



**ACADEMIC  
SENATE**

C H A N N E L  
I S L A N D S

## **Meeting Agenda Academic Senate**

Martin V. Smith Decision Center  
Tuesday, 10 October 2023; 2:30-4:30pm

This meeting offers a virtual option for members and visitors through Zoom meeting software:  
<https://csuci.zoom.us/j/83715994872>

1. Opening the Meeting
2. Approval of the Agenda
3. Approval of the Minutes from
  - a. Tuesday, 12 September 2023
  - b. Tuesday, 26 September 2023
4. Report from the Chair
5. New Business
  - a. First Reading: *Policy on Instructional Materials Adoption* (SB 23-XX) (Dixon)
  - b. First Reading: *Resolution on Use of Zoom Chat in Senate* (SR 23-XX)
6. Returning Business
  - a. Second Reading: *Resolution on Second Readings* (Wyels)
7. Intent to Raise Questions
8. Report from President Yao
  - a. Grant-funded scholarship update
9. Report from Provost Avila
10. Reports from Standing Committee Chairs
  - a. Faculty Affairs (Dixon)
  - b. Appointments, Elections, and Bylaws (Smith)
  - c. Academic Policies and Procedures (Correia)
  - d. Equity and Anti-Racism (Francois)
  - e. Budget (White)
11. CFA Report
12. Announcements
13. Adjourn



## ACADEMIC SENATE

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Senators Present: Adler, Anderson, M. Avila, T. Avila, Berkowski, Castillo, Chavarria, Clobes, Collazo, Correia, County, Deans, Denton, Dixon, Estrada, Fitzpatrick, Forest, Francois, Grzegorzcyk, Colleen Harris, Cameron Harris, Itkonen, Jiménez, Kaltman, Kenny Feister, Lee, Luna, Matera, McColpin, McGrath, Miller, Munroe, Navarrete, Pereira, Profant, Rivas, Scholl, Slocum, Smith, Sherman, Smith, Weis, White, Wood, Wyels

Senators Absent: None

#### **1. Opening the Meeting**

Called to order 2:44PM

#### **2. Approval of the Agenda**

Agenda amended (new item 6) to get update on fleas.

Motion to approve agenda as amended by Anderson with 2nd from Weis. Agenda approved by unanimous consent

#### **3. Approval of the Minutes from Tuesday, August 29<sup>th</sup>, 2023**

Amendment: change to 18 graduates, average in MS ed Leadership.

Amendment: should be MA in leadership

Motion to approve the minutes as amended by Wood with 2nd from Pereira. Minutes approved by unanimous consent.

#### **4. Report from the Chair**

*Report sent with materials.*

#### **5. New Business**

**a. First Reading: New Program “long form” - School Counseling, M.S. and Pupil Personnel Services Credential (Second readings expected 9/26/23)**

Motion to accept as a first reading item: Wood, 2nd Weis.

- Request for more clarity on program oversight in an all-program context
- A request was made of authors for report on budget, enrollment projections, in writing before the second reading
- Question about teaching load of faculty relative to faculty in other programs, with a concern of how this will affect other teaching colleagues.
- Can lecturers also be listed among the faculty associated with the new program (in CO long form)?

**b. Senate meeting day and time for Spring 2023 (Miller)**

- We know alternate time should not be Tuesday morning or Wednesday morning
- History senator said their people favor 9-11am Thursdays or Mondays
- Some oppose change in day and time

**6. Flea update for Bell Tower West**

Provost reported on flea infestation in Bell Tower West.

**7. Intent to Raise Questions**

Grzegorzcyk raised a question about approval of the academic calendar. AVP DeGraffenreid pointed to Senate Policy 15-14 as answering the question.

**8. Report from President Yao**

No report.

**9. Report from Provost Avila**

Recently opened in Bell Tower East for tenure and probationary faculty, all have keycode to use space. It is all part of the larger initiative to help with retention of Tenure Track Faculty (TTF).

Working on budget related to new program proposals

**10. Report from Statewide Senators**

- Approved resolution on CSU communications, on separation and timing of Title V changes relating to CalGETC
- Some discussion of CalGETC.

**11. Report from CFA President**

Bargainins. In mediation. Then fact finding.

Request to clarify role of Zoom Chat in Senate.

## **12. Reports from Standing Committee Chairs**

**a. Faculty Affairs (Dixon)**

**b. Appointments, Elections, and Bylaws (Smith)**

**c. Academic Policies and Procedures (TBD)**

**d. Equity and Anti-Racism (Francois)**

**e. Budget (White)**

## **13. Announcements**

Anderson: multimedia systems in new classrooms. Reach out to Mary Lawrence to check them out for use. New models for active learning and need feedback for decision on which one to purchase. Companies will be leaving equipment for a few weeks, act soon to test them out for the campus.

Luna: This Thursday - Los Gritos - 6-9pm in front of belltower.

Colleen Everyone: Q&A up in Zoom a la SRPC, we can chat in teams for asides.

Lavariega Monforti to Everyone: Student success brown bags:

9/18, noon in Broome 2533

9/19, noon in Broome 2533

9/20, 4pm in Grand Salon

9/21, noon in Broome 2533

9/21, 7pm (STUDENTS) in Broome 2533

9/22, noon in Broome 2533

Colleen Harris: Campus Reading Celebration events

[https://csuci.libcal.com/calendar/official?cid=12486&t=g&d=0000-00-](https://csuci.libcal.com/calendar/official?cid=12486&t=g&d=0000-00-00&cal=12486&ct=66541&inc=0)

[00&cal=12486&ct=66541&inc=0](https://csuci.libcal.com/calendar/official?cid=12486&t=g&d=0000-00-00&cal=12486&ct=66541&inc=0) Call for tabling if you are a book author or have a class/org/group/program that wants to table on Sept 30 main event 9/30

Castillo: Center for International Studies with dance studies program to celebrate international dance day and movement practice. Encourage students, staff, and faculty to participate and show their movements/culture.

T. Avila: Broom Gallery Colleen Delany will be hosting her display for exhibit and collection from new book.

Itkonen: International Faculty and Staff Association with Global Programs and their international office will be hosting Taverna Italiana on Wednesdays, 12:00PM-1:00PM in Madera Hall 2nd floor conference room. It is a great place for those who want to practice Italian and celebrate the culture. Bring your lunch and celebrate Italy every Wednesday through fall semester.

### **13. Adjourn**

Motion to adjourn: Wood, 2nd by Collazo. Motion adopted by unanimous consent and Chair adjourned the meeting at 4:23pm.



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2. Approval of the Agenda
3. Approval of the Minutes from Tuesday, 29 August 2023
4. Report from the Chair
5. New Business
  - a. First Reading: New Program “long form” - School Counseling, M.S. and Pupil Personnel Services Credential (Second readings expected 9/26/23)
  - b. Senate meeting day and time for Spring 2023 (Miller)
6. Informational Items
  - a. Update on Fleas in Bell Tower West
7. Intent to Raise Questions
8. Report from President Yao
9. Report from Provost Avila
10. Report from Statewide Senators
11. Report from CFA President
12. Reports from Standing Committee Chairs
  - a. Faculty Affairs (Dixon)
  - b. Appointments, Elections, and Bylaws (Smith)
  - c. Academic Policies and Procedures (TBD)
  - d. Equity and Anti-Racism (Francois)
  - e. Budget (Kaltman)
13. Announcements
14. Adjourn

# Chair's report, 12 September 2023

The last two weeks of Senate have been busy. It started with our meeting two weeks ago, where we ended up conducting more business than many of us thought would occur. The Appointments, Elections, and Bylaws Committee put out a call for service which resulted in many colleagues being added to Senate committees and being given other service opportunities. And there's been a shift in Senate leadership.

## Senate and its First and Second Readings

At our first meeting of the term, Senate waived the first reading of the 'long form' proposal for two academic programs. Both programs had been put on the Academic Master Plan some time ago and had completed the curriculum and assessment development processes required to be put before the Chancellor's Office for final approval. That approval would allow the programs to be put into our University catalog.

I've heard from colleagues who were concerned that their representative was not given the chance to bring these programs back to their unit to share information and gather feedback. Colleagues are disappointed that this Senate might not appreciate that the first-and-second readings tradition is fundamental to the representative nature of the Senate. The waiver limited Senate's role in the review of these new proposed academic programs, and it squandered an opportunity for the Senate to expose and understand its role in the approval process for academic programs.

It won't be long before the academic programs that Senate approved for the Academic Master Plan last year start coming back to Senate for approval of their 'long form' proposals. Before this begins to happen, I will be having conversations with chairs of the Local Curriculum Committees to understand what aspects of a proposed program they evaluate in the development process. Senate should not second-guess or micromanage the work of the LCCs; instead, it should pay attention to the important issues that aren't part of our curriculum development process, and these likely include resource needs, the demand for graduates, the opportunity costs and benefits of approving the program, and other high-level questions.

