Academic Senate: Executive Committee

AGENDA
TUESDAY, MARCH 10, 2026
10:00 A.M. – 11:30 AM

Location: BPA Conference Room 134 and virtual.
Zoom Link: https://csub.zoom.us/j/88091986667?pwd=GOSakqXvulfaZihtNxTsAFBYwWqAJs.1&jst=1

Members: M. Danforth (Chair), D. Solano (Vice-Chair), D. Thien (Provost; excused), C. Lam (ASCSU Senator), N. Michieka (ASCSU Senator), T. Tsantsoulas (AAC Chair), L. Kirstein (AS&SS Chair), A. Grombly (BPC Chair), Z. Zenko (FAC Chair), and K. Van-Grinsven (Senate Analyst).

1. Call to Order

2. Announcements and Information
   A. Exceptional Service Award recommendations
   B. Spring 2026 Guests
      i. EC Guests
         a. President attending EC on March 24
         b. Instructional Budget Model – K. Watson and N. Hayes
      ii. Senate Guests
         a. March 12- D. Wilson, Nursing and Exceptional Service Award Recipients
         b. March 26 – D. Cantrell, Enrollment report
         c. April 30 – Spring Reports
            i. FTLC, GECCo, UPRC, URC (if needed)
            ii. Written report as well as oral (?)
         d. May 7 – Senate Organizational Meeting
            i. Faculty Award recommendations from FHAC
         e. Early Fall 2026
            i. GRaSP, FAR (oral reports/presentations)
         f. Unscheduled:
            i. Committee on Professional Responsibility (CPR)
            ii. WSCUC Logistics – E. Adams *(provide updates to Senate)*

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

4. Approval of Minutes

A. February 24, 2026 (handout)
B. March 3, 2026 (handout)

5. <u>Continued Items</u> **(Time Certain: 10:10 am)**
   A. AS Referral Log (see BOX folder; handout)
      i. AAC (T. Tsantsoulas)
      ii. AS&SS (L. Kirstein)
      iii. BPC (A. Grombly)
      iv. FAC (Z. Zenko)
   B. Provost Report (D. Thien) **(Time Certain: 10:45 am)**
      i. Updates/ Status:
         a. Academic Administrator Searches
         b. Academic Administrator Reviews
      ii. Additional Items
   C. Reports and Recommendations
      i. Criteria for Proposing New Schools Taskforce (handout)
   D. RES 252624 - Codifying Procedures for Statements of the Senate and Votes of No Confidence – EC (HOLD; draft in progress)
   E. Development of a Senate Recording Retention Policy for recordings that are intended to develop Minutes – EC (HOLD; draft in progress)
   F. Calendar Committee – A. Grombly, BPC Chair
   G. ASCSU Lecturer Electorate Representative term (HOLD for Fall)
   H. Policies on approval of Course Coding Changes (CS Numbers) (HOLD; pending data)
   I. Faculty advising and CSUB Advising Council (HOLD)
   J. ASI Resolution: SB 104 ASI and Shared Governance (HOLD; pending ASI's revisions)

6. <u>New Discussion Items</u> **(Time Certain: 11:00 am)**
   A. Elections and Appointments- D. Solano
      i. Exceptional Service Awards: Committee work in progress
      ii. In Progress: 2nd calls for College Elected Positions
      iii. Develop formal procedures for appointments for the CSU Fong and Fetterly Award (HOLD; pending FHAC discussion)
   B. Handbook and Bylaws Project – EC (handout)
      i. Composition of Handbook and Bylaw Summer Working Group
      ii. Expected timeframe of project
   C. Faculty Legislative Liaison (handout)
   D. State Legislation
      i. AB-2693 Independent Doctoral Programs
      ii. AB-2606 Oil and Gas Demonstration Zones
      iii. AB-2301 Community colleges: Baccalaureate Degree in Nursing Pilot Program
   E. Staff Representative on Senate (handout)

F. Added: Coach/Director of the Year (handout)
G. Added: Academic Tuition Waiver Scholarship (handout)
H. Summer Retreat agenda and logistics
   i.   Date selected after the incoming subcommittee chairs are elected at the Organizational Meeting on May 7
   ii.   Agenda Items:
      a. Carry-over business
      b. Interfolio

7. <u>Agenda Items for Senate</u>

8. <u>Adjournment</u>

Academic Senate Meeting – Spring 2026
Thursday, February 26, 2026
Agenda
10:00 AM – 11:30 AM

Location: Dezember Leadership and Development Center, Room 409-411
Zoom Link: https://csub.zoom.us/j/84669370314?pwd=gmLoywwMxQR4k7G0hUhv25vs0N8xr8.1

Senate Members: Chair M. Danforth, Vice-Chair D. Solano, CSU Senator C. Lam, CSU Senator N. Michieka, AH Senator T. Tsantsoulas, AH Senator M. Naser, BPA Senator D. Wu, BPA Senator S. Sarma, NSME Senator L. Kirstein, NSME Senator A. Stokes, SSE Senator Z. Zenko, SSE Senator S. Roberts (alt. for Spring 2026 K. Henderson), AV Senator K. Holloway (virtual), At-Large Senator H. He, At-Large Senator A. Grombly, At-Large Senator A. Hays, At-Large Senator A. Lauer, At-Large Senator T. Salisbury, At-Large Senator R. Dugan, Lecturer Electorate Senator D. Horn, Senator H. Gonzalez – Staff Representative, Senator E. Reed – ASI Executive Vice-President, VP AA & Provost D. Thien, Senator J. Dong – Dean Representative, and Senate Analyst K. Van Grinsven.

Guests: President Harper and Debbie Wilson.

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

II.   Approval of Minutes
      a. February 12, 2026 (handout)
      b. February 26, 2026 (handout)

III.   Announcements and Information
   a. President's Report – V. Harper **(Time Certain: 10:10 am)**
   b. Impacted Status of Nursing – D. Wilson **(Time Certain: 10:20 am)** (handout)
   c. Exceptional Service Award Recommendations **(Time Certain: 10:30 am)**
   d. Elections and Appointments – D. Solano (handout)
   e. Upcoming Events:
        i. March 16 – Spring Budget Open Forum
             1. 2-3 pm; Student Union MPR and virtual
             2. Budget Open Forum Feedback Form
        ii. April 8 – President's Open Forum
             1. 9 am; Student Union MPR

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

V.   Reports
   a. ASI Report – Senator Reed
   b. Provost's Report – D. Thien **(Time Certain: 10:30 AM)** (handout)
   c. ASCSU Report – Senators Lam and Michieka (handout)
   d. Staff Report – Senator Gonzalez (handout)
   e. Committee Reports:
        i. Executive Committee – Vice-Chair Solano (handout)
        ii. Standing Committees:
             1. Academic Affairs Committee (AAC) – Senator Tsantsoulas (handout)
             2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein (handout)
             3. Budget and Planning Committee (BPC) – Senator Lauer (handout)
             4. Faculty Affairs Committee (FAC) – Senator Zenko (handout)
   f. CFA Report – T. Salisbury, CFA Bakersfield

VI.   Resolutions **(Time Certain: 10:35 AM)**
   a. Consent Agenda: No items.
   b. Old Business:
        i. RES 252630 – New Minor in Medical Spanish – AAC and BPC (handout)
        ii. RES 252631 – New Minor in Early Childhood Development – AAC and BPC (handout)
        iii. RES 252627 – Policy on Use of Informational Banner Space in Canvas – AAC, AS&SS (HOLD)
        iv. RES 252622 – Academic Advising Structure Is an Academic Endeavor – AAC, AS&SS (HOLD)
   c. New Business:

      i.   RES 252618- REVISED - Special Review Committee Recommendations for Anthropology (handout)

     ii.   RES 252632 - Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision – Handbook Changes – FAC (handout)

   iii.   RES 252633 - Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities – FAC (handout)

   iv.   RES 252634- Establishing a Preferred Non-Contractual Academic Honorific Title "Senior Lecturer"– Handbook Change – FAC (handout)

     v.   RES 252628 - Inventory of Automated Decision-Making Software for the Classroom – AS&SS **(HOLD?)** (handout)

   vi.   RES 252629 - Academic, Curricular, and Student Support Software Governance – AS&SS **(HOLD?)** (handout)

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

VIII.   Adjournment

9. <u>Adjournment</u>

Academic Senate Task Force

School Formation Criteria

During Fall 2024, the California State University, Bakersfield (CSUB) Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC), Budget and Planning Committee (BPC), Academic Support and Student Services Committee (AS&SS), and Faculty Affairs Committee (FAC) address the issue of school formation criteria. The standing committees elected representatives to an ad hoc task force to create new school formation policies and procedures, with representatives from the AAC, BPC, AS&SS, and FAC.

Since there are no existing policies on new school formation, the task force completed an extensive review of example policies from other California State University (CSU) campuses. The current document represents a consensus recommendation from the task force for a new policy document. We share this document with the standing committees and invite comments and suggestions, if any.

Composition of Criteria for Proposing New Schools Task Force:
Yangsuk Ko (Chair), Amber Stokes (FAC), Debbie Wilson (AS&SS), Heidi He (AAC), Rhonda Dugan (BPC), Deborah Cours (dean representative), and Laura Ann Bishop (staff).

Policies and Procedures for Establishing New Schools

I. Policy Purpose
   A. The process for creating new schools within the colleges should be uniform and transparent.
   B. A uniform system of school creation shall allow for fair and efficient mechanisms to be in place for interested parties to create schools.

II. Policy
   A. Definitions and Operative Terms
      i. Principal academic sub-units are colleges at California State University, Bakersfield, whose chief primary academic/administrative officers are deans. Departments, schools, and programs are standard terms for units within colleges.
      ii. Departments and schools are each part of a college, reporting to a college dean. Schools may, but need not necessarily, include more than one department, division, or program, as well as centers and institutes.
      iii. Academic departments or schools serve as administrative units within the university's respective colleges and are organized around specific fields of academic inquiry and pedagogical outcomes.
      iv. Departments offer a major, minor, and/or credential, and may offer a certificate. Schools, and any subordinate departments located within the school, will offer majors, minors, and/or credentials, and may offer a certificate.
      v. Departments are led by department chairs, and schools by directors. In a school with multiple departments, department chairs will report to the school director. Both department chairs and school directors will be selected according to the University Handbook, and report to the dean of a college. The director of a school which has multiple departments from different colleges will report to the dean of the college in which the school is located.
      vi. Considerations that will normally apply in designation of one or more units as a school include professional accreditation, licensing, or certification requirements for graduates, size of the unit(s) and common practice in higher education of administratively referring to the discipline as a school.
   B. Purpose of an Academic School
      i. The purpose of a school is to support the mission of the university by offering academic programs in the disciplines it houses, promoting academic inquiry and critical thinking within and across disciplines, and engaging in disciplinary and interdisciplinary research, scholarship, and creative activities.
      ii. To qualify as a school, the proposed entity must:
         1. Offer a set of academic programs, approved through the appropriate curricular review process (department, college, university, and CSU system levels), that lead to undergraduate or graduate degrees.
         2. Ensure to its faculty the rights and responsibilities of Academic Freedom, as defined by the American Association of University Professors, to engage in free inquiry and dissent in both scholarship and instruction. This includes the rights of the school and units within to initiate curricular proposals, to make autonomous decisions on instructional materials, pedagogy, delivery mode, and grading systems/practices. The faculty unit is free to offer its own views and interpretations that may dissent from the received views of either the discipline or in any other arena of society.

