ACADEMIC SENATE
CSU BAKERSFIELD

Senate Approved: October 22, 2026

Academic Senate Meeting – Fall 2026

Thursday, October 22, 2026
10 AM – 11:30 AM

Agenda

Location: Dezember Leadership and Development Center, Room 409-411

Zoom Information:
Zoom Meeting ID: 811 3080 8590
Passcode: 674081

Senate Members: Chair M. Danforth, Vice-Chair T. Tsantsoulas, CSU Senator C. Lam, CSU Senator N. Michieka (excused), AH Senator M. Palaiologou, AH Senator B. Moreno, BPA Senator D. Wu, BPA Senator S. Sarma, NSME Senator L. Kirstein (virtual), NSME Senator A. Stokes, SSE Senator Z. Zenko (alt. J. Williamson; virtual), SSE Senator S. Roberts (virtual), AV Senator K. Holloway (virtual), At-Large Senator H. He (virtual), At-Large Senator A. Grombly, At-Large Senator A. Hays, At-Large Senator A. Lauer, At-Large Senator J. Deal, At-Large Senator R. Dugan (alt. J. Nmah; virtual), Lecturer Electorate Representative – D. Horn (virtual), Senator C. Zúñiga-Prado – Staff Representative (alt. A. Slabey; virtual), Senator N. Kaur – ASI President (alt. N. Ifemeji, ASI EVP; virtual), Senator D. Cours – Dean Representative, VP AA & Provost D. Thein (excused) and Senate Analyst K. Van Grinsven.

Guests: K. Susa, FAR and R. Weller, FTLC.

I. Call to Order
   a. Tejon Tribal Land Acknowledgement
   b. Robert's Rules of Order
   c. Interruption Statement

II. Approval of Minutes
   a. October 6, 2026 (handout)

III. Announcements and Information
   a. President's Report – V. Harper (deferred)
   b. Faculty Athletics Representative (FAR) – K. Susa **(Time Certain: 10:20 AM**)
   c. Faculty Teaching and Learning Center (FTLC) – R. Weller **(Time Certain: 10:30 AM)**
   d. Elections and Appointments – T. Tsantsoulas (handout)
   e. Upcoming Events/ Information (deferred)

IV. Approval of Agenda **(Time Certain: 10:05 AM)**

V. Reports
   a. Provost's Report – D. Thien (deferred)
   b. ASCSU Report – Senators Lam and Michieka (deferred)
   c. ASI Report – N. Ifemeje, ASI EVP
   d. Staff Report – Alternate for Senator C. Zúñiga-Prado, A. Slabey
   e. Committee Reports:
      i. Executive Committee – Vice-Chair Tsantsoulas (handout)
      ii. Standing Committees:
         1. Academic Affairs Committee (AAC) – Senator Deal, Chair (handout)
         2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein, Chair (handout)
         3. Budget and Planning Committee (BPC) – Senator Wu, Chair (handout)
         4. Faculty Affairs Committee (FAC) – Senator Horn, FAC Vice Chair (handout)
   f. CFA Report – Senator Horn, CFA Bakersfield (handout)

VI. Resolutions **(Time Certain: 10:50 AM)**
   a. Consent Agenda: No items.
   b. Old Business:
      i. RES 262705 – Distributed Learning Committee – FAC (handout)
   c. New Business:
      i. RES 262709 – Academic Integrity – AS&SS (handout)
      ii. RES 262707 – Updates to University Handbook – EC (handout)
      iii. RES 262708 – Teaching Modality – AAC (handout)

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

VIII. Adjournment

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Academic Senate: Elections & Appointments

October 22, 2026

1

Updates on Second Calls

Academic Review Committee (AARC) – Isabel Sumaya, AVP for Grants, Research, and Sponsored Programs (GRaSP)

- Joseph Florez (Philosophy & Religious Studies)

University Council

- Yasser Youssef (Computer & Electrical Engineering and Computer Science, AV)

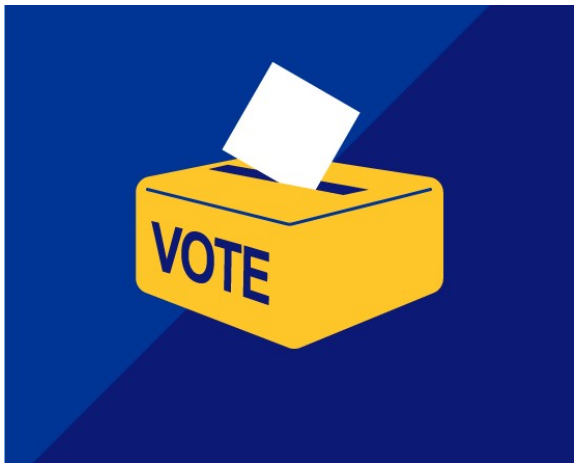
Exceptional Service Award Committee

- Maryann Parada (Modern Languages and Literature)
- Douglas Dodd (History)

2

Important Information & Reminders

- View the Senate Website for up-to-date information
- Let the Senate Office know if there are:
  - Vacancies that need to be filled
  - Errors with committee rosters
- If you do not receive emails regarding calls:
  - College Calls → Contact your College Election Chair & Admin Support
  - University-wide Calls → Contact the Senate Office (academicsenateoffice@csub.edu)



3

2026-27 College Election Committees

Arts and Humanities

- **Lena Taub (Chair)**
- Sean Wempe
- TBD (*replacement for Joel Haney)*
- *Admin Support: Adrianna Hook*

Natural Sciences, Mathematics, and Engineering

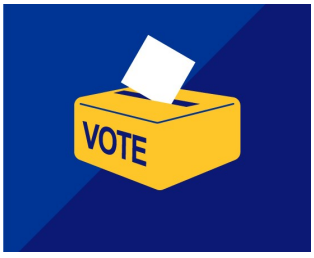
- **Prosper Torsu (Chair)**
- Bilin Zeng
- Danielle Solano
- *Admin Support: Maria Chavez*

Business and Public Administration

- **Richard Gearhart (Chair)**
- Mansik Hur
- Jinping Sun
- Dan Zhou
- *Admin Support: Maria Diaz*

Social Science and Education

- **Dirk Horn (Chair)**
- Yeunjoo Lee
- Anthony Flores
- *Admin Support: Alex Alva*



4

Vice-Chair Report to the Academic Senate

Senate Executive Committee Meeting – Oct. 20, 2026

In addition to the regular business of approving the agenda, and the Senate meeting agenda, EC discussed the following items:

Debrief of the Fall Budget Forum

While several EC members were unable to attend due to scheduling conflicts, members in attendance at the forum noted Dr. Watson's presentation was comprehensive and confirmed that her slides are available on the Budget Central webpage. EC discussed student comments and questions, which were focused on course scheduling and prioritization and changes to financial aid. EC affirmed that our campus must continue to move toward strategic scheduling and utilizing predictive data to best serve our students. D. Wu offered to gather feedback from BPC members who attended the forum to share with EC at the next meeting.

Elections and Appointments

Due to scheduling conflicts, L. Kirstein and J. Deal opted to step down from their appointed roles on the IOC. EC agreed to engage the Deans of NSME and BPA to nominate faculty representatives to fill these vacated positions on the IOC as quickly as possible. Members continued to stress the importance of shared governance and faculty representation on university-wide committees. There was some discussion of strategies to better ensure that committees with faculty members schedule meetings outside of time blocks when most faculty are teaching. Vice-Chair Tsantsoulas presented the nominations for the Exceptional Service Award Committee and EC appointed M. Parada (MLL) and D. Dodd (History). Provost Thien made the following recommendations for committee appointments, which were confirmed by EC:

- AARC for AD, BPA L. Paris: Karlo Lopez and Belen Mendiola
- AARC for AVP, Faculty Affairs D. Boschini: Debi Cours and Julie Kang
- AARC for AVP, GRaSP I. Sumaya: Sandra Bozarth and Manuel Barerra

Handbook & Bylaws Project

EC confirmed that RES262707 – Updates to Handbook is ready for first reading at the October 22nd Senate Meeting.

Staff Senator Elections Concerns

EC drafted a memo to Senator Zúñiga-Prado recommending that she initiate a process to assess and, if necessary, to amend the staff senator election process. This memo is attached at the end of this report.

Academic Calendar Planning

The calendar committee met briefly last week, and D. Wu provided EC with updates. EC discussed ongoing difficulties with setting the academic calendar, including the need to preserve instructional days in the fall semester. Members decided to initiate a formal process to collect relevant data and produce data-informed recommendations to Senate and the President.