After Senate Exec met last week, I encouraged the provost to make it a practice of starting the budget review of proposed programs well before they appear before Senate. This way, program authors can revise their proposals with realistic budget expectations in mind and their 'long form' proposals can come to Senate with vetted information about resource needs and other considerations of interest to this body.

The shift from an 'all faculty' to 'representative' Senate takes more than a change to guiding documents like the bylaws and the constitution. Adjusting our culture takes deliberate and continuous effort. If you have thoughts or questions about this, please reach out. I'd love to talk about this with Senators.

# New People

I won't steal the AEBC's thunder by saying much about new appointees to Senate-related roles, but I will say that in the last two weeks, several departments have identified their Senate representatives and dozens of people have stepped up to participate in shared governance. If one of these new people appears on a committee with you, please take a moment to thank them.

There have also been some changes at the level of Senate Exec that I'd like to share:

- Manuel Correia has been elected to chair the Senate Academic Programs and Planning Committee (APPC), so his will be a voice that's added to Senate Exec;
- Eric Kaltman, who started the term as Chair of the Senate Budget Committee (SBC), will be leaving the University at the start of 2024, so when he decided to yield the Chair to someone else right away the AEBC worked to identify Annie White as the next Chair of the SBC and Second Officer of the Senate. (Annie and I are negotiating responsibility for ITRQs.)

## Process for Updating PPS by Fall 2025

Section I.3 of new RTP Policy states:

*"Program Personnel Standards, developed by program faculty, shall be submitted for review and approval to the URTPC, which is elected by the CSUCI tenure track faculty as a whole. Prior to submission to the URTPC, the program shall submit PPS to the CSUCI Senate Committee on Equity and Anti-Racism (CEAR) for review and feedback. Following review and approval by the URTPC, PPS shall be submitted to the Provost (VPSA for Counselor faculty) for review and approval. Each program's PPS shall become effective upon approval by the URTPC and the Provost (VPSA for Counselor faculty)."*

The Faculty Affairs Committee (FAC) and the Senate Committee on Equity and Antiracism (CEAR) are collaborating on a process for revision and approval of Program Personal Standards (PPS) required under the new Reappointment, Tenure, and Promotion (RTP) policy passed in Spring 2023, which will go into effect for Fall 2025.

FAC is revising the General Personnel Standards (GPS) and have developed Guidelines for PPS Revision. CEAR will be reviewing both of these to ensure inclusion of the equity- and anti-racist lens. The goal is for departments to have both the GPS and Guidelines in hand as tools as they revise their PPS.

**Proposed Timeline** (pending affirmation of the University-wide RTP Committee, URTPC):



Fall 2023:

September: GPS and Guidelines for PPS developed by FAC and reviewed by CEAR, adjustments as needed made collaboratively.

October: After review, CEAR sends GPS on to URTPC for approval.

November: Departments will get FAC/CEAR created Guidelines for PPS Revision, and the URTPC-approved GPS as an example. CEAR will begin review of PPS's as they come in until the end of the semester.

Spring 2024:

CEAR reviews PPSs as Departments finish them, give feedback as needed for approval, and then pass them on to URTPC.

Fall 2024:

URTPC reviews PPSs in the order received, give feedback as needed for approval, and forward to Provost.

Spring 2024:

Process continues until all departments have revised and approved PPS documents.

Questions about this process should be directed to Marie Francois (Chair of CEAR) and Lydi Dixon (Chair of FAC).

## Other Miscellany

A couple random items for your edification.

## Press Releases and Academic Programs

At the last Senate meeting, it was shared that some broadcast radio station(s) were sharing the news of a new Ed.D. program at CI. This kind of public announcement implies to a greater or lesser degree that Senate's role in approving programs is pro forma, and this disappointed many of our colleagues. I will be asking the provost and president to limit any communication with the public (e.g., press releases) about new programs until the programs have received Senate approval.

## A Push for Student Completion of Annual Student Title IX training

Students have access to the required annual Title IX training. The deadline for them to complete the training is October 31st, and the Registrar will start putting holds on student accounts on November 1st. Renee Fuentes, Manager for Institutional Equity, writes that, “Students are getting reminders on a weekly basis from Vector Solutions, advertising has begun out of the DSA on all video screens and under news and marketing, and two in-person opportunities are being provided in October.”

Student completion of this training is an important institutional Title IX metric. Please help students understand this and encourage them to finish the training on time.

## Closing

I'll close by reminding people that September 11–17 is National Hispanic-Serving Institutions (HSIs) Week. This is a good time to reflect on what it means for CI to be an HSI and how we can use HSI-derived resources to improve the college learning experience for all our students.

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Senators Present (Proxy): Abbassa Adler, Anderson, M. Avila, T. Avila (for Chavarria), Berkowski, Caravello Castillo, Clobes, Collazo (for Luna), Correia, County, Deans, Denton, Dixon, Estrada, Fitzpatrick Francois, Forest, Grzegorzcyk, Colleen Harris, Cameron Harris, Itkonen, Jiménez, Kaltman, Kenny Feister, Lee, McColpin, McGrath, Miller, Munroe, Navarrete, Pereira, Profant, Rivas, Scholl, Slocum, C. Smith, Sherman (for Delgado-Hellesetter), W. Smith, Weis, White, Wood, Wyels. Ford Turnbow, Grove, Guerrero, Hasendonckx, Kohli, Lavariega Monforti, Leafstedt, Neto, Perchuk, Reilly.

Senators Absent: DeHart, Matera.

Guests: Guerero, England, Degraffenreid, Tollefson, Andrzejewski, Lamb, Dobson

### **1. Opening the Meeting**

Chair called the meeting to order 2:43PM

### **2. Approval of the Agenda**

Agenda amended to include an accreditation update between item 10 and item 11. The agenda, as amended, was adopted by unanimous consent.

### **3. Approval of the Minutes from Tuesday, September 26, 2023**

Missing Minutes, for approval next meeting.

### **4. Report from the Chair**

Written report distributed, attached to minutes with corrections.

Wang Family Excellence Award

Discussion of zoom chat with executive committee on the agenda for next meeting.

## **5. New Business**

### **a. First Reading: Resolution on Second Readings (Wyles)**

Presentation of *Resolution on Second Readings* by Wyles.

Motion to accept as a first reading item made by Francois and seconded by Grzegorzczuk.  
Motion approved by unanimous consent.

## **6. Old Business**

### **a. MS in School Counseling and PPS Credential**

Presentation of item by Weis,. Budget presentation by Provost Avila and Kirk England.

Discussion, support for program with concern for expedited timelines due to staff loss. When the approval process comes to Provost after Curriculog, spreadsheet is reviewed for minimum FTS target and date, along with annual contribution target. There is a startup grant to support the launch of the program.

### **b. Senate meeting day and time for Spring 2023 (Miller)**

The current best estimate, after review of data, is that Friday mornings look like the best time to meet. Friday is a likely default time if there is no alternative.

## **7. Intent to Raise Questions**

Chair sent a distributed an update. Had overlooked some responses, so document erroneously states several replies had not been received. Chair will send around corrected report as soon as possible. (Corrected report attached to minutes.)

## **8. Report from President Yao**

No report.

## **8. Report from Provost Avila**

Encourage people to participate in Campus Reading Celebration and “One County, One Book” events.

## **9. Report from Statewide Senators**

No report.

## **10. Report from CFA President**

## **11. Reports from Standing Committee Chairs**

### **a. Faculty Affairs (Dixon)**

Nothing new to report.

### **b. Appointments, Elections, and Bylaws (Smith)**

Please review available appointments in email, on Senate web site.

**c. Academic Policies and Procedures (TBD)**

Waiting to schedule first meeting.

**d. Equity and Anti-Racism (Francois)**

Developing tools to use in new policy and bylaws.

**e. Budget (White)**

Bagan a draft budget proposal review, met with AVP Kirk England, reviewed faculty inquiry for budget proposals.

**12. Announcements**

In person Accreditation Gallery Tours for faculty and staff, 12 to 1 p.m. and 3 to 4 p.m. in Broome 1720. No RSVP needed.

Oct 3: In person Accreditation Gallery Tour for faculty and staff, 12 to 1 p.m. in Broome 1720. No RSVP needed.

Oct 3: In person Accreditation Gallery Tour for students, 7 to 8 p.m. in Broome 1720. No RSVP needed.

Oct 4: In person Accreditation Gallery Tour, 12 to 1 p.m. for students, faculty and staff in Broome 1720. No RSVP needed.

Oct 3-5: Virtual Accreditation Gallery Tour. Visit this webpage for links.