3. Be mainly comprised of Unit 3 faculty, who are subject to the rights and responsibilities of the CFA-CSU collective bargaining agreement, the CSUB University Handbook, and other relevant university policies.

III. Formation of New Schools, or Modifications to Existing Schools
A. A new school may be formed as (1) an entirely new entity, (2) a result of dividing an existing school, (3) a result of combining two or more existing schools, or (4) a result of combining two or more departments from one college or from different colleges into a single school.
B. Requests to change the structure of an already existing school should usually emerge from the concerns of the faculty, the school director and/or the dean directly involved. However, other individuals of the university may suggest that the faculty examine the effectiveness of the present school structure, especially as part of the Program Review process.
C. If the change affects more than one college, then more than one dean will be involved, so any references to a dean in this policy statement implies more than one dean if the situation is so indicated.
D. Collegiality is the fundamental principle upon which the governance of the university rests. At any point in this process, any of the parties involved may consult informally with anyone in the campus community whose contribution seems desirable.

IV. Procedures for Establishing a New School
A. Initiation of Proposal
i. Faculty members, departments, schools, colleges or administrative officers of the university may initiate discussion and consultation processes to consider the establishment of a new academic school.
ii. When considering a change in school structure, the relevant faculty, the appropriate college dean, and the Provost and Vice President for Academic Affairs (P&VPAA) should engage in considerable informal discussion. These people should solicit advice from other potentially interested parties, possibly including faculty in other departments, schools, or colleges as well as the Academic Senate.
iii. When informal discussions appear to have elicited all relevant issues and concerns, the faculty who wish to form the new school should write a proposal that addresses all areas set forth below in New School Proposal: Contents.
iv. The initial request should be submitted in writing to the appropriate dean(s). Due to the potential impact on departments/schools/colleges/programs, faculty, staff, and students, the proposal must follow the guidelines and review process set forth below in New School Proposal: Procedure for Review.
B. New School Proposal: Contents
i. Background and Introduction
1. The exact name of the proposed school and name(s) of individual(s) preparing the proposal;
2. Description of the consultation process and informal discussions that occurred prior to the submission of the proposal (Initiation of Proposal);
3. Description of possible consequences for not forming the new school;
4. Statement of how the proposed school may advance the campus' vision, mission, and goals;
5. Statement of how the proposed school will better serve the needs of institution, students, faculty and staff; and contribute to the recruitment and retention of a high quality and diverse faculty;

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6. Statement of how the proposed school will provide added value or benefits to CSUB, enhance the relationships of the college(s) where the school is housed, including its faculty, students, and the greater community;

ii. Faculty Composition
Include the following information:
   a. Regardless of whether the proposed school has one or multiple departments, include the name of each department, the name of the department chair, number of faculty in each department including the ranks (lecturer, assistant professor, associate professor, or professor), and current college or school affiliation. In the case of school restructuring, also include whether the listed departments will be moved to the new school or jointly appointed between their prior academic units and the new school.
   b. If the new school is breaking away or drawing members from existing schools/ colleges, list all foreseeable effects that this change would have on other department(s), school(s), or college(s) in terms of name change, number of faculty, support staff, curriculum, operating budget, or space, etc.
   c. Results of a vote from each college directly affected, including written comments from affected academic program chair(s)/director(s) and faculty. Anonymity, if requested, should be accommodated and respected throughout the process.
iii. In the case of impacts on schools, colleges or programs with external accreditation, provide the rationale and justification for creating the school that aligns with accreditation requirements.

C. Budgetary, Financial, and other Resource Considerations
In general, creating the school should be completed in a budget-neutral manner. Release time for the director and staff time for the school office should be covered by reallocation from existing resources within the colleges, departments, and programs involved. The director should be a faculty member on course release, not an administrator.

D. Planned Implementation and Timeline
   i. The proposed date of implementation and the appropriate timeline for the process of implementation.
   ii. Include important milestones and dates for the development of the school.

V. New School Proposal: Procedure for Review

The proposal must pass through the following levels of review in the order indicated. The individual(s) at each level review the proposal, consult with others as appropriate, and then either forward it to the next level with a positive recommendation or provide a written explanation of the reasons for withholding approval. If the proposal fails to receive approval at any level, the proposal shall not proceed to the next level of review. The proposers may choose to revise and resubmit to that specific level of review. Any revisions of a proposal shall be communicated with previous levels of review. All levels of review must be documented clearly for subsequent review levels:
   i. The initial proposal must be submitted to the appropriate dean(s) for consultation

and signature(s). The dean(s) shall provide written comments/recommendations to the originator(s) of the proposal.

ii. The proposal, including responses and revisions based on feedback from the dean(s), shall then be submitted to the P&VPAA, who shall consult with the Council of Deans and provide written comments/recommendations reflecting their own review and feedback from the council.

iii. The revised proposal, including responses and revisions based on feedback from the dean(s), P&VPAA, and Dean's Council, shall then be submitted to the Academic Senate, through the Executive Committee. If all prior levels of review are deemed to have been satisfied, the proposal shall be forwarded to the Standing Committees for review. Each Standing Committee will review the proposal and provide their comments/recommendations.

iv. If the revised proposal receives approvals from all prior levels of review, the proposal will then be sent to the full Academic Senate for review and final approval.

v. The approved proposal shall then be forwarded to the President for their final decision regarding the proposal.

Signature: *Yangsuk Ko*
Email: yko@csub.edu

Signature: *Deborah Cours (Dec 9, 2025 16:23:22 PST)*
Email: dcours@csub.edu

Signature: *Heidi He*
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Signature: *Debbie Wilson (Dec 9, 2025 15:15:27 PST)*
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Signature: *Amber Stokes*
Email: astokes2@csub.edu

Topic: Handbook and Bylaws Project – EC *(See Box folder for handouts)*

A. Updating Schools to Colleges
B. Updating all references to quarters
C. Standing Committees Composition:
   1. Clarify Handbook language about staff positions being non-MPP staff
   2. AS&SS Composition: Associate Dean of Undergraduate and Graduate Studies is not actually listed in the bylaws as an ex-officio member of AS&SS.
   3. Update language for administrator positions to allow for designee
   4. Review and update the Standing Committees ex-officio positions due to the re-organization of university
   5. AAC Composition: Clarify the catalog and PeopleSoft positions with the SASEM re-organization.
D. Director of Assessment: Review position (Handbook 105.2 and 305.6.)
E. Council of Academic Deans: Review Composition and name (Handbook 105.2)
F. Public Affairs Committee: Committee in handbook but not bylaws (Handbook 107.1. Standing Committees of the Academic Senate). Discussion on if we want to create the committee or not.
G. Review committees listed (Handbook 107)
H. Update TEAC Description: Currently lists old college names (H&SS, SOE, and NSM) (Handbook 201.5)
I. Update reference to Associate Vice President for Academic Affairs- association with Academic Advising and review other duties (Handbook 104.2.1)
J. Update position titles in 309.9 (Handbook 309.9)
K. Update all references to the AVP of Enrollment Management- distinguish the VP of Strategic Enrollment Management from the new AVP of Enrollment Management
L. Bylaws Section IV.A.4 Annual reports from committees- limit to specific committees?
M. Changes to Bylaws and Handbook that were approved by previous resolution but never posted (e.g. clarifying the edition of Robert's Rules of Order). ***Note:** Attach revision log.
N. Q2S Lingering Issues:
   1. Deadline issue for stating one's intent to seek promotion to full professor
   2. Discussions about whether we should change the Handbook to require classroom observations for tenured faculty.
O. Section 103.1 Statewide Organization Structure still states 23 CSU campuses- remove number?
P. Update the Committee on Academic Requirements and Standards (CARS) to the General Education Curriculum Committee (GECCo) - referenced in various places in Handbook
Q. Updated all references to "Services for Students with Disabilities" to the new name, "Center for Accessibility and Essential Needs." Review 303.1.5 Course Syllabi, Appendix K - Instructional Materials, etc.
R. Updates to Handbook Appendices B and C to address inconsistencies (handout)
S. Student Ombudsperson (Appendix D changes, add definition of Student Ombudsperson

From:	Melissa Danforth
Sent:	Wednesday, February 25, 2026 1:54 PM
To:	Senate Executive Committee Group
Subject:	Faculty legislative liaison
Attachments:	AS-3609-23.pdf

Hi all,

The statewide chairs mailing list had a recent thread about faculty legislative liaisons in response to the attached ASCSU resolution encouraging campuses to create such positions.

CalPoly was gracious enough to pass along their resolution to create the position, which has further evidence from HEERA and AAUP: https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1984&context=senateresolutions

Something to consider. The Handbook has one line mentioning the Public Affairs Committee of the Senate, which has long been dormant. We can discuss if we want to revive that committee with this additional charge, or if we want to have a single Senator fill that role.