Student Success Framework

Provost Thien provided updates on the student success framework team and shared that leadership will meet with the CSU team next week. The CSU Student Success Symposium is Oct. 22-23 and the Provost, President, and several cabinet members will be in attendance. Chair Danforth will attend virtually, and Senator Michieka will attend in person on behalf of Academic Senate.

ACADEMIC SENATE
CSU BAKERSFIELD

October 22, 2026

To: Senator Zúñiga-Prado, Staff Representative

From: The Executive Committee of the Academic Senate

cc: Katherine Van Grinsven, Academic Senate Analyst

Subject: Recommendation to Review Staff Senator Election Procedure

---

Dear Senator Zúñiga-Prado,

The Executive Committee of the Academic Senate recommends that you consult with and work on behalf of the staff constituency to assess the current procedure for electing a Staff Senator. Appendix C of the University Handbook, Article 1, Section 1.I, provides that the Academic Senate shall include "a staff member elected by Staff Forum."

We advise that this assessment determines whether the current election procedure is adequate or whether it should be revised. In particular, the review may consider whether the procedure is fair, transparent, and sufficiently representative of the staff constituency, including whether it provides all eligible staff members with a meaningful and equitable opportunity to participate and vote. The assessment may also include recommendations for Senate concerning any necessary changes to the governing policy and related procedures.

The Executive Committee recommends that the assessment be completed early in the Spring 2027 semester to allow time for policy and procedure changes, if necessary. Committee members are available to collaborate and provide assistance, if needed, as the Staff Senator conducts this assessment.

Sincerely,

The Executive Committee of the Academic Senate

ACADEMIC SENATE
California State University, Bakersfield
9001 Stockdale Hwy. • Mail Stop: BDC 20 • Bakersfield, CA 93311

academicsenatechair@csub.edu csub.edu/senate

ACADEMIC SENATE
CSU BAKERSFIELD

2026-2027 Academic Senate: Referral and Resolution Log

Last Updated: 10/22/2026

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
9/1/2026	--	--	AS&SS	2025-2026 23 PERC Timing Concerns; no referral needed. AAC and AS&SS to work on drafting a memo.	--	--	--	--	-
8/27/2026	--	Complete	EC	That the Fall 2026 SOCI period begins on November 16 instead of November 23; That the Spring 2027 March 31 holiday be renamed to "Farmworkers Day"; and be it further, That two typos be corrected: ordering of Spring Break and the March 31 holiday and date for Summer Orientation.	**RES 262701** Changes to 2026-2027 Academic Calendar	--	8/27/2026	9/23/2026	9/24/2026
9/1/2026	2026-2027 02 Clarification of Implementation Timeline for Online SOCI	Complete	FAC	Review RES 252620 "Transitioning to Online SOCIs," particularly the disconnect between the 2-year implementation period and references to the 2029/2030 Academic Year.	**RES 262702** Accelerating the Transition to Fully Online SOCIs (Amendment to RES 252620)	--	9/24/2026	10/5/2026	
9/1/2026	2026-2027 05 Policy on Use of Informational Banner Space in Canvas	Complete	AS&SS	Continue discussion on RES 252627 and referral 2025-2026 21 Policy on Use of Informational Banner Space in Canva; Executive Committee asks AS&SS to consider further consultation with ITS and Academic Programs regarding which body is the most appropriate office to approve requests.	**RES 262703** Policy on Global Announcements on the Canvas Dashboard	--	9/24/2026	10/5/2026	
9/23/2026	--	Complete	EC	Bylaws revisions as result of the Handbook & Bylaws 2026 Summer Project	**RES 262704** Updates to Bylaws;	Bylaws	10/8/2026	10/16/2026	
10/7/2026	--	**RES 262707;** 1st reading (10/22/2026)	EC	University Handbook revisions as result of the Handbook & Bylaws 2026 Summer Project	**RES 262707** Updates to University Handbook	Handbook	1st Reading 10/22/2026		
9/1/2026	2026-2027 03 Teaching Modalities	**RES 262705;** 1st reading (10/8/2026) **RES 262708**; 1st reading (10/22/2026)	AAC/ FAC	Continue their discussions on RES 252648 "Teaching Modality – Handbook Change" and referrals 2025-2026 19 "Teaching Modality," and 2025-2026 42 "DLC Membership and Description."	**RES 262705** Distributed Learning Committee **RES 262708** Teaching Modality	Handbook	2nd Reading 10/22/2026 1st Reading 10/22/2026		
9/1/2026	2026-2027 06 President's Cabinet Structure and Officers of the University- Handbook Change	**RES 262706;** 1st reading (10/8/2026)	FAC	Continue their discussions on referral 2025-2026 22 "President's Cabinet Structure and Officers of the University- Handbook Change." *Revised to include Executive Director of AV; sent 9/30/2026*	**RES 262706** President's Cabinet and Academic Leadership	Handbook	1st Reading 10/08/2026;HOLD		
9/1/2026	2026-2027 01 First-Year Seminar (CSUB 1029) Concerns	Sent to committee/s	AAC/ FAC	Continue discussions on carry-over referral 2025-2026 24 First-Year Seminar (CSUB 1029) Concerns and investigate concerns related to the curricular content and oversight of CSUB 1029 and the assignment of instructors.		Handbook (?)			
9/1/2026	2026-2027 04 Proposal for New Master of Science in Applied Analytics	Sent to committee/s	AAC/ BPC	Continue their review and discussions regarding referral 2025-2026 47 Proposal for New Master of Science in Applied Analytics.		--			
9/15/2026	2026-2027 07 Periodic Evaluation of Faculty	Sent to committee/s	FAC	Discuss concerns that were raised about the overlap between the evaluation of tenured and tenured track faculty and the evaluation of lecturers during review of RES 252645 "Periodic Evaluation of Temporary Faculty – Handbook Change."		Handbook			
9/25/2026	2026-2027 08 Description of Student Ombuds	Sent to committee/s	FAC	Develop a description of the Student Ombuds position. During discussions, please consider: The original duties paragraph from Handbook Section 303.7 that RES 141519 removed; Where to place the Student Ombuds description in the Handbook; The request from the CSUB Advising Council to consult with the Dean of Students on the description.		Handbook			
9/30/2026	2026-2027 09 HSIRB and IACUC Updates	Sent to committee/s	FAC	Review the sections of the Handbook related to CSUB's Human Subjects Institutional Review Board (HSIRB) and Institutional Animal Care and Use Committee (IACUC), as well as the section that contains the description for the AVP for GRaSP.		Handbook			
9/30/2026	2026-2027 10 Clarification of Classroom Observation Procedures	Sent to committee/s	FAC	Handbook section 305.4.2.7 "Classroom Observation." During your discussions, please consider: Whether clearer guidance is needed for unit observation procedures, preference for type of classes observed and distinctions; Whether observation practices are being applied consistently and equitably; Workload implications; Alignment with the CBA.		Handbook			
9/30/2026	2026-2027 11Review of Handbook Appendix	Sent to committee/s	AAC	Review of Handbook Appendix E; Consider that this appendix has not been updated for at least two decades since it still references "Banner"; overlaps with the Academic Catalog ; which portions should remain in the Handbook.		Handbook			
9/30/2026	2026-2027 12 Academic Integrity Violations Committee Updates	**RES 262709**; 1st Reading (10/22/2026)	AS&SS	Review Handbook section 203.4 "Integrity of Scholarship and Grades," and align it with the previously approved resolutions: RES 212233 "New Undergraduate Academic Integrity Policy" and RES 232422 "Graduate Academic Integrity Policy."	**RES 262709** Academic Integrity	Handbook	1st Reading 10/22/2026		
9/30/2026	2026-2027 13 Teaching Expectations and Rigor	Sent to committee/s	FAC	Teaching Expectations and Rigor: During your discussions, please consider: Whether guidance is needed on teaching expectations, quality and rigor; Differences in teaching norms across units; Whether a resolution, Statement of the Senate, or memorandum is most appropriate.		--			
9/30/2026	2026-2027 14 Adding School Director Procedures to the Handbook	Sent to committee/s	FAC	Update the Handbook with respect to School Directors; add search and screening and review procedures; Adding a descriptive paragraph about School Directors to section 104.2.4; If schools will be allowed to put curriculum proposals forward; If School Directors should be involved in the RTP/PTR/PEF process; If School Directors should be part of the student grievance process (Appendix D).		Handbook			
9/30/2026	2026-2027 15 SOCI Administration for Low-enrolled Sections	Sent to committee/s	AAC/FAC	Discuss exclusion of courses with six or fewer students from SOCI administration (Handbook section 305.4.4). Consider: Alignment with CBA Article 15.15; How other campuses handle low enrolled courses in their equivalent to the SOCI process; How CSUB handles combination sections; Whether six is an appropriate low-enrolled threshold.		Handbook			

Academic Affairs Committee (AAC)
Report to the Academic Senate

Thursday, October 15, 2026

Dr. Aaron Hegde and Dr. Isolde Francis, joined via Zoom by faculty from BC and industry professionals, addressed concerns raised by committee members during the first reading of the proposed Bachelor of Science in Agronomy at the October 1, 2026, AAC meeting. They responded to questions regarding the nature of the transfer degree and its potential impact on lower-division science courses at CSUB. Dr. Hegde and the other participants emphasized that the proposed degree is applied in nature and designed to meet industry needs rather than function as a traditional science degree.

