor's program students. Promotional materials were created and placed in the inboxes of faculty, and placed around campus. Because of these efforts, the number registrants increased by 82 percent, more than previous years. Table 2 below shows the number of applicants by their college and class level. It's important to note, that while 47 student teams submitted an application, only 37 participated.

Table 2. Student Participation by College by Level

	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
College of Arts and Letters (CAL)	1	0	2	4	5	9
Jack H. Brown College of Business and Public Administration	0	0	1	0	0	0
College of Education (COE)	0	0	0	1	3	1
College of Natural Sciences (CNS)	8	9	13	3	0	3
College of Social and Behavioral Sciences (SBS)	2	0	9	12	2	9
Total	11	9	25	20	10	22

CSU Student Research Competition

For the CSU Student Research Competition, each campus is allowed to submit up to ten entries in the ten categories. This year CSUSB submitted ten entries (eleven students) to represent CSUSB. Table 3 below lists the teams.

Table 3. CSUSB Student Teams

First Name	Last Name	Level	Major	College	Title	Faculty Mentor
Gabriel	Lopez	UG	Mathematics	CNS	<i>Self Assembling DNA Wheel Graphs</i>	Dr. Corrine Johnson
Bryan	Castillo	UG	Geology	CNS	<i>Preliminary ages of prehistoric earthquakes on the Banning Strand of the San Andreas Fault, near North Palm Springs, California</i>	Dr. Sally McGill
Nikolay	Maslov	UG	Biochemistry	CNS	<i>Developing Chemical Tools to Investigate</i>	Dr. Jeremy Mallari

					<i>Falcilysin, an Essential Metalloprotease</i>	
Ngoc	Huynh	UG	Biochemistry	CNS	<i>Validating the Antimalarial Mechanism of Action of Small Molecule Inhibitors Against Falcilysin using Conditional Knockdown Parasite Line</i>	Dr. Jeremy Mallari
Marvin	Macharia	UG	Biology	CNS	<i>Cloning and Functionally Testing Agrobacterium Ilvd Genes which Encode and Enzyme in Amino Acid Biosynthesis</i>	Dr. David Rhoads
Elizabeth	Corella	UG	Kinesiology	CNS	<i>Strength Profile of Elite Short Track Speed Skaters</i>	Dr. Nicole Dabbs
Ginny	Park	UG	Biopsychology	SBS	<i>Fentanyl: The Effects of Early Exposure into Adulthood</i>	Dr. Cynthia Crawford
Jordan	Taylor	UG	Biopsychology	SBS	<i>Fentanyl: The Effects of Early Exposure into Adulthood</i>	Dr. Cynthia Crawford
Jasmine	Rios	UG	Biopsychology	SBS	<i>Fentanyl: The Effects of Early Exposure into Adulthood</i>	Dr. Cynthia Crawford
Ciera	Hammond	UG	Political Science	SBS	<i>The Psychology of Political Efficacy and its Unanticipated Effect on Youth Voter Turnout</i>	Dr. Meredith Conroy
Michael	Graham	UG	Economics	JHBC	<i>Income inequality in the U.S.</i>	Dr. Rishabh Kumar

To help the students prepare for the competition, they were required to participate in six-weeks of coaching led by the Faculty Director, Dr. Christina Hassija, Dr. Ryan Keating, Professor of History, and graduate student, Eric Lowe. Graphics Design support was provided by the Office of Graduate Studies' student assistant, Christina Huynh. The delegates were also required to

participate in mock presentations at the start and end of the program. Table 4 below shows the schedule of preparatory activities.

Table 4. Activity Schedule

Activity	Date	Task
Team Meeting #1	February 21, 2019 3pm in CE 313 Led by Dr. Christina Hassija	The purpose of this meeting will be to provide delegates with an overview of the conference and provide information on upcoming meetings. Dr. Christina Hassija will provide general information about the conference and general strategies to improve your existing presentations.
Mock Presentations	March 7 th , 2019 3pm in CE 313 Led by Dr. Christina Hassija	Delegates will learn how to develop their presentation and oral speaking skills.
Coaching (at least two sessions per student)	March 11 th - April 5 th , 2019 Led by Dr. Christina Hassija	TBD
Graphic Design Support	April 8 th -13 th , 2019 Led by Graduate Studies	Delegates will receive assistance and support to improve the quality of their slides.
Dress Rehearsal	April 15 th , 2019 Led by Dr. Christina Hassija	Delegates will give a formal practice presentation to their peers and the OSR.
CSU Competition	April 26 th -27 th , 2019	The CSU Competition will be held at CSU, Fullerton.

CSUSB had one winner, undergraduate Gabriel Lopez was named the second-place winner in the “Physical and Mathematical Sciences” session for his presentation “Self Assembling DNA Wheel Graph.” Overall, this experience was a great opportunity for the delegates that increased

their sense of belonging to CSUSB, and established friendships.



(Left to right) Dr. Christina Hassija, Bryan Castillo, Marvin Macharia, Ngoc Huynh, Ciera Hammond, Elizabeth Corella, Gabriel Lopez, Michael Graham, Nikolay Maslov, Ginny Park, Jordan Taylor, Jasmine Rios, Dr. Dorota Huizinga
(2019 CSU Student Research Competition, California State University, Fullerton)

Recommendations

1. Identify faculty to serve as coaches during the beginning of the academic year.

Goals

1. Increase student participation by 2 percent at the CSUSB competition.

UNIVERSITY BUDGET COUNCIL

Members:

S. Sudhakar, Vice President, Information Resources & Tec
D. Freer, Vice President, Administration and Finance (Co-Chair)
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M. Ahmen, AVP, Administration and Finance
K. Kolehmainen, Chair, Faculty Senate
H. Brown, Vice Chair, Faculty Senate
M. Groen, Chair, Educational Policy and Resources Committee
R. Chen, Chair, Faculty Affairs Committee
, ASI Representative
D. Wilson, MPP Representative
C. Calderon, Staff representative
G. Guzman, Staff Representative
VACANT, Dean Representative

No report submitted.