Melissa

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Dr. Melissa Danforth (she/they)
Chair, CSUB Academic Senate
PI, CSUB's S-STEM Scholarship Program
Professor of Computer Science
Department of Computer & Electrical Engineering/Computer Science
California State University, Bakersfield
Website: https://www.cs.csub.edu/~melissa/

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

ENCOURAGING CAMPUS FACULTY LEGISLATIVE LIAISONS

RESOLVED: That the Academic Senate of the California State University (ASCSU) suggests that campus Senates create a position of Campus Faculty Legislative Liaison; and be it further

RESOLVED: That the ASCSU recommends that this position be held by a Campus Senator who will meet with the campus Government and Local Relations legislative staff and report and communicate with the campus Senate Executive Committee and the campus Senate who may adopt other formal responsibilities for the position; and be it further

RESOLVED: That the ASCSU recommends that CSU Campus Senates and Presidents support faculty in lobbying efforts to strengthen individual and collective CSU efforts with a Campus Faculty Legislative Liaison, or Senate Chair/designee, who will meet twice annually (in a virtual format unless the CSU Chancellor's Office will fund a trip to a common location) with the ASCSU Legislative Specialists, the ASCSU Fiscal & Governmental Affairs (FGA) Committee Chair and other Campus Faculty Legislative Liaisons; and be it further

RESOLVED: That the ASCSU requests the head of the CSU Chancellor's Office (CO) Advocacy and State Relations office, and campus Government and Community Relations staff join those meetings; and be it further

RESOLVED: That the ASCSU requests the California Faculty Association (CFA) Legislative Director and/or the CFA Legislative Analyst, and CFA ASCSU Liaison join those meetings; and be it further

RESOLVED: That the ASCSU advises CSU Presidents that they encourage cooperation between the ASCSU Faculty Legislative Specialists and the Campus Faculty Legislative Liaisons (see https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/Pages/campus-legislative-liaisons.aspx); and be it further

RESOLVED: That the ASCSU recommend that CSU Senates request funding from their President for this essential faculty service work; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU Executive, Assistant and Associate Vice Chancellors, CSU campus Presidents, CSU campus Senate Chairs, CSU campus Senate Executive Committees, CSU Provosts/Vice Presidents of Academic Affairs, California Faculty Association (CFA), California State Student Association

(CSSA), and the CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

RATIONALE: In order to coordinate efforts and communication, we offer this resolution to bring together existing advocacy to form a unified advocacy to the legislature. Advocacy efforts for the CSU are built on the work of The Office of Advocacy and State Relations (ASR) advocates for the interests of the California State University with the state's government. ASR does so with the help of the Chancellor's Office, the CSU's 23 campuses, alumni, and other supporters." Presently, the advocacy efforts by the ASCSU Fiscal and Government Affairs Committee, and more specifically the work of the ASCSU Legislative Specialists, are not coordinated with CSU Senates beyond ASCSU statewide senator reporting. Each year the ASCSU Senate votes on legislative advocacy priorities with some cross-consultation with California Faculty Association (CFA) leadership. While Campus Legislative Liaisons exist, there is no coordination with the campus Senates. The creation of parallel Campus Faculty Legislative Liaisons will strengthen overall CSU advocacy efforts and, especially the advocacy efforts of the ASCSU by mobilizing campus Senates and increasing individual and collective faculty to contact their representatives in support of ASCSU legislative advocacy priorities.

Approved Unanimously – May 19-20, 2023

Katherine Van Grinsven

From:	Melissa Danforth
Sent:	Thursday, February 26, 2026 8:41 AM
To:	Karen Ziegler-Lopez; ORG-AcademicSenateOffice
Cc:	Danielle Solano; Katherine Van Grinsven; Senate Executive Committee Group
Subject:	RE: Formal Referral Regarding Staff Representative for Academic Senate

Hi Karen,

We will discuss this during the summer Handbook and Bylaws project, as any changes to Appendices B and C require a constitutional referendum among General Faculty and it's getting a little too late in the academic year for that process.

Melissa

From: Karen Ziegler-Lopez <kziegler2@csub.edu>
Sent: Thursday, February 26, 2026 2:05 AM
To: ORG-AcademicSenateOffice <academicsenateoffice@csub.edu>
Cc: Melissa Danforth <mdanforth@csub.edu>; Danielle Solano <dsolano@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Formal Referral Regarding Staff Representative for Academic Senate

Dear Academic Senate Executive Committee,

I am writing to formally submit a referral to Academic Senate regarding the Staff Representative and the documented election process. Academic Senate is clearly a faculty committee, whose membership is defined in the University Handbook, overseen by faculty. Academic Senate is the only body that has the authority to define and clarify the role of its membership and the appropriate election process.

You may recall that the 2025 Staff Representative for Academic Senate was selected by Staff Forum, which raised concern from quite a few staff members. I was the inaugural staff representative for Academic Senate, which was a late election call for the 2013 – 2015 cycle. The staff as a whole received a call for nominations and an opportunity to vote for the Staff Representative from the inaugural election through the 2023 – 2025 election cycle. The nomination and election cycle for 2025 is the first time that the Staff Representative was selected by a small group of staff members rather than the staff as a whole. After some inquiries, it seems that for the first time since adding the position, the election was done following the membership guidelines of the Constitution of the Academic Senate (https://www.csub.edu/senate/_files/University_Handbook_2025.pdf, page 118 or PDF page 130). Please note that this member is the only one elected by anyone other than the people they represent. I suspect this was simply an unintended case of faculty creating a process for staff elections without knowing what they didn't know.

Article 1   Membership

Section 1   The Academic Senate shall be composed of the following members:

- A. the General Faculty Chair and Vice Chair elected by the General Faculty;
- B. two representatives to the CSU (statewide) Academic Senate elected by the General Faculty;
- C. one lecturer representative to the CSU (statewide) Academic Senate Lecturer Senate Electorate elected by the lecturer faculty;
    - a. The Lecturer representative may be full-time or part-time with a time base entitlement of at least 0.6 (e.g., 18 WTUs for the academic year)
    - b. The lecturer representative may be elected to the CSU (statewide) Academic Senate
    - c. If the Lecturer representative is elected to the CSU (statewide) Academic Senate, then they will serve on the Executive Committee as a representative to the Academic Senate CSU (see Section 2)
- D. two representatives from each College,
- E. one representative from the CSU Bakersfield Antelope Valley campus, elected by the respective faculty members of the Antelope Valley Campus
- F. six at-large representatives elected from and by the General Faculty;
- G. the ASI President or designee;
- H. one representative of the Council of Academic Deans selected by the council;
- I. a staff member elected by Staff Forum;
- J. the immediate previous Senate Chair, will serve for a period of one term, ex officio; and

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- K. the Provost (and Vice-President for Academic Affairs) serves ex officio and nonvoting.

Committees in the realm of staff is quite different then the formal processes that occur with faculty committees. As a point of clarification, there is no staff equivalent to Academic Senate or any other staff committee with any resemblance of the type of representation or function as Academic Senate. Only a few campus-wide committees have ever required a formal election process for the staff representative (conducted through Human Resources). Most committees are on a volunteer basis, associated with our positions, or a representative designated by their department. If you are not familiar with Staff Forum, they are a group of volunteer staff members who work together to create social activities, staff recognition, and fundraising for staff / staff dependent scholarships. They do great work, but the staff involved in this group are largely staff who have been able to carve out some time to dedicate to the work done by Staff Forum but they are not nominated or elected by the campus-wide staff. There may be an election process internal to Staff Forum, but there is no campus-wide election for anything associated with Staff Forum. I was involved in Staff Forum in 2005 – 2007 when I was employed in the BAS division but was no longer able to dedicate the time needed once I moved to a position in Academic Affairs.

I believe the initial vote for a Staff Representative in 2013 - 2015 required staff to print out their ballot from an email attachment and physically deliver it to a box on the front counter in the Human Resources Department. I left CSUB midway through my term but prior to leaving, I provided feedback to Senate Executive members to use the same voting protocol for the staff representative that is used for the faculty representatives. I don't know if they instituted that change during the 2015 – 2017 election but did implement that change for the 2017 through 2023 election cycles. You can see in the attached emails that the call for nominations, elections, and election results were handled through the Academic Senate Office using the same voting platform that was used for the faculty election.

I am requesting that Senate Executive Committee and the appropriate Standing Committee(s) address the following items:

1. Does Academic Senate want to continue having a staff representative? Just because a past Senate thought it would be useful does not mean the current and future Senates agree. If Senate no longer finds it appropriate or useful to have a staff representative then Senate could work through the process of eliminating the position.

2. Please define or further clarify the role of the staff representative. Is there specific knowledge or experience that Senate expects of the representative? As an example, if you look at the list of nominates for the 2017 election cycle you can see there are six ASC's, two directors, a police lieutenant, a budget analyst, a tutor coordinator, and seven advisors of various types that expressed interest. If any one of these staff members can provide the type of feedback or participation that Academic Senate is looking for then you should leave the position as a broad "staff representative". Faculty Senators represent and are voted on by a defined constituency but "staff representative" is so incredibly broad. If the intent of the staff representative is to have a staff perspective on academic policies to address whether there are any unintended negative implications to students, this is a good opportunity to define that. If Senate specifically wants a staff member from the Academic Affairs Division, please define that. I can only speak for the three years I served on Senate but most of the times I spoke up (which wasn't often), it was largely on issues related to or impacting students. I provided that feedback based on years of conversations with students and helping them navigate our sometimes broken and / or confusing processes.

   On a related note, the two directors in the 2017 election cycles may have been MPP's. It seems that MPP's fall under the staff term, for example the designated staff forums during the last WSCUC visit were open to all staff which included MPP's. If the Academic Senate is not looking for an MPP, please define that. If MPP's are welcome to be a representative, define that. Lack of definition creates more confusion and problems.

3. If Senate has made it this far, and decides to keep a staff representative then I am also asking that update the election process that ensures the representative is elected by the people they represent. Because there is no representative committee for staff, please consider running the election through the Academic Senate Office in conjunction with Human Resources (for the purpose of getting a list of current staff members). If you do not believe the Academic Senate Office is the appropriate place to run the election for this Senate position, please consider the alternative option of designating Human Resources to run the election.

CSUB is full of helpers and passionate employees that are interested in being more involved in the campus community on a deeper level, but it can be challenging to know where to apply this passion that has a meaningful impact. Providing clarity around who qualifies for the staff representative position, what the expectations are, and clarifying an election process that insures all constituents have a fair opportunity to vote on their representative will help individuals determine if Senate is the best place for their expertise.

I appreciate your time and the work you all do. Please let me know if you have any questions or need additional information.

Thank you,
Karen

KAREN ZIEGLER-LOPEZ
She / her / hers
Advising Center Coordinator
College of Natural Sciences, Mathematics, and Engineering
(661) 654-2139

California State University, Bakersfield
9001 Stockdale Hwy, Engineering Complex III
Bakersfield, CA 93311

https://www.csub.edu/science/
https://www.csub.edu/advising/

From:	Melissa Danforth
Sent:	Friday, February 27, 2026 8:48 AM
To:	Senate Executive Committee Group
Subject:	RE: Formal Referral Requesting Temporary Suspension of the Current Staff Election Process

Hi all,

FYI, I did some research in the Senate archives about the creation of the staff position.

In the EC minutes during Winter 2013, I found the request:

> "Staff on Academic Senate- J. Fiedler reported that Ray Finnell has made a request for a staff representative to serve on the Academic Senate. V. Kohli suggested the issue be discussed with the Senate. Chair Kegley stated that this issue will be placed on the April 25, 2013 Academic Senate agenda as an open forum item."