Dr. Hegde presented a memo outlining proposed degree changes to address concerns raised by the Math Department. Dr. Lam reported that the department agreed the changes adequately addressed its concerns. Dr. Lam also requested that the word "Business" be added to the title of the new APAN 5400 course, Applied Regression and Predictive Analytics, which was developed to address concerns about overlap with existing Math courses. Dr. Hegde agreed to update the syllabi, course information, curriculum maps, and related materials in CIM, as well as submit the Senior Seminar proposal to GECCo for review. He then reviewed the program budget, a new requirement from the Chancellor's Office for all new state-supported programs.

The Committee approved a revision to the charge of the subcommittee established to study Referral 2627 #01 – FYS CSUB 1029 Concerns, in response to suggestions from FAC Chair Zenko. The subcommittee will require the appointment of a student representative. Its first meeting is scheduled for October 26, 2026.

Chair Deal presented a draft of handbook revisions in response to Referral 2627 #03 – Teaching Modalities. Committee members generally supported the proposed language but expressed some concern about the use of the term "flex." Dr. Solano also noted that the rationale did not explain why scheduling was included alongside teaching modality, given the referral's focus. Chair Deal agreed to contact Dr. Adams regarding the terminology and revise the rationale. Committee members expressed willingness to vote electronically if these two issues could be resolved.

Academic Support & Student Services Committee (AS&SS)

Report to the Academic Senate
Thursday, October 15, 2026

AS&SS met on October 15 and completed its review of Referral 12, Academic Integrity Violations Committee Updates. The committee finalized a resolution proposing revisions to University Handbook Section 203.4 to align the handbook with the previously approved Undergraduate and Graduate Academic Integrity Policies. The resolution will be forwarded to the Academic Senate for consideration. The committee also received updates from Information Technology Services regarding the CSU AI Survey, Title II digital accessibility compliance, upcoming NextTech Kern conference, and CIO Faculty Fellows opportunities. We thank Emily Poole Callahan for her assistance in developing the proposed handbook revisions.

Respectfully submitted,
Leslie Kirstein, Chair
Academic Support & Student Services Committee

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

BPC Meeting Report — October 15, 2026

The Budget and Planning Committee (BPC) met on October 15, 2026, to discuss university budget forum issues, referrals, academic calendar issues and ongoing academic planning matters.

The committee reviewed the slides for the October 19 campus-wide budget forum. The 2025–2026 budget results showed an improved shortfall of $843,000 compared with the originally budgeted $7.5 million deficit. However, concerns remain regarding increasing reliance on student tuition revenue, an 11% decline in first-year freshman enrollment, and reductions in campus staffing. The 2026–2027 operating budget was also discussed. Despite additional state funding, CSUB received approximately $2.7 million in total allocations and faces a projected $5.6 million deficit, although further salary savings and allocations may reduce the gap.

The proposed Master of Science in Applied Analytics remains under Academic Affairs Committee review. The committee also discussed possible academic calendar revisions due to uncertainty surrounding University Week.

Finally, the committee talked about CSU initiatives supporting 90 unit degree programs and expressed concerns about their potential effects on broad-based education and academic quality.

Report from the Faculty Affairs Committee

October 15th, 2026

At its October 15 meeting, the Faculty Affairs Committee approved a revised Distributed Learning Committee policy resolution for second reading. The revised draft describes instruction in terms of a significant online component rather than relying on specific modality labels in the policy text, and clarifies expectations for regular review of the Distributed Learning Policy, which members noted had not been updated since 2013.

The committee also continued work on the President's Cabinet and Academic Leadership descriptions, proposed HSIRB Handbook revisions, and a Student Ombudsperson description. Members discussed separating probationary RTP from post-tenure promotion review cycles and considering fall periodic evaluations for lecturers whose teaching schedules do not align with the usual spring cycle. These items remain under committee review; no other policy actions were taken.

California Faculty Association (CFA) Report to the CSUB Senate

Senate Meeting October 22, 2026 | Submitted by Dirk Horn, CSUB CFA Lecturer Rights Co-Chair

Factfinding. CFA has officially moved to factfinding in its contract bargaining process with CSU management. Factfinding dates are set for November 2, 5, 6, 12, and 13. Kevin Wehr, CFA Bargaining Chair and a Sacramento State professor, will serve as CFA's factfinding representative. Joseph Jelincic, Associate Vice Chancellor for Labor Relations, will represent management, and a neutral chairperson will chair the panel.

Agreements with other CSU unions. The CSU and Academic Professionals of California (APC), a union representing academic advisors and career counselors, reached a tentative agreement on October 8. Under the contract, APC-represented employees would receive a 4% salary increase retroactive to July 2026 and another 4% increase in July 2027, for an 8% total, along with a $3,325 one-time payment in December 2026. Additionally, on October 16, the CSU announced a tentative agreement with United Auto Workers (UAW) Local 4123, which represents over 10,000 academic student workers across the CSU system (Unit 11). The agreement would provide a 4% salary increase retroactive to July 1, 2026, an additional 4% increase effective July 1, 2027, and a $3.2 million compensation pool for one-time payments in December 2026.

Chapter action on campus. The CFA Bakersfield Chapter invites faculty to poster-making and tabling on the Redbrick Road from October 26 to 28: Monday, October 26, 11:30 a.m. to 1 p.m.; Tuesday, October 27, 1 to 3 p.m.; and Wednesday, October 28, 2 to 4 p.m. Faculty can make a poster for their office, for the union bulletin board in DDH, or for upcoming actions, saying what they are bargaining for. Poster supplies will be provided, along with resources related to bargaining and the upcoming general election. RSVP details are on the chapter flyer, and more information is available at fundtheclassroom.org.

Legislation and faculty rights. CFA's legislative team is gathering bill ideas for the 2027 session. Ideas already received include building on this year's work on time, place, and manner policy (AB 2551, Elwahry), re-running a 2026 bill on University President appointment that provides mechanisms and guidelines for campus and community input, and defining academic freedom and shared governance in statute with a duty to defend them.

Lastly, CFA offers a faculty rights reminder: under Article 10.4 of the Collective Bargaining Agreement, a Level I grievance must be filed with the President no later than 49 days after the event giving rise to the grievance, or after the grievant knew or reasonably should have known of the event. Faculty rights advocates often encourage filing to preserve timeliness, because a grievance may always be withdrawn by the grievant, while a missed deadline can be cited by management as a reason for denying it.

ACADEMIC SENATE
CSU BAKERSFIELD

Distributed Learning Committee - Handbook Changes

RES 262705

FAC

RESOLVED: That the Academic Senate approves revisions to the University Handbook regarding the teaching modality of courses at CSUB. Deletions are in ~~strikethrough~~, and additions are in **bold and underlined.**

203.11 Distributed Learning Committee

University faculty have adopted a distributed learning policy for ~~online and hybrid instruction~~ **instruction with a significant online component, including fully asynchronous online instruction, synchronous online instruction, and hybrid instruction combining face-to-face and online delivery.** The Distributed Learning Committee (DLC) is responsible **for monitoring** ~~to monitor for~~ issues that arise with regard~~s~~ to the distributed learning policy and to **improve** ~~ensure~~ the quality of **instruction with a significant online component, including the development of guidance for faculty considering teaching courses using these instructional modalities.** ~~online and hybrid instruction, including the certification of faculty online and/or hybrid courses.~~

The DLC consists of (1) one faculty member from each of the academic **colleges** ~~schools~~; (2) **one faculty member at-large** ~~the Faculty Coordinator of Online Instruction from the Faculty Teaching and Learning Center (FTLC)~~; (3) the Faculty Director of the FTLC; (4) a student representative from ASI; and (5) one staff member with direct responsibilities related to CSUB's learning management system (ex-officio). Additional members may be appointed as ex-officio members by the Provost and Vice President of Academic Affairs, at the recommendation of the current DLC members. **The Faculty Director of the FTLC convenes the first meeting of the year, during which the committee elects a chair.** Faculty members on the committee are expected to have experience with the designing and teaching ~~of~~ **courses with a significant online component** ~~online/hybrid courses~~ and should **have received CSU-approved training relevant to such** ~~be certified by CSUB for online/hybrid~~ instruction. Faculty members are elected in accordance with the election procedures in Sections 202.6 and 202.7 and serve on staggered two-year terms. The student representative will be selected by ASI on an annual basis. The staff member will be appointed by the Provost and Vice President of Academic Affairs on an annual basis.

