

# Report on Research, Scholarship, and Creative Activity (RSCA) at California State University, Bakersfield (CSUB):

## Benefits, Support, Responsibilities, Challenges, and Recommendations

Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA)  
California State University, Bakersfield

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## Executive Summary

Research, scholarship, and creative activities (RSCA) are integral to the university and produce significant benefits to our students, the local community, and beyond. An evaluation of support for RSCA is timely for California State University, Bakersfield (CSUB) as we emerge as a regionally important master's-granting institution, develop additional doctoral programs, distinguish ourselves from locally serving community colleges, and strive to become a center of regional scholarship and excellence. Moreover, in 2025 CSUB was recognized as one of 12 CSUs classified by the Carnegie Foundation under the new rank of "Research Colleges and Universities." This recognition of the importance of RSCA to our region, the growing significance of RSCA at CSUB, and the aim to recruit new top researchers to our campus faculty underscore that this moment is an ideal time to evaluate campus support for RSCA and make recommendations for future success.

CSUB currently supports RSCA activities in a variety of ways, including contractual programs of support, infrastructure, and externally funded initiatives. These support activities are limited by factors such as budgetary constraints, institutional priorities, and historical precedent. Internally, RSCA is supported through small research grants, fellowships to support student projects within faculty research areas, and assigned time (AT) for research through new faculty AT and sabbaticals. Faculty benefit from mentorship, administrative assistance, and access to grants staff who help navigate grant applications, ethics approvals, and compliance requirements. The university also invests in building and maintaining laboratories, studios, and other RSCA-focused spaces.

Faculty professional responsibilities include teaching, service, and RSCA. These responsibilities are codified in the faculty Collective Bargaining Agreement (CBA) and reflect negotiated expectations for tenured and tenure-track (T/TT) faculty. T/TT faculty receive higher salaries than lecturer faculty because of their additional RSCA obligations. Faculty across the CSU are expected to manage their time flexibly, balancing their teaching and various other obligations to fit within a typical 40–49 hour work week.

At CSU Bakersfield (CSUB), T/TT faculty have a standard 12-3 assigned workload model: 12 weighted teaching units (WTU) for instruction and 3 WTU for service, with additional non-assigned time for RSCA. The *University Handbook*, recommends prioritizing RSCA over service in the context of performance review. Faculty manage how much time they allocate to each workload area, with recent surveys showing they spend the most time on teaching (23 hrs) followed by service (14 hrs) and RSCA (9 hrs). Faculty express a desire to spend more time on RSCA and less on teaching and service. Dissatisfaction is highest around RSCA support — including facilities, travel support, and available time — which is contributing to many faculty (67%) considering leaving CSUB for other institutions.

Despite these challenges, CSUB faculty are productive: T/TT faculty produce about 1.3 refereed scholarly products per year (median of 1 per year) — slightly above the CSU system average — and tenure rates are very high. Minimum RSCA expectations at CSUB (roughly 2 publications over 6 years) are modest relative to faculty productivity. The data suggest that current RSCA expectations are modest and achievable.

CSUB faces an urgent challenge in recruiting and retaining highly productive RSCA faculty, with recent losses of productive scholars threatening the university's academic strength and regional mission. Key challenges include limited time for research, inadequate travel funding, poor RSCA facilities, and a lack of consistent recognition and support for scholarly work. Additionally, unclear pathways for

faculty who are less research-active and inconsistent distribution of research-related funds and space hinder overall RSCA development. Addressing these issues is critical for building a stronger research culture and securing CSUB's future as the leading regional academic institution.

A culture that values scholarly work not only motivates faculty to pursue ambitious research goals, but also fosters collaboration, innovation, and a shared sense of purpose. When research is visible, celebrated, and meaningfully supported, faculty are more likely to feel invested in the university's mission and to remain long-term contributors to its success. Building this culture requires recognition of research achievements, clear pathways for professional development, and a commitment to allocating time, space, and resources that enable faculty to thrive. This culture must also maintain a university-wide culture of respect, appreciation, professional development, and support for all faculty, including those with lower RSCA productivity who do important work as educators and in their service to the university.

To address these challenges, a series of recommendations are proposed:

- **Develop robust faculty recognition programs** including annual awards for scholarly products and achievements and formal research titles for those faculty who achieve academic distinction.
- **Formalize support structures and sustain programs that contribute to a vibrant research culture**, such as regular writing retreats, sabbatical encouragement, research centers, and mentorship programs.
- **Use assigned time (AT) allocations to support RSCA** including the provisions within the CBA for RSCA-associated workload reductions.
- **Formulate a space allocation and use plan that specifically addresses RSCA** by ensuring that limited physical resources are aligned with scholarly productivity, institutional priorities, and future growth. Elevate RSCA considerations in institutional space planning and maintenance.
- **Increase transparency and stability** in the allocation of travel support, internal RSCA funding, and indirect cost recovery distribution.
- **Consider revising university-wide RTP standards** to elevate scholarly expectations. Rigorously maintain existing standards. Develop formal pathways for faculty who prefer teaching-focused careers while ensuring the RSCA standards are used to recruit, retain, and promote T/TT faculty who are teacher-scholars.
- **Implement institutional support for service reduction** particularly for URM faculty disproportionately burdened by "invisible labor" and for research active faculty who are critical in meeting the research mission of the university.
- **Conduct regular faculty workload and RSCA environment surveys** to identify inequities, inform leadership decisions, and support faculty time management, professional development, and planning.

Together, these strategies aim to position CSUB as a regionally distinguished research university that values, supports, and retains its most talented scholars. Building a campus culture and institutional structure that celebrates and supports research is not just about advancing knowledge — it's about empowering faculty to lead bold research endeavors, mentor the next generation of thinkers, and position our university as a beacon of excellence for the region and beyond. Education and RSCA mutually reinforce one another, enriching teaching, academic inquiry, critical thinking, and innovation in the classroom. In valuing research, we value the limitless possibilities it brings to our students, our community, and the world.

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# 1. Benefits of Research, Scholarship, and Creative Activities (RSCA)

Universities serve society in numerous ways and perform a unique role that distinguishes them from other institutions in their commitment to foster creativity, curiosity, and life-long learning. The skills and knowledge acquired at the university-level impact generations. Some institutions provide specific workforce training; however, the special responsibility of the university is to educate and encourage students to become general problem solvers and active thinkers who can serve as informed, insightful, empathetic, and adaptable leaders in a rapidly changing world. For a university and its faculty, achieving this educational outcome is a significant challenge. Students most readily learn these skills from faculty members who themselves model active lifelong learning through their ongoing research, scholarship, and creative activities.

Research, scholarship, and creative activities (RSCA) encompass the varied disciplinary activities of faculty. This includes creative original works and exhibits, and basic and applied research. The critical and integrated expression of RSCA is peer-reviewed, juried, and/or refereed products that arise from these activities. These include, but are not limited to, journal and book publications, performances and exhibits, and proposals for extramural funding to facilitate continued RSCA. Curiosity, and its expression as RSCA, is a fundamental aspect of human nature satisfying our need to solve problems and create meaning and understanding of our world.

These products represent the various and significant benefits stemming from RSCA, including the following:

- They create knowledge and communicate new information and ideas to a wide range of audiences, ranging from specialized scholars of a discipline and the local community to broad and general global audiences.
- These activities are necessary for faculty effectiveness and currency in teaching, instructional resources and techniques, and educational activities.
- These activities create opportunities for mentored and scholarly experiences for students, including the formation of professional and scholarly connections that facilitate success long after their degrees are completed.
- They increase the distinction and esteem of the university and faculty.
- They affect our ability to recruit and retain faculty.
- They fund many of our most impactful campus initiatives and programs, and contribute to institutional improvements through new facilities, equipment, and resources.
- For some programs and disciplines, RSCA activities are necessary for accreditation and the maintenance of professional standing of our programs.
- Finally, RSCA activities foster a culture of curiosity and intellectual exploration that is professionally engaging, encourages critical thinking, drives new knowledge discovery, and creates an environment in which new ideas continue to be created and evolve.

The benefits of RSCA are particularly important for the students and the region served by California State University, Bakersfield. Since its inception, CSUB has been the only 4-year degree granting institution within nearly a 100-mile radius, so it is the key institution of higher learning for a large region of California. As employees of the region's sole university, faculty of CSUB must remain RSCA-active in order to train and support an engaged workforce and to support the generation of regional and community-based knowledge, innovation, and emerging leaders (**Box 1**).

CSUB is recognized as one of 12 CSUs classified by the Carnegie Foundation under the new rank of “Research Colleges and Universities” (<https://news.csusb.edu/carnegie-foundation-classifies-csub-as-research-university>). According to CSUB President Harper, “It is impossible to overstate how prestigious and important this recognition is because it will allow us to recruit top researchers into the ranks of our already exceptional faculty and provides another reason for our region’s students to study right here at home in pursuit of their university degree. It also brings distinction to Kern County, for it is due to the support of CSUB by this community that our groundbreaking research is possible.”

**Box 1**

Excerpt from Wang (2025) Community Voices: Preserve CSUB’s future with adequate funding, *Bakersfield Californian*:

Education isn’t an assembly line. Unlike K-12 schools, **universities are centers of research, mentorship and innovation. CSUB doesn’t merely prepare students to pass tests; it cultivates leaders, thinkers and problem-solvers. Professors here don’t just teach; they mentor, conduct groundbreaking research, and contribute to the community.** Reducing our faculty’s role to classroom hours alone guts the intellectual vitality that defines CSUB and weakens its role as Kern County’s only public university.

In essence, the true impact of CSUB isn’t measured in class sizes or credit hours. It resides in first-generation **college students discovering their passions, research improving lives, and community partnerships strengthening our region.** Budget pressures must not push us toward a superficial number-driven approach that diminishes the transformative quality of higher education. A stripped-down CSUB — where innovation is stifled, research is sidelined, and students miss out on the mentorship that fuels their future success — will become a university in name only.

At its core, CSUB is its people — dedicated faculty, determined students, and a supportive campus community. Professors work late nights grading, spend weekends mentoring, and dedicate years to research that benefits society.

## 2. Support for Research, Scholarship, and Creative Activities (RSCA)

Universities support RSCA activities in a variety of ways including both internal and external funding, infrastructure, expert guidance, and collaborations. Internally, they may offer research grants, seed funding, fellowships to support faculty and student projects, and assigned time (AT) for research through new faculty AT, sabbaticals, and other programs. Faculty benefit from mentorship, administrative assistance, and grants staff who help navigate grant applications, ethics approvals, and compliance requirements. Universities also invest heavily in infrastructure, including building and maintaining laboratories and studios, and facilitating the installation and utility support of specialized equipment and labs (i.e., water, power, climate control). Externally, universities secure funding from government agencies, private organizations, and philanthropic donors while forming strategic partnerships with local industry leaders that benefit faculty, students, and job-seeking recent graduates. University libraries provide critical research materials, including digital archives, journal subscriptions, and institutional repositories, ensuring scholars have access to the latest information. Each of these types of support are discussed below, with a focus on items that are particularly relevant to CSUB and with specific references to the support available within the CSU and at CSUB. This report draws on available resources and references as well as material and information gathered as part of a campus-wide faculty survey conducted during AY2024-2025 by FAC-4-RSCA. Results of this survey will be presented fully and separately in a report on Grants to be completed by FAC-4-RSCA, and only relevant results have been summarized for a subset of topics for this report.