**13. Adjourn**

Motion to adjourn: Collazo and seconded by Francois. Meeting adjourned by unanimous consent at 4:07pm.

# Chair's report, 26 September 2023

It's been a busy two weeks since we last met. I have much to share.

## Provost meeting with Officer

The officers met with the provost on 15 September. Here are some take-aways from that meeting:

- Officers asked the provost to insure that the University [never advertises a new academic program](#) before that program has received Senate approval (e.g., the very recently approved Ed.D. in Leadership). The provost said he would make sure it never happens again. (We heard that before with Mechatronics.)
- The provost confirmed that there are 13 faculty searches approved for this year: 8 in Arts & Sciences, 3 in the School of Education, and 2 in the MVS School of Business and Economics.
- Officers asked about institutional guidance on the proportion of face-to-face versus hybrid/virtual classes to schedule for Spring. While the blanket approval to offer as many hybrid/virtual courses as COVID conditions required has expired, there's still some question about what the new normal will be. The provost said guidance on that would be coming from WASC. Meanwhile, word went out that there is no longer and WASC restriction on modality. It seems no further administrative guidance will be forthcoming; is this a time for Senate guidance?
- In addition to agreeing to raise tuition, the Board of Trustees revived a policy that may add a layer of complexity to the approval of new programs. Where this complexity will rear its head is unclear. Stay tuned.
- With three new graduate degrees being approved, the officers asked how the Division of Academic Affairs will manage advertising and recruitment for state-side graduate degrees. The provost reported that the Ed.D. is taking on responsibility for their own program, but beyond that there's no good answer. He added that he is working with people to come up with criteria for offering a program through Extended University (EU), and that criteria might include a mechanism for moving a program from EU to state-side support.

We also talked about Senate's role in approving new academic programs. All Senators should already know that this is an issue everyone has been wrestling with as we've been asked to approve programs. Our conversation ranged widely and included the creation of written processes that could be folded into revised policies in consultation with the Senate's Academic Policy and Planning Committee and the Senate Budget Committee.

The provost shared that the four criteria that he and the president use to order the roll-out of new programs are:

1. contributions to the distinctive mission and vision of the University,
2. impact on enrollment,
3. start-up costs, fiscal sustainability, and opportunity costs; and

4. faculty capacity.

In light of conversations on the Senate floor, it's clear that Senate's review can take these into account or be based on these entirely.

## President meeting with Chair

The Chair met with President Yao on 22 September. We talked about several things including:

- the potential impact of salary negotiations on the University budget,
- the role of the Site Authority in the University budget, and
- the Wang Family Excellence Awards.

We don't know the last time we nominated someone for this award, but the last person from CSU Channel Islands to get the award was Greg Sawyer, our former VP of Student Affairs. President Yao received information about the nomination and award process on 22 September, and he wants us to participate this year and is asking faculty to nominate colleagues right away.

Each campus president can nominate up to four faculty, one each in the categories of

1. Outstanding Faculty Teaching,
2. Outstanding Faculty Scholarship,
3. Outstanding Faculty Service, or
4. Outstanding Faculty Innovator in Student Success.

Criteria for each category can be found in a PDF distributed with these remarks. A nomination of a faculty colleague should include a short narrative that addresses the criteria for the nomination category.

The University must submit its list of nominees to the Chancellor's Office on November 3rd. To give us time for internal review of candidates and preparation of competitive packets for each, nominations should be submitted to the Office of the President by October 3rd. Those who nominate a colleague will be expected to serve on the nominee's package development team.

Email nomination statements to Kaia Tollefson, Chief of Staff, by 2pm on 3 October, 2023, so the nominees can be reported to Senate Exec at their meeting at 2:30pm.

## Executive Committee's Decisions on Chat and Meeting Minutes

At its 19 September meeting, the Executive Committee of the Academic Senate made two decisions that have immediate impact on the Senate and its committees.

First, the Executive Committee agreed that **meeting minutes** shall be limited to a record of Senate business (motions and voting records) along with itemized terse topic lists of reports and discussions on the floor. Detailed committee and individual reports may be attached to the minutes as an appendix.

Second, the Executive Committee agreed that the Senate needs clear guidance on how the ‘**chat**’ **function in Zoom** shall be used during meetings of the Senate and its committees. They passed a motion to form a subcommittee to draft guidelines. The subcommittee consists of Marie Francois, Daisy Navarette, and Greg Wood. In the meantime, the Executive Committee agreed to these interim guidelines:

- a Senator attending via Zoom shall use the ‘raise hand’ tool to be request to be recognized to speak to the body
- unless recognized to speak, Senators shall refrain from using chat to communicate opinions on business or otherwise discuss business of the Senate
- any use of chat must be limited to information that is germane to the Senate

At our meeting, a Senator observed that during the months that Senate could not meet face-to-face, everyone used Zoom in the meeting. We adopted certain meeting standards that worked well for virtual meeting. Now, we are back to face-to-face meetings. But some people are still using Zoom in the ways of the all-virtual Senate, and this is creating problems that clear use guidelines will help solve.

It’s worth noting that meetings of ASI Student Government completely prohibit the use of chat because they must operate under strict open meeting laws (cf. [Gloria Romero Open Meeting Act, Education Code Section 89305 – 89307.4.](#)). The Academic Senate and its committees work hard to be open and transparent, so we would do well to adopt practices that are designed for openness and equity.

## Closing

Those are the highlights of my last two weeks as Chair. There are other issues getting attention (e.g., the need for a faculty hiring handbook), and I expect to report on those in the future. In the meantime, stay well and thank you for your service to faculty shared governance.

– Jason



**Nathan S. Evans, Ed.D.**

**Deputy Vice Chancellor, Academic and Student Affairs  
Chief Academic Officer**

**Dilcie D. Perez, Ed.D.**


**Deputy Vice Chancellor, Academic and Student Affairs  
Chief Student Affairs Officer**

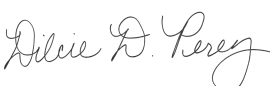
September 21, 2023

**MEMORANDUM**

**Nominations Due by:**  
Friday, November 3, 2023

**TO:** CSU Presidents

**FROM:** Nathan S. Evans, Ed.D.   
Deputy Vice Chancellor, Academic and Student Affairs  
Chief Academic Officer

Dilcie D. Perez, Ed.D.   
Deputy Vice Chancellor, Academic and Student Affairs  
Chief Student Affairs Officer

**SUBJECT:** Wang Family Excellence Awards – Call for Nominations

This communication serves as the official call for nominations for the 2024 Wang Family Excellence Awards. The purpose of this award is to recognize and celebrate California State University (CSU) faculty members who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements in their academic disciplines, while having a discernable impact on students. Similarly, a staff member will also be recognized for extraordinary accomplishments in appropriate areas within the university.

Past selection committees have expressed the importance of considering the following when selecting nominees:

- A Wang Award nominee should be regarded as a “superstar” on the campus, with a demonstrated record of unusually meritorious achievements.
- Nominees should be making multi-faceted contributions to the campus and learning community, such as involving students in research and community service, arranging and supervising student internships, recruiting students, publishing and enhancing overall student success, for example.

**CSU Campuses**

Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

Through the continued generosity of Trustee Emeritus Stanley T. Wang and his family, four faculty members and one staff member will be awarded \$20,000 each. This gift will continue to be administered through the CSU Foundation. Information about the award, may be found at the following website: <https://www2.calstate.edu/csu-system/faculty-staff/wang-award/Pages/default.aspx>.

### **Selection Committee**

The Wang Family Excellence Award Selection Committee is appointed by the Chancellor in consultation with Trustee Emeritus Wang. Members of the committee include: (1) two members of the CSU Board of Trustees, (2) the Deputy Vice Chancellor for Academic and Student Affairs and Chief Academic Officer, (3) the Vice Chancellor, Human Resources, (4) the Chair of the CSU Systemwide Academic Senate, and (5) a CSU tenured faculty member previously recognized by the Board of Trustees for outstanding accomplishments. Trustee Emeritus Wang may serve as an advisor to the committee.

### **Faculty Nomination Process**

Annually, each campus president may nominate up to four faculty for consideration by the Wang Award Selection Committee, including one probationary or tenured faculty member for each of the following categories as delineated in Attachment A for the following faculty awards:

- (a) Outstanding Faculty Teaching
- (b) Outstanding Faculty Scholarship
- (c) Outstanding Faculty Service
- (d) Outstanding Faculty Innovator in Student Success

Faculty members nominated for the award must have participated successfully in a campus peer-academic administrative review process, such as reappointment, tenure, and/or promotion or faculty merit award in teaching, research, or scholarship, for example. These reviews must have occurred no earlier than the 2018-19 academic year. Although a CSU president may elect not to nominate four faculty members, no more than one faculty member from each of the categories cited above may be nominated. Attachment A lists the criteria under each category.