As issues with the distributed learning policy arise, the DLC shall either (1) refer the issue to the Academic Senate for development of policy, or (2) develop a policy on a particular issue itself and then refer the proposed policy to the Academic Senate for consideration. The DLC shall report annually to the Academic Senate on ~~online hybrid instruction trends and issues.~~ **trends and issues related to instruction with a significant online component**.

~~If certification for teaching online and/or hybrid courses is available, the DLC shall issue guidance on becoming certified for online and/or hybrid instruction at the beginning of each academic year.~~

The DLC shall develop and maintain guidance for instruction with a significant online component, including but not limited to professional development pathways, instructional support recommendations, and quality standards. The Committee shall review the Distributed Learning Policy and associated guidance at least once every two years and recommend revisions to the Academic Senate as necessary to ensure their continued relevance and effectiveness.

The DLC shall meet at least once per semester. Failure to convene shall trigger review by the Academic Senate to ensure that policies governing instruction with a significant online component remain current, functional, and aligned with shared governance principles. The Academic Senate shall initiate steps to reconstitute the Committee or assign interim oversight to an appropriate Academic Senate body to ensure continuity of distributed learning policy review and quality assurance.

RATIONALE: This resolution responds in part to referral 2026-2027 03.

This resolution responds to the prolonged inactivity of the Distributed Learning Committee (DLC) by clarifying its responsibilities and reinforcing expectations for its operation and oversight role. The Handbook policy governing the DLC has not been recently updated and the Faculty Coordinator of Online Instruction position has been discontinued. During this period, instructional modalities and institutional practices have evolved substantially, while CSUB has also discontinued its requirement for certification to teach online courses.

The proposed revisions clarify that the DLC's responsibilities extend to instruction with a significant online component, including fully asynchronous online instruction, synchronous

online instruction, and hybrid instruction combining face-to-face and online delivery. These categories correspond to the current A1 (Fully Online), S1 (Synchronous Online), and S2 (Hybrid) designations identified in CSUB's *Fall 2026 & Spring 2027 Guidance: Instructional Modalities*. By describing instructional modalities rather than relying on specific scheduling codes, the revised Handbook language establishes a clear and adaptable scope of responsibility while distinguishing these modalities from traditional face-to-face instruction.

The revisions also update committee membership, replace outdated certification responsibilities with an emphasis on faculty guidance and professional development, and establish expectations for regular meetings, periodic review of guidance, and annual reporting to the Academic Senate. Importantly, the DLC is expected to regularly review the Distributed Learning Policy and associated guidance, identify areas requiring revision, and recommend updates to the Academic Senate as needed. These responsibilities establish an ongoing process for maintaining relevant and effective policies rather than allowing them to become outdated through prolonged inactivity.

Together, these changes are intended to restore the DLC as an active faculty governance body with continuing responsibility for evaluating and improving policies and practices related to instruction with a significant online component.

Attachment:
https://www.csub.edu/academicprograms/_files/Fall_2026_Spring_2027_Guidance_Instructional_Modalities_Feb_2026.pdf

Distribution List:

President
Provost and VP for Academic Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach

Department Chairs
General Faculty

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

Fall 2026 & Spring 2027 Guidance: Instructional Modalities

FACE TO FACE	ITV	ASYNCHRONOUS	SYNCHRONOUS	HYBRID	SCHEDULER USE ONLY
FTF "Face-to-Face"	**ITV "Instructional Television"**	**A1 "Fully Online"**	**S1 "Zoom"**	**S2 "Hybrid" (FTF and Online)**	**FTF + S1 "Flex"**
Class meetings Face-to-Face on campus at scheduled times	Class meetings Face-to-Face at Main Campus with televised instruction for AV Campus at scheduled times	Online course (24/7) via Canvas with no scheduled meeting times.	Class meetings via Zoom at scheduled times.	Class meetings Face-to-Face at scheduled times and online (via Zoom or Canvas).	Course offered via two sections, one FTF and one via Zoom (S1), scheduled at the same time* ***These two sections require shared enrollment capacity and shared workload; same instructor.**
Class Note: 0545 Students in this class will meet in person at CSUB at the time and place listed. Students will be expected to attend all class sessions in person in a classroom at the university.	**Class Note: 0551** Students in this class will meet in person at CSUB Main Campus or at AV Campus at the same time. Students are expected to attend all class sessions in person in a classroom at the respective location as listed for CSUB Main Campus and AV Campus.	**Class Note: 0546** This class will be fully online. Students in this class will receive all course content on Canvas. This class does not have an assigned meeting time, and there will be NO scheduled meetings for this course.	**Class Note: 0547** Students in this class will be expected to attend Zoom sessions during the scheduled meeting times.	**Class Note: 0557** This class is partially face-to-face and partially online. Students will meet in person at the time and place listed and will also have online course content on Canvas. **OR** **Class Note: 0558** This class is partially face-to-face and partially online. Students will be expected to attend all class sessions in person or on Zoom as scheduled.	**Class Notes:** Use Class Note 0545 for FTF section Use Class Note 0547 for S1 (Zoom) section
Delivery: Face to Face	**Delivery:** Instructional Television (ITV)	**Delivery:** Canvas	**Delivery:** Zoom	**Delivery:** Face to Face and Canvas **OR** Face to Face and Zoom	**FTF Delivery**: Smart Flex Classroom **S1 Delivery:** Zoom
Classroom: Yes	**Classroom:** Yes	**Classroom:** None	**Classroom:** None	**Classroom:** Yes	**FTF Classroom:** Yes, Flex Classroom **S1 Classroom:** None
Meeting Days & Time: Yes	**Meeting Days & Time:** Yes	**Meeting Days & Time:** None	**Meeting Days & Time:** Yes	**Meeting Days & Time:** Yes	**Meeting Days & Time:** Yes
Examinations: Classroom	**Examination:** Classroom	**Examinations:** Canvas ***Instructors are responsible to set a window for start and end time (Recommend at least 24-36 hours)**	**Examinations:** Canvas	**Examination:** Classroom	**FTF Examinations:** Classroom **S1 Examinations:** Canvas
Grading platform: Canvas	**Grading platform:** Canvas	**Grading platform:** Canvas	**Grading platform:** Canvas	**Grading platform:** Canvas	**Grading platform:** Canvas
SOCI: Paper or Online by Request	**SOCI**: Paper or Online by Request	**SOCI:** Online	**SOCI:** Online	**SOCI:** Paper or Online by Request	**FTF SOCI:** Paper **S1 SOCI:** Online
Modality Change: Modality can be shifted to A1, S1, or S2 with permission of Dean	**Modality Change:** Modality can be shifted to A1 or S1 with permission of Dean. Cannot change modality to FTF.	**Modality Change:** Cannot change modality	**Modality Change:** Modality can be shifted to A1 with permission of Dean. Cannot change modality to FTF, ITV, or S2.	**Modality Change:** Modality can be shifted to A1 or S1 with permission of Dean. Cannot change modality to FTF.	**Modality Change:** Modality can be shifted to either A1 or S1 with permission of Dean. Cannot change modality to FTF or ITV.