UNIVERSITY ENTERPRISES CORPORATION BOARD OF DIRECTORS

Members:

J. Mendoza, At-Large	2017-2020
B. Sirotnik, At-Large	2016-2019

No report submitted.

A quill pen is shown in a dark, rounded inkwell. The quill is light-colored with a fine, feathered texture and is angled upwards. The inkwell has a small opening at the top where the quill is placed.

COLLEGE AND DEPARTMENT COMMITTEES

DEPARTMENT EVALUATION COMMITTEES

COLLEGE OF ARTS AND LETTERS

Art	Communication Studies M. Texeira C. Lyon T. Corrigan	English	World Languages
Music	Philosophy M. Davidson C. Naticchia W. Vanderburgh	Theatre Arts	

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Accounting and Finance	Info. and Decision Sciences	Management	Marketing
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Public Administration

K. Collins
A. Roman
M. Popescu

COLLEGE OF EDUCATION

Educational Leadership and Technology (ELT)	Special Education, Rehabilitation, and Counseling (SRC)	Teacher Education and Foundations (TEF)
M. Chen L. Diaz-Rico A. Leh	L. Hedtke C. McReynolds J. Sylva	K. Kowalski N. Torrez X Yin

COLLEGE OF NATURAL SCIENCES

Biology	Chemistry/ Biochemistry S. Yang J. Noblet, Chair J. Tate	Computer Science & Engineering	Geological Sciences	
Health Science L. Mian A. Roman A. Harrington	Kinesiology	Mathematics	Nursing T. Dodd-Butera C. Fike H. So	Physics

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCE

Anthropology	Criminal Justice	Economics K. Konyar (C) M. Toruno M. Kahout	Geography N. Meek B. Xu R. Kalra	History
Political Science A. Field, Chair M. Clark S. Zetner	Psychology D Chavez J. Reimer K. Schultz, Chair	Social Work	Sociology	

No reports submitted.

COLLEGE EVALUATION COMMITTEES

ARTS & LETTERS

A. Menton, Music	2017-2019
B. Spence, Art	2017-2019
S. Hyon, English	2018-2020
B. Heisterkamp, Communication Studies	2018-2020

BUSINESS & PUBLIC ADMINISTRATION

J. Dorocak, Acct. & Finance	2017-2019
B. Sirotnik, IDS	2017-2019
J. Ryan, Marketing	2018-2020
M. Van Wart, Public Administration	2018-2020

EDUCATION

VACANT	2017-2019
VACANT, Leadership & Technology	2017-2019
S. Nam Special Education, Rehab & Counseling	2018-2020
M. Verdi, TEF	2018-2020

LIBRARY

B. Petry	2017-2019
VACANT	2018-2020
VACANT	2018-2020

NATURAL SCIENCES

M. Jetter, Mathematics	2017-2019
P. Orwin, Biology	2017-2019
J. Fryxell, Geological Sciences	2018-2020
N.Dabbs, Kinesiology	2018-2020

SOCIAL & BEHAVIORAL SCIENCES

G. Bichler, Criminal Justice	2017-2019
M. Texeira, Sociology	2017-2019
C. Hassija, Psychology	2018-2020
T. Long, History	2018-2020

SSP,AR

VACANT, (SSP.AR.)	2018-2020
VACANT, (SSP.AR.)	2018-2020
VACANT, (SSP,AR) Library	2018-2020

COACH

P. Vicknair, Faculty Representative	2018-2020
VACANT, Fac Rep Selected by Coaches	2018-2020
VACANT, Athletics Advisory Rep.	2018-2020

No Report Submitted

PROFESSIONAL AWARDS COMMITTEE

MEMBERS:

PROFESSIONAL AWARDS COMMITTEE

(Manijeh Badiie , chair)

ARTS & LETTERS

T. Johnson, Music	2017-2019
T. Corrigan, Communication Studies	2017-2019
C. Sweeney, English	2018-2020
J. Jerez-Gomez, WLL	2018-2020
VACANT, Theatre Arts	2018-2020

BUSINESS AND PUBLIC ADMINISTRATION

X. Liu, Acct. & Finance	2017-2019
M. Van Wart, Public Admin	2017-2019
VACANT, IDS	2017-2019
Y. Jang, Management	2018-2020
C. Song, Marketing	2018-2020

EDUCATION

S. Robertson, SRC	2018-2020
VACANT,	2018-2020
C. Hoff, SRC	2018-2020
E. Baek, Educational Leadership & Technology	2017-2019
K. Kowalski, Teacher Education & Foundations	2017-2019

LIBRARY

B. Quarton	2017-2019
G. Schlesselman-Tarango	2018-2020
R. Lumley	2018-2020

NATURAL SCIENCES

N. Dyakevich, Mathematics	2017-2019
C. Lazar, Geological Sciences	2017-2019
P. Okpala, Health Science & Human Ecology	2018-2020
Q. Sun, Computer Science & Engineering	2018-2020
D. Blue, Nursing	2018-2020

SOCIAL AND BEHAVIORAL SCIENCES

M. Badiie, Psychology	2017-2019
VACANT	2017-2019
T. Pytell, History	2018-2020
J. Alford, Geography	2018-2020
K. Nadeau, Anthropology	2018-2020

No Report Submitted