### Infrastructure and administrative support

#### *Physical space: Office, labs, and studios*

The physical space available on campus and available for RSCA activities is a critical component of institutional support. Space that is specifically utilized for RSCA, such as labs and studios, require university investment in the allocation of space, the maintenance of climate control systems, electrical service, and water and plumbing. Technical support, such as wired LAN lines and wireless reception, may also be required in some spaces. For many of these, RSCA-needs and those required for instructional support heavily overlap and are difficult to separate. This is especially the case when student experiences, such as in independent study research courses and graduate students related to culminating experiences, are considered. For these examples, research infrastructure is required, is specifically linked to units, and, in the case of graduate student research units, is required for degree completion. Nevertheless, at least some spaces could be considered primarily faculty RSCA-space and these represent a direct allocation to RSCA by the university.

The CSU regularly tracks and audits space allocations on campuses (<https://www.calstate.edu/csuo-system/doing-business-with-the-csu/capital-planning-design-construction/operations-center/Pages/space-management.aspx>), although campus space planning primarily focuses on educational spaces and needs. Faculty are not guaranteed RSCA-associated space, although disciplines for which lab or studio spaces are deemed essential typically offer individual or shared space assignments as part of faculty appointments. Although faculty are required to hold office hours, the Collective Bargaining Agreement (CBA) does not specifically grant faculty the right to be designated an office space and space for RSCA-activities is not mentioned.

Our FAC-4-RSCA survey (AY 2024-2025) found that most faculty were satisfied with their office space (76.6% satisfied or highly satisfied, 17.0% neutral, 6.4% unsatisfied or highly unsatisfied) and the available technical support (58.7% satisfied or highly satisfied, 21.7% neutral, 19.6% unsatisfied or highly unsatisfied). In contrast, only 7% of faculty were satisfied with campus RSCA facilities, with most faculty dissatisfied with RSCA facilities (7.0% satisfied or highly satisfied, 37.2% neutral, 55.8% unsatisfied or strongly unsatisfied).

A formal and coherent policy on RSCA space allocations, that apportions space based on productivity and need, and which plans for the maintenance and support of these spaces, could lead to significantly increased RSCA visibility and productivity. Additional information from faculty on the needs and requirements for RSCA facilities is required and should be an integral part of space planning.

### *Library*

The Walter W. Stiern Library at CSU Bakersfield focuses predominantly on supporting student educational activities and student research. Access to information, journals, and specialized research databases unequivocally form a key element of RSCA support that benefits both student and faculty research and scholarship. In addition, the library offers some potential RSCA-related services to faculty that could include: one-on-one research sessions, assistance with bibliographies, library faculty serving as collaborators on projects, assisting with publishing faculty research via open access platforms, and depositing scholarship products in the Institutional Repository to make it available to other scholars at no cost.

### *Administrative support*

Administrative support for RSCA varies considerably across campus. In some units, departmental ASCs or other support staff may assist with items such as supply orders, travel claims, or equipment purchases. In other units, this may not be the case, and faculty may have to work to navigate institutional requests and systems on their own. This can be particularly challenging as campus software systems, routing procedures, and forms regularly change.

For faculty with external grants or working to submit external grants, additional administrative support may be available. The College of Natural Sciences, Mathematics, and Engineering (NSME) has an office of Grants and Outreach that assists in the administration of some grants, but other colleges lack the same college-level dedicated office. Some campus centers and institutes may also offer administrative assistance for activities falling within their specific purviews.

University-wide, the office of Grants, Research, and Sponsored Programs (GRaSP), aids faculty writing grants, helps in the administration of some grants, and oversees reporting and compliance. This office also offers administrative assistance to several committees and programs that support RSCA, including offering administrative support to the Research Council of the University (RCU), which reviews and awards RCU and associated internal and CSU-wide grants; administrative support for the managing of RCU and associated grants; oversight and administration of student programs, which may contribute to faculty RSCA, such as the Student Research Scholars program, the Student Research Competition, and the Travel Support for Student Researchers programs; and administrative support for Institutional Review Boards.

Our FAC-4-RSCA survey (AY 2024-2025) found that many faculty were satisfied with current administrative support (46.7% satisfied or highly satisfied, 31.1% neutral, 22.2% unsatisfied or highly unsatisfied), but the data suggest there remains room for improvement in this area.

### *Social and collaborative support*

Several current social and collaborative programs are available to support faculty RSCA efforts, provide venues for peer-accountability to those who desire it, and encourage the formation of faculty collaborations. For several years the Faculty Teaching and Learning Center has hosted a weekly Interdisciplinary Research Group (IRG; <https://www.csub.edu/ftlc/writing-groups.shtml>).

GRaSP, the Provost's office and FAC-4-RSCA have supported winter and summer writing retreats that have been organized and led by faculty. These retreats offer small stipends, food, and peer accountability. These retreats have been well attended and productive. As of the most recent data, the retreat has served over 60 unique faculty across 7 retreats. One of the consistent points of feedback from faculty has been the need to expand this activity; however, to-date, this remains a faculty-led and requested effort that has not been institutionalized in any way. Supporting this activity through regular funding, and with a regular and consistent schedule of retreats, could build on the initial success of this program.

Another avenue through which research is socially supported and collaborations are inspired is through the sharing of research on campus through seminars and presentations. Support for such activities has been stochastic. Some entities, such as the Kegley Institute of Ethics (<https://www.csub.edu/kie/>) have regularly hosted seminars. Some colleges, such as NSME, have semi-regular (approximately monthly) seminars presented by CSUB faculty. The Department of Philosophy & Religious Studies organizes a colloquium series that features CSUB and external speakers. Other efforts have been intermittent, such as Provost and Academic Senate hosted campus-wide sabbatical symposia for those returning from sabbatical to present on their efforts (last hosted in 2022), and the weekly Scholarship Seminar Series which was funded by a U.S. Department of Education Grant (from 2021-2025 and hosted by the Title Vb grant program).

The Graduate Student Center is currently hosting a weekly writing hour for faculty and graduate students. These follow several attempts to host weekly writing hours over the years, including writing hours hosted by external grants (i.e., Title Vb) and other campus entities (FTLC, GRaSP).

The support and development of a research culture at CSUB continues to be a challenge. There are several campus entities that seek to increase the visibility and support for faculty research, including FAC-4-RSCA, the Research Council of the University (RCU), and the office of Grants, Research, and Sponsored Programs (GRaSP). Developing a stable system to support, share, and increase the visibility of research and scholarship at CSUB should become a key goal for future institutional planning and action.

## Internal support: CSU-wide

### *Support allocated through our Collective Bargaining Agreement (CBA): New faculty assigned time, sabbaticals, and difference-in-pay leaves*

Faculty are awarded assigned time (AT) in the form of weighted teaching units (WTU) specifically for RSCA within the Collective Bargaining Agreement (CBA). This represents an investment in RSCA that is supported at the level of the CSU. This includes the allocation of time for new faculty RSCA (CBA 20.36i) and sabbaticals (CBA 27.1) (Appendix A).

For new faculty AT, time is allocated “to assist new probationary faculty employees with establishing their programs of research, scholarship, and/or creative activities, and carrying out other activities that would support them in meeting the requirements for retention, tenure, and promotion.” The minimum level of required support represents 20% reduction in teaching assignments (18 WTU over the first two years). Importantly, levels of AT may be increased and instructional assignments further reduced at the discretion of a campus (i.e., 20.36i “A campus may further reduce instructional assignments below these maxima”).

Faculty are first eligible for sabbatical or difference-in-pay leaves following six years of full-time employment, and they are subsequently eligible for difference-in-pay leaves after each three-full years or for sabbaticals after each six-full years of employment. Both sabbaticals and difference-in-pay leaves are explicitly linked to RSCA activities (i.e., “affording opportunities for sustained focus on research, scholarly, and creative activity, instructional improvement or professional currency” and “leave shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining”). In the case of sabbaticals lasting one semester, a faculty member’s entire salary is covered by the university and 100% of their time dedicated to the proposed activities of their sabbatical.

Sabbaticals represent a commitment by the university to support RSCA and the currency of faculty within their areas of expertise. At CSUB, faculty have historically under-requested sabbaticals. From 2010-2024, an average of only 10 sabbaticals were taken each year, even though more could have been awarded based on our campus contractual obligation (CBA 27.10 “ a campus shall grant no fewer sabbatical leaves than twelve percent (12%) of the total number of campus faculty unit employees eligible to apply for such leaves in that year”). Indeed, 2020 was the first year in which more than 10 sabbaticals were granted ([https://www.csub.edu/facultyaffairs/\\_files/T-TT-Sabb-DIP-Eligibility-List-2023-2024.pdf](https://www.csub.edu/facultyaffairs/_files/T-TT-Sabb-DIP-Eligibility-List-2023-2024.pdf)). A review of faculty eligible for AY2024-2025 reveals that 44.1% of faculty are overdue for a sabbatical, including 29.8% of faculty who are eligible to take a sabbatical but have never taken one (and have been eligible for an average of 6.9 years) and 14.3% of faculty who took one prior sabbatical and are eligible again (and have been re-eligible for an average of 5.9 years).

Faculty should be encouraged to take sabbaticals as part of their professional development and research trajectories. As faculty interest in sabbaticals increases, it will be important to recognize that a large proportion of campus faculty are eligible in any given year because of many years of chronic under-participation. The number of applications for AY2025-2026 apparently increased substantially and therefore were highly competitive. Increased desire to participate in the sabbatical program is a positive indicator of faculty RSCA engagement that should be encouraged. Avenues for increased financial support to fund sabbaticals over the minimum requirements for our campus should be considered.

## *RSCA Funds*

Funds for RSCA are granted to the campus from the Chancellor's Office at a rate that is established across all CSU campuses. The funds designated to CSUB are dispersed through grants awarded by the Research Council of the University (RCU). These funds support RSCA with Assigned Time to reduce teaching and/or with funds to purchase research supplies, support student research assistants, or fund travel.

## *CSU-wide campus funded programs*

Several CSU-wide programs support RSCA on multiple campuses that share disciplinary or regional interest in broad research and scholarship categories (<https://www.calstate.edu/impact-of-the-csu/research/Pages/campus-research-collaborations.aspx>). These multi-campus collaborations often fund collaborative initiatives that include Assigned Time and funding for presentations, seminars, and conferences. As of 2025, the CSU has 10 active groups. Currently, CSUB is a member of five of these CSU-wide programs: Council on Ocean Affairs, Science & Technology (COAST), CSUBIOTECH, Social Science Research & Instructional Council (SSRIC), STEM-NET, and CSU-WATER.

At the CSU-level, campuses are also allocated Lottery funding. These are allocated to campuses based on enrollment and available revenue, with specific uses consistent with state policies and CSU guidelines. These funds must be allocated in a timely manner that supports student instruction, but such uses also may overlap significantly with RSCA activities and needs.