### **Staff Nomination Process**

The CSU president may also nominate one staff member who currently serves in the management personnel plan as an Administrator III or IV on a campus. Nomination criteria are delineated in Attachment A regarding the award for staff:

- (a) Outstanding Staff Performance

To be eligible, the staff member's record of outstanding performance, activities and accomplishments cited must have occurred after January 1, 2018. Campus presidents may nominate a faculty or staff member who has been nominated previously yet not selected as an awardee of the Wang Family Excellence Award.

It is expected that each nomination will be uploaded as one file to the following internal CSYOU website: <https://csyou.calstate.edu/Employee-Resources/wangawards/Pages/default.aspx> and include a cover letter from the university president that is closely tied to the criteria; the president's letter should not exceed two pages. No hard copy submissions will be accepted. A current resume or abbreviated curriculum vitae must accompany each nomination. Additional documentation is limited to five single-spaced, single-sided pages, on which nominees may display examples of their individuality and excellence. Submissions for each faculty nominee should include feedback or evidence of impact on students in the designated award area. To this end, brief testimonials from students would be appropriate.

### **Criteria**

- Awards will be made to those who have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
- Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to the discipline or achievements in an assignment in the respective award area.
- The activities must advance the mission of the university, bring benefit and credit to the CSU, and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.
- More specific criteria for each award can be found under Attachment A.

### **Timeline**

Nominations with supporting documentation should be uploaded to the following website: <https://csyou.calstate.edu/Employee-Resources/wangawards/Pages/Wang-Award-Form.aspx> no later than Friday, November 3, 2023. Notification of the 2024 awardees will take place in December, with presentation of the annual awards expected at the January 30-31, 2024 Board of Trustees meeting.

Questions regarding this award program, particularly the nomination process, should be addressed to the Office of Academic and Student Affairs at [EVCASA-assists@calstate.edu](mailto:EVCASA-assists@calstate.edu).

Thank you for your cooperation and support. We look forward to receiving your nominations.

NSE and DDP/vs

Attachment

c: Jolene Koester, Interim Chancellor  
Lori Redfearn, Administrator-in-Charge, University Relations and Advancement  
CSU Academic Senate Chairs  
Provosts/Vice Presidents for Academic Affairs  
Vice Presidents for Student Affairs

## **2024 WANG AWARDS CATEGORIES**

### **Outstanding Faculty Teaching Award**

The Outstanding Faculty Teaching Award recognizes a faculty member who models excellence in teaching.

*Criteria:*

1. Utilizes exemplary pedagogy, including creativity and innovation in curriculum development and teaching methods.
2. Serves as a teacher leader both on campus and off campus, with a demonstrable impact on students and colleagues.
3. Pursues the scholarship of teaching, translating teaching-and-learning research into practice, and submitting teaching to professional scrutiny.

### **Outstanding Faculty Scholarship Award**

The Outstanding Faculty Scholar Award recognizes a faculty member who demonstrates excellence in research, scholarship, and/or creative activities in his or her field.

*Criteria:*

1. Significant contributions to scholarly knowledge in research, creative works, and other products of scholarly activity. Examples include publications in journals and books (including those works with undergraduates), creative writing, visual arts, composition, artistic performance, awarded external grants/fellowships and presentations at symposia and conferences.
2. Earned the esteem of distinguished colleagues within his or her field of study.
3. Research, scholarship or creative work has a critical impact on the community or on a local, state, national or international problem.

### **Outstanding Faculty Service Award**

The Outstanding Faculty Service Award recognizes a faculty member who excels in service to the university and the larger community.

*Criteria:*

1. Demonstrates superior service to the university through committee work, governance bodies and related activities, and administrative support.
2. Engages in impactful service to external stakeholders including federal, state and local governments; business and industry; and professional, public and private not-for-profit organizations. These activities may utilize the faculty member's professional expertise or the faculty member may be participating as a university representative.
3. Contributes to the university's efforts to enhance equal opportunity, cultural diversity and closing the student equity gaps.

## Attachment A

### **Outstanding Faculty Innovator in Student Success Award**

The Outstanding Faculty Innovator in Student Success Award recognizes a faculty member whose outstanding contributions are significantly improving student success.

#### Criteria:

1. Remarkable commitment to student success beyond his or her own classroom and discipline based on evidence-based results.
2. Develops, implements, and shares techniques, practices, and/or technologies that transform the student experience and improve outcomes for student success.
3. Utilizes creative and exemplary teaching practices and supports positive faculty-student relationships that inspire excellence and student success.

### **Outstanding Staff Performance Award**

The Outstanding Staff Performance Award recognizes a staff member who excels in all aspects of his or her position, with an extraordinary work ethic and impact; serving as a role model and connecting with students, staff, faculty or administrators both within and outside his or her department to promote the University's vision and goals.

#### Criteria:

1. Excels in every aspect of work performance, beyond professional peers.
2. Demonstrates efforts toward self-improvement while developing and recognizing the strengths and talents of others.
3. Demonstrated initiative and creativity that results in improved efficiency of the department and/or CSU.
4. Promotes positive morale and enhances the image of the department and/or CSU.
5. Has led a significant campus effort that has brought recognition to the mission and/or goals of the University.

## Update on Intent to Raise Questions

2 October 2023

**(Anderson, ESRM) What is the process for proposing and approving new academic programs (from articulating a vision to offering the degree)? Please provide an outline of the process for new program approval AND associated details as the logistics of how this happens in practice. [ITRQ 23-02]**

This question was sent to VP Neto on 15 September.

=====

AVP Neto responded several times with various information, including files and linked to APCI web pagers. Additional information will be distributed by email.

Hi Jason!

One more item, as you are possibly preparing for the Senate meeting this afternoon. I will attend virtually. If necessary, I can respond to questions regarding the process and timeline for curriculum development.

As I posted in the last senate meeting chat, the Academic Program Office web pages are being updated, and people can find most of this information already there. The main page is <https://www.csuci.edu/app/>

and the program development page has more information, including the timelines (and process is included) for the 2024 and 2025 new programs implementation.

SP08-02 exhibit show the general process, but new workflow visuals will soon be approved by APPC and we can then post them as well. I cannot post them until they pass APPC.

Meanwhile the program development web page out of my office also presents current information, including what is needed (Curriculum requirements) to start a process. <https://www.csuci.edu/app/programdevelopment.htm>

I know that this is lots of information, and I hope it helps.  
Lina

Provost Avila provided this response on 25 September.

The process of proposing and launching new academic programs is in part governed by policy, but also by best practices. To be successful and to serve the larger interests of the university, it requires both clear policy AND regular consultation between faculty, APPC, Local Curriculum Committees, the AVP for Academic Programs, the appropriate Dean, and the Provost.

Launching a new academic program is governed by policy in at least three areas:

- Adding a proposed degree program to the AMP;
- Moving an academic program proposal through the approval process (e.g., Curriculog, including LCC, Dean, Senate, and Provost approval); and
- Chancellor's office approval.

Once this is complete, there are additional steps required for the program to appear in the catalog and on CSU Apply.

At the same time, regular consultation between stakeholders is encouraged – especially early in the process. Successfully launching a new program requires:

- Thoughtful curriculum design that serves the needs of our students while providing affordable and timely pathways to graduation;
- A sustainable budget model that includes the cost of instruction, staff support for labs, equipment purchases, dedicated spaces, and program support staff;
- Consideration of whether or not a program is better offered through self-support or state-support based on clear and public criteria; and
- Coordination of the launch timeline with other academic programs also under consideration.

This past summer, the Provost's office, in anticipation of the large number of degrees currently under development, worked to identify criteria to inform the timeline for launching new degrees, that is, criteria for prioritization of new academic programs. These include:

- Contribution to the campus's evolving distinct mission and vision, including the CI2030/One Health planning currently under way;
- Contribution to meeting enrollment goals (stateside) or revenue goals (self-support);
- Budget sustainability based on enrollment targets, including start-up costs and integrating into the campus budget plan; and
- Extrinsic factors that influence support for a degree launch date (for example, faculty commitment, external support, campus climate, multi-year campus budget projections, and similar).

Working within our policy framework, I strongly recommend that faculty proposing degrees consult early and regularly with the Dean, AVP, and Provost's Office. This recommendation is not intended to diminish faculty roles. Rather, early consultation will lead to greater alignment of proposed degrees with criteria identified to help prioritize the launch of new academic programs. This will, in turn, provide information to those making approvals in Curriculog (including the LLC, Dean, and Senate). For example, by consulting with the Dean and AVP for Academic Planning and Budget (Kirk England) early in process, this facilitates complicated work to occur and then inform decision making, including the larger issue of when a degree can be launched.