Face to Face	ITV	ASYNCHRONOUS	SYNCHRONOUS	HYBRID	SCHEDULER USE ONLY
FTF "Face-to-Face"	**ITV "Instructional Television"**	**A1 "Fully Online"**	**S1 "Zoom"**	**S2 "Hybrid" (FTF and Online)**	**FTF + S1 "Flex"**
Use FTF section numbers **Main Campus: 01-29, 80-99** *Note: 34-39 reserved for COMM, CSUB & ENGL*	**Use ITV section numbers** **Main Campus: 50-54, 80-99** *Note: 34-39 reserved for COMM, CSUB & ENGL* **Shared Workload:** Manually adjust	**Use Online section numbers** **Main Campus: 60-64** **Shared Workload: 70-74**	**Use Online section numbers** **Main Campus: 60-64** **Shared Workload: 70-74**	**Use FTF section numbers** **Main Campus: 01-29, 80-99** *Note: 34-39 reserved for COMM, CSUB & ENGL*	**Use FTF and Online section numbers** **Main Campus FTF: 01-29, 80-99** **Main Campus Online: 70-74, 80-99** *Note: 34-39 reserved for COMM, CSUB & ENGL* **Shared Workload:** Manually adjust
AV Campus: 30-33	**AV Campus: 55-59** **Shared Workload:** Manually adjust	**AV Campus: 65-69** **Shared Workload: 75-79** Manually adjust	**AV Campus: 65-69** **Shared Workload: 75-79** Manually adjust	**AV Campus: 30-33**	**AV Campus: 75-79** **Shared Workload:** Manually adjust
PS Instruction Mode: P	**PS Instruction Mode:** TV	**PS Instruction Mode:** OL	**PS Instruction Mode:** OL	**PS Instruction Mode:** HY	**PS Instruction Mode:** P for FTF section **PS Instruction Mode:** OL for S1 section
PS APDB Learn Mode: Face to Face: 09	**PS APDB Learn Mode:** Fully Synchronous: 04	**PS APDB Learn Mode:** Fully Asynchronous: 01 **Rarely Used:** Asynchronous with FTF meeting for orientation/mid-term/final exam e.g. Nursing: 03	**PS APDB Learn Mode:** Fully Synchronous: 02 **Rarely Used:** Synchronous with FTF meeting for orientation/mid-term/final exam. Can meet intermittently and less frequent than bi-weekly: 04	**PS APDB Learn Modes:** FTF + ASYNC (24/7 Online): 05 **OR** FTF + SYNC (Scheduled Zoom): 06 ASYN + SYNC: 10 ASYN + SYNC with intermittent FTF for orientation/mid-term/final exam: 11	**PS APDB Learn Mode:** 09 for FTF section **PS APDB Learn Mode:** 02 for S1 section
Course Attribute: IMCS & FTF	**Course Attribute:** IMCS & ITV	**Course Attribute:** IMCS & A1	**Course Attribute:** IMCS & S1	**Course Attribute:** IMCS & HY	**Course Attribute:** IMCS & FTF **OR** IMCS & S1
		Course Attribute: FONL & AB386			
Space Type: 1-Lec or 2-Lab	**Space Type:** 1-Lec or 2-Lab	**Space Type:** 3-non capacity	**Space Type:** 3-non capacity	**Space Type:** 1-Lec or 2-Lab (FTF) 3-non capacity (OL)	**Space Type:** Refer to pages 17-20 of the Schedule Instructions Guide for Flex (single component)
					Space Type: Refer to pages 21-26 of the Schedule Instructions Guide for Flex (multiple component)
Facility ID: Required	**Facility ID:** Required	**Facility ID:** WEB **Facility ID:** Required for rarely used FTF meeting days and times	**Facility ID:** WEB **Facility ID:** Required for rarely used FTF meeting days and times	**Facility ID:** Required	**Facility ID:** Required SmartFlex Classroom **OR** Web (Zoom)
Days & Time: Required	**Days & Time:** Required	**Days & Time:** None	**Days & Time:** Required	**Days & Time:** Required	**Days & Time:** Required
Class Note: 0545	**Class Note:** 0551	**Class Note:** 0546 + create your own Class Note for additional details	**Class Note:** 0547 + create your own Class Note for additional details	**Class Notes:** 0557 **OR** 0558	**FTF Class Note:** 0545 **S1 Class Note:** 0547

NOTES: Department ASC enters/updates:

- **Departments may create Class Notes in the free format field, specific to their course instructional delivery. These can be created in addition to standard class notes by using the "+" button in the class notes section.**
- PS Instruction Mode, Location, Attributes & Values, Facility ID, Meeting Times, Space Type, Class Notes, Units, Course Fees, Campus Restrictions, Independent Study Courses – Instructional Modality varies; use IMCS Attribute and applicable Value (FTF, ITV, A1, S1, S2)

California State University, Bakersfield

Distributed Learning Policy

The central tenet of this document is to ensure the consistent academic quality of all online/ hybrid courses and programs offered through California State University, Bakersfield. Online and hybrid instruction may allow the University to more fully achieve its mission by addressing such factors as the large service area, diverse student population, expected enrollment growth and limited space on campus. The faculty has a collective responsibility to ensure the academic quality and integrity of all courses, programs and degrees. In all circumstances, excellence in academic instruction is the clear responsibility of the University and should both inform and guide all administrative decisions.

Definitions

- **Face-to-Face Course** - A course in which an instructor delivers all course content in real time with students present in the same location. .
- **Web Facilitated Course** – A Course that uses web-based technology to supplement what is essentially a face-to-face course. No scheduled face-to-face class sessions are normally replaced with online activities.
- **Hybrid (Blended) Course** - Course that blends online and face-to-face delivery in which students attend class session on campus and in an online class.
- **Online Course** - Course where most or all of the content is delivered online. There are commonly no face-to-face meetings.

Application

This policy shall apply to all credit-bearing courses, concentrations, minors, majors, and certificate programs offered by CSUB through online and hybrid instruction, as defined above. Any academic department or faculty group offering credit-bearing courses, concentrations, minors, majors, and/or certificate programs must meet the Western Association of Schools and Colleges (WASC) requirements and be guided by all applicable policies, including this policy, established by the University. All asterisk (*) indicates either language or guidelines specified by WASC (Western Association of Schools and Colleges, 2009).

Basic Principles

1. Because CSUB values academic freedom and encourages instructional innovation, the faculty has the collective responsibility of ensuring academic quality and integrity for all courses, programs and degrees.
2. Online and hybrid courses and programs shall be consistent with the educational mission of CSUB.*
3. Online and hybrid instruction represents an optional mode of instruction that may be considered by an individual faculty member, a faculty group, and/or academic department. Nothing in this policy shall imply that online and hybrid instruction is the preferred mode of instruction.
4. If a faculty member or faculty group is interested in moving a traditional course to a hybrid or online mode, permission from the department should be obtained.
5. The Dean has the responsibility to determine the maximum amount of online instruction assigned to each faculty member each quarter, taking into account the best interests of the department.
6. Faculty and students have the right to be informed about the modes of delivery and technological requirements for each course offered by CSUB. Students will have timely access to this information.
7. The University will offer appropriate training and support services to faculty who choose to teach online and hybrid courses.* In particular, faculty will be given sufficient time to design, assess, and modify course materials and methodology for the online and hybrid courses. All classes offered through online and hybrid instruction will be approved, assessed, and evaluated in accordance with University policy for traditional modes of instruction.
8. The University shall offer appropriate support services to students taking online and hybrid courses (Allen & Seaman, 2010).

Curriculum and Instruction:

1. The faculty of a given academic program will assume responsibility and exercise oversight of its online and hybrid courses ensuring both the quality and integrity of instruction.* These responsibilities includes selecting monitoring and evaluating all faculty teaching online and hybrid courses. In the event course visits are utilized as part of the evaluation, evaluators are reminded that the individual faculty shall be provided a notice of at least five (5) days that a course visit is to take place (Collective Bargaining Agreement, Article 15.14, 2012). Also, consultation between the faculty member being evaluated and the individual who visits his/her course is required. In addition, faculty

must adhere to best practices for online instruction (e.g., Palloff, R., & Pratt, K., 2011) and use technology that assures ADA accessibility.

2. All online and hybrid courses will provide the opportunity for substantial and timely interactions between faculty and students, between students and students, as well as students and course content.
3. Ownership of all intellectual property shall be governed by the Collective Bargaining Agreement (Article 39) and the "Academic Senate of the CSU Policy on Intellectual Property, Fair Use, and the Unbundling of Ownership Rights". It is assumed that faculty members have ownership of their work products unless a prior written agreement exists. In addition,
4. The University shall not contract with any private or public entity to deliver online and hybrid courses or programs without consultation of the relevant faculty, program, and dean. Neither will the University deliver that entity's online and hybrid courses or programs in place of, or in addition to, CSUB courses without consultation of the relevant department or program

Faculty Support:

For courses offered through online and hybrid instruction, the University shall ensure that:

1. The development and utilization of online and hybrid instruction must not be used to reduce or eliminate tenure-track faculty positions.
2. A faculty member may offer office hours electronically after consultation with and approval of the department chair and dean. The promptness and level of student interaction should be comparable to face-to-face office hours. Office hours will be in accordance with Faculty Handbook Section 303.1.3.
3. Class size and faculty workload will be determined following University and departmental standards after consultation with the faculty member, the department chair and the Dean, and must take into account the level of interaction between faculty and students. All hybrid and online courses must provide for appropriate and personal interactions between faculty and students.
4. Because online and hybrid instruction involves the use of technologies and teaching methods which requires specialized training, instructors wishing to offer online and hybrid courses will either successfully complete training or demonstrate proficiency in teaching online or hybrid courses.