## *CSU-wide collaborations and agreements*

The CSU system works to negotiate and establish some system-wide contracts and agreements that support RSCA. A great example of the strength of this approach is the current agreement between the CSU and Elsevier for free open access publishing in their journals (<https://www.elsevier.com/open-access/agreements/california-state-university>). The CSU also offers some training programs, such as in grant writing, that are important avenues for faculty professional development and mentoring.

## **Internal support: CSUB**

There are several different programs and sources of internal support for RSCA at CSUB. The sources for these funds include both institutional and private entities, but all share internal mechanisms, requests, and/or committees that are reviewed on our campus. The following descriptions may not represent all aspects of current funding programs and sources because annual allocations are dependent on grants, awards, donations, and other discretionary funding pools.

## *Support from the Office of the Provost and Vice President for Academic Affairs*

The following programs are funded by the Provost at levels that are determined annually by the Provost based on the available Academic Affairs budget.

Faculty Development Fund: Full-time tenure-track or full-time tenured faculty may request travel funds (maximum 1,500/academic year for assistant or associate professors and 1,000/academic

year for full professor) if presenting, co-chairing, moderating, or participating in a panel at an approved peer-reviewed conference or workshop.

[https://www.csub.edu/facultyaffairs/\\_files/Request-for-Faculty-Development-Funds-NOV24.pdf](https://www.csub.edu/facultyaffairs/_files/Request-for-Faculty-Development-Funds-NOV24.pdf)

CSUB Provost's Proposal Development Program (PDP) provides funding for faculty to take time away from teaching (one course release of 3-4 WTU) and/or up to \$3,000 for a mini-grant to support external grant proposal development. Faculty work with GRASP to identify, develop, and submit a proposal(s).

The Provost's Scholars Award provides funding for one course release of 3-4 WTU and/or mini-grant support for conference travel up to \$2,500. Funded projects are expected to have the outcome as a publication(s) or a conference presentation.

### *College-level funding*

All colleges provide start-up funds to support new faculty in establishing their scholarship and in the initiation of their teaching activities on campus. Start-up fund amounts vary across colleges but play a crucial role in supporting new faculty to succeed in the first few years. The source for this support varies by college but is often heavily based on indirect cost recovery and donations. Colleges may also provide professional development or travel funds to faculty at the discretion of the dean.

For some colleges and deans, there may be additional special programs for RSCA support. For instance, the NSME Dean just announced a new Faculty Research Support Program to begin AY2025-26 that offers two pathways for support:

Collaborative Research Grant (MCRG) – Supports faculty leading large-scale interdisciplinary research projects with funding for 3-4 WTU release time and research supplies. Expected outcomes include the submission of a large external grant within 12–18 months.

Seed Research & Writing Grant (SRWG) – Assists faculty in preliminary research, data collection, and manuscript preparation, leading to grant submission or publication within 12 months. Each award come with 1-2 WTU, based on the workload required for proposed research.

RSCA support through colleges also includes the maintenance and servicing of equipment. This includes staff positions, such as equipment technicians, as well as funds that may be available to support some equipment maintenance. Funds and support are often linked to equipment that is used to generate funds, such as those with usage fees for non-campus entities or collaborators. In NSME, there is an equipment committee that oversees many of these issues.

### *Funding from other entities on campus*

The Faculty Teaching & Learning Center (FTLC) Mini-Grant Program – Faculty Professional Development Grants Award: This award is offered in Fall and Spring to assist faculty engaging in scholarly activities (e.g., conference participation where faculty make a significant contribution; travel for data collection) with the award amount up to \$500 per faculty member. Additional sources of funding come from non-campus private entities and these are outlined in the section after next.

## External funding

### *Grants and sponsored programs*

Grants and sponsored programs play a critical role in the funding of RSCA. At the level of individual faculty, this includes grants for research and scholarship that will support faculty RSCA, buy and maintain equipment, support student scholars, and fund professional travel and other activities. External grants are managed through the CSUB Office of Grants, Research, and Sponsored Programs, which tracks these grants, provides administrative support, and ensures compliance and reporting. CSUB regularly receives millions of dollars in funding from state, federal, and private entities that support faculty RSCA.

An additional and important element of external funding is the use of “recovered facilities and administrative costs” (F&A) from grants that permit the collection of “indirect costs.” Since 2015, the Board of Directors and the CSUB Auxiliary for Sponsored Programs Administration, the entity that oversees grant funds and management, has a policy for the distribution of Recovered F&A costs that returns some funds to colleges (40%), departments (10%), and PIs (10%) (Policy on the Use of Recovered Facilities and Administrative (F&A) Costs (Indirect Costs), approved May 29, 2015). Distributions are specifically returned only to individuals and entities that have generated indirect costs, and not to PIs who have received funds from sources that prohibit the inclusion of indirect costs as part of grant budgets. Distributed indirect funds are required to be used to support RSCA, including use to support: “summer salary for faculty for research effort, supplemental compensation for faculty research effort, wages for students or other personnel to assist with research and administrative support of research projects, travel related to professional development or research development, equipment for research, memberships and subscriptions, publication charges, and research-related supplies and services.” In practice, the 40% distribution that goes to colleges has been used for new faculty start-up funds, lab space renovations, and equipment maintenance. These are critical expenses linked to the recruitment and support of new talented faculty.

The distribution of recovered F&A costs has varied over recent years, having occurred within different quarters and with little transparency in the amount of allocations. Increased clarity and transparency in the distribution of these funds is needed. Recent changes in leadership and action by the Board of Directors and the CSUB Auxiliary for Sponsored Programs Administration make it likely that a new disbursement procedure will be implemented that clarifies these issues and that enables longer term planning by indirect cost recipients.

### *Donations and University Advancement*

Private individuals and entities contribute to the support of RSCA by their donations to a number of campus programs and centers. The President’s Associates provide research stipends through the Student Research Scholars program (SRS) and subsidizes travel through the Travel Support for Student Researchers (TSSR) program. Student projects are evaluated partly on the relationship of their proposed work to a faculty mentor’s area of research and potential for obtaining extramural grants and/or publications.

Independent Centers on campus that are funded primarily through donations sometimes allot funds to support faculty RSCA programs. This included the Kegley Institute of Ethics (KIE) Faculty Fellows Program and the Center for Environmental Studies (CES) grants.

The local business community also provides some RSCA funding. For example, the California Energy Research Center (CERC) supports RSCA through faculty mini-grants, seminars, and other professional activities that support research culture at CSUB. Donations to the university are deeply appreciated, but they are often designated to specific projects/causes and may be single-time donations. Sometimes unique opportunities are announced separately from and/or outside routine time frames which may limit the likelihood of broader faculty involvement.

Another example of business support is the Chevron Summer Undergraduate Research Experience (SURE) Program which enables freshmen and sophomore undergraduate students from both CSUB and community colleges to work alongside a faculty member on a summer science or engineering research project. Participation in a meaningful research experience early in one's undergraduate education has been shown to increase persistence in, and enthusiasm for, earning a STEM degree.

### 3. Faculty professional responsibilities and workload related to Research, Scholarship, and Creative Activities (RSCA)

#### CSU-wide context: Faculty professional responsibilities in the CSU

Since the founding of the California State Colleges and later transition to the California State Universities (1982), changes in the mission and oversight of the CSU by the legislature have recognized the importance of RSCA in meeting the CSU's mission (Academic Senate of the CSU, 2007). Faculty productivity in RSCA is a required element of faculty professional activity, and explicitly included within our contract, the Collective Bargaining Agreement (CBA; **Box 2, Appendix A**). Faculty have negotiated both their professional responsibilities and compensation through the CBA developed through California Faculty Association bargaining.

**Box 2**

Collective Bargaining Agreement  
(CBA)

20.1.a. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community.

Among CSU faculty, the compensation of tenured and tenure-track (T/TT) faculty reflects that our professional responsibilities are different from lecturer faculty and T/TT faculty are differentially compensated to reflect these varied contractual obligations. T/TT faculty receive higher compensation than lecturer faculty, even those with the same academic qualifications. While all faculty (lecturer and T/TT) are assigned 15 WTU of scheduled work, T/TT faculty positions carry additional professional responsibilities including expectations for RSCA. Their higher salary reflects these unique responsibilities that must be performed in addition to the base 15 WTU expected of all faculty. This structure is analogous to many non-faculty positions within the CSU for which increases in pay and/or rank are associated with the assignment of additional work responsibilities above those required at lower ranks. Implicit in this structure is that those at higher rank are not necessarily performing the same tasks "better" than those at lower ranks, but rather they are performing them more efficiently. This allows them to perform a wider range of tasks and have additional responsibilities and professional expectations.

Faculty are given latitude to determine the time commitment and direction of their scholarly activities, and to structure these activities to meet the minimum established RSCA requirements for their unit. Depending on the discipline, many scholarly activities may be seasonal, opportunistic, or require travel, all of which may be difficult to schedule within a semester or during the regular academic year. Given the diversity of disciplines and RSCA represented across the university, flexibility is an important component of unscheduled and indirect compensation-based RSCA support models.

The question of whether the amount of additional compensation (i.e., salary) for T/TT faculty adequately compensates for their additional responsibilities is a CSU-wide issue, negotiated by the CFA on behalf of faculty. This topic is outside the scope of this report, which focuses on potential changes that could be instituted on our campus. Changes to the CSU-wide compensation system to better recognize and support faculty professional activities may be appropriate and could be a focus of future contract negotiations. An additional consideration is that some faculty have no desire to complete more than the minimum required RSCA and a system that permits these faculty to pursue a minimal RSCA track may increase the range and flexibility of faculty positions. However, within the

CSU system there are also opportunities to include additional scheduled and assigned time to RSCA, particularly for faculty who perform or desire to conduct RSCA activities significantly above minimum expectations.

## CSU Bakersfield: T/TT RSCA professional responsibilities and workload

The CSUB *University Handbook* reflects faculty policies that have been developed and approved through shared governance with a super-majority of faculty on the CSUB Academic Senate. Thus, similar to the CBA, these policies reflect faculty-determined expectations and show that faculty value RSCA and view this as part of our professional obligations. Individual unit criteria are developed within and by the unit and reflect their discipline specific expectations, with administrative oversight of expectations consistent with a shared governance model (CSUB *University Handbook* 305.4.2.4 and 305.4.2.5)

At CSUB the amount of time dedicated to RSCA activity is not explicitly assigned within most faculty workloads. That is, faculty are not automatically assigned weighted teaching units (WTU) specifically for RSCA, outside of time allocated for new faculty RSCA (CBA 20.36i) and sabbaticals (CBA 27.1). Additional institutional support for RSCA includes internal support programs, infrastructure and space, resources in support of RSCA, externally funded programs, etc. as already described in the prior section of this report.

RSCA is a required element of performance review of T/TT faculty at California State University, Bakersfield (CSUB) (**Box 3**). Reviews for faculty rank increases are linked to performance, and not to years of service, consistent with a merit-based system and the need to demonstrate an ability to successfully complete all professional responsibilities associated with faculty positions/ranks. Faculty candidates must show that they have contributed “substantive and sustained” “quality” externally peer-reviewed RSCA products for tenure and/or promotion (**Box 4**).