Finally, I want to affirm that the Provost's Office, along with the Deans and the rest of the DAA leadership team, see our role as facilitating the introduction of new academic programs. While we bring a different lens to the conversation — one attentive to compliance, budgeting, and resources— we affirm that academic programs are the core business of the University. Expanding academic programs to serve the needs of our region is a high institutional priority. Our primary goal is to bring these proposals to reality through thoughtful and intentional planning that advances our shared interests in serving the region.

Mitch Avila, Ph.D.

Provost  
California State University Channel Islands

**(Periera, Library and LRC) Why was the 2022-2023 search for a founding member of the Native American and Indigenous Studies program declared a failed search? [ITRQ 23-03]**

Emails were sent out on September 15th to the Chair of the DSC, the hiring dean, the provost, and the AVP for FASE with policy-specific questions about the end of the hiring process.

Each was asked to supply a written response to the questions and email them to [irtq@csuci.edu](mailto:irtq@csuci.edu) understanding that the responses should be written so they protect the confidential nature of searches and their participants as responses will likely be

The text of the questions and their response, if available, follow.



Dr. Luna:

We have the following questions for you in your role as the Chair of the Disciplinary Search Committee (DSC) for the NAIS search.

1. Did the DSC submit to the dean a ranked list of acceptable finalists?
  - a. If so, when did you submit it to the dean, and did the dean indicate to you, as DSC chair, that the ranking was acceptable to her?
  - b. If she did, when and how did that communication happen?
2. If the dean's ranking differed from the DSC's ranking, did she justify that difference in a meeting with the DSC or in writing (which?) and when did that communication happen?
3. Has the DSC written and distributed an after-search report per SP 20-08?

Dr. Luna provided this response on 19 September. Dr. Luna's responses are in red.

> The cancellation of last year's search for a founding member of the Native American and Indigenous Studies program puts at risk both the school's ability to find faculty to serve on this year's search and the University's ability to attract candidates into a candidate pool. Why was the 2022-2023 search declared to be a failed search? What steps are being taken to assure faculty that their work on a new search will be more successful? What steps are being taken to make sure that the position is attractive to candidates?

In my assessment, it was not a failed search. It was a very successful search that was terminated unjustly by the provost. The DSC recommended three highly qualified candidates in consultation with the Dean and would have been happy with all candidates. The provost determined based on their CVs that they were not the right candidates. We have yet to receive in writing or precise information from the provost what he wants to change about our job post or specifics about these candidates. His verbal response was vague and general. At this point the original members of the DSC have agreed to serve again but we have not received guidance yet from Dean or Provost on this matter. As far as I know, I am the only faculty on our campus with a PhD in Native American Studies, so my expertise and insight to the field and job market, and contacts/relationships is a valuable resource to this search, which I feel was discounted by the Provost. We hope the senate can facilitate concrete answers from the provost so we can move forward and be advised if we cannot consider the same applicants should they apply again. We did everything we could in the last search to contribute additional funding from Ethnic Studies Council to invite Native faculty, staff, students into the process, and community members. I outreached to all NAIS PhD and Masters granting institutions with our job post. Our only advantage this year is that we have approval early and can start recruitment in the fall.

The Senate Officers are gathering information that will help answer questions many Senators have about this specific search. Our questions seek facts that relate to search requirements laid out in Senate Policy 20-08. This policy was written "to insure a transparent, fair, equitable, inclusive, and faculty-driven process of hiring individuals into the tenure-line faculty of the university." The policy also reiterates the importance of faculty-driven hiring when it says, "Another bedrock principle of this policy is that the necessary expertise for appropriate assessments, authority, and clarity of purpose rest with the faculty. Absent evidence to the

contrary, administration should accept and follow the hiring recommendations of the departmental search committee."

We have the following questions for you in your role as the Chair of the Disciplinary Search Committee (DSC) for the NAIS search.

1. Did the DSC submit to the dean a ranked list of acceptable finalists? Yes

a. If so, when did you submit it to the dean, and did the dean indicate to you, as DSC chair, that the ranking was acceptable to her? We submitted our recommendations on May 25th after our deliberations. The DSC recommended all three candidates and could not agree on a ranking and hoped the Dean would be a "tie-breaker" since she met with each candidate. Following that meeting between Dean and DSC, the Dean requested a meeting with me only, the chair and asked for my thoughts. We both agreed on a ranking after a lengthy discussion, in terms of the order in which an offer would be made. If one did not accept, we would go down the list. We left the conversation hoping she could advocate for 2 lines and be able to hire the first 2 candidates in our ranking. Within a few hours she responded that the Provost would not allow for 2 hires. I proceeded to ask him that same day in a separate meeting, hoping to offer my advocacy as to why hiring 2 would be in our best interest.

b. If she did, when and how did that communication happen? DSC met with Dean via zoom, and one-on-one conversation happened over the phone with me, May 25th.

2. If the dean's ranking differed from the DSC's ranking, did she justify that difference in a meeting with the DSC or in writing (which?) and when did that communication happen? There was no dispute that I am aware. The only area that may have caused disagreement is that that the Provost wanted to place the candidate in a joint appointment with Education, and the Dean did not want to share the line, and the candidate did not want to be in the SOE. He was currently joint-appointed in NAS and SOE and wanted to be fully in NAS on our campus. Provost could not justify based on his CV, where he would be housed/evaluated; but as we noted to the provost in our meeting with him, NAIS & ES are interdisciplinary; often with faculty from different disciplines, including education. Potentially he could have been housed/evaluated by CHS or Black Studies. The provost suggested that if we don't want him in the process, then we should not hire open rank, since he gets the final say on a candidate that would come with tenure/promotion. But we need someone with experience to create a program (candidate had created the program on his campus). But provost seemed to suggest that we should only hire assistant level.

Here is the timeline:

May 23rd: DSC Deliberations via zoom; I write up our final report/recommendations and submit to Dean & AVP FA

May 25th: DSC meeting with Dean via zoom; same day phone conversation.

June 8th: Receive a meeting request from the Provost: We meet via zoom for ½ hour and I re-cap DSC justification for our ranking and he asked a few questions, I clarified and we left the conversation with him saying that he would get this done, make an offer. This was the last word I received until the email July 6. I found it odd that he would wait so long as the candidates continued to contact me and I directed them to the Dean.

July 6th: Received an email from Dean, forwarding the email from Provost on his decision. His only suggestion offered:

"I would like us to relaunch the NAIS search in the fall semester, with either a requirement for an AOC or AOS in California Native American Groups/studies/history/etc. Looking at the CVs, I just don't see an alignment with the research areas of the faculty with developing a new program that starts with the local situation and expands out to the state, then national, then global framework.

Whoever we hire needs to at the very least have a good working knowledge of statewide (California) native American history and politics. (email dated July 5th) The DSC felt he did not evaluate the candidates based on our job description, and was not present at the job talks or interviews where we were able to assess that they indeed had expertise and ability to create a successful program centering California Native Studies, a preferred qualification.

July 6th: DSC calls an emergency meeting and drafts an email response.

July 7th: Email is sent to the president

July 17th: DSC received a meeting invite with the provost

July 19th: DSC (minus one member) met with Provost in person and AVP FA via zoom and the Dean. He did simply repeated what he said in the email and what I state above. This is the last response we received on this issue.

3. Has the DSC written and distributed an after-search report per SP 20-08? Yes, I wrote a report submitted to Faculty Affairs, AVP emailed me that our duties were completed. We were not made aware of needing to write and distribute any other "after-search" report. My report was our final assessment of each candidate and recommendation. I can provide this if necessary.

Dean Kohli:

We have the following questions for you in your role as the hiring dean.

1. Did the DSC submit to you a ranked list of acceptable finalists?
  - a. If so, when did you receive it and did you find the ranked list acceptable.
  - b. If you did not find that ranked list acceptable, did you indicate that to the DSC chair, and how and when did you communicate that to the DSC chair?
  - c. If you did find the list acceptable, did you forward the appropriate paperwork to the FASE Office?
  - d. If so, when did you forward this information to the FASE Office?
  - e. If you did not forward the paperwork to the FASE Office, please explain why you did not forward that information.

According to hiring policy, once the dean has a list of acceptable finalists, but prior to making an offer to a finalist, the dean shall make a request to appoint to the provost.

2. Did you make a request to appoint to the provost?
  - a. If so, when and how did you make that request?
  - b. If you did not make such a request, please explain why you did not make a request.

We ask that you supply written responses to the questions and email them to [irtq@csuci.edu](mailto:irtq@csuci.edu). We expect that your answers to be written so they protect the confidential nature of searches and their participants. Your response may be included in an ITRQ report to Senate.

Dean Kohli responded on 26 September.