Facilities and Resources Support:

1. The University shall provide appropriate information, support and training to faculty for compliance with the Americans with Disabilities Act.

2. Faculty choosing to use non-university-supported resources (e.g. third-party servers, non-university-supported software) must state in their syllabus that the University will not provide technical support for those resources. These faculty are responsible for compliance with all principles of this policy, including reasonable, technical support for students and ADA compliance. Faculty who use University supported resources will be provided with technical support of these resources and have the responsibilities to secure the support.
3. The notification process for online and hybrid courses will identify the course mode (online or hybrid) in the class schedule in order to assist in resource planning.

Student Support

For courses offered through online and/or hybrid instruction, the University shall ensure that:

1. Students have access to appropriate facilities and equipment necessary to support online and hybrid courses.*
2. Students will have sufficient access to library resources and necessary support in the use of those resources, including research techniques.
3. Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours in conjunction with the university's posted hours, to resolve problems encountered with University supported technologies while enrolled in online and hybrid courses.*
4. Students in online and hybrid instruction programs have access to accurate and necessary information such as program goals, requirements, academic calendar, and faculty.
5. Students are provided with adequate access to the range of student services appropriate to support the online and hybrid courses offered by the University, including outreach and pre-admission advising, application for admissions, enrollment/registration, financial aid and payment arrangements, academic advising, tutoring, career counseling and placement, personal counseling, and disability services.*
6. Students are provided with adequate bookstore services for securing books, course-packs, course-related supplies and materials.*
7. Students are provided with an adequate means for resolving student complaints and grievances.*
8. Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.*
9. Students have unrestricted access to an online syllabus that is available 24/7.

Evaluation and Assessment

1. The Program Review process at CSUB shall be used to evaluate the educational effectiveness of online and hybrid instruction courses and programs. All academic program reviews will assess the achievement of student learning outcomes by mode of delivery.
2. The review and evaluation process will compare the outcomes from online and hybrid courses with those from similar campus-based courses.*
3. The review and evaluation process will assure that the online and hybrid courses at CSUB conform to prevailing quality standards in the field of online and hybrid instruction.*
4. The University will develop or provide systems for online course evaluation. In accordance with University policy and the faculty collective bargaining agreement, student evaluations shall be required for all classes taught by faculty.

Academic Integrity

1. Even though the academic integrity of a course is ultimately the responsibility of the faculty member teaching the course and their department, the University will provide training in the best practices for promoting academic integrity in online and hybrid instruction environments. The University through the Faculty Teaching and Learning Center (FTLC) will inform faculty involved in online and hybrid instruction about the variety of assessment tools, the relative level of security of these assessments and methods for limiting students' use of unauthorized resources. The University will provide criteria for ensuring student identity.
2. Consistent with the University policy on academic integrity, reasonable safeguards shall be in place to prevent academic dishonesty.
3. Faculty are responsible for adhering to CSU's Intellectual Property Policy and CSUB's Acceptable Use Policy (California State University, 2003).

Distributed Learning Committee

1. The University will create a Distributed Learning Committee to implement, oversee and enforce the policies contained in this document.
2. The Distributed Learning Committee will have the following characteristics:

a) Membership: The Distributed Learning Committee will consist of the following members: (1) 1 faculty member elected from each of the academic schools; (2) 1 faculty member, appointed by the Provost and Vice President for Academic Affairs; (3) the Director of Instructional Development; (4) 1 Dean elected by the Council of Deans; and (5) an undergraduate and graduate student selected by ASI (see CSUB Senate Resolution 2011-

2012 RES009). The majority of the faculty members on the committee will have experience in online teaching and learning.

b) General Duties: The Committee will monitor issues that arise with regard to the University Policy on online and hybrid instruction and shall, as it considers appropriate, (1) refer a particular issue to the Academic Senate for the development of policy or (2) develop a policy on a particular issue itself and then refer the proposed policy to the Academic Senate. The Distributed Learning Committee shall monitor and report annually to the Academic Senate on online and hybrid instruction trends and issues on the campus. Most importantly, the committee will determine how to certify faculty wishing to teach online and hybrid courses.

References

Allen, I. & Seaman, J. (2010). Class differences: Online education in the United States, 2010. Babson Survey Research Group. Retrieved on April 9, 2011 from http://sloanconsortium.org/sites/default/files/class_differences.pdf

American Library Association. (2008, July). Guidelines for distance learning library services. Retrieved on April 6, 2011 from http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm

Bernard, R., Abrami, P., Lou, Y., Borolhovski, E., Wade, A., Wozney, L., Wallet, P., Fiset, M. & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research*, 74(3): 379-439.

California State University. (2002, November). Integrated Technology Strategy.

Measures of Success IV. A Report to the California Legislature-November 2002. Retrieved on August 02, 2003 from http://its.calstate.edu/documents/Data_Collection/I_Reports_MOS/mos4_2002/MOS4_index.html

California State University. (2003, March). Intellectual Property, Fair Use, and the Unbundling of Ownership Rights. Retrieved on April 30 from (http://www.calstate.edu/AcadSen/Records/Resolutions/2002-2003/2605.shtml

California State University. (2004, November). Measures of Success VI 2004. Retrieved on May 2009 from http://its.calstate.edu/documents/Data_Collection/I_Reports_MOS/mos6_2004/MOS_VI_TOC_12012004.shtml

California State University. (2006, November). Measures of Success VIII 2006. Retrieved on May 2007 from http://its.calstate.edu/documents/Data_Collection/I_Reports_MOS/mos8_2006/MOS_VIII_TOC_12012006.shtml

California State University. (2008, November). Measures of Success X 2008: Riding the Wave of Technology. Retrieved on May 2009 from http://its.calstate.edu/documents/Data_Collection/I_Reports_MOS/mos10_2008/MOS_X_TOC_12012008.shtml

Collective Bargaining Agreement (2012) Retrieved on May 15, 2013 from http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/

Creative Commons. (2009). Rubric for online instruction, CSU, Chico. Retrieved on April 10, 2011 from http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf

Means, B., Yoyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. Retrieved on September 06, 2009 from http://www.ed.gov/about/offices/list/opepd/ppss/reports.html

Palloff, R., & Pratt, K. (2011). *The excellent online instructor*. San Francisco: Jossey-Bass.

Russell, T. L. (2010). No significant difference phenomenon. Retrieved on April 03, 2011. http://nosignificantdifference.wcet.info/index.asp

WCET, UT TeleCampus, & Intstructional Technology Council. (2009). Best practice strategies to promote academic integrity in online education. Retrieved on April 14, 2011. http://www.wiche.edu/attachment_library/Student_Authentication/BestPractices.pdf

Western Association of Schools and Colleges. (2009). Protocol for the review of distance and correspondence education programs. Retrieved on April 11, 2011 from http://www.wascsenior.org/findit/files/forms/Protocol_for_Review_of_Dist_Ed_Progs_with_CRAC_Guidelines__Mar_2010_.pdf

ACADEMIC SENATE
CSU BAKERSFIELD

Academic Integrity - Handbook Changes

RES 262709

AS&SS

RESOLVED: That the Academic Senate approves revisions to University Handbook Section 203.4, Integrity of Scholarship and Grades, to align the Handbook with the previously approved Undergraduate and Graduate Academic Integrity Policies and update the Academic Integrity Policy Violations Committee. Deletions are in strikethrough, and additions are in bold and underlined.

203.4 Integrity of Scholarship and Grades

University faculty have adopted **both** an **Undergraduate and Graduate** Academic ~~Honesty~~ **Integrity** policy, which all faculty are expected to enforce. Instructors shall exercise care in the planning and supervision of academic work so that honest effort is positively encouraged. (See the University catalog and class schedule for the complete policy.)

When a faculty member discovers a violation of the policy, the faculty member **shall invite the student to discuss the violation, including the evidence, with the student(s) involved and allow the student(s) to respond. Any academic penalty, including the student's potential grade penalty for the offense falls within the purview of the faculty member teaching the course. (See "Recommended Consequences for Academic Dishonesty".** Such decisions may be appealed by the student. (See Appendix D: "Student Complaint and Grievance Procedures.")