CSU Bakersfield (CSUB) uses a base model of 12 units of teaching and 3 units of service (i.e., a 12-3 model) in the 15 WTU assignments for T/TT faculty. Within this model, there is flexibility in the expectations for the 3 WTU associated with service, and in some cases, these are used for RSCA during the academic year. The CSUB *University Handbook* indicates that teaching and scholarly

### Box 3

CSUB *University Handbook*  
305.4.2.1

The principal areas in which teaching faculty performance shall be evaluated for the purposes of retention, the award of tenure, or promotion include the following:

- a. Teaching,
- b. Scholarly or creative activity,
- c. Professionally related services.

### Box 4

CSUB *University Handbook*  
305.4.2.8

#### Evaluation of Scholarly or Creative Activity

Candidates for tenure or promotion shall demonstrate substantive and sustained contributions to knowledge in the discipline. Candidates for tenure shall demonstrate these contributions via works that have received favorable peer review from individuals outside of CSUB.

In all instances, quality of work shall be considered the primary criterion for evaluating scholarly or creative activity.

activities are to be prioritized over service, thus this is an explicit guideline for faculty to devote most of their 3 “service” WTUs towards RSCA (**Box 5**).

**Box 5**

CSUB *University Handbook*  
305.4.2.9.

Faculty members shall prioritize their activities so service does not interfere significantly with teaching or scholarly or creative activity.

## Division of faculty time between different workload activities at CSUB (Survey results from AY 2024-2025)

Faculty have some flexibility in how they manage their time and the division of their workload among different activities, particularly RSCA and service. Faculty also differ in the amount of time dedicated to teaching and teaching support activities (course preparation, grading, student communication, etc.). Thus, it is valuable to look at how faculty report they are spending their time and dividing effort among activities. It is also clear that this may change over time, such as increased effort required for development of a new course, and so these are longer term averages, but there may be short term deviations to higher, lower, or different activity allocations. The expectation of faculty workload is that a full-time faculty member works 40-49 hours per week during the academic year (EPR 76-36; [https://www.calfac.org/wp-content/uploads/2021/07/epr\\_76-36.pdf](https://www.calfac.org/wp-content/uploads/2021/07/epr_76-36.pdf)).

At CSUB, T/TT Faculty report working a mean of 46.3 hrs per week during the academic year, of which teaching comprises the largest component of their time (**Table 1**). Time dedicated to service and student advising formed the next largest component (14.3 hrs per week for service and advising combined), and RSCA-related activities formed the smallest component of workload (9.4 hrs per week). Within our current contracted workload, faculty teaching a “full” load (with no AT) report spending 25.6 hrs per week on their teaching activity, 11.4 hrs on service activities, and 10.6 hrs on RSCA.

**Table 1.** The number of hours per week dedicated to different workload components by T/TT faculty at CSUB as reported during AY2024-2025.

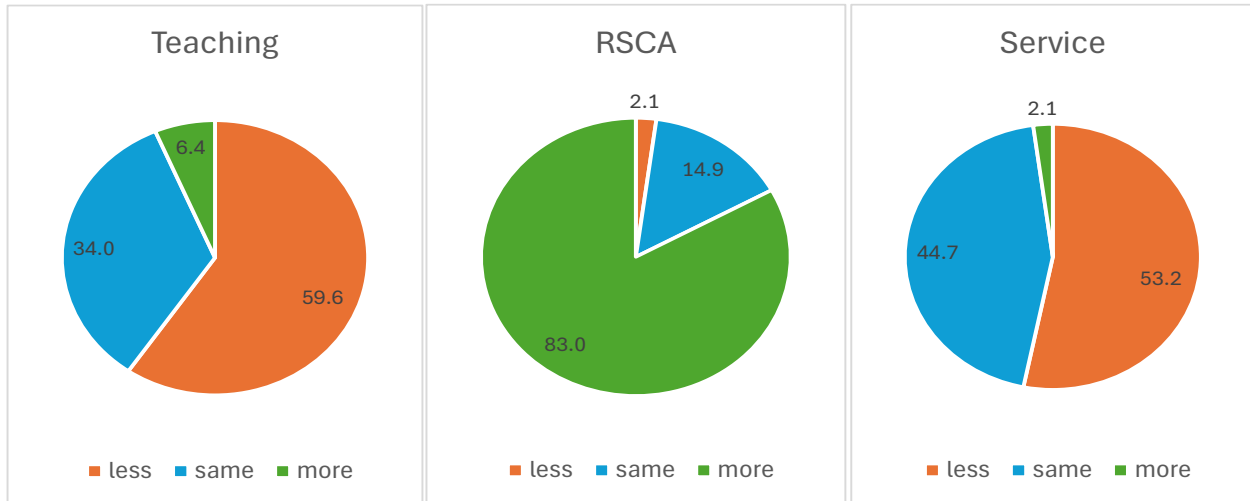
Workload (hrs per week)	All T/TT faculty (n = 43)				With Assigned Time (n = 21)				With no Assigned Time (n = 20)			
	Mean ± 1 SE	Q1	Median	Q3	Mean ± 1 SE	Q1	Median	Q3	Mean ± 1 SE	Q1	Median	Q3
<b>Total</b>	46.3 ± 1.8	40	43	51	45.9 ± 2.7	40	45	53	47.5 ± 2.4	40	42.5	50
<b>Teaching</b>	22.5 ± 1.2	20	25	30	20.3 ± 1.7	16	20	25	25.6 ± 1.4	20	25	30
<b>RSCA</b>	9.4 ± 1.0	5	10	12	8.5 ± 1.4	3	10	10	10.6 ± 1.4	8	10	12
<b>Service (total)</b>	14.3 ± 1.4	7.8	12	19	17.1 ± 2.5	9.3	14.3	22	11.4 ± 1.3	6.3	10	15
Advising - Undergraduate	2.4 ± 0.3	0	2	4	2.1 ± 0.3	1	2	3.5	2.6 ± 0.7	0	1.5	5
Advising - Graduate	2.0 ± 0.5	0	0	4.3	1.8 ± 0.4	0	1	3.8	2.1 ± 0.8	0	0	4.3
Other service	10.1 ± 1.2	5	8	12	13.3 ± 2.0	6	10	18	6.7 ± 0.9	4.3	6	8

Note: 50% of the responses fall between quartile (Q) 1 and 3.

## Perception of workload (Survey results from AY 2024-2025)

Faculty overwhelmingly report a desire to increase their time dedicated to RSCA. This is reflected in dissatisfaction with the current mix of teaching, research, and service. A majority of faculty would like to reduce the time they spend on teaching (59.6%) and on service (53.2%). While teaching assignment

adjustments require funding for AT and/or contractual changes, service assignments and responsibilities are often more easily adjusted and/or reassigned. Both reductions to service burdens and adjustments to teaching assignments could be valuable for increased RSCA support and activity. When faculty were asked how they would like for their mix of workload obligations to change, there was a very strong desire (83.0%) for increased time dedicated to RSCA activities (**Figure 1**).



**Figure 1.** The percentage of T/TT faculty who responded that they would like to spend less, same, or more time dedicated to different workload activities (n = 47).

## Satisfaction with campus support and workload (Survey results from AY 2024-2025)

When asked to report their satisfaction with various elements of campus support, workload, and facilities, RSCA-related items emerged as those with which faculty are the most unsatisfied (i.e., they rank at the bottom of the list in **Table 2**). A majority of faculty were not satisfied with the current allocation of their time to different workload activities. This contrasts with perspectives on overall workload levels, for which faculty express higher satisfaction.

Faculty reported dissatisfaction with support related to RSCA including both travel support and campus facilities available for research and scholarship. Dissatisfaction with RSCA-related support contrasts with other areas of support in which faculty felt adequately supported. For instance, faculty were generally satisfied with office space, time with students, technical support, and classroom technology.

Adequate RSCA facilities and travel support are both necessary to conduct high-quality scholarship, to maintain currency, and to be an active and engaged member of the academy and scholarly communities. Stable and easy-to-request support for travel is needed to support faculty RSCA. Facilities improvements likely require longer term investment and planning. More strategic assignment and utilization of current facilities could benefit research active faculty in the shorter term.

**Table 2.** The percentage of T/TT faculty who responded that they were unsatisfied or strongly unsatisfied, neutral, or satisfied or strongly satisfied with various aspects of their workload, facilities, and support RSCA (n = 31-47). Values are organized from those elements with the most satisfaction at the top of the list to those with the least at the bottom of the list.

	n	Unsatisfied & strongly unsatisfied (%)	Neutral (%)	Satisfied & strongly satisfied (%)
Office space	47	6.4	17.0	76.6
Time with students	46	19.6	15.2	65.2
Technical support	46	19.6	21.7	58.7
Classroom technology	45	15.6	28.9	55.6
Ability to work with graduate students	34	17.6	32.4	50.0
Administrative support	45	22.2	31.1	46.7
Teaching facilities	46	26.1	32.6	41.3
Undergraduate student support	40	17.5	47.5	35.0
Overall workload	46	50.0	23.9	26.1
Teaching assistance	37	37.8	37.8	24.3
Graduate student support	31	32.3	48.4	19.4
Mix of teaching, research, admin, and service	46	65.2	19.6	15.2
Travel support	45	68.9	22.2	8.9
Facilities for research, scholarship, and creative activities	43	55.8	37.2	7.0

In our AY 2024-2025 survey, faculty were asked to reply to the question: “Given the current teaching, research and service commitments at CSUB, would you consider (or have you considered) applying for another position at a different institution?” Among T/TT faculty respondents, 67.4% indicated they would consider applying for a position at another institution, while 32.6% said they would not. Thus, many faculty appear to be considering leaving, but only productive faculty are likely mobile.

In several recent surveys examining how many faculty are considering leaving their institutions, responses vary from over a third (Nietzel, 2021) to over half (The Chronicle of Education, 2020; Rock, 2024) of faculty who are considering leaving. This range is similar to earlier 2007-2008 data reporting that 20.1 – 48.8% of faculty indicated they “considered leaving their current institution for another” (De Angelo et al., 2009). Compared to these values, CSUB has a higher proportion of faculty who indicate that they have considered applying to positions at other institutions. This may reflect deeper or broader issues with CSUB faculty satisfaction and could warrant additional examination. At least some of this discontent is known to administration which prompted a series of “campus climate” meetings and initiatives in 2022-2023 and the creation of a Division of People and Culture in December 2024.

From the perspective of RSCA support, identification of institutional changes that could better retain the most productive, and mobile, faculty is likely necessary to stem the losses of talented faculty to other institutions. Increasing the proportion of faculty who intend to remain at CSUB would be beneficial to the campus climate and would increase faculty investment in the longer-term success of the institution. More detailed surveys may be necessary to parse out faculty reasons for considering departing, but our survey has already identified time for RSCA, travel support, and RSCA facilities as areas of concern. In an environment of limited resources, ensuring that mobile faculty are satisfied could have potential to minimize faculty departures.