In the Senate minutes for that meeting, I found the discussion:

> "Staff Representative on Academic Senate-On behalf of non-faculty and non-administrators at CSUB Ray Finnell explained the rationale for the request to create a staff seat on the Academic Senate. He stated that representation in the Senate would afford more opportunities for communication in both directions regarding policy and academic decisions. Chair Kegley opened the floor for discussion. Senators Moore and Tarjan spoke in favor of the issue. Senator Hartlep spoke against the issue stating that there is a history to the problem that goes back several presidents when there was representation from staff and administrators. They voted together as a block on important issues and we lost; the faculty voice was weakened. As a result, the Senate Bylaws were changed to a faculty senate. Senator Fielder acknowledged the past history and stated that one additional member at the table will not weaken the faculty vote; a strong staff voice can be very helpful in providing information that faculty does not have. H. Hernadez reported that the ASI supports inclusion of staff on the Senate. Chair Kegley conducted a straw poll which indicated support of the issue from the table; a resolution will be prepared proposing a Constitutional amendment to include a staff member to the Academic Senate."

The vote about adding a staff senator was not unanimous. I couldn't find the record of the constitutional referendum vote percentages, only that it passed, but I may not have been looking in the right part of Box for that.

I also found a copy of responses from the statewide Senate chairs mailing list about whether they have a staff senator. Six of the campuses didn't specify who ran the election, three had their equivalent of staff forum run the election, two had Senate run the election, and one had their staff unions run the election. I could make a new request to that mailing list to find out current practices. We also have a meeting today, but it is brief and won't have time for open forum items.

I'll also point out that Karen brought this issue up last Spring, and the EC decision at that time was to let Staff Forum have some time to update their bylaws and see how they ran the election. That's why Horacio's term was only for one year, instead of the standard two-year term. So, another option would be to convert Horacio back to the standard two-year term, as long as he was to agree to that, while we discuss it further.

Additionally, there have been staff representatives outside of SPPs in the past. An ITS staff member, I believe it was Steve Miller, was the staff representative for at least one term.

Katie, please add this all to the EC agenda. We'll see if we have time to get to the topic on Tuesday. If not, we'll hold it for a future EC meeting.

Thanks,
Melissa

From: Karen Ziegler-Lopez <kziegler2@csub.edu>
Sent: Thursday, February 26, 2026 10:30 PM
To: Melissa Danforth <mdanforth@csub.edu>; ORG-AcademicSenateOffice <academicsenateoffice@csub.edu>
Cc: Danielle Solano <dsolano@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>; Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>
Subject: Formal Referral Requesting Temporary Suspension of the Current Staff Election Process

Hi Dr. Danforth,

After writing my last email and resonating on the idea that only 13 staff members are eligible to serve as the staff representative on Academic Senate and those same 13 staff members have the only votes in selecting the new staff representative, I am writing to submit a second referral to Senate Executive Committee.

This is my formal referral to Senate Executive Committee to temporarily suspend the current staff election process that was established by Academic Senate in 2012 / 2013 until Senate Executive Committee has a chance to review my original referral regarding the staff representative position and election process. Recognizing that the original referral was submitted too late in the academic year for the necessary process, I am requesting that Senate Executive Committee and / or the appropriate Standing Committee(s) temporarily suspend the current election process for the staff representative and run the nomination and election process through the Academic Senate Office, in collaboration with the Human Resources Department (for the purposes of acquiring a list of current staff members). The only 13 staff members that are currently eligible to serve and vote are volunteer members of a non-representative staff committee. Temporarily suspending the current process and running the upcoming election through the Academic Senate Office will ensure all staff members have an opportunity to vote for the staff representative for the next term (2026 – 2027 term or 2026 – 2028 term). Once Senate Executive Committee and / or the appropriate Standing Committee(s) have a chance to review the original referral, then the decision made by Academic Senate after that review will supersede the temporary process being run through the Academic Senate Office.

Please let me know if you have any questions or need additional information.

Respectfully,
Karen

From: Karen Ziegler-Lopez
Sent: Thursday, February 26, 2026 6:10 PM
To: Melissa Danforth <mdanforth@csub.edu>; ORG-AcademicSenateOffice <academicsenateoffice@csub.edu>
Cc: Danielle Solano <dsolano@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>; Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>
Subject: RE: Formal Referral Regarding Staff Representative for Academic Senate

Hi Dr. Danforth,

Thank you for your follow-up email. I appreciate the next-steps and associated timeline. I apologize for not getting this referral sent to Senate Exec sooner. As you know I started a new position in July and have worked hard to learn my new role and responsibilities which unfortunately delayed the referral we discussed last spring.

I believe the current staff representative was selected for a 1-year term. What will the process be for selecting a staff representative for this next academic year? Will the selection be for a 1-year or 2-year term? I think there is a concern among some staff about the current process becoming an established precedent. If the process of a staff representative being elected by Staff Forum is the selection process for an election this spring I believe that will make 13 staff members eligible, voted on by the same 13 staff members. If that is true, that is a pretty restrictive pool.

Thank you again for your time and all your hard work.
Karen

From: Melissa Danforth <mdanforth@csub.edu>
Sent: Thursday, February 26, 2026 8:41 AM
To: Karen Ziegler-Lopez <kziegler2@csub.edu>; ORG-AcademicSenateOffice <academicsenateoffice@csub.edu>
Cc: Danielle Solano <dsolano@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>; Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>
Subject: RE: Formal Referral Regarding Staff Representative for Academic Senate

Hi Karen,

We will discuss this during the summer Handbook and Bylaws project, as any changes to Appendices B and C require a constitutional referendum among General Faculty and it's getting a little too late in the academic year for that process.

Melissa

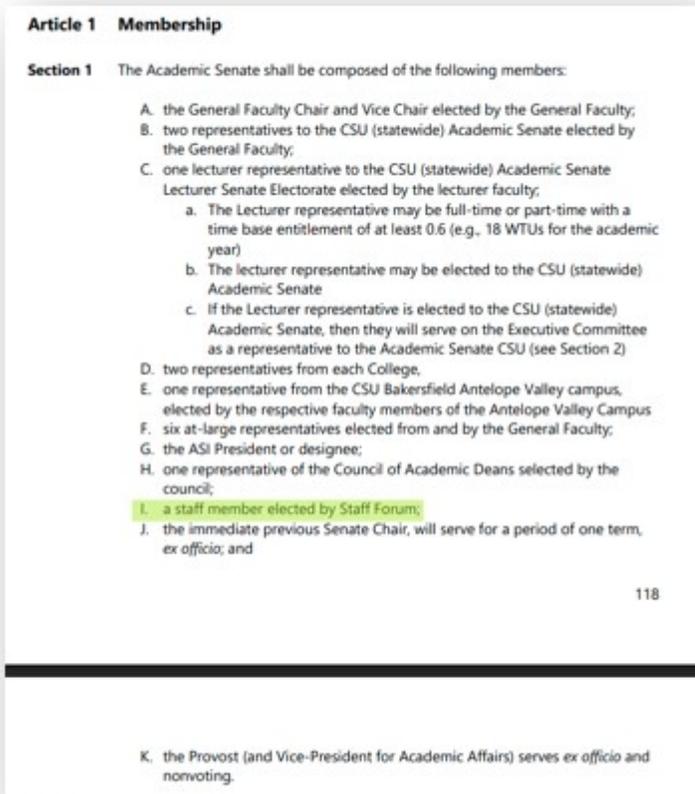
From: Karen Ziegler-Lopez <kziegler2@csub.edu>
Sent: Thursday, February 26, 2026 2:05 AM
To: ORG-AcademicSenateOffice <academicsenateoffice@csub.edu>
Cc: Melissa Danforth <mdanforth@csub.edu>; Danielle Solano <dsolano@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Formal Referral Regarding Staff Representative for Academic Senate

Dear Academic Senate Executive Committee,

I am writing to formally submit a referral to Academic Senate regarding the Staff Representative and the documented election process. Academic Senate is clearly a faculty committee, whose membership is defined in the University Handbook, overseen by faculty. Academic Senate is the only body that has the authority to define and clarify the role of its membership and the appropriate election process.

You may recall that the 2025 Staff Representative for Academic Senate was selected by Staff Forum, which raised concern from quite a few staff members. I was the inaugural staff representative for Academic Senate, which was a late election call for the 2013 – 2015 cycle. The staff as a whole received a call for nominations and an opportunity to vote for the Staff Representative from the inaugural election through the 2023 – 2025 election cycle. The nomination and election cycle for 2025 is the first time that the Staff Representative was selected by a small group of staff members rather than the staff as a

whole. After some inquiries, it seems that for the first time since adding the position, the election was done following the membership guidelines of the Constitution of the Academic Senate (https://www.csub.edu/senate/_files/University_Handbook_2025.pdf, page 118 or PDF page 130). Please note that this member is the only one elected by anyone other than the people they represent. I suspect this was simply an unintended case of faculty creating a process for staff elections without knowing what they didn't know.

Article 1   Membership

Section 1   The Academic Senate shall be composed of the following members:

A. the General Faculty Chair and Vice Chair elected by the General Faculty;
B. two representatives to the CSU (statewide) Academic Senate elected by the General Faculty;
C. one lecturer representative to the CSU (statewide) Academic Senate Lecturer Senate Electorate elected by the lecturer faculty;
   a. The Lecturer representative may be full-time or part-time with a time base entitlement of at least 0.6 (e.g., 18 WTUs for the academic year)
   b. The lecturer representative may be elected to the CSU (statewide) Academic Senate
   c. If the Lecturer representative is elected to the CSU (statewide) Academic Senate, then they will serve on the Executive Committee as a representative to the Academic Senate CSU (see Section 2)
D. two representatives from each College,
E. one representative from the CSU Bakersfield Antelope Valley campus, elected by the respective faculty members of the Antelope Valley Campus
F. six at-large representatives elected from and by the General Faculty;
G. the ASI President or designee;
H. one representative of the Council of Academic Deans selected by the council;
I. a staff member elected by Staff Forum;
J. the immediate previous Senate Chair, will serve for a period of one term, ex officio; and

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K. the Provost (and Vice-President for Academic Affairs) serves ex officio and nonvoting.

Committees in the realm of staff is quite different then the formal processes that occur with faculty committees. As a point of clarification, there is no staff equivalent to Academic Senate or any other staff committee with any resemblance of the type of representation or function as Academic Senate. Only a few campus-wide committees have ever required a formal election process for the staff representative (conducted through Human Resources). Most committees are on a volunteer basis, associated with our positions, or a representative designated by their department. If you are not familiar with Staff Forum, they are a group of volunteer staff members who work together to create social activities, staff recognition, and fundraising for staff / staff dependent scholarships. They do great work, but the staff involved in this group are largely staff who have been able to carve out some time to dedicate to the work done by Staff Forum but they are not nominated or elected by the campus-wide staff. There may be an election process internal to Staff Forum, but there is no campus-wide election for anything associated with Staff Forum. I was involved in Staff Forum in 2005 – 2007 when I was employed in the BAS division but was no longer able to dedicate the time needed once I moved to a position in Academic Affairs.