1. Did the DSC submit to you a ranked list of acceptable finalists?

YES

a. If so, when did you receive it and did you find the ranked list acceptable.  
I RECEIVED AN EMAIL ON MAY 25TH. I FOUND THE RANKED LIST ACCEPTABLE.

b. If you did not find that ranked list acceptable, did you indicate that to the DSC chair, and how and when did you communicate that to the DSC chair?

NA

c. If you did find the list acceptable, did you forward the appropriate paperwork to the FASE Office?

FASE WAS COPIED ON THE ORIGINAL EMAIL.

d. If so, when did you forward this information to the FASE Office?

FASE WAS COPIED ON THE DSC MAY 25TH MEMO.

e. If you did not forward the paperwork to the FASE Office, please explain why you did not forward that information.

FASE WAS COPIED ON THE ORIGINAL EMAIL.

2. Did you make a request to appoint to the provost?

I MADE A REQUEST TO APPOINT THE FIRST RANKED CANDIDATE.

a. If so, when and how did you make that request?

I MADE THE REQUEST ON MAY 30TH VIA EMAIL. I ASKED THE PROVOST TO MEET WITH THE CANDIDATE BECAUSE I WAS RECOMMENDING THAT WE BRING THEM IN WITH TENURE. SOME EMAILS WERE EXCHANGED BUT THE PROVOST DID NOT GIVE ME A DEFINITIVE RESPONSE. AGAIN, ON JUNE 2ND I ASKED THE PROVOST IF A DECISION HAD BEEN MADE. THERE WERE ADDITIONAL EMAILS EXCHANGED. I THEN LEFT FOR VACATION ON JUNE 6TH WITHOUT THE PROVOST LEVEL DECISION HAVING BEEN MADE BUT WITH A NOTE FROM DR. LUNA THAT SHE WOULD BE MEETING WITH THE PROVOST THE NEXT DAY. UPON MY RETURN FROM INDIA IN LATE JUNE, I MET WITH THE PROVOST AND WAS INFORMED THAT HE HAD NOT MADE A HIRING DECISION. SUBSEQUENTLY, ON JULY 6TH HE SENT AN EMAIL ASKING TO ME TO INFORM THE COMMITTEE TO RELAUNCH THE SEARCH IN THE FOLLOWING YEAR.

b. If you did not make such a request, please explain why you did not make a request.

AS STATED, I MADE A REQUEST TO HIRE AT AN ASSOCIATE PROFESSOR LEVEL WITH TENURE.

Provost Avila

We have the following questions for you in your role as the provost.

According to hiring policy, once the dean has a list of acceptable finalists, but prior to making an offer to a finalist, the dean shall make a request to appoint to the provost.

1. Did Dean Kohli make a request to appoint a search finalist?
  - a. If so, when and how did she make that request?
  - b. If the dean did not make such a request, share your understanding of why the dean deviated from policy?
2. Did you meet with any of the candidates during their on-campus interview or informally at some other time(s)?
3. When did you cancel the search?

We understand that you made the decision to cancel the search instead of offering a finalist an appointment. Senate Policy 20-08 gives the provost the right to cancel a search if the recommendations of the DSC or dean included criteria that were not part of the position description.

4. Did you cancel the search because the DSC or dean used criteria not in the position description as part of their recommendation?
  - a. If not, what reason did you have to cancel the search?

We ask that you supply written responses to the questions and email them to [irtq@csuci.edu](mailto:irtq@csuci.edu). We expect that your answers to be written so they protect the confidential nature of searches and their participants. Your response may be included in an ITRQ report to Senate.

Provost Avila responded on 20 September.

Dear Chair Miller,

Thank you for your questions about the NAIS search. As you probably recall from our discussions, hiring tenure track faculty is among the most important things that we do as a campus and I take the issue of hiring very seriously. I want to begin by commending the DSC for their work on this important search, especially for following process and policy.

I did not meet with the finalists for the NAIS position. The Dean and I consulted several times after she received the recommendations from the DSC in late May. While this level of consultation is not the norm, it did follow our past practice of discussing the relative merits of the candidates when there are issues that require resolution, including for example, whether an offer of tenure would be

made to a candidate. In short, there was no deviation from policy.

The decision to cancel occurred at the beginning of July. This came after a thorough review of the search committee memo, an interview with the search chair, several conversations with the Dean, and a review of the candidates' CVs. I found it to be in the best interests of the university to relaunch the search. The exact reasons are confidential. The search was not canceled due to the DSC or Dean using criteria that were not part of the position description. After the decision was made and communicated to the DSC, they asked for the opportunity to discuss. The meeting with the DSC, myself, Dean Kohli, and AVP DeGraffenreid happened a couple of weeks later. During that meeting, I shared in some detail with the committee why the search was canceled and committed to it being relaunched in the fall.

Cordially,

Mitch Avila, Ph.D.  
Provost  
California State University Channel Islands

AVP DeGraffenreid

We have the following questions for you in your role as the AVP for Faculty Affairs, Success, and Equity (FASE).

1. Once the dean has a list of acceptable candidates, the dean is supposed to forward relevant paperwork to the FASE Office. Did you receive finalist information from Dean Kohli after she had a list of acceptable finalists?
2. Has the FASE Office communicated with any finalists since the search was canceled?
  - a. If so, when did the FASE Office communicate with individuals and what was the nature of the communication?

We ask that you supply written responses to the questions and email them to [irtq@csuci.edu](mailto:irtq@csuci.edu). We expect that your answers to be written so they protect the confidential nature of searches and their participants. Your response may be included in an ITRQ report to Senate.

AVP DeGraffenreid replied by email on 15 September with the following:

Hello Jason,

Thanks for the questions.

1. FASE did receive the list of the finalists from the DSC. They cc'd me on their communication with Dean Kohli where they presented their list with justifications.
2. Email communication to applicants went out on (or about) July 21. The email expressed appreciation for their application and informed them that the search had been canceled. This was shortly after the Provost and Dean met with members of the DSC to discuss the decision.

Bill

William DeGraffenreid, Ph.D. (he/him)  
Assoc. Vice President for Faculty Affairs, Success, and Equity (Interim)  
California State University, Channel Islands  
[william.degraffenreid@csuci.edu](mailto:william.degraffenreid@csuci.edu) | 805-437-3274 or 916-278-5938

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(Wyels, Math) California Assembly Bill 1887 prohibits state-funded or state-sponsored travel to a list of states that now includes 24 states. Yet the law allows for exceptions. (See <https://oag.ca.gov/ab1887>.) I ask that the process at CSUCI for requesting an exception together with the list of possible exceptions be made available to all CSUCI employees. Any information regarding the history of approval of exceptions for campus faculty, staff or administrators would enhance transparency, yet I'll consider this ITRQ satisfied when the process and list are public. [ITRQ 23-01]

The 'exception' process should include how one initiates it, what the possible exceptions are, what the timeline for decisions is, who makes the decisions, and whether there's any avenue for appeals (and if so, what that is). A response will get bonus points for addressing existing lack of transparency and considering how to avoid similar lacks in the future. Additional bonus points for sharing exceptions that have been granted or not granted.

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On September 15th, a global email went out to campus asking this question moot (see bold text).

To the CSUCI Campus Community,

We are pleased to inform you of an important update regarding state-funded travel.

Governor Newsom signed SB 447 yesterday, which effectively repeals AB 1887, the travel ban to restricted states. As a result of this change:

**Effective immediately, state funds can be used for travel to all states without restrictions.**

If you undertook travel prior to the repeal of AB 1887, please note that non-state funds will have to be used for reimbursement.

However, for travels beginning September 14th and onward, reimbursements can be made using state funds.

We recognize the challenges the previous restrictions may have posed and appreciate your understanding and patience throughout this period. This update serves as a testament to our commitment to ensuring that our CSUCI community remains informed and equipped to make the best decisions.

For any questions or clarifications regarding travel reimbursements or the recent legislative changes, please contact the Financial Services department.

Thank you for your attention to this important update. Safe travels to all those embarking on their journeys.

Best regards,

Greg Stoup

Director of Procurement & Contract Services

California State University Channel Islands

805 437 8581

AVP DeGraffenreid responded for the Division of Academic Affairs with this on 18 September.

Please find this response as that coming from the Division of Academic Affairs on this issue of the ITRQ for out-of-state travel, rather than individual requests.

Upon receipt of this specific ITRQ, California's out-of-state travel ban has been rescinded by subsequent legislation and the signature of Governor Newsome. As such, the request appears to be a moot point. There are currently no restrictions on the use of state funds for travel within the United States.

However, before this was rescinded, the limited exceptions by the law were posted in the Travel Procedures and Regulations document posted in the Travel Policies website. There was no process for granting "exceptions" per se – the travel either met the terms of the law or it did not. As such, the Division did not "grant" exceptions.