## RSCA productivity of faculty in the context of minimum performance requirements (i.e., RTP/PTR) at CSUB (Survey results from AY 2024-2025)

At CSUB, among academic units requiring peer-reviewed publications, excluding applied programs that focus on the “scholarship of practice” and/or juried exhibitions and performances, most units currently require 2 publications within the 6 probationary years for TT faculty (reviewed in “The role of grants in RTP criteria among departments at CSUB: A special project by Grants, Research and Sponsored Programs (GRaSP),” 2024). Across units the median requirement is 2 publications, with a mean of 2.1, and a range of 1-4 publications; however, it should be noted that units differ in how narrowly they constrict the requirements for qualifying publications. Taking the median requirement of 2 publications over a 6-year probationary period results in an expected rate of 0.33 products per year.

Faculty at CSUB produce a range of different scholarship products and participate in professional peer-review processes, including reviewing, serving on editorial boards, and participating in accreditation reviews (**Table 3**). While all these product types and activities are important elements of RSCA, the detailed discussion below focuses on the production of refereed articles and creative works (i.e., the top line of results from Table 3) because this value most directly and conservatively links to RTP requirements.

CSUB faculty produce approximately one refereed article or creative work per year. Across all faculty, including lecturers, the reported mean was  $1.09 \pm 0.15$  products per year ( $Q1 = 0.33$ , median = 0.83,  $Q3 = 1.67$ ). For only T/TT CSUB faculty, this value increases to  **$1.28 \pm 0.16$  refereed products per year** ( $Q1 = 0.33$ , **median = 1**,  $Q3 = 2$ ). Among T/TT faculty there is no difference in the productivity of faculty of different ranks ( $F = 0.26$ ,  $P = 0.772$ ). For similar scholarship products (i.e., “articles/creative work (refereed)”) from the latest CSU-wide report, T/TT faculty across the CSU average 0.80 refereed articles/creative works per year (Table 10 in CSU Faculty Workload Report, 2002). Thus, CSUB faculty appear to be producing slightly more scholarship per year compared to the most recent data for their faculty peers across the CSU.

Consistent with this, rates of successful tenure and promotion at CSUB are extremely high. A review of recent lists of probationary faculty under review with those announced as promoted to tenure suggests that most faculty are meeting CSUB RSCA, and overall RTP, expectations (e.g., 100% of the faculty posted as undergoing tenure review last year (AY2023-2024) on the [Faculty Affairs RTP](#) schedule were announced to have received tenure at this Fall’s [General Faculty Meeting](#)). This aligns with other recent years in which all or nearly all faculty under review for tenure have received tenure. This rate of tenure is higher than that within the University of California system in which approximately 80% of faculty receive tenure and promotion (Faculty Recruitment and Retention at the University of California, 2012). A caveat: a faculty member who does not meet RSCA requirements may opt to resign prior to the initial tenure review or in some cases may be granted tenure in spite of an insufficient research record.

Current CSUB RSCA criteria are well below the actual productivity of most faculty at CSUB. This suggests that current *minimum* RSCA requirements at CSUB are achievable within our current compensation, resource allocation, and level of faculty support. There is little evidence that RSCA performance evaluation criteria at CSUB are too “strict” and should be reduced, that minimum expectations are out of alignment with our current contract as T/TT faculty, or that faculty who are unable to complete the minimum required levels of scholarship should be tenured and retained.

**Table 3.** Mean ( $\pm 1$  SE) number of RSCA products produced per year by faculty at CSUB from productivity over the most recent 3-years.

RSCA product type	All respondent	T/TT respondent	Data by Rank				Currently receiving Assigned Time (T/TT faculty only)	
			Lecturer	Assistant Professor	Associate Professor	Professor	No	Yes
n	56	47	8	17	16	14	22	23
Articles/Creative Work (Refereed)	1.09 $\pm$ 0.15	1.28 $\pm$ 0.16	0.08 $\pm$ 0.08	1.33 $\pm$ 0.21	1.13 $\pm$ 0.20	1.40 $\pm$ 0.42	0.95 $\pm$ 0.15	1.54 $\pm$ 0.26
Articles/Creative Work (Non-refereed)	0.21 $\pm$ 0.07	0.23 $\pm$ 0.08	0.13 $\pm$ 0.06	0.49 $\pm$ 0.20	0.06 $\pm$ 0.03	0.12 $\pm$ 0.08	0.32 $\pm$ 0.15	0.16 $\pm$ 0.07
Articles/Creative Work (Popular Media)	0.18 $\pm$ 0.07	0.13 $\pm$ 0.04	0.50 $\pm$ 0.45	0.14 $\pm$ 0.06	0.17 $\pm$ 0.11	0.10 $\pm$ 0.05	0.12 $\pm$ 0.08	0.14 $\pm$ 0.05
Published Reviews	0.43 $\pm$ 0.20	0.49 $\pm$ 0.24	0.13 $\pm$ 0.09	0.90 $\pm$ 0.62	0.31 $\pm$ 0.21	0.19 $\pm$ 0.11	0.64 $\pm$ 0.47	0.38 $\pm$ 0.18
Chapters in Edited Volumes	0.13 $\pm$ 0.03	0.13 $\pm$ 0.04	0.13 $\pm$ 0.09	0.18 $\pm$ 0.07	0.17 $\pm$ 0.07	0.02 $\pm$ 0.02	0.08 $\pm$ 0.04	0.16 $\pm$ 0.06
Textbooks	0.04 $\pm$ 0.02	0.04 $\pm$ 0.02	0.04 $\pm$ 0.04	0.02 $\pm$ 0.02	0.02 $\pm$ 0.02	0.07 $\pm$ 0.07	0.00	0.07 $\pm$ 0.05
Other Books	0.02 $\pm$ 0.01	0.01 $\pm$ 0.01	0.04 $\pm$ 0.04	0.02 $\pm$ 0.02	0.02 $\pm$ 0.02	0.00	0.02 $\pm$ 0.02	0.01 $\pm$ 0.01
Monographs	0.02 $\pm$ 0.01	0.01 $\pm$ 0.01	0.08 $\pm$ 0.05	0.00	0.02 $\pm$ 0.02	0.00	0.00	0.01 $\pm$ 0.01
Research/Technical Reports	0.16 $\pm$ 0.05	0.18 $\pm$ 0.06	0.04 $\pm$ 0.04	0.24 $\pm$ 0.11	0.23 $\pm$ 0.14	0.07 $\pm$ 0.05	0.23 $\pm$ 0.11	0.16 $\pm$ 0.08
Presentations	1.92 $\pm$ 0.42	2.23 $\pm$ 0.48	0.33 $\pm$ 0.17	3.06 $\pm$ 1.05	2.08 $\pm$ 0.81	1.38 $\pm$ 0.37	2.42 $\pm$ 0.91	2.01 $\pm$ 0.48
Exhibitions/Performances	0.04 $\pm$ 0.02	0.04 $\pm$ 0.03	0.04 $\pm$ 0.04	0.10 $\pm$ 0.07	0.02 $\pm$ 0.02	0.00	0.03 $\pm$ 0.03	0.06 $\pm$ 0.05
Non-juried Exhibitions/Performances	0.14 $\pm$ 0.12	0.16 $\pm$ 0.14	0.04 $\pm$ 0.04	0.39 $\pm$ 0.39	0.02 $\pm$ 0.02	0.05 $\pm$ 0.05	0.03 $\pm$ 0.03	0.30 $\pm$ 0.29
Patents or Copyrights	0.01 $\pm$ 0.01	0.01 $\pm$ 0.01	0.04 $\pm$ 0.04	0.00	0.02 $\pm$ 0.02	0.00	0.00	0.01 $\pm$ 0.01
Computer Software Products	0.02 $\pm$ 0.01	0.02 $\pm$ 0.02	0.04 $\pm$ 0.04	0.04 $\pm$ 0.04	0.02 $\pm$ 0.02	0.00	0.03 $\pm$ 0.03	0.01 $\pm$ 0.01
Reviewing Articles	2.23 $\pm$ 0.72	2.65 $\pm$ 0.84	0.04 $\pm$ 0.04	2.69 $\pm$ 1.13	2.79 $\pm$ 2.05	2.45 $\pm$ 1.02	2.24 $\pm$ 0.88	1.81 $\pm$ 0.65
Editorial Boards	0.13 $\pm$ 0.04	0.14 $\pm$ 0.04	0.04 $\pm$ 0.04	0.02 $\pm$ 0.02	0.18 $\pm$ 0.09	0.26 $\pm$ 0.09	0.08 $\pm$ 0.05	0.16 $\pm$ 0.05
Accreditation Reviews	0.09 $\pm$ 0.03	0.10 $\pm$ 0.04	0.04 $\pm$ 0.04	0.08 $\pm$ 0.05	0.17 $\pm$ 0.09	0.05 $\pm$ 0.03	0.08 $\pm$ 0.06	0.13 $\pm$ 0.05
On-line Materials	0.13 $\pm$ 0.05	0.10 $\pm$ 0.04	0.33 $\pm$ 0.19	0.06 $\pm$ 0.04	0.18 $\pm$ 0.11	0.05 $\pm$ 0.03	0.09 $\pm$ 0.08	0.11 $\pm$ 0.04

Note: If a respondent entered a response for any category, any blank responses for other categories were converted to “zero” for this analysis in order to keep the same sample size across all product types. The assumption that a non-response for a given product type is zero may lead to lower values for reported means relative to actual productivity for this analysis.

High rates of tenure and low RTP scholarship criteria mean that the current faculty review process and criteria are not being used as a screening tool for faculty retention. It may be appropriate to consider a moderate increase in RTP scholarship requirements across the university such that some selectivity is introduced to the process. For instance, a standard set at the 10<sup>th</sup> percentile of RSCA productivity would be a very mild threshold but could slowly shape a more scholarship-active professoriate moving forward.

A different but related issue is the case where faculty are awarded tenured even though they have not met unit RSCA RTP requirements. There are no formal data on this, as the RTP process is confidential and protected. Thus, although anecdotally raised as a concern, we cannot evaluate how widespread this issue may be. It is critical that university review processes rigorously uphold current performance standards.

It may be appropriate to consider developing a formal pathway for T/TT faculty to move to lecturer faculty positions for those faculty who cannot or do not want to be productive in RSCA. There are career pathways as lecturer faculty that are available and appropriate for faculty who do not wish to pursue RSCA-associated work activities. The university has a role to play in ensuring that faculty are tracked into the position type that best suits their skills, interests, and abilities.

## Assigned time (AT) and workload (Survey results from AY 2024-2025)

Prior data from a CSU-wide report suggested that productivity differed between faculty with assigned time compared to those with no assigned time (CSU Faculty Workload Report, 2002). Approximately half of CSUB faculty respondents reported receiving Assigned Time (AT). For faculty with AT, teaching and RSCA time both declined for AT recipients and they reported increased service time (**Table 1**). This reflects that at CSUB most AT is designated toward service activities. Those with AT produced  $1.54 \pm 0.26$  articles per year, compared to  $0.95 \pm 0.15$  products per year for those with no assigned time (**Table 3**); however, this did not represent a significant difference in productivity between these groups ( $F = 3.63, P = 0.064$ ). Thus, unlike the pattern represented in the CSU-wide report, where AT represented an investment in increased faculty RSCA productivity, at CSUB AT largely represents increased time toward service.