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Executive members to use the same voting protocol for the staff representative that is used for the faculty representatives. I don't know if they instituted that change during the 2015 – 2017 election but did implement that change for the 2017 through 2023 election cycles. You can see in the attached emails that the call for nominations, elections, and election results were handled through the Academic Senate Office using the same voting platform that was used for the faculty election.

I am requesting that Senate Executive Committee and the appropriate Standing Committee(s) address the following items:

1. Does Academic Senate want to continue having a staff representative? Just because a past Senate thought it would be useful does not mean the current and future Senates agree. If Senate no longer finds it appropriate or useful to have a staff representative then Senate could work through the process of eliminating the position.

2. Please define or further clarify the role of the staff representative. Is there specific knowledge or experience that Senate expects of the representative? As an example, if you look at the list of nominates for the 2017 election cycle you can see there are six ASC's, two directors, a police lieutenant, a budget analyst, a tutor coordinator, and seven advisors of various types that expressed interest. If any one of these staff members can provide the type of feedback or participation that Academic Senate is looking for then you should leave the position as a broad "staff representative". Faculty Senators represent and are voted on by a defined constituency but "staff representative" is so incredibly broad. If the intent of the staff representative is to have a staff perspective on academic policies to address whether there are any unintended negative implications to students, this is a good opportunity to define that. If Senate specifically wants a staff member from the Academic Affairs Division, please define that. I can only speak for the three years I served on Senate but most of the times I spoke up (which wasn't often), it was largely on issues related to or impacting students. I provided that feedback based on years of conversations with students and helping them navigate our sometimes broken and / or confusing processes.

    On a related note, the two directors in the 2017 election cycles may have been MPP's. It seems that MPP's fall under the staff term, for example the designated staff forums during the last WSCUC visit were open to all staff which included MPP's. If the Academic Senate is not looking for an MPP, please define that. If MPP's are welcome to be a representative, define that. Lack of definition creates more confusion and problems.

3. If Senate has made it this far, and decides to keep a staff representative then I am also asking that update the election process that ensures the representative is elected by the people they represent. Because there is no representative committee for staff, please consider running the election through the Academic Senate Office in conjunction with Human Resources (for the purpose of getting a list of current staff members). If you do not believe the Academic Senate Office is the appropriate place to run the election for this Senate position, please consider the alternative option of designating Human Resources to run the election.

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opportunity to vote on their representative will help individuals determine if Senate is the best place for their expertise.

I appreciate your time and the work you all do. Please let me know if you have any questions or need additional information.

Thank you,
Karen

KAREN ZIEGLER-LOPEZ
She / her / hers
Advising Center Coordinator
College of Natural Sciences, Mathematics, and Engineering
(661) 654-2139

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9001 Stockdale Hwy, Engineering Complex III
Bakersfield, CA 93311

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https://www.csub.edu/advising/

Outlook

Call for Nominations for Staff Representative to Academic Senate

From staff-bounces@list.csub.edu <staff-bounces@list.csub.edu>
on behalf of
Leslie Williams <lwilliams8@csub.edu>

Date Tue 4/25/2017 3:38 PM

📎 2 attachments (67 KB)
Call for Nominations- Staff Rep - AS.docx; ATT00001.txt;

Good Afternoon,

This Call for Nominations is for Staff Representative to the Academic Senate (AS)

Academic Senate (AS)

    (1) Full-Time Staff Member for a two-year term, June 2017-2019

The CSUB Academic Senate is a body through which the faculty exercises its members' collective knowledge, experience, and judgment to develop and recommend to the President policies and procedures that ensure the realization of the University's mission. The Academic Senate plays a central role in the development of definitions, policies, and procedures for campus educational and professional matters not subject to collective bargaining.

Meetings are generally held every-other Thursday during the academic year, skipping holidays and spring break, from 10:00 -11:30 am.

Nominations are being accepted until **Friday, April 28, 2017**. **Please submit your nominations directly to the Academic Senate** (Beth Bywaters), ebywaters@csub.edu.

Thank you.

Beth Bywaters MBA
Administrative Support Coordinator
Office of the Academic Senate
Adjunct Professor
CSU, Bakersfield
(661) 654-3128
(661) 654-6980 fax

Results of Nominations to Academic Senate Staff Representation

From staff-bounces@list.csub.edu <staff-bounces@list.csub.edu>
    on behalf of
    Beth Bywaters <ebywaters@csub.edu>

Date Mon 5/1/2017 8:57 AM

To staff@list.csub.edu <staff@list.csub.edu>

Cc Bruce Hartsell <bhartsell@csub.edu>

📎 1 attachment (425 bytes)
ATT00001.txt;

DATE: April 29, 2017

TO: Full – Time Staff

FROM: Bruce Hartsell, Senate Elections Committee Chair
CC: Beth Bywaters, ASC Academic Senate

SUBJECT: RESULTS OF NOMINATIONS STAFF REPRESENTATIVE ACADEMIC SENATE

The Results of Nominations for Staff Representative to the Academic Senate (AS)

Academic Senate (AS)

        Milissa Ackerley / ASC Modern Language and Literature
        Eric Anderson / Teacher Education Department Admission Advisor
        Melissa Bowen / Tutor Coordinator Kegley Academic Center
        Marcus Brown / Senior Assistant Athletics Director of Compliance
        Katy Christenson / Director Grants, Community Engagement, and Special Projects
        Janine Cornelison / Academic Advisor, Arts and Humanities
        Rechima Dean / Administrative Support Coordinator, Housing
        Robin Flores / Assistant to Dean School of Social Sciences and Education
        Salvador Gomez-Pantoja / Academic Advisor, Natural Sciences, Math, and Engineering
        Valari Kirkbride / Administrative Support Coordinator Academic Programs
        Jena Lords / Department Coordinator, Criminal Justice
        Saralynn Nege / Administrative Support Coordinator SS&E
        Jesus "J.R." Perez / EOP Summer Bridge Coordinator
        Jason Watkins / Disability Advisor and Outreach Specialist
        Andrea Weikel / Administrative Analyst/Specialist Arts and Humanities
        Kenny Williams / Lieutenant CSUB Police
        Karen Ziegler-Lopez / Academic Advisor Social Studies and Education
        Cindy Zuniga-Prado / Academic Advisor, Business and Public Administration

Election open **Monday May,1 2017 08:00 am – Wednesday 5:00 pm**, via VotingPlace.net. Passwords for secure website were emailed from **Academic Senate**

(Beth Bywaters), ebywaters@csub.edu.

RESULTS OF ELECTION - STAFF REPRESENTATIVE ACADEMIC SENATE

From staff-bounces@list.csub.edu <staff-bounces@list.csub.edu>
on behalf of
Beth Bywaters <ebywaters@csub.edu>

Date Thu 5/4/2017 12:56 PM

To staff@list.csub.edu <staff@list.csub.edu>

Cc Bruce Hartsell <bhartsell@csub.edu>

📎 1 attachment (425 bytes)
ATT00001.txt;

DATE: May 4, 2017

TO: Full-time Staff

FROM: Bruce Hartsell, Academic Senate Vice Chair
CC: Beth Bywaters, ASC Academic Senate

SUBJECT: **RESULTS OF ELECTION - STAFF REPRESENTATIVE ACADEMIC SENATE**

The Elections Committee is pleased to announce the election results for Staff Representative to Academic Senate.

Staff Representative Academic Senate
Karen Ziegler-Lopez, Academic Advisor Social Studies and Education for a two-year term, June 2017-2019

Congratulations!

Call for Nominations - Staff Representative Academic Senate 2019-2021

From Beth Bywaters <ebywaters@csub.edu>
Date Mon 3/11/2019 3:45 PM
To Janine Cornelison <jcornelison1@csub.edu>

TO: Full – Time Staff

FROM: Aaron Hegde, Senate Elections Committee Chair

CC: Beth Bywaters, ASC Academic Senate

SUBJECT: **CALL FOR NOMINATIONS STAFF REPRESENTATIVE ACADEMIC SENATE**

This Call for Nominations is for a Staff Representative to the Academic Senate (AS)
Academic Senate (AS)
(1) Full-Time Staff Member for a two-year term, May 2019 – May 2021

The CSUB Academic Senate is a body through which the faculty exercises its members' collective knowledge, experience, and judgment to develop and recommend to the President policies and procedures that ensure the realization of the University's mission. The Academic Senate plays a central role in the development of definitions, policies, and procedures for campus educational and professional matters not subject to collective bargaining.

Meetings are held every Thursday during the academic year, skipping holidays and spring break, from 10:00 -11:30 am.

Nominations are being accepted until **Thursday, March 14, 2019, 5:00 p.m**. Please obtain the consent of the individual you are nominating. **Submit your nominations directly to the Academic Senate** (Beth Bywaters), ebywaters@csub.edu.   If you do not receive email confirmation from Beth Bywaters, please call her at 654-3128.

Results of Nominations for Staff Representative Academic Senate and Election Announcement

From Beth Bywaters <ebywaters@csub.edu>
Date Thu 3/14/2019 7:49 AM
To Janine Cornelison <jcornelison1@csub.edu>

To: Full Time Staff

From: Aaron Hegde, Elections Committee Chair

Cc: Beth Bywaters. Academic Senate Administrative Support Coordinator

SUBJECT: **RESULTS OF NOMINATIONS FOR STAFF REPRESENTATIVE ACADEMIC SENATE AND ELECTION ANNOUNCEMENT**

Following are the results of the call for nominations for Full-Time Staff member to serve as Senator Staff for a two-year term May 2019-May 2021:

Academic Senate (AS)
Christa Clark - Academic Operations & Support, Administrative Analyst/Specialist
Merry Coder - UA Events Specialist
Luis Hernandez - BPA Graduate Program Assistant
Linda Lara - University Budget Analyst
Jena Lords - Criminal Justice, Administrative Support Coordinator
Thomas McClendon - Instructional Technology, Equipment Systems Specialist
Belen Mendiola - Academic Advisor
Cindy Zuniga-Prado - Academic Advisor, Business and Public Administration
Analia Rodriguez - Academic Operations & Support, Academic Support Coordinator

Because there are nine nominations for one position, an election will be held from **Thursday March 14, 2019 08:00 am** through **Monday 5:00 pm.** Please watch for an email invitation to vote from csubas@votingplace.net Passwords for secure website were emailed from **Academic Senate** (Beth Bywaters), ebywaters@csub.edu.