After the violation has occurred and the penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students' Office through ~~required to use~~ the Academic Integrity Violation Reporting Form. ~~to notify the CSUB student conduct coordinator and the student(s) involved. A course grade of 'F' may be assigned or another grade penalty may be applied at the discretion of the course instructor. The student conduct coordinator will determine additional academic sanctions (e.g., probation, suspension, or permanent expulsion).~~ **Disciplinary sanctions for academic dishonesty are processed through the procedures outlined in the Student Conduct Process.**

Academic Integrity Policy ~~Review~~ Violations Committee

A. One full-time faculty member from each College elected to serve a two-year staggered term

~~Three (3) faculty and two (2) alternates selected at random from the pool of all full- time faculty (alternates are for cases of conflict of interest, schedule conflicts, etc.).~~

B. Two (2) students **selected by Associated Students, Inc.** ~~and two (2) alternates selected at random~~ from the pool of all fulltime upper division ~~and~~ **or** graduate students ~~(alternates are for cases of conflict of interest, schedule conflicts, etc.).~~

C. The **Dean of Students** ~~Chair of the Academic Senate~~ will convene ~~the first~~ a meeting **at the beginning of each term** ~~of the academic year during which one of the faculty members must be elected chair.~~ and will share the annual report and concerns with academic integrity paying particular attention to confidentiality and FERPA. Subsequent meetings will be held to discuss repeat policy violations.

RATIONALE: This resolution responds to Referral 2026-2027 12, Academic Integrity Violations Committee Updates. The revisions to University Handbook Section 203.4 align the Handbook with the previously approved Undergraduate Academic Integrity Policy (RES 212233) and Graduate Academic Integrity Policy (RES 232422). They clarify faculty responsibilities and reporting procedures, distinguish course-level academic penalties from disciplinary sanctions, and update the name, membership, and meeting procedures of the Academic Integrity Policy Violations Committee. The revisions also reflect the Dean of Students' proposed committee structure for regular discussion of academic integrity concerns and additional meetings concerning repeat violations.

Attachment: *Academic-Integrity-Violation-Reporting-Form.PDF*

Distribution List:

President
Provost and VP for Academic Affairs
VP for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Dean of Libraries
Dean of Extended University and Global Outreach
Acting Executive Director of Antelope Valley
Associate Deans
Department Chairs
General Faculty

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

DEAN OF STUDENTS
CSU BAKERSFIELD

Academic Integrity Violation Reporting Form

Use this form to report a violation of the University's Academic Integrity Policy and the Student Conduct Code.

If you believe that a violation of the Academic Integrity Policy (https://maindata.csub.edu/media/45231/download?inline) and Student Conduct Code (https://maindata.csub.edu/media/37671/download?inline) has occurred, please complete the following:

1. Inform the student(s) about the alleged violation and request a meeting to discuss the matter with the student(s). If a meeting is not possible, faculty should inform the student(s) of the alleged violation via e-mail. The email to the student(s) should include the following information:

a. The alleged violation (e.g. cheating, plagiarism, and/or unauthorized collaboration)

b. An opportunity for the student(s) to provide a response to the allegation

c. The grade assigned due to the violation

d. A statement that the alleged violation will be reported to the Dean of Students office for judicial review and possible disciplinary sanctions

2. Faculty should complete this form and attach the course syllabus and all supporting evidence. Evidence may include:

a. The assignment, exam, paper, etc.

b. Plagiarism/AI report (turnitin.com or SafeAssign), if any

c. Online source used (i.e. Chap GPT, Google answers, etc.)

d. Copy of any communication with the student(s)

e. Any additional relevant evidence

Reporting Party Information

Your full name:

Your position/title:

Your phone number:

Your email address:

Date of incident (Required):

mm/dd/yyyy

Location of incident (Required):

Please select a location ...

Involved Parties/Student(s)

Please list the individual student(s) involved in the incident.

Name

Select Role

Student ID Number

Email Address

Add another party

Questions

Semester incident took place, i.e. Spring 2022 (Required)

Course Title/Number (Required)

Academic School (Required)

- [ ] Arts and Humanities
- [ ] Business and Public Administration
- [ ] Natural Sciences, Mathematics and Engineering
- [ ] Social Sciences and Education
- [ ] Department
- [ ] Other

Academic/Campus Department

Type of Violation (Required)

- [ ] Alteration or misuse of a university document
- [ ] Cheating
- [ ] Falsifying any university document
- [ ] Forgery
- [ ] Furnishing false information
- [ ] Improper use of technology
- [ ] Misrepresenting one's self
- [ ] Plagiarism
- [ ] Unauthorized assistance
- [ ] Unauthorized collaboration
- [ ] Using unauthorized sources

Please provide a detailed description of the incident using specific concise, objective language (who, what, where, when, why, and how). (Required)

Did you contact or meet with the student(s) involved? (Required)

- [ ] Yes
- [ ] No

If you discussed the incident with the student(s), what was their response?

What grade penalty, if any, was assigned as a result of the incident?

- [ ] No grade penalty
- [ ] Oral reprimand
- [ ] Redo the assignment
- [ ] Reduced grade on the assignment/test
- [ ] Failed grade on the assignment/test
- [ ] Failed grade in the course

At times, cases can extend beyond the semester, and there may be a need to contact you during Summer or Winter (off-contract) breaks. Please indicate below if you are willing to be contacted in the rare chance that we need additional information to best process this conduct case. (Required)

- [ ] Yes
- [ ] No

Supporting Documentation

For all academic integrity violations, please attach your course syllabus. In addition, attach all supporting documentation including exam questions/responses, assignment details, Turnitin.com Plagiarism report, Artificial Intelligence Detection report, email communication with the student, etc. You will receive an email confirmation that the report was submitted upon completion. 5GB maximum total size.
Attachments require time to upload, so please be patient after submitting this form.

Choose files to upload **Choose Files**

- [ ] Email me a copy of this report

Submit

ACADEMIC SENATE
CSU BAKERSFIELD

Updates to the University Handbook

RES 262707

EC

RESOLVED: That the proposed changes in the attached version of the University Handbook be adopted by the Academic Senate.

RATIONALE: In summer 2026, a subcommittee of Senate members reviewed the University Handbook specifically for the following issues: outdated language such as references to quarters, schools, or old divisions/structures, specific issues that were noted by Senate during the 2025-26 academic year, inconsistencies between sections, previously approved resolutions that were not incorporated and not rescinded, and inconsistencies between the Handbook, Unit 3 CBA, and/or CSU policy.

This work resulted in the attached proposed changes to the University Handbook and referrals to committee this semester to address larger issues that could not reasonably be handled by the subcommittee over the summer. The attached Executive Summary gives a high-level overview of the proposed changes to the University Handbook, and the issues which need further review and discussion.

Note: The proposed changes to the University Handbook contain changes to Appendix B: Constitution of the General Faculty and Appendix C: Constitution of the Academic Senate. As such, the constitutional amendment policies in those appendices will be followed with this resolution.

Attachments: *RES 262707_Attachment_Summer Handbook Project; Executive Summary*
RES262707_Attachment_Proposed Revisions_University Handbook
RES 262707_Proposed Bylaws and Handbook Revision Log

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

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

661.654.3128 *csub.edu/senate*

Distribution List:

President
Provost and VP for Academic Affairs
Vice President for Student Affairs and Strategic Enrollment Management
Vice President for Business and Administrative Services and Chief of Staff to the President
Vice President for University Advancement
Vice President for People and Culture
AVP for Academic Affairs and Dean of Academic Programs, AA
AVP for Enrollment Management, SASEM
AVP for Faculty Affairs, AA
AVP for Grants, Research and Sponsored Programs, AA
AVP for Information Technology Services and Chief Information Officer, BAS
AVP for Institutional Research, Planning and Assessment, AA
AVP for Student Affairs and Dean of Students, SASEM
Acting Executive Director of Antelope Valley
Dean of Extended Education and Global Outreach
Dean of Libraries
College Deans
Associate Deans
General Faculty
Campus Staff
Associated Students, Inc.

Summer Handbook Project: Executive Summary

During Summer 2026, the Handbook Project Working Group conducted a targeted review of the Academic Senate Handbook and Bylaws to address outdated terminology, organizational changes, inconsistencies, and previously approved revisions that had not yet been incorporated into the published documents. The Working Group included representatives from Faculty Affairs, the Academic Senate, Faculty Affairs administration, and at-large faculty representatives.