There are significant opportunities for the development of RSCA-associated AT programs, distribution of AT to support faculty RSCA, and the use of CSU-wide policies to more broadly encourage and support RSCA. The administrative framework of the CSU permits the allocation of WTU toward RSCA, as clearly stipulated in our governing documents. This includes, but is not limited to, Section 20.3b in the CBA (**Appendix A**) and Categories 22 and 23 of EP&R 76-36 (**Appendix B**). Within the CBA, the assignment of workload can include consideration of RSCA (20.3b), and assignments to individual faculty may vary and be established by the administration (20.2 a and c). Faculty teach within their areas of expertise, and RSCA results in enhanced instructional activities in their discipline-based courses, which places it within Category 22 and potentially also 23 and 32 as representing activities for which WTU may be assigned (EP&R 76-36).

## Gender and racial and ethnic identity (Survey results from AY 2024-2025)

For gender, of those who entered a response for this query, we had 22 female T/TT faculty, 14 male T/TT faculty, and 6 “prefer not to say” respondents. There were no significant differences between females and males for any of the workload or productivity responses. For instance, for workload and time, total work hours per week was  $47.5 \pm 2.7$  hrs for females and  $46.6 \pm 3.5$  for males, total teaching time was  $22.6 \pm 1.74$  hrs females and  $22.6 \pm 2.2$  hrs for males, total service time was  $15.4 \pm 2.14$  hrs for females and  $14.9 \pm 2.22$  hrs for males. Scholarship productivity also had no difference, with refereed articles produced at the rate of  $1.26 \pm 0.19$  per year for females and  $1.42 \pm 0.36$  per year for males.

We did not have a robust sample from which to evaluate impact of racial and ethnic identity on workload or productivity. Of those who entered a response to this query, a majority of White T/TT respondents (55.3%) and a large share of the entire faculty preferred not to report (29.8%). It is very difficult to account for the “preferred not to report” group in analyses, since these individuals may reflect any identity. In addition to these two groups, 6.4% reported partial Hispanic or Latino/a/e identity, 6.4% reported Asian identity, and 2.1% reported Black identity. A more detailed analysis of these patterns will be presented separately in a report on Grants to be completed by FAC-4-RSCA.

## 4. Key challenges and opportunities related to Research, Scholarship, and Creative Activities (RSCA) at CSUB

### Recruiting and retaining highly productive RSCA faculty

At the high end of the RSCA productivity spectrum, CSUB continues to lose some of its most productive and highest quality faculty. In the past several years, the authors of this document have seen some of CSUB's *most RSCA-productive colleagues depart for other institutions*. The retention of our most talented employees and stopping the CSUB "brain drain" emerged as an area of top concern from campus-wide surveys during our recent Presidential search. This represents a serious challenge to CSUB and its ability to offer quality, cutting-edge, and regionally focused curricula, which is reliant on the ongoing and successful RSCA activities of faculty. Our need to successfully meet these challenges is critical to the region we serve. CSUB has long been the only 4-year degree granting institution within nearly a 100-mile radius and is the key institution of higher learning for a vast region of California.

A broad evaluation of RSCA is timely for CSUB as we emerge as a regionally important master's-granting institution, develop additional doctoral programs, distinguish ourselves from locally serving community colleges, and as CSUB strives to become a center of regional scholarship and excellence under the new formal designation among "research colleges and universities." CSUB is equipped to competently and confidently meet the challenge only if it can effectively recruit, retain, and support highly qualified and active faculty. It is appropriate and timely for CSUB to formally allocate more resources for RSCA including direct support of highly productive faculty members whose ongoing work will contribute to CSUB's maximum institutional success.

Identification of institutional changes that could better retain our most productive, and mobile, faculty is likely necessary to stem the losses of talented faculty to other institutions. Increasing the proportion of faculty who intend to remain at CSUB would be beneficial to the campus climate and would increase faculty investment in the longer-term success of the institution. More detailed surveys may be necessary to parse out faculty reasons for considering departing, but our survey has already identified time for RSCA, travel support, and RSCA facilities as areas of concern. In an environment of limited resources, ensuring that mobile faculty are satisfied could have potential to minimize faculty departures.

### Support for RSCA-productive faculty: Time

Supporting RSCA means providing productive faculty members with the time and resources to pursue these activities, especially when these activities rise above the minimum expectations for productivity. This support could also encourage RSCA-active faculty to maintain their productivity following tenure and promotion. Scholarly activities are often driven by internal motivations and the drive to create and discover, but that motivation can fade or die without adequate recognition and amidst the many other professional responsibilities and duties that demand faculty time and effort. Recognition and acknowledgement of RSCA activity can stem issues of 'burn out' that arise when faculty do not receive sufficient support and/or assigned time to juggle multiple institutional demands.

There are limited opportunities for compensation/salary based differential support for the RSCA-active faculty, although merit-based salary increases should be evaluated as a potential mechanism for recognizing and encouraging scholarship.

It may be less cumbersome to provide more research time rather than more funds, and the administrative framework of the CSU permits the allocation of WTU as assigned time (AT) toward RSCA, as clearly stipulated in our governing documents. There are significant opportunities for the development of RSCA-associated AT programs, distribution of AT to support faculty RSCA, and the use of CSU-wide policies to more substantively encourage and support RSCA. Indeed, campuses within the CSU already use these documents to justify differential workloads among faculty, such as 9-3-3 (9 units teaching, 3 units RSCA, 3 units service) and 6-6-3 (6 units teaching, 6 units RSCA, 3 units service) models. These models are already in broad operation at San Diego State and San Francisco State, and other campuses have proposed 9-3-3 or similar workload models for at least some RSCA-productive T/TT faculty, including CSU Long Beach (2023), CSU Fresno (2018), San Jose State (2002, 2011), and CSU Stanislaus (2007).

Use of Assigned Time to support RSCA also requires a better institutional framework for responding to awarded faculty time. Better contingency planning would make it possible for RSCA-active faculty to use some of the current opportunities (sabbaticals for example) that are available as well as new opportunities for time that may be developed. At present, faculty are often limited in their ability to utilize AT by lack of replacement instructor availability. This especially impacts faculty in small units.

Reducing the service burden on faculty has the potential to significantly increase their ability to focus on RSCA activities. While teaching assignment adjustments require funding for AT and/or contractual changes, service assignments and responsibilities may be more easily adjusted and/or reassigned. Both reductions to service burdens and adjustments to teaching schedules, such as course size reductions, minimal new preps, and selective course assignments, could be valuable in increased RSCA support and activity.

## **Travel support and RSCA facilities**

Faculty were dissatisfied with RSCA facilities and travel support, both of which are necessary to conduct high-quality scholarship, to maintain currency, and to be an active and engaged member of the academy and scholarly communities. Stable and easy-to-request support for travel is needed to support faculty RSCA. Facilities improvements likely require longer term investment and planning. More strategic assignment and utilization of current facilities could benefit research active faculty in the shorter term.

A formal and coherent policy on RSCA space allocations, a policy that allocates space based on productivity and need and which plans in advance for the maintenance and support of these spaces, could lead to significantly increased RSCA visibility and productivity. Additional information from faculty on the needs and requirements for RSCA facilities is needed and should be an integral part of institutional space planning.

## **Creating a research culture and increasing visibility of RSCA**

The support and development of a research culture at CSUB continues to be a challenge. There are several campus entities that seek to increase the visibility of and environment in which faculty conduct research, including FAC-4-RSCA, the Research Council of the University (RCU), and the office of Grants, Research, and Sponsored Programs (GRaSP). Developing a stable system to support, share, and increase the visibility of research and scholarship at CSUB is needed to create a research culture in which RSCA-active faculty may thrive. This is a key goal for future planning and action.

## **Institutional visibility of RSCA and institutional celebration of RSCA successes**

From our AY2024-2025 survey, many faculty reported that they feel that they are working more than others and working without appreciation or recognition. There are several opportunities that could address these issues. First, a regular survey of faculty to report the hours that faculty are dedicating to different workload tasks could help normalize faculty perception of effort and workload. It could also assist faculty in identifying if they may not be managing their time effectively. This could facilitate mentoring, workshops, and discussions about best practices for time management across all workload responsibilities, RSCA, teaching, and service.

Faculty products are often reported internally through annual reports and RTP/PTR processes, but these are hidden from the academic community at large. These reports could be used to generate more visible reports and celebrations of RSCA successes and productivity. Other avenues to recognize scholarship could also be explored.

## **Other**

The distribution of recovered F&A costs has been variable over recent years, have occurred within different quarters, and with little transparency in the amount of allocations. There is considerable room for increased clarity and transparency in the distribution of these funds. Recent changes in leadership and action by the Board of Directors and the CSUB Auxiliary for Sponsored Programs Administration make it likely that a new disbursement procedure will be implemented that clarifies these issues and permits for longer term planning by indirect cost recipients.

## 5. Recommendations

### **Create faculty recognition programs for RSCA-productive faculty**

Universities can recognize RSCA-active faculty through a variety of meaningful initiatives, including the establishment of annual awards that celebrate scholarship products and achievements. Hosting dedicated recognition events—such as Faculty Achievement Celebrations—can publicly honor faculty contributions and foster a culture of recognition and appreciation. Additionally, creating featured researcher spotlights on the university website, newsletters, or social media can increase visibility of faculty accomplishments both within and beyond the academic community. These efforts collectively help to elevate the profile of research within the institution, boost morale, and encourage ongoing innovation and academic engagement.

### **Develop programs, titles, and formal roles that visibly elevate and support the most RSCA-active faculty**

Linking recognition efforts to specific titles and roles—such as a Distinguished Professor Program—can further institutionalize the value of research excellence and create clear pathways for academic distinction. For example, universities can establish prestigious titles like *Distinguished Research Professor*, *University Scholar*, or *Endowed Chair* that are awarded based on consistent, high-impact research contributions. These titles not only serve as honors but also reinforce the importance of sustained scholarly activity and leadership in advancing the university's research mission. Such roles can come with additional resources, such as reduced teaching loads, to empower continued productivity. Integrating these titles into formal recognition programs strengthens the visibility and prestige of the institution's top researchers while setting aspirational goals for faculty at all career stages. Ideally, recognition titles would be for 3-5 years, would be renewable, and would come with a set amount of AT each year to be directed forward RSCA. A longer term (3-5 year term) is important for advanced course scheduling and departmental planning. This could be a critical program in the recruiting and retention of top scholars.

### **Update the *University Handbook* to include more rigorous university-wide RTP standards and review for RSCA**

Existing RSCA requirements for performance review are minimal and must be rigorously maintained. Moving forward, changes should be made to the *University Handbook* to increase RSCA standards and elevate awareness and appreciation of faculty research, scholarship and creative activities. These changes could also be used to provide more incentives that encourage and support faculty grant writing and recognize and promote the importance of grants and research, scholarship and creative activities in providing formative, high-impact, and meaningful student activities and providing student support.