Result of Election - Academic Senate Staff Representative

From Beth Bywaters <ebywaters@csub.edu>

Date Wed 3/20/2019 2:01 PM

To Janine Cornelison <jcornelison1@csub.edu>

To: Full Time Staff

From: Aaron Hegde, Elections Committee Chair

Cc: Beth Bywaters. Academic Senate Administrative Support Coordinator

SUBJECT: **RESULT OF ELECTION FOR STAFF REPRESENTATIVE ACADEMIC SENATE**

The following is the result of the election of a full-time staff member to serve on the Academic Senate representing staff for a two-year term, June 2019-2021:

Linda Lara - University Budget Analyst

Congratulations!
Thank you to those who participated and especially to those willing to serve.

Call for Nominations Staff Representative on the Academic Senate 2021-2023

From Beth Bywaters <ebywaters@csub.edu>
Date Fri 2/19/2021 2:20 PM
To Janine Cornelison <jcornelison1@csub.edu>

TO: Full-Time Staff
FROM: Melissa Danforth, Academic Senate Vice-Chair and Elections Committee Chair
COPY: Beth Bywaters, Academic Senate Analyst
SUBJECT: CALL FOR NOMINATIONS STAFF REPRESENTATIVE ON THE ACADEMIC SENATE 2021-2023

This Call for Nominations is for a Staff Representative to the Academic Senate.

<u>Academic Senate</u>
(1) Full-Time Staff Member to serve a two-year term, May 2021 – May 2023

The CSUB Academic Senate is a body through which the faculty exercises its members' collective knowledge, experience, and judgement to develop and recommend to the President policies and procedures that ensure the realization of the University's mission. The Academic Sente plays a central role in the development of definitions, policies, and procedures for campus educational and professional matters not subject to collective bargaining.

Meetings are held every Thursday during the academic year, skipping holidays and Spring Break, from 10:00 - 11:30 a.m.

Nominations are being accepted until **Wednesday, February 24, 5:00 p.m.**   Please obtain the consent of the individual you are nominating. **Submit your nominations directly to the Academic Senate** (Beth Bywaters), ebywaters@csub.edu. If you do not receive confirmation from Beth Bywaters, please call her mobile phone 706-2384 and leave a message.

Result of Call for Nominations and Election Announcement - Academic Senate Staff 2021-2023

From Beth Bywaters <ebywaters@csub.edu>

Date Thu 2/25/2021 11:27 AM

To Janine Cornelison <jcornelison1@csub.edu>

TO: Full Time Staff
FROM: Melissa Danforth, Academic Senate Vice-Chair and Elections Committee Chair
COPY: Beth Bywaters, Academic Senate Analyst
SUBJECT: RESULT OF CALL FOR NOMINATIONS TO THE ACADEMIC SENATE STAFF POSITION AND ELECTION ANNOUNCEMENT

Following is the result of the Call for Nominations for Staff Representative to the Academic Senate, 2021-2023:

Luis Hernandez - Administrative Support Assistant, Graduate Programs Office BPA
Timothy Lafond-Administrative Support Coordinator, Doctoral Program Educational Leadership
Belen Mendiola - Academic Advisor, BPA
Steve Miller - Analyst/Programmer, ITS
Aaron Wan - Communications Specialist, UA
Cindy Zuniga-Prado - Academic Advisor, BPA

Because there are six nominations for one position, an election will be held from **Thursday, February 25 12:00 p.m.** through **Tuesday, March 2, 2021 5:00 p.m.** Please watch for an email invitation to vote from csubas@votingplace.net. Passwords for secure website were emailed from the Office of the Academic Senate (Beth Bywaters), ebywaters@csub.edu.   Thank you.

Result of Election to Academic Senate Staff Position 2021-2023

From Beth Bywaters <ebywaters@csub.edu>

Date Wed 3/3/2021 7:41 AM

To Janine Cornelison <jcornelison1@csub.edu>

TO: Full Time Staff

FROM: Melissa Danforth, Academic Senate Vice Chair and Elections Committee Chair

SUBJECT: RESULT OF ELECTION TO ACADEMIC SENATE STAFF POSITION 2021-2023

Following is the result the election for (1) Full-Time Staff member to the **Academic Senate Staff position 2021-2023**

- Steve Miller – Analyst/Programmer, Information Technology

Congratulations!
Thank you to all who participated and especially to those willing to serve.

Call for Nominations Staff Representative - Academic Senate 2023-2025

From Beth Bywaters <ebywaters@csub.edu>

Date Tue 3/7/2023 3:34 PM

To Janine Cornelison <jcornelison1@csub.edu>

TO: Full-Time Staff
FROM: Melissa Danforth, Academic Senate Vice-Chair and Elections Committee Chair
COPY: Beth Bywaters, Academic Senate Analyst Retired Annuitant
SUBJECT: CALL FOR NOMINATIONS STAFF REPRESENTATIVE ON THE ACADEMIC SENATE 2023-2025

This Call for Nominations is for a Staff Representative to the Academic Senate.

Academic Senate
(1) Full-Time Staff Member to serve a two-year term, May 2023 – May 2025

The CSUB Academic Senate is a body through which the faculty exercises its members' collective knowledge, experience, and judgement to develop and recommend to the President policies and procedures that ensure the realization of the University's mission. The Academic Sente plays a central role in the development of definitions, policies, and procedures for campus educational and professional matters not subject to collective bargaining.

Meetings are held every Thursday during the academic year, skipping holidays and Spring Break, from 10:00 - 11:30 a.m.

Nominations are being accepted until **Friday, March 10, 2023, 5:00 p.m.**   Please obtain the consent of the individual you are nominating. **Submit your nominations directly to the Academic Senate** (Beth Bywaters), ebywaters@csub.edu. If you do not receive confirmation from Beth Bywaters, please call the Senate Office, 654-3128.

Result of Call to Academic Senate Staff Position and Election Announcement

From Beth Bywaters <ebywaters@csub.edu>
Date Mon 3/13/2023 12:21 PM
To Janine Cornelison <jcornelison1@csub.edu>

TO: Full Time Staff
FROM: Melissa Danforth, Academic Senate Vice-Chair and Elections Committee Chair
COPY: Beth Bywaters, Academic Senate Analyst Retired Annuitant
SUBJECT: RESULT OF CALL FOR NOMINATIONS TO THE ACADEMIC SENATE STAFF POSITION AND ELECTION ANNOUNCEMENT

Following is the result of the Call for Nominations for Staff Representative to the Academic Senate, 2023-2025:

Janine Cornelison – SPP II Advising
Donato Cruz – Library Service Specialist III
Trisha Harmon – ASC II – Economics
Tranae McCall – SSP IV Financial Aid & Scholarships
Steve Miller - Analyst/Programmer, ITS
Cindy Zuniga-Prado – Academic Analyst – Enrollment Systems

Because there are six nominations for one position, an election will be held from **Monday, March 13, 2023, 12:30 p.m.** through **Thursday, March 16, 2023 12:30 p.m.** Please watch for an email invitation to vote from csubas@votingplace.net. Passwords for secure website were emailed from the Office of the Academic Senate (Beth Bywaters), ebywaters@csub.edu.   Thank you.

Outlook

Result of Election to the Academic Senate Staff Position 2023-2025

From Beth Bywaters <ebywaters@csub.edu>

Date Thu 3/16/2023 3:44 PM

To Janine Cornelison <jcornelison1@csub.edu>

TO: Full Time Staff
FROM: Melissa Danforth, Academic Senate Vice-Chair and Elections Committee Chair
COPY: Beth Bywaters, Academic Senate Analyst Retired Annuitant
SUBJECT: RESULT OF ELECTION TO THE ACADEMIC SENATE STAFF POSITION

Following is the result of the elections for (1) Full-Time Staff Representative to the Academic Senate, 2023-2025:

Janine Cornelison – SPP II Advising

Congratulations!

Thank you to all who participated, especially those willing to serve.

February 3, 2026

To: Academic Senate and the Campus Community

From: Debra Wilson, PhD, RN, CNE
        Nursing Department Chair

RE: Proposed change to admission criteria for the Traditional BSN program.

Colleagues:

The Department of Nursing Undergraduate program is proposing changes to our admission criteria. Since we are an impacted program, we are required to report these proposed changes to our communities of interest to meet the requirements of the Chancellor's Office and Education Code EDC 89030.5. We would respectfully like to inform the Academic Senate and our campus community of the proposed changes that would be implemented for the Fall 2027 cohort:

For the Traditional BSN program:
1. Admission criteria and required prerequisite courses remain unchanged.
2. LVN applicants would be given credit for NURS 2111, NURS 2120, and NURS 2121 after successfully completing credit by exam. This would allow students to meet the requirements of the Board of Registered Nursing (BRN) so that these courses would be shown on the student transcript as part of the required curriculum.
3. Proposed Roadmap:

Fall	Spring
NURS 2110 (2) Health Assessment	NURS 3190 (2): LVN Prep for the RN Program
BIOL 3220 (4) Pathophysiology (if not already taken)	NURS 2130 (3): Medical Surgical Nursing (Theory)
GE/Cognate courses as needed	NURS 2131 (3): Medical Surgical Nursing (Clinical)
Optional: NURS 2010 (1) First Steps in Nursing	NURS 2160 (2): Pharmacology
Cognates (if not already taken): PSYC 1018, BIOL 2240, NURS 2190	

4. Rationale:

Community Support: Competition for seats in all nursing programs is extremely tight. Many students who are interested in Registered Nurse programs apply for LVN programs when they are not accepted into an RN program. We conducted a community needs assessment (183 responses) and found strong support for offering an LVN to BSN option. In addition, we found that since many of these students had intended to pursue a RN program, they have already completed at least six of the eight prerequisite courses. We also inquired about completion of the cognate courses, and many students had already completed these as well. The responses to this survey indicate that this program is needed and wanted in our community.

Campus/Department: Current budget constraints in the CSU system require that we utilize cost-effective strategies to meet the needs of our students. At this time, it isn't possible to create a separate LVN-BSN program since this would require the creation/addition of courses which is not an option with the current budgetary climate. This proposal utilizes processes already in place at CSU Bakersfield, including existing courses.

We recognize that the addition of healthcare experience to our criteria has decreased our voluntary attrition in the Traditional BSN program. We further recognize that for our LVN applicants, there is redundancy in our curriculum (i.e., they have education and experience that meets the objectives of our first semester nursing courses). Offering credit for this prior education/experience offers the following benefits:

a. Continued reduction in voluntary attrition in the Traditional BSN program since these students have health care experience and are familiar with the demands of registered nursing. Ideally, this will improve our overall completion rate for the Traditional BSN program.

b. Allows LVN applicants the opportunity to pursue a BSN rather than having to complete their RN at the Community College and then a separate RN-BSN completion program. This will reduce their time in school, which is financially beneficial to the student.

I would be pleased to entertain any questions or concerns. Please reach out to me via email (dwilson4@csub.edu).