Overview of Proposed Changes

The Working Group prepared tracked revisions to the Handbook and Bylaws focused primarily on updating existing language rather than making substantive changes to academic policy. Major areas of revision included:

- updating references from Schools to Colleges and removing outdated references to the quarter system;
- updating names, titles, and organizational references to reflect current University administrative structures;
- reviewing and revising the membership and ex-officio composition of Academic Senate standing committees;
- updating committee names and descriptions, including references to the General Education Curriculum Committee (GECCo), Teaching Effectiveness and Assessment Committee (TEAC), and other Senate or University committees;
- updating references to student-support units, including replacing “Services for Students with Disabilities” with the Center for Accessibility and Essential Needs, and now Accessibility Resource Center,
- clarifying or updating administrative positions referenced throughout the Handbook, including enrollment management, assessment, academic affairs, and the Council of Academic Deans;
- revising Appendices B, C, and D to address inconsistencies and incorporate previously approved policies or procedures;
- restoring Appendix A and current organizational charts and adding a new appendix previously approved through Senate resolution;
- correcting outdated references such as the number of CSU campuses, obsolete University systems or offices, and former college names; and
- incorporating changes previously approved through Academic Senate resolutions but not reflected in the published Handbook or Bylaws.

These revisions were made using tracked changes so that the Academic Senate and its committees can readily review the proposed modifications and their rationale.

Issues Identified for Further Review

The Working Group also identified several matters that extend beyond technical or organizational updates and therefore warrant additional consultation, referral, or policy development through the regular Academic Senate process.

These include questions concerning the role, appointment, review, and responsibilities of School Directors; appropriate procedures for the creation of new colleges; the role of administrators in RTP, PTR, PEF, curriculum, and student grievance processes; the scope of Academic Administrator Review; and a broader review of the Handbook section describing Officers of the University.

Additional issues include updating academic integrity and student grievance procedures; determining appropriate oversight of student grievances and the Student Ombudsperson function; reviewing obsolete or potentially duplicative committees and developing clearer processes for creating or discontinuing committees; reviewing references to positions that may no longer exist; and addressing logistical concerns associated with staff representation on the Academic Senate.

Where appropriate, these matters will be forwarded through referrals, task forces, or other established Senate processes during the 2026–2027 academic year.

Next Steps

Careful review by the full Academic Senate will be essential before these revisions are finalized. All elected and appointed members of the Senate are encouraged to review the proposed changes closely, identify areas of confusion or concern, and flag additional issues that may warrant referral or further policy development.

All members of the Standing Committees are encouraged to review so that the Executive Committee can receive further feedback.

Proposed Handbook revisions will receive at least two readings through the regular Senate process, providing multiple opportunities for discussion and amendment. Any proposed changes to the Constitution of the General Faculty will also proceed through the required constitutional referendum process before taking effect.

ACADEMIC SENATE
CSU BAKERSFIELD

Teaching Modality – Handbook Changes

RES 262708

AAC

RESOLVED: That the Academic Senate approves revisions to the University Handbook regarding the teaching modality of courses at CSUB.

Deletions are in ~~strikethrough~~, and additions are in **bold and underlined.**

303.1.1 Teaching Assigned Courses

Faculty shall teach their assigned courses in accordance with the officially approved course descriptions provided in the current University Catalog. Unless authorized by the department or program to teach a course in an online or flex ~~hybrid~~ modality, faculty shall teach in a face-to-face format.

Course Scheduling and Modality

The assignment and scheduling of courses include responsibility for determining the mode of instruction (e.g., face-to-face, flex, or online), subject to established curricular and scheduling processes. Department Chairs and Program Directors shall develop proposed course schedules, including instructional modalities, through a collegial coordination process involving affected faculty, other academic units as appropriate, and the Dean (or designee).

The home department or program shall have primary responsibility for determining the instructional modality of its courses, based on pedagogical appropriateness, disciplinary standards, student learning outcomes, faculty expertise, accreditation requirements, and the academic needs of its students and programs. The determination should also consider student access and success, General Education and service-course needs, enrollment demand, scheduling feasibility, and available physical, technological, and instructional resources.

Departments, programs, and Deans (or designees) shall work collaboratively to ensure that course offerings include a sufficient number of face-to-face sections to meet student access, success, and programmatic needs, recognizing that face-to-face instruction is the primary and expected mode of instruction at CSUB.

Coordination and Approval of Course Schedules

Departments and programs shall coordinate with one another when courses serve multiple programs, colleges, or degree pathways. Such coordination shall consider students' ability to construct coherent schedules, access required courses in a timely manner, and complete degree requirements without unnecessary scheduling conflicts, including conflicts between face-to-face courses and courses requiring online attendance.

Deans (or designees) shall seek resolution through collegial discussion and consensus whenever a proposed schedule or instructional modality presents concerns regarding academic appropriateness, fiscal sustainability, classroom utilization, student access or success, or coordination with the academic needs of students in other departments, colleges, or University programs.

The Dean (or designee) shall have final responsibility for approval of course schedules and instructional modalities within the college, subject to University policy and established curricular approval processes. In exercising this authority, the Dean shall give primary consideration to the home department's or program's academic rationale and shall consult with the affected department or program before requiring a change to its proposed schedule or modality. A Dean may require a modification when reasonably necessary to address documented student needs, conflicts among academic programs, University scheduling priorities, resource constraints, or other legitimate institutional considerations. Any such modification shall be made in consultation with the affected department or program, with the Dean informing the department or program of the rationale for a decision that departs from the department's or program's recommendation. The Dean's authority over scheduling and modality shall not supersede established faculty or curricular governance authority over course content, learning outcomes, or curricular requirements.

Changes to course modality after registration begins shall require approval of the Dean (or designee), in consultation with the affected department or program and subject to applicable University policies and student notification requirements.

A department or program that has concerns about a Dean's decision regarding course scheduling or instructional modality is encouraged to seek further discussion with the Dean to explore whether a mutually acceptable resolution can be reached. If the matter remains unresolved, the department or program may request assistance from the Provost or the Provost's designee in facilitating further discussion and resolution. Any resolution should seek to balance the academic judgment of the

home department or program with student needs, coordination across academic units, and legitimate institutional constraints.

Fully Online Academic Programs

Fully online degree, certificate, credential, or other academic programs shall be reviewed and approved through appropriate curricular and administrative processes before implementation. Approval of a fully online program shall include consideration of accreditation requirements, student demand and support needs, faculty capacity and qualifications, assessment of student learning, availability of required courses, technology and instructional support, and alignment with the University mission and campus enrollment strategy. Once approved, fully online programs shall remain subject to periodic review to ensure quality, compliance, and student success.

Academic programs offering courses or programs in online or flex modalities shall establish expectations for faculty qualifications appropriate to those modalities. Such expectations may include completion of CSU-approved or campus-approved training, demonstrated experience in online or flex instruction, participation in professional development, familiarity with accessibility and regular and substantive interaction requirements, and adherence to applicable quality standards. Where required by accreditation, campus policy, or program expectations, faculty training for online or flex instruction shall be mandatory before assignment to teach in those modalities.

Flex Modality and Classroom Utilization

Flex modality shall be scheduled and implemented in a manner that makes effective use of campus physical resources while preserving instructional quality and student access. Departments, programs, and Deans shall consider classroom utilization, student access, room availability, and complementary scheduling when developing or approving flex offerings. Flex models should not result in instructional spaces sitting unused for substantial portions of scheduled meeting patterns when those spaces could reasonably support other in-person instruction. Where a flex course reduces in-person room use, the schedule should, whenever feasible, coordinate that room use with complementary in-person sessions of another course or instructional activity.

RATIONALE: Referral 2026-2027-03 calls for clarification of the respective roles of departments, programs, and administration in determining course schedules and instructional

modalities. This resolution affirms the primary responsibility of the home department or program to recommend modalities based on pedagogical appropriateness, student learning outcomes, and academic needs. It also recognizes a Dean's responsibility to approve schedules in consideration of student access and success, coordination across academic units, and institutional resources. Consistent with CSUB's emphasis on face-to-face instruction as its primary and expected mode of delivery, the resolution establishes a collaborative process that balances departmental academic judgment with legitimate institutional considerations while preserving established faculty and curricular governance authority over course content, learning outcomes, and curricular requirements. Although the referral did not specifically address scheduling, the Committee believed that because scheduling and teaching modality are closely interconnected, addressing both provided a clearer framework for decision-making authority while preserving departmental responsibility for pedagogical matters.

Distribution List:

President
Provost and Vice-President for Academic Affairs
Vice President for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Dean of Libraries
Dean of Extended Education and Global Outreach
Acting Executive Director of Antelope Valley
Associate Deans
Department Chairs
General Faculty

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