An additional area of concern is the prevalence of predatory, for-profit, vanity, and self-publish options which contribute to the epidemic of misinformation and disinformation. As an academic institution, we are responsible for recognizing and supporting peer-reviewed scholarly products and entities, and

to safeguard state funding, support, and faculty time from being spent on outlets driven by self-interest and profit.<sup>1</sup> We have examined RTP documents of CSUB departments and find that many contain language aimed at addressing this issue. Having clear language in the handbook could be valuable in highlighting this issue and providing some guidance.

## **Develop and sustain programs that contribute to research culture at CSUB**

To strengthen research culture at CSUB, we should develop a range of strategic programs that support faculty, foster collaboration, and cultivate innovation. This could include:

- Encouraging faculty to apply for sabbaticals and programs offering course release time for faculty to focus intensively on research, often linked to competitive selection processes, and then hosting university-wide, advertised, and robustly supported seminars and symposia for faculty to share results from these efforts.
- Continuing and expanding support for successful programs, such as the writing workshop, that promote RSCA and peer support systems.
- Creating centers or thematic clusters that bring together active faculty from multiple departments to address complex, cross-cutting research challenges and to develop social and academic support networks among active faculty.
- Pairing junior faculty or early-career researchers with experienced university mentors to guide them through academic writing, publishing, and project development within the CSUB environment.
- As mentioned earlier, formal recognition through titles, awards, and public events helps foster pride in research achievements.

Together, such programs create a supportive ecosystem that values, rewards, and sustains a vibrant research culture across all levels of the institution.

## **Use and award Assigned Time (AT), as allowable within the CBA, to increase recruitment and retention of RSCA-productive faculty**

Under the California State University (CSU) Collective Bargaining Agreement (CBA) with the California Faculty Association (CFA), faculty may be granted assigned time—measured in Weighted Teaching Units (WTUs)—to support various professional responsibilities beyond standard teaching duties. These provisions are designed to promote research, service, and institutional development. Administrators should work closely with faculty to better use these allowable workload changes to support new and active faculty in their RSCA, such as use of the provisions in CBA Article 20.2 a and c, 20.3b, 20.36i, and 25.1 h and i.

## **Formulate a space allocation and use plan that specifically addresses RSCA needs**

Research activity can play a central role in developing a strategic and equitable space and lab resource allocation plan by ensuring that limited physical resources are aligned with scholarly productivity, institutional priorities, and future growth. This applies most directly to the scientific

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<sup>1</sup> <https://www.nature.com/articles/d41586-019-03759-y>

disciplines where lab spaces are required and can become a primary limitation on research activity of some faculty. Across different universities, there are models for several different types of allocation plans. For instance, the university could use data on research funding, publication output, student supervision, and active projects to assess lab usage and prioritize space for faculty with high and growing research demands. There could be tiered access to lab space and core facilities based on research intensity or designated roles (e.g., principal investigators on major grants, center directors, or Distinguished Professors), ensuring that those driving the research mission have the resources to succeed. We could implement a cyclical review process (e.g., every 3–5 years) to assess whether allocated spaces are being used effectively, with options to reassign underutilized space based on updated research activity. By tying space and lab resource planning directly to research activity, the university could optimize their infrastructure investments, incentivize productivity, and create a more dynamic and responsive research environment.

### **Create stable and transparent funds for travel and RSCA support accessed through a simplified request process**

Faculty were dissatisfied with RSCA facilities and travel support, both of which are necessary to conduct high-quality scholarship, to maintain currency, and to be an active and engaged member of the academy and scholarly communities. Stable and easy-to-request support for travel is a necessity for faculty scholars.

The level of funding available for different awards and support needs to be transparent. How many RCU, PDP, professional development funds are awarded each year? How much funding is available annually for each program? This information is critical for faculty who need to track changes in support availability over time and make informed decisions about which programs are suitable for a funding application and most warrant the use of limited time and effort.

### **Evaluate ways to reduce service burdens on faculty, particularly faculty from underrepresented and minoritized communities**

Reducing institutional service burdens for research-active faculty is essential to support their productivity and to ensure the university's research mission thrives. We should consider implementation of flexible workload models that recognize research activity by allowing reduced service and teaching obligations for faculty with significant research portfolios, external funding, or leadership roles in major research projects. Even in the absence of AT differences, strategically planning for service roles based on individual faculty strengths and career stages, reserving intensive service tasks (like chairing committees) for those who are less research-active or nearing retirement, could shield early-career or highly active researchers from excessive service burdens. By intentionally aligning service expectations alongside research engagement, a university can create a more balanced, supportive academic environment that enables all scholars to excel and avoid being overburdened.

Service reductions for underrepresented minority (URM) faculty are especially important due to the disproportionate service burdens they often face. These burdens, sometimes referred to as the "invisible labor tax" or "cultural taxation," arise because URM faculty are frequently asked to serve on diversity-related committees, mentor underrepresented students, or represent diversity on panels and

hiring committees. While this service is valuable and often deeply meaningful, it can detract from time needed for research.

### **Develop a regular short survey to report on faculty workload and effort (faculty temperature survey)**

A regular survey of faculty workload and effort can be a powerful tool for helping faculty better plan, manage, and advocate for using their time. By tracking effort across categories, faculty can make informed decisions about where to focus their time based on personal goals (e.g., promotion, research output), peer performance, and institutional expectations. When aggregated, survey results can inform departmental leadership about patterns of service inequity, teaching overloads, or under-resourced research areas. Workload surveys can uncover disparities—such as URM or women faculty carrying disproportionate service loads—enabling the university to correct imbalances and create more equitable work environments. By regularly documenting workload and effort, the process fosters a culture where workload distribution is monitored, discussed, and managed proactively rather than reactively and an environment in which best practices for time management can be identified and discussed. This may remove or minimize feelings of inequity, especially since much of the work of the professoriate is solitary or hidden. This information could also be useful information for new faculty recruits and for providing data for future contract negotiations.

# Distribution

## Report distribution

Academic Senate of the CSU  
CSUB President  
Provost  
AVP Faculty Affairs  
AVP GRaSP  
College Deans  
CSUB Academic Senate  
Sponsored Programs Administration Board (SPA Board)  
Scholarship and Creative Activities Taskforce  
Research Council of the University (RCU)

## Timing of report distribution

Report will be distributed at two separate time points:

- Immediately upon approval
- At the start of the Fall 2025 semester

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# Appendix A: CBA

*Excerpts from the CFA/CSU COLLECTIVE BARGAINING AGREEMENT 94 February 3, 2022 – June 30, 2025 (highlighting added; yellow highlighting mentions of RSCA and blue sections linked to assignment of workload):*

## ARTICLE 20 WORKLOAD

### Instructional Faculty: Professional Responsibilities

#### 20.1

- a. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community.
- b. Faculty members have additional professional responsibilities such as: advising students, participation in campus and systemwide committees, maintaining office hours, and/or opportunities for student consultation connected to online teaching, working collaboratively and productively with colleagues and participation in traditional academic functions.
- c. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform. Just as faculty members may teach in a variety of modalities, they may perform other duties in a variety of modalities, pursuant to campus policies.
- d. The professional responsibilities of faculty members include research, scholarship and creative activity, which contribute to their currency, and the contributions made within the classroom and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.
- e. The parties understand that instructional faculty members may not normally participate in all activities identified in this Article during each academic term or year.

#### 20.2

- a. The composition of professional duties and responsibilities of individual faculty cannot be restricted to a fixed amount of time, and will be determined by the appropriate administrator after consultation with the department and/or the individual faculty member.

b. The instructional assignments of individual faculty members in the classroom, laboratory, or studio will be determined by the appropriate administrator after consultation with the department chair (or designee) and/or the individual faculty member. The department or other appropriate unit's overall instructional or course assignments shall be consistent with department and student needs. Any faculty member who believes they have been assigned an excessive or unreasonable workload (including an excessive student load) may request to meet with the appropriate administrator regarding such assignment. Faculty members are encouraged to request the meeting as soon as the concern is known. The appropriate administrator shall meet with the faculty member within ten (10) days of such a request, and should provide a response within five (5) days of the meeting. Meeting with an administrator is not required in order to file a grievance over Article 20.

c. The scheduling of academic leaves, sabbaticals, and other professional responsibilities will be determined by the appropriate administrator after consultation with the department chair (or designee) and/or the individual faculty member and shall be consistent with campus policies on such matters.

d. The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units for the purpose of determining time base for both appointment and benefits eligibility. A part-time lecturer employee assigned additional Weighted Teaching Units (WTUs) shall be compensated at their regular rate of pay for all WTUs assigned.

### 20.3

a. Members of the bargaining unit shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule.

b. In the assignment of workload, consideration shall be given at least to the following factors: graduate instruction; course modality; activity classes; laboratory courses; supervision; distance learning; sports; and directed study. Consideration for adjustments in workload shall be given to at least the following: class size/number of students; course and curricular redesign; preparation for substantive changes in instructional methods or course modality; research, scholarly, and creative activities; advising; student teacher supervision; thesis supervision; supervision of fieldwork; service learning; student success initiatives; assessment and accreditation activities; and service on department, college, or University committees.

c. In determining what is "excessive" or "unreasonable" under this section, the items listed under 20.3(b), as well as the number of students seeking to take courses in the academic area, the distribution of student enrollment, the level of support provided the program, and the effects of the introduction of new instructional technologies, and the prior practices of the University shall be among the primary elements to be considered. The parties agree that consideration of the prior practices of the University shall include the calculation of Weighted Teaching Units in prior years.

## Reduction in Instructional Assignments for New Probationary Faculty

- 20.36 To assist new probationary faculty employees with establishing their programs of research, scholarship, and/or creative activities, and carrying out other activities that would support them in meeting the requirements for retention, tenure, and promotion, the CSU agrees to fund the following reductions in instructional assignments during the first two years of a faculty member's probationary period.
- i. During the first two years of the probationary period, probationary faculty employees shall be assigned a maximum of eighteen (18) direct weighted teaching units on a semester campus (normally resulting in the instructional assignment being reduced by two courses per academic year or 20% reduction in assignments for non-instructional faculty) or a maximum of twenty-four (24) direct weighted teaching units on a quarter campus (normally resulting in the instructional assignment being reduced by three courses per academic year or 20% reduction in assignments for non-instructional faculty). A campus may further reduce instructional assignments below these maxima. Assigned time provided in 20.36i shall be in addition to any provided for activities other than research, scholarship, or creative activities (e.g. assigned time for excess enrollments, assigned time for committee service). Nothing in this section is intended to reduce the amount of assigned time that a campus has agreed to provide to a probationary faculty member in their letter of appointment. Reductions in instructional assignment under the above provisions may be banked for future use with the approval of the appropriate administrator. Pursuant to provisions 20.9 and 20.11, non-instructional probationary faculty shall also receive assignments that support activities, including research, scholarship, or creative activities, expected of these faculty unit employees to qualify for retention, tenure, and promotion.
- 20.9 The assignment of a librarian faculty unit employee may include, but shall not be limited to, library services, reference services, circulation services, technical services, on-line reference services, teaching in library subject matter, service on systemwide and campus committees and task forces, and activities that foster professional growth, including creative activity and research. The nature of such assignments shall correlate closely with activities expected of librarian faculty unit employees to qualify for retention, tenure, and promotion and, following tenure, activities expected of librarian faculty unit employees in order to maintain their role as contributing members of the bargaining unit. Such assignments shall be made by the appropriate administrator after consultation with the librarian faculty unit employee.
- 20.11 The assignments and responsibilities of a counselor faculty unit employee may include but shall not be limited to individual counseling, group counseling, consultation and referral, case management (including record keeping), intern training and supervision, teaching, service on systemwide and campus committees and task forces, and activities that foster professional growth including creative activity and research. The nature of such assignments shall correlate closely with activities expected of counselor faculty unit employees in order to qualify for retention, tenure/ permanency, and promotion, and after tenure/permanency, activities expected of counselor faculty unit employees in order to maintain their roles as contributing members of the campus community. Such assignments, including adequate time for non-direct service activities, shall be made by the appropriate administrator after consultation with the counselor faculty unit employee. This consultation shall include consideration of the amount of time necessary for the successful completion of counselor responsibilities within

the counselor workweek. All such counselor faculty unit employee assignments and schedules shall be made pursuant to provision 20.15.