Respectfully,

Debra Wilson, PhD, RN, CNE, Nursing Department Chair

Special Review Committee Recommendations for Anthropology

RES 252618 - REVISED

AAC, BPC

RESOLVED: That the Academic Senate accepts the recommendation of the Special Review Committee for Anthropology to discontinue the Anthropology program.

RESOLVED: That the Academic Senate recommends a teach-out plan of four semesters, per the initial request, for students in the major to complete their degrees at California State University, Bakersfield.

RESOLVED: That **the Academic Senate recommends that** funding in the instructional budget model for General Education courses in Subject Area 4 / Area D (both Lower and Upper Division), for which Anthropology offered courses, be equitably distributed to departments which also support these areas.

RESOLVED: That the Academic Senate values the accomplishments of faculty in the Anthropology program since CSUB's founding. Additionally, we appreciate the value of Anthropology courses as part of General Education. We recommend similar course offerings focused on global cultural awareness be made available for all students.

RATIONALE: The Special Review Committee documented systemic issues within the program which continued to impede program growth, student and faculty recruitment, and faculty retention.

Attachment: *Referral 2025-2026 18_Special Review Committee for Anthropology*

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
Associate Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended Education and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate: January 29, 2026
Sent to the President: February 9, 2026
President Returned to Senate: February 24, 2026

EC revised resolution:

Senate approved revised resolution:

Revised resolution Sent to President:

President Approved:

Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision – Handbook Changes

RES 252632

FAC

RESOLVED: That the Handbook sections in this resolution replace or amend sections 305.3.1, 305.3.4, 305.4.2.4, 305.4.2.8., and 305.4.2.9.

RESOLVED: That Unit RTP Criteria shall be written and maintained in a manner that supports evaluation across the full faculty career progression, including retention, tenure, promotion, early advancement, and post-tenure review. In particular, criteria shall be written with enough clarity and specificity to support evaluation for:

1. Retention decisions of temporary faculty;
2. Retention decisions during the probationary period;
3. Tenure and promotion decisions following the normal probationary timeline (six years);
4. Post-tenure promotion following the normal time in rank (five years);
5. Early tenure and promotion from Assistant Professor to Associate Professor;
6. Early promotion from Associate Professor to Professor; and
7. Post-tenure review.

RESOLVED: Unit RTP Criteria should be written with sufficient clarity and stability to promote consistent professional growth over time and to prevent shifting or evolving expectations during the probationary period.

RESOLVED: For the purposes of faculty evaluation and the Unit RTP or PTR Criteria, the terms "acceptable," "satisfactory," "meets expectations," and "essential" may be used interchangeably to describe the minimum level of performance required in the areas of teaching or professional performance, scholarly or creative activity, and

professionally related service. These terms reflect the baseline standards necessary for retention of temporary faculty, retention of probationary faculty, and the award of tenure and promotion following the normal probationary period. They do not represent aspirational or exemplary levels of performance, but rather the fundamental professional expectations required for continued appointment as a faculty member. Failure to meet these standards indicates that a faculty member has not satisfied the essential professional responsibilities of the position and should result in non-retention, denial of tenure or promotion, or separation from the university consistent with applicable policies and procedures.

RESOLVED: That clarifying Unit RTP Criteria is intended to promote continued professional growth and engagement in teaching or professional performance, scholarly or creative activity, and professionally related service, while also supporting transparent and consistent evaluation.

RESOLVED: That the Academic Senate reaffirms that early tenure and promotion should be rare, but attainable when faculty demonstrate clearly defined exceptional performance.

RESOLVED: That the Academic Senate acknowledges that current policy prevents exceptional faculty from being considered for early tenure and/or promotion in units that lack clearly articulated criteria for exceptional performance, thereby limiting opportunities for advancement and incentives for excellence.

RESOLVED: That Unit RTP Criteria addressing scholarly or creative activity shall reflect discipline-appropriate standards of quality and integrity, including holistic evaluation practices consistent with professional norms.

RESOLVED: Units missing criteria for exceptional performance in teaching, scholarly or creative activities, and professionally related service shall revise their Unit RTP Criteria to include criteria for exceptional performance in these areas.

RESOLVED: Units missing post-tenure review criteria shall revise their Unit RTP Criteria to include post-tenure review criteria.

RESOLVED:	That a detailed guide with illustrative examples be included as an attachment to this resolution to assist units in revising Unit RTP Criteria, with emphasis on defining acceptable and exceptional performance in teaching, scholarly or creative activities, and professionally related service, and in articulating post-tenure review expectations.
RESOLVED:	That the guidance document attached to this resolution is advisory in nature and intended to support units in developing discipline-appropriate criteria; it shall not be interpreted as prescriptive or restrictive.
RESOLVED:	That compliance with these requirements shall be incorporated into the regular five-year review cycle of Unit RTP Criteria as described in Section 305.4.2.5.
RESOLVED:	The following changes be made to the University Handbook (additions in underline**,** deletions in ~~strikethrough~~).

305.3 Promotion

305.3.1 Performance Review for Promotion of Faculty

Promotion is the advancement of a probationary or tenured faculty who holds a teaching faculty, librarian, or counselor rank to a higher rank. Faculty shall be subject to a performance review for the purpose of being awarded promotion, pursuant to the performance review provisions in Section 305.5.

Elapsed time or number of years in rank will not of itself constitute reason for or against promotion, and a faculty's performance may be judged **<u>acceptable or</u>** satisfactory for a given rank without necessarily warranting promotion to a higher rank.

305.3.2 Promotion of Probationary Faculty

Probationary faculty shall be considered for promotion at the same time they are reviewed for tenure. Probationary faculty shall not ordinarily be promoted before the end of the normal six (6)-year probationary period. Probationary faculty shall not be promoted beyond the rank of associate professor.

305.3.3   Promotion of Tenured Faculty
Promotion of tenured faculty shall ordinarily occur at the beginning of the sixth year after appointment to their current rank or classification. Promotion of tenured faculty occurs within the following guidelines and restrictions.

a. Tenured faculty wishing to undergo review for promotion shall notify the Office of the Provost & Vice President for Academic Affairs (P&VPAA) in writing by November 1 of their intention to undergo performance review for the purpose of promotion during the Fall review. Tenured faculty who do not notify the Office of the P&VPAA by that date will be ineligible to undergo review for promotion that year.
b. The performance review for promotion purposes occurs in the Fall review during the academic year in which the tenured faculty requests the review for promotion.

305.3.4   Early Promotion of Probationary and Tenured Faculty
The President may promote probationary faculty before the end of the normal six (6)-year probationary period or in the case of tenured faculty before the lapse of six years since the initial promotion. Early promotion should be rare and occurs only if faculty have compiled a record of discipline-specific exceptional performance while at California State University, Bakersfield in teaching (or the equivalent in the case of librarians and counselors), scholarly/creative activities, and in ~~professionally-related~~ **professionally related** service.

a. Well defined and specific departmental expectations for the level of "exceptional" performance in teaching, scholarly/creative activities, and service shall be included in the unit RTP criteria. These criteria shall significantly exceed the typical criteria and shall be of significant rigor that most faculty within the unit who qualify for promotion and/or tenure would not meet exceptional criteria for early promotion and/or tenure. Such criteria shall be regularly reviewed by the unit.
b. Early tenure and/or promotion of probationary and early promotion of tenured faculty should be a rare event. **Eligibility for early promotion shall not be based on a minimum number of years in rank, but on demonstrated exceptional performance.** The request for early tenure and/or promotion may be initiated either by the ~~probationary~~ faculty member or by the department unit committee. ~~If the request is initiated by the probationary faculty member such request may not occur before the fourth year of the ordinary six-year probationary period.~~ Requests initiated by the unit committee are under no such restriction. In either case the candidate and/or the unit committee must document how the faculty

4

member meets the department's elaborated definition of "exceptional" performance.

c. If no criteria for "exceptional" performance for early tenure and/or promotion exists within unit RTP criteria, then requests for early promotion and/or tenure shall not be considered.

305.4.2.4   **Unit RTP Criteria**

Units may have different perspectives, priorities, or procedures in evaluating the performance or estimating the promise of their members. Without altering the scope of the three areas in 305.4.2.1, 305.4.2.2, and 305.4.2.3 above, units shall interpret and elaborate the three areas in order to assess the level and quality of a unit member's performance. The unit RTP criteria shall be used at all levels of review for a given faculty.

Faculty under consideration for retention, tenure, and promotion shall have the option of a performance review under either the unit RTP criteria ~~operative at the time of their hiring or under any subsequent revision of the unit RTP criteria during the probationary period.~~**in effect at the time the faculty was hired or any subsequent revision, including those at the beginning of the current RTP review cycle. The faculty candidate has the responsibility and authority to make the choice.**

For each of the three areas outlined in sections 305.4.2.1, 305.4.2.2, and 305.4.2.3, as applicable, units shall define criteria for (a) acceptable/satisfactory performance and (b) exceptional performance.

Acceptable or satisfactory performance shall be required for the award of tenure and promotion of an assistant professor to the rank associate professor, and for the promotion of an associate professors to the rank of professor.

Exceptional performance in the areas outlined in 305.4.2.1, 305.4.2.2., and 305.4.2.3, as applicable, shall be required for early tenure and promotion of probationary faculty or early promotion of tenured faculty (see 305.3.4).

Each unit shall define (a) criteria for tenure and promotion from assistant professor to associate professor (or equivalent ranks for counselors and librarians), and (b) promotion from associate professor to professor (or equivalent ranks for counselors and librarians).

Further each unit shall define (c) criteria for early tenure and promotion from assistant professor to associate professor (or equivalent ranks for counselors and librarians), and (d) criteria for early promotion from associate professor to professor (or equivalent ranks for counselors and librarians).

Post-tenure review is critical for maintaining and improving a tenured faculty member's effectiveness (see 306.3). Therefore, each unit shall include clearly articulated criteria for post-tenure review. These criteria should reflect the ongoing professional expectations of tenured faculty, including continued effectiveness in teaching and meaningful engagement in professionally related service. Continued scholarly or creative activity remains an important dimension of faculty work and should be considered as part of a faculty member's overall professional profile; however, for post-tenure review conducted in the absence of an application for promotion, evaluations shall focus primarily on acceptable performance in teaching or professional performance and service, with scholarship considered in a developmental and contextual manner appropriate to rank, assignment, and career trajectory.

Unit RTP criteria shall be sufficiently clear and specific to provide faculty, particularly those in the probationary period, with stable and transparent expectations that guide professional development over time. Criteria should support progressive growth and improvement and should not function in a manner that effectively alters performance expectations during an ongoing probationary period.

Unit criteria should recognize that excellence across teaching, scholarship or creative activity, and service represents the strongest case for advancement and professional distinction, and should not be structured in a way that allows for sustained neglect of any of these core areas of faculty responsibility.

305.4.2.5   Revision of Unit RTP Criteria
Unit RTP criteria shall be formally reviewed at least once every five (5) years. Any faculty may propose changes in unit RTP criteria at any time. After approval by a majority vote of all tenured and probationary faculty, changes

in the unit RTP criteria shall be forwarded to the school dean and the P&VPAA. Revised RTP criteria cannot apply to an RTP cycle already underway.

Given the critical importance of the RTP process, the P&VPAA, school deans, and units are encouraged to make every attempt to resolve amicably any differences of opinion concerning the proposed criteria. In the event that the differences cannot be resolved, the P&VPAA shall request the University Review Committee to arbitrate and to determine a resolution.

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 **and promotion** 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.

Scholarly and creative activity is a core professional expectation of tenure-track and tenured faculty. Unit RTP criteria shall recognize that sustained engagement in scholarship or creative work is essential to maintaining disciplinary expertise, supporting teaching effectiveness, and contributing to the mission of the University. Criteria should encourage continued contributions while recognizing that scholarly activity may take multiple forms across career stages.

Scholarly and creative activity should not be displaced by service commitments or administrative responsibilities, and units should structure expectations to ensure that faculty are supported in maintaining active intellectual engagement appropriate to rank, assignment, and discipline.

Scholarly and creative activity may include a wide range of contributions beyond traditional peer-reviewed works, including but not limited to mentorship of student research and creative projects, applied scholarship, professional engagement, and other discipline-relevant intellectual contributions.

305.4.2.9   **Evaluation of ~~Professionally-Related~~ Professionally Related**
Service

Faculty members shall prioritize their activities so service does not interfere significantly with teaching or scholarly or creative activity. Faculty members shall document active service to the department that includes, at a minimum, collaborative participation in department decision making.

Service expectations shall be appropriate to rank, experience, and assignment, recognizing that early-career faculty may have more limited service responsibilities while developing their teaching and scholarly profiles.

Associate Professors and Professors shall document significant and sustained service to multiple areas, including the school (if applicable), the college, the university, the university system, a professional association, and the community. As faculty advance in rank, service contributions are expected to reflect increasing leadership, responsibility, or broader institutional and professional engagement.

Professionally related service is a core professional responsibility and shall be evaluated as a cumulative body of work over time rather than as a uniform annual obligation. Unit RTP criteria should recognize both acceptable and exceptional service contributions while ensuring that expectations for service, teaching, and scholarly or creative activity remain appropriately balanced.

~~Associate Professors and Professors shall also document significant and sustained service to two or more of the following: the school, the university, the university system, a professional association, or the community.~~

The department or equivalent unit criteria shall determine whether service learning, if included, is evaluated as teaching or as service.

Service expectations should be structured in a manner that encourages sustained participation while maintaining balance across teaching, scholarship or creative activity, and service responsibilities.

RATIONALE: This resolution responds directly to Academic Senate Referral #32, which requested that the Faculty Affairs Committee review and clarify Handbook language related to Unit RTP Criteria, Periodic Evaluation, and Post-Tenure Review, including the development of clearer definitions of "exceptional" performance for early promotion and the creation of a checklist to assist units in revising their criteria. This resolution also partially responds to Referral #43, which calls for review of RSCA reports. The 2025 FAC-4-RSCA Report on Research, Scholarship, and Creative Activity recommends rigorous maintenance of requirements for scholarship and creative activities, as well as "clear language in the handbook" about "predatory, for-profit, vanity, and self-publish options" (pp. 27-28).

The retention, tenure, promotion, and post-tenure review processes serve not only as evaluative mechanisms but also as developmental structures intended to support continued professional growth and engagement across the full span of a faculty career. Faculty are expected to remain actively engaged in teaching or professional performance, scholarly or creative activity, and professionally related service, and Unit RTP Criteria play a central role in defining expectations in ways that are discipline-appropriate, transparent, and equitable.

This resolution strengthens existing Handbook language by ensuring that Unit RTP Criteria clearly articulate expectations for acceptable and exceptional performance in all three areas of evaluation, including criteria for early promotion and post-tenure review. The intent is not to standardize disciplinary standards, but to ensure that units provide sufficient clarity to support consistent, informed, and fair evaluation across all stages of review, including retention decisions, tenure and promotion following the normal probationary timeline, early advancement based on exceptional performance, post-tenure promotion, and post-tenure review.

The RTP process is intended to encourage sustained professional growth and meaningful engagement over time. Teaching effectiveness, scholarly or creative contributions, and professionally related service are not static expectations limited to early career stages; rather, they represent continuing professional responsibilities

that evolve across career trajectories. Clear unit criteria help faculty understand how to develop their work in ways that align with disciplinary norms and institutional expectations; while also helping review committees and administrators make thoughtful, contextualized judgments.

Clear and stable unit criteria are particularly important during the probationary period. Faculty must be able to rely on articulated standards when planning their teaching, scholarly or creative activity, and service commitments. When criteria lack clarity or appear to shift during the probationary period, faculty may experience uncertainty that undermines professional planning and development. By encouraging units to articulate expectations with sufficient specificity and stability, this resolution promotes fairness, transparency, and consistent growth rather than ad hoc or evolving standards.

The addition of guidance encouraging holistic evaluation of scholarship, recognition of diverse scholarly and creative contributions, and alignment with principles such as those articulated in the San Francisco Declaration on Research Assessment supports a more nuanced and discipline-sensitive approach to evaluating scholarly impact. At the same time, emphasizing balanced engagement across teaching, scholarship or creative activity, and service reinforces the principle that excellence in faculty work is strongest when it reflects meaningful contributions across multiple areas.

Similarly, the inclusion of post-tenure review criteria within Unit RTP documents helps ensure that expectations for continued engagement remain transparent and developmental rather than episodic or unclear. Post-tenure review is intended to support continued effectiveness and professional vitality, not to impose rigid productivity models. Recognizing that scholarly and creative activity may take different forms over time helps units evaluate faculty contributions in context while still maintaining expectations for continued professional involvement.

Overall, this resolution is designed to strengthen clarity, transparency, and consistency while preserving disciplinary autonomy. By

encouraging units to articulate expectations more clearly, this policy supports faculty in planning their professional development, supports reviewers (e.g., Unit RTP Committees, Deans, the University Review Committee, the Provost) in making informed evaluations, and reinforces accountability structures that promote continued growth, engagement, and excellence across the academic career.

Attachments: Guidance for Developing Unit RTP Criteria

Distribution List:

President
Provost and VP for Academic Affairs
AVP for Faculty Affairs
University Review Committee
College Deans
Dean of Libraries
Department Chairs
General Faculty

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

Guidance for Developing Unit RTP Criteria

Adopted by the Academic Senate on <mark>[Month, Day, Year]</mark>

This guidance is intended to support units in developing clear, discipline-appropriate Unit RTP Criteria that define acceptable and exceptional performance across teaching or professional performance, scholarly or creative activity, and professionally related service. Units retain primary responsibility for determining the standards, expectations, and forms of evidence that are most appropriate to their disciplines, professional norms, institutional roles, and the standards, expectations, and resources relevant at California State University, Bakersfield.

These areas will necessarily be interpreted and adapted for non-instructional faculty, including counselors and librarians, whose primary responsibilities may center on professional performance rather than classroom teaching.

The examples provided in this document are illustrative and are intended to support reflection and development; they should not be interpreted as required elements, minimum thresholds, or restrictive definitions.

Unit RTP Criteria shall be sufficiently detailed to allow for consistent and informed evaluation across the full faculty career progression. In particular, probationary faculty should be able to rely on the published criteria as stable benchmarks for

professional development throughout the probationary period. In particular, criteria should be written with enough clarity and specificity to support evaluation for:

1. Retention decisions of temporary faculty;
2. Retention decisions during the probationary period;
3. Tenure and promotion decisions following the normal probationary timeline (six years);
4. Post-tenure promotion following the normal time in rank (five years);
5. Early tenure and promotion from Assistant Professor to Associate Professor;
6. Early promotion from Associate Professor to Professor; and
7. Post-tenure review.

Criteria should provide a clear and substantive framework for distinguishing between acceptable/satisfactory performance and exceptional performance in each of the three areas of evaluation so that faculty, review committees, and administrators have a shared understanding of expectations at each stage of review. While criteria should be sufficiently detailed to guide evaluation, units should preserve flexibility to account for disciplinary differences, varied faculty assignments, and the evolving nature of academic work. The goal is not to create rigid formulas, but to ensure that expectations are transparent, interpretable, and applicable across the range of review processes that occur over the course of a faculty member's career.

Teaching

Unit RTP criteria should clearly describe what constitutes acceptable/satisfactory teaching and what constitutes exceptional teaching, using definitions and forms of evidence appropriate to the discipline. Because teaching is a primary function of faculty, evaluation of teaching effectiveness should rely on multiple measures that together provide a comprehensive view of a faculty member's instructional practice and contributions to student learning. Evidence of teaching effectiveness may include course design, instructional innovation, curriculum development, assessment practices, mentoring of students, and contributions to student success. Units are encouraged to consider evidence reflecting the full range of instructional environments within their disciplines, including classroom, laboratory, clinical, studio, field-based, and online contexts.

Consistent with University policy, evaluation of teaching should include review of course materials and instructional artifacts that demonstrate the structure, preparation, and intentional design of courses. Such materials may include syllabi, assignments, assessments, grading practices, instructional resources, and the alignment between learning objectives, instructional activities, and evaluation methods. Units may also consider evidence of the effective use of learning management systems and related instructional technologies to support communication, organization of course content, accessibility, and student engagement.

Student opinion of teaching, including the Student Opinion on Curriculum and Instruction (SOCI), is a required component of the evaluation process and provides useful information about the student experience in courses. However, student opinion data should be interpreted in context and considered as only one of multiple measures of teaching effectiveness. Consistent with University policy, SOCIs should not be given greater weight than other measures of teaching performance, and reviewers should focus on patterns or trends across courses and review cycles rather than isolated scores or comments. Research indicates that student evaluations may be influenced by factors unrelated to instructional quality and may reflect potential biases. For this reason, Unit RTP criteria should encourage careful and professional interpretation of SOCI data and emphasize the importance of evaluating teaching through a holistic review of multiple sources of evidence.

Additional evidence of teaching effectiveness may include peer observations of teaching, self-reflective statements about instructional practice, formative assessment of teaching and learning, and evidence of engagement with pedagogical development. Reflective statements and teaching philosophies may help reviewers understand a faculty member's instructional goals, responsiveness to feedback, and ongoing efforts to improve teaching practice. Participation in teaching workshops, learning communities, or other