Prior to the law being rescinded, Cabinet updated campus practice to allow for philanthropic funds held in foundation accounts to be used for travel to states that would have otherwise been banned. This practice had also been instituted at other CSUs. This change went into effect shortly before the repeal but is moot given the change noted above.

Best regards,

Bill

William DeGraffenreid, Ph.D.  
Assoc. Vice President for Faculty Affairs, Success, and Equity (Interim)  
Division of Academic Affairs  
California State University, Channel Islands  
william.degraffenreid@csuci.edu  
805-437-3274 / 916-278-5938  
EAP| Student Services  
He/Him

**(Harris, Library and LRC) Is there a new timeline for the search for the permanent AVP of Faculty Affairs, Success, and Equity (FASE) and can that be shared so faculty can plan, in the event they want to volunteer for the service commitment? [ITRQ 23-04]**

Follow-up: Regarding the search process for the permanent AVP for FASE, can we build in a better feedback mechanism at the position ad design stage which involves faculty, as this position is a critical component both of the Provost's team and of our formal system of faculty relations? Might CEAR be an option, or will there be the opportunity for faculty or a faculty body to review the AVP FASE position description before it is posted again?

This question was sent to Provost Avila on 15 September.

Provost Avila replied with the following on 19 September.

The Provost intends to post the AVP FASE position no later than November 1, 2023, with a tentative application deadline of January 15, 2024. Faculty service on the committee would begin at the start of Spring 2024 and last for 6-8 weeks, with an intent to complete the finalist interviews by early April at the latest. As always, AEBC is responsible for identifying faculty to serve on the search committee.

Senate Policy 21-02 does not include a requirement for "feedback" on either the position description or the position ad. That said, if members of the Senate, such as CEAR, wished to provide constructive feedback on this position, this would certainly be taken into consideration. Indeed, it would be welcome. Any input would need to be received by October 23 in order to be taken into account. As always, the Provost reserves the right to determine the final position description and any related advertising.

Finally, when finalists come to campus, there will be significant opportunity for engagement, including open forums. I trust Senate will encourage faculty participation and feedback for this critical position.



# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS POLICY MANUAL

**Division of Academic Affairs**  
**Approved By:** Academic Senate

**Policy Number:** SP 23-XX  
**Effective Date:** Fall 2024  
**Page 1 of 7**

## Policy on Instructional Materials Adoption for Accessibility and Affordability

**SUPERSEDES:** Senate Resolution 06-07

**DRAFTED BY:** Faculty Affairs Committee

**Accountability:** Division of Academic Affairs, CI Bookstore, and Office of the Registrar

**Effective Date:** Fall 2024

### Background

It is the shared responsibility of faculty, staff, and administrators to ensure that accessible instructional materials are available to students in a timely fashion to best support student learning. Furthermore, CI is required by federal and state laws, as well as by the California State University, to address issues related to the affordability and accessibility of instructional materials<sup>1</sup>.

Since 2006, CI has had a Senate Resolution on the Timely Adoption of Text-Based Materials for Students with Disabilities” (SR 06-07), but no enforceable Senate policy on instructional materials adoption. This policy has been drafted to fill the aforementioned void and to address the significant evolution in instructional materials that has taken place since the approval of SR 06-07.

The goal of this policy, in addition to complying with federal law and CSU mandates, is to ensure accessibility and promote affordability of instructional materials by way of timely adoption and notification of said materials, and through the implementation of related best practices at CI.

### Definitions

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<sup>1</sup>See Americans with Disabilities Act (ADA); CSU Executive Order 962; [California State Auditor Report 2007-116](#); Higher Education Opportunity Act of 2008; [Section 508 of the Rehabilitation Act](#), [CSU Accessible Technology Initiative Policy](#), and the [College Textbook Affordability Act of 2015](#).



# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS POLICY MANUAL

**Division of Academic Affairs**  
**Approved By:** Academic Senate

**Policy Number:** SP 23-XX  
**Effective Date:** Fall 2024  
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## Policy on Instructional Materials Adoption for Accessibility and Affordability

**Accessibility:** Instructional materials are accessible if “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.”<sup>2</sup>

**Course registration:** The process by which students enroll in courses for a given semester.

**DASS:** Disability Accommodations & Support Services (DASS) is the CI office responsible for ensuring that the CI educational experience is accessible for every student.

**Instructional materials:** Materials required (or recommended) for use by students in a given course. Instructional materials are of two main types: a) materials that students purchase (or rent); and b) materials made available to students at no cost (such as Open Access and Open Educational Resources).

**Instructor:** The instructor is the assigned faculty of record for a given course who typically, although not always, is responsible for the selection and adoption of instructional materials for their assigned course.

**Open Access (OA):** Open Access refers to teaching, learning, and research materials that are available free online but may not be revised, remixed, or redistributed. The OA designation is typically used for scholarly works (journals, books, etc.), but can also refer to materials such as government documents and reports from research or policy institutes. OA materials should not be assumed to be accessible to learners with disabilities.

**Open Educational Resources (OER):** Open Educational Resources (OER) are learning, teaching, and research materials in any format and medium that reside in the public domain (or are under copyright) and have been released under an open license to permit no-cost access,

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<sup>2</sup> CSU Policy 9798168: Disability Support and Accommodations Policy



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## Policy on Instructional Materials Adoption for Accessibility and Affordability

re-use, re-purpose, adaptation, and redistribution. OER materials should not be assumed to be accessible to learners with disabilities. (UNESCO)

### Policy Text

#### **A. Process for Determining and Announcing Due Dates for Instructional Materials Adoption**

1. The due date for instructional materials adoption shall be seven (7) days before the start date of course registration for the corresponding semester or session.
2. By February 1 of the preceding academic year, the Office of the Provost, after consulting with the Registrar's Office, shall publish and announce to all faculty via email the due dates for adoption of instructional materials and the start dates of course registration for the upcoming academic year (including fall semester, winter session, spring semester, and summer sessions).
3. By the start date of course registration, the Registrar's Office, in coordination with the Manager of the CI Bookstore, shall ensure that identifying information for adopted instructional materials to be bought (or rented) by students, along with the respective CI Bookstore retail price of said materials, is available in the CI Schedule of Classes so that students can be informed of anticipated costs when selecting classes. Similarly, the Registrar's Office shall ensure that the Schedule of Classes indicates which courses have adopted no-cost or low-cost instructional materials.

#### **B. Responsibility for Complying with Due Dates for Instructional Materials Adoption**

1. Upon submitting to their Dean's office their program or department's class schedule for the upcoming semester or session, the Chairs of all academic



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## Policy on Instructional Materials Adoption for Accessibility and Affordability

- programs or departments shall remind their faculty of the due dates for instructional materials adoption for the semester in question.
2. Instructors shall submit their instructional materials adoptions to the CI Bookstore by the announced due dates (unless special circumstances apply; see section D). Adoptions shall include all instructional materials that students will be required (or recommended) to purchase (including but not limited to books, lab coats, art supplies, etc.).
  3. If instructors are not requiring (or recommending) the purchase or rental of any instructional materials for a given class, or if they are using only OER or OA materials, instructors are responsible for notifying the CI Bookstore of this fact by the announced due dates for adoption of instructional materials for the semester in question.
  4. Prior to the due date for adoption of instructional materials for the upcoming semester or session, Chairs of all academic programs or departments shall remind faculty of the approaching due dates.
  5. Prior to the due date for adoption of instructional materials for the upcoming semester or session, the Manager of the CI Bookstore shall notify the Chairs of all academic programs or departments of all outstanding adoptions of instructional materials in the classes offered by the respective academic department or program.
  6. Upon receiving notification of outstanding adoptions of course materials, Chairs of departments or programs shall remind those faculty who have outstanding adoptions of the need to submit them by the published due dates.

### C. Affordability

1. Faculty shall consider affordability when selecting instructional materials for their classes. When appropriate, faculty are encouraged to consider OER or OA materials and other low-cost or no-cost options for their classes. See the appendix to this policy for related resources.



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## Policy on Instructional Materials Adoption for Accessibility and Affordability

2. Whenever possible, instructors are encouraged to work with the CI Library to arrange for a copy of required textbooks and/or instructional materials to be available via Course Reserves (in electronic or print format, as appropriate).

### **D. Special Cases of Adoption of Course Materials**

1. Courses added to the class schedule after the announced due date for the adoption of course materials for the upcoming semester (or session) shall have their instructional materials identified at the time the course is added to the schedule of classes. It is the responsibility of Chairs of programs and departments to ensure that course materials adoptions for late-launch courses are submitted to the CI Bookstore when said courses are added to the schedule.
2. Instructional material adoptions for multiple-section courses (or sequences of courses) that require the same course materials across all sections (or sequences of courses) shall be the responsibility of the program or department Chair (or designee).
3. If a course is listed on the Schedule of Classes without an identified instructor, the Chair of the program or department in question shall be responsible for the adoption of course materials by the announced due date. Alternatively, the Chair may notify the CI Bookstore that instructional materials for said courses are "To Be Determined" and shall ensure that the CI Bookstore is notified of the course materials adoption at the earliest possible date.
4. If the instructor of a course has not notified the CI Bookstore of their instructional materials adoption by the announced due date, the Chair of the program or department in question shall assume the responsibility of ensuring that the course material adoption is submitted to the CI Bookstore by the start of Course Registration for the upcoming semester or session.

### **E. Accessibility of Instructional Materials**





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## Policy on Instructional Materials Adoption for Accessibility and Affordability

1. For students with a DASS-approved accommodation, the University shall bear the cost of converting required instructional materials to an accessible format if an accessible version of the material does not already exist.
2. When contacted by DASS, instructors are responsible for submitting to DASS as soon as possible any instructional materials that DASS requests in order to make them accessible for students with approved accommodations.
3. Instructors who use a selection of diverse teaching materials (e.g., OA articles from scholarly journals, online videos, podcasts, online news articles, etc.) rather than (or in addition to) traditional or OER textbooks, shall make every effort to identify their instructional materials no later than one-month prior to the date when the instructional materials are made available to their class so that the materials in question can be made available to DASS upon request to allow timely adaptation of the materials for students with approved accommodations.
4. If the need arises to adopt additional course materials after the start of the semester, instructors shall provide these new materials to DASS upon request as soon as the materials are adopted to allow timely adaptation of the materials for students with approved accommodations.
5. As a general best practice for creating a campus culture that prioritizes accessibility, and in accord with [Section 508 of the Rehabilitation Act](#), instructors shall strive to ensure that all instructional materials (e.g., documents, videos, etc.) posted to their respective course pages on the campus learning management system (LMS) have been vetted for accessibility via the system's "Accessibility Checker" or similar tool.
6. Given the choice between two or more equivalent instructional materials, instructors shall select an accessible version.



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## Policy on Instructional Materials Adoption for Accessibility and Affordability

### Appendix

#### Resources to Support Affordability and Accessibility of Instructional Materials

Instructors are invited to peruse the following resources when searching for affordable instructional materials:

1. CSU Affordable Learning Solutions: <https://als.calstate.edu/>
2. California Online Open Library for Education: <https://www.cool4ed.org/>
3. OER Commons: <https://oercommons.org/>
4. OpenCI: <https://www.csuci.edu/openci/>
5. Open Textbook Library: <https://open.umn.edu/opentextbooks/>
6. Broome Library OER website: <https://libguides.csuci.edu/c.php?g=1043431&p=7569146>
7. Broome Library OER Librarian: <https://library.csuci.edu/about/contact-us.htm>

Instructors are invited to reach out to the following CI campus offices when seeking assistance regarding issues of accessibility and inclusivity of instructional materials:

1. TLI Accessibility and Inclusive Design Lead: <https://www.csuci.edu/tli/aid.htm>
2. DASS Resources for Faculty & Staff: <https://www.csuci.edu/dass/faculty-staff-resources.htm>



# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

## Resolution on Proper Use of Public Chat During Senate

**Resolution #: 23-xx**

**Drafted By: Greg Wood, Mari Estrada, Jazmin Guajardo**

**Approval Date:**

**Purpose: Agreement on the use of public, electronic communications (chat) during sessions of the Academic Senate of California State University Channel Islands**

**Resolution:**

<type body text here>

**WHEREAS: Anyone may use public, electronic communications (chat) during sessions of the Academic Senate of California State University Channel Islands (ASCSUCI) AND**

WHEREAS The bylaws of the ASCSUCI require adherence to Roberts Rules of Order AND

WHEREAS Robert's Rules require, and the ASCSUCI benefit from, only a single person speaking at one time, as recognized by the chair AND

WHEREAS the chat can be employed at any time, by anyone present in the meeting AND

WHEREAS information of general interest, and resolving confusion is often produced in chat

BE IT THEREFORE RESOLVED THAT the public chat channel be continue to be enabled during ASCSUCI meetings AND

BE IT FURTHER RESOLVED THAT all persons present in the meeting agree to refrain from advocating for or against any issue of the Senate except when recognized by the chair for that explicit purpose<sup>1</sup> AND

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<sup>1</sup> Anyone recognized by the chair has the right to speak, but at times this is not possible, for a variety of reasons, and the recognized person is welcome to place remarks in chat. No reason need be given. Normally, a Senate officer shall read the remarks, for the benefit of all present, but the recognized person may, along with their remarks, indicate a person they prefer to read their remarks for them.



# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

## Resolution on Proper Use of Public Chat During Senate

BE IT FURTHER RESOLVED THAT the use of public chat be limited to purely informational items (except as above) such as:

1. Links or documents supporting a report or event
2. Announcements of events, meetings,
3. Text of proposed amendments (only by a member recognized by the chair for this purpose). The text should also be read out (either by the author or a proxy), but may also be placed in chat to ensure accuracy, and ease the work of senate officers
4. Requests along the lines of Points of Privilege (inability to hear the speaker, technology is not working properly, cannot vote or cannot see something being shared publicly in senate, or similar – in general, any kind of access to the meeting, or comfort or safety during a meeting)
5. A translation of in-person events to which online meeting attendees may have missed such as a physical gesture or sudden movement which may materially impact understanding of proceedings
6. Points of Order (calling out, for example, a violation of a Senate Rule)

BE IT FURTHER RESOLVED THAT supporting links/documents, may be placed in chat by a recognized speaker during their recognized time by the chair

BE IT FURTHER RESOLVED THAT the chat may be saved, but is not a part of the minutes of the ASCSUCI.



# **Intent to Raise Questions (ITRQ) & Responses**

**Senate Meeting 10/10/23**

# IRTQ- Senator: Ivona Grzegorzcyk



The issue of delaying or restructuring some of grant based student scholarships was brought to the senate attention recently.

It is a critical issue as we are already in the 5<sup>th</sup> week of the semester, and many of the scholarships were not processed yet, forcing students hardship with covering cost of their studies. We request immediate attention to this matter as well as an official response from the university financial services. Various grants obtained by CI faculty included scholarships for students for their various scholastic activities and were approved by the funding agencies and the university as such (and included in the overall grant budgets as the scholarship funding).

PI's are responsible to the granting agencies for distributing the monies in a timely manner in accordance with the approved proposals.

There should be no changes made by the university financial officers unless the changes are requested by PIs or the granting agency, that includes reclassifying scholarly activities as 'hourly employment' (that do not properly reflect what students actually do, such as research projects, paper writing or dissemination of results). Some undergraduate researchers participate in classroom-based undergraduate research experiences making it a conflict-of-interest to hire them as employed researchers, etc. As we would like to keep **Donors and Funders to trust our institution** we are asking for written (or in person on the senate floor) explanation regarding the above issues. Note that the lengthy procedures in receiving Financial Aid at CI from various sources may potentially contribute to lower enrollments.

# Response



- Office of the President (OTP) requested to respond to ITRQ during the 10/10/23 Senate meeting.

## ITRQ- Senator: Dana Baker



What is the purpose and intention of using (modified?) break-even analysis for new state side programs using, if seems, exclusively tuition funding?



# Response



Emailed AVP Kirk England ITRQ- 10/10/23

Response Received from AVP Kirk England- 10/10/23

Each degree proposal is developed under three unique FTES scenarios: a base case, a best case, and a worst case. These scenarios are typically projected out for five to six consecutive years.

The result is two high level summaries that allow us to compare costs across programs.

- **Annual Contribution Margin:** This is the difference between the state tuition collected and the cost of instruction. Because we are state-supported institution, most of our programs have a negative annual contribution margin, meaning, that we rely on state support to cover a portion of the instructional costs. Essentially, this metric is asking “how close to self-sustaining is the proposed degree?”, even though we are not expecting degrees to be self-sustaining per se.
- **Net Operating Position:** This is the difference between all of our direct costs (instruction, staff, marketing, equipment, etc), and all of our sources (which includes tuition, but also reallocations from our existing budget lines, for example, our lecturer salary pool). In all cases the net operating position is positive, which in turn means that the programs are viable insofar as there are resources available to reallocate.

Note that these numbers, annual contribution margin and net operating position, are at best estimates. Their real value comes from comparing them with figures for other programs derived from the same methodology. This allows us to say whether a program is more or less expensive, costly to operate, can or cannot offset ongoing tuition declines, etc. In turn, when combined with other criteria, such as the contribution to FTES growth, alignment with campus mission and regional needs, and other extrinsic factors, we are in a position to assess the relative value of the degree for the campus vis-à-vis other proposed programs.