## **ARTICLE 25 PROFESSIONAL DEVELOPMENT**

25.1 Professional development opportunities shall include:

- a. a fee waiver program;
- b. sabbatical leaves;
- c. difference in pay leaves;
- d. professional leaves without pay;
- e. short-term absence with pay for approved conferences, workshops, and other professional meetings;
- f. faculty exchange programs within and outside the CSU;
- g. administrative intern programs;
- h. reduction in assigned Weighted Units or other work responsibilities to pursue scholarly activities, training or retraining of benefit to the CSU;
- i. specialized work schedules to pursue scholarly activities, training or retraining of benefit to the CSU; and
- j. assignment to a reduced teaching load pursuant to Article 20, Assignment of Responsibility, Workload, and Schedules, of this Agreement.

25.2 Application procedures by which an eligible faculty unit employee may request a professional development opportunity shall be determined by the President, except when such procedures are provided elsewhere in this Agreement.

25.3 A faculty unit employee who meets the eligibility requirements of a specific program listed in provision 25.1 of this Article may request such a professional opportunity.

25.4 The President shall determine if the request for a professional development opportunity shall be granted and, if so, what costs, if any, shall be borne by the campus. The President may establish requirements that a faculty unit employee shall meet upon completion of a professional development opportunity. The faculty unit employee shall be notified in writing of the decision and such requirements, if any. A denial of the request for professional development opportunity shall include the reasons for such denial.

25.5 With the prior approval of the President, Counselor Faculty Unit Employees who are required to maintain a license or credential as a condition of employment, shall be reimbursed for all normal and customary credential or licensing fees consistent with program needs. Any denial shall include a written explanation.

25.6 All faculty unit employees are eligible to apply for and receive the Research, Scholarship, and Creative Activities (RSCA) Awards funded by the Chancellor's Office. Campus administrators shall send email notification to all faculty unit employees informing them of eligibility and application procedures every year that RSCA is funded.

**ARTICLE 27**  
**SABBATICAL LEAVES**

27.1 A sabbatical leave is for the purpose of enhancing the University educational environment and facilitating the professional development of eligible faculty unit employees by affording opportunities for sustained focus on research, scholarly, and creative activity, instructional improvement or professional currency.

**ARTICLE 28**  
**DIFFERENCE IN PAY LEAVES**

28.1 A difference in pay leave shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining.

# Appendix B: EP&R 76-36

*Excerpts from EP&R 76-36 (highlighting added):*

## **EP&R 76-36**

### **Faculty Workload: Policies and Procedures**

#### **Faculty Workload: Policies and Procedures**

The President of each campus is responsible for the overall conduct of the campus' educational program including the utilization of budgeted instructional faculty positions and the proper assignment of individual faculty workloads.

Variations in campus curricula require variations in the use of instructional faculty positions allocated to each campus. There is, nevertheless, need for a common frame of reference for faculty workload assignments. The intent of the document is to stipulate those policies and procedures which are to be common guides to each President in determining how best to use instructional positions to operate academic programs most effectively.

#### 1. Definition of Faculty Workload \*

The normal workload of a full-time faculty member consists of two components:

- A. 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision (such as student thesis, project or intern supervision) equivalent to 36 hours per week, and
- B. 3 WTU equivalences of indirect instructional activity such as student advisement, curriculum development and improvements, and committee assignments (4 to 9 hours per week).

Thus Weighted Teaching Units are a measure of the weekly rate of faculty effort.

#### 11. Assignment of Faculty Workloads

##### A. Legislative Restrictions

Recent budget language requires "...that no instructional faculty positions ... shall be used for administration, department chairmanships, administrative assistance or non-instructional research."

Funds budgeted for instructional positions are therefore prohibited from being used or disencumbered for support of

- 1. the budgeted function of the Institutional Support Program;
- 2. administrative functions at the campus, school or division level of organization;
- 3. department chairperson or comparable positions or duties; or
- 4. positions or duties related to noninstructional research.

In order that we may be prepared to respond appropriately to any questions raised in management audits, if the President has any doubts regarding the propriety of a particular assignment in terms of the legislative mandate or Trustee policy, he or she may submit the case to the Chancellor's Office for review.

## B. System Policy

1. Each campus shall meet its budgeted FTES (full time equivalent students) with its budgeted faculty allocation within the following limits-  
150 FTES (campus size 10,000 FTES or less)  
200 FTES (campus size over 10,000 FTES)
2. Assignment of individual faculty to direct instructional activities should be made in accordance with the Faculty Workload Formula in Appendix A. This Workload Formula is the basis for calculating the faculty workload reported in the Academic Planning Data Base.

It is intended that the workload formula should not, in and of itself, serve as a basis for significant deviations from historic campus class size experience; a flexible approach to class size by the campus is encourage where it is consistent with the optimal use of faculty skills and is not detrimental to the quality of instructional programs.

3. In special cases, approved by the President (or a designated Vice President,) a faculty member may be assigned up to three WTU (four WTU for for individuals whose course assignments would each normally generate four WTU) for an exceptionally heavy indirect instructional activity. Such assignments are primarily possible because of the assignment of 15 WTU of direct instructional activity per faculty position used for part-time appointments and the related unavailability of parttime faculty to perform the indirect instructional activity. However, assignments for legitimate non-administrative instructional support functions may also be authorized in addition to that derived from the averaging-in of part-time faculty workloads.

More than four WTU may be assigned to an individual faculty member for indirect instructional activities if in the judgment of the President such an assignment is necessary for the effective conduct of the academic program. Individual exceptions may be granted only through direct application to the President of each campus.

- a. Such assignments are not to be used in such a way as to cause widespread of across-the-board deviation from or reduction of normal instructional workloads.
- b. Assigned WTU should not be provided to individuals where such an assignment results in a workload in excess of 12 WTU. Exceptions to this provision must be individually approved by the President (or a designated Vice President). All such assignments should be reported.
- c. Records of all WTU assignments for indirect instructional activities are subject to review and audit and should include:
  1. a description of the specific task(s) to be performed and the number of WTU assigned;
  2. formal approval of the assignment; and
  3. an after-the-fact evaluation of the assignment.

d. Each campus must prepare an annual report summarizing its use of assigned WTU during the previous fiscal year. Such a report should include a summary of assigned WTU by academic department and purpose of assignment and will serve as the basis for campus administrative review of assigned WTU activities.

e. Unusually heavy responsibility in any of the indirect instructional activities listed in Appendix B may serve as the basis for these workload adjustments which take the form of assigned WTU in lieu of WTU generated through direct instructional activity. All such assignments should be reported in the Academic Planning Data Base.

4. Variations in course credit hours and workload formula factors make it impossible always to schedule faculty members for exactly 12 WTU of direct instruction each term; however, the workloads during the semesters or quarters should be balanced, so that faculty members are responsible for a full workload on an annual average basis. Where made necessary by calendar considerations, and in rare instances only, such adjustments may be made between one fiscal year and the next if a faculty member has not been present for the full preceding academic year.

## **APPENDIX B**

### **Activities for which Weighted Teaching Units may be assigned.**

*This is the code used for reporting assigned WTU in the Academic Planning Data Base*

#### **11. Excess Enrollments**

- a. For classes with census date enrollment of between 75 and 120 exceptional workload, a graduate assistant or student assistant may be allocated.
- b. For classes with census date enrollment of over 120, a graduate assistant, a student assistant, or and additional 3 WTU may be assigned.

Assignment of graduate assistants is a preferable way of handling such large class loads, but it is recognized that qualified graduate assistants are not always available.

In no case shall a faculty member be granted assigned WTU for more than one class with excess enrollments.

#### **12. New Preparations**

A faculty member may be given assigned WTU for preparation of courses never before taught by that particular faculty member, if courses actually taught include two or more such new preparations.

#### **14. Course or Supervision Overload**

A faculty member may be given assigned WTU equal to course of supervision overload earned in a prior fiscal year provided that calendar considerations so necessitate and the faculty member has not been present for the full preceding academic year.

#### **18. Instructional Support for Graduate Students**

A faculty member may be given assigned WTU for special graduate student testing duties, in particular for conducting comprehensive examinations for master's degree candidates and examinations in fulfillment of foreign language requirements.

## 21. Special Instructional Programs

- a. A faculty member may be given assigned WTU for participation in a team teaching effort. The total assigned and earned WTU associated with a team-taught course may not exceed the WTU generated by the course multiplied by the number of faculty members teaching the course. In addition, no individual faculty member may be given more WTU, both earned and assigned than the course generates.
- b. A faculty member may be given assigned WTU for program and tape production for instructional television.
- c. A faculty member may be given assigned WTU for liaison duties among multiple sections of the same course.
- d. A faculty member may be given assigned WTU for the administration and evaluation of tests for credit by examination.

## 22. Instructional Experimentation, Innovation, or Instructionally Related Research

- a. A faculty member may be given assigned time for development and implementation of experimental programs involving:
  1. Instructional television
  2. Computer assisted instruction
  3. Other innovations in instruction
- b. A faculty member may be given assigned time for documented research evaluations which are demonstrably related to the instructional functions and programs of the college.

## 23. Instruction Related Services

A faculty member may be given assigned WTU for his services related to college clinics, study skill centers, farms, art galleries, and other campus institutions and facilities which are ancillary to the instructional program.

## 31 Advising Responsibilities

- a. A faculty member may be given assigned WTU for carrying an excessive advising load due to a relatively high proportion of part-time faculty in his department.
- b. A faculty member may be given assigned WTU for carrying a greater than normal share of departmental or school advising responsibilities.
- c. A faculty member may be given assigned WTU for services as departmental graduate advisor.

## 32. Instruction-Related Committee Assignments

- a. A faculty member may be given assigned WTU for participation over and above normal levels in such areas as curriculum, personnel, budget, library, audiovisual, and selection committees at the department, school or college level.
- b. A faculty member may be given assigned WTU for membership in or liaison to special committees whose activities have significant bearing on the instructional programs of the college, or the CSUC system at large.

## 33. Curricular Planning or Studies

- a. A faculty member may be given assigned WTU for special individual or committee-related curriculum planning, development and redevelopment activities.
- b. A faculty member may be given assigned WTU for development of special tests for credit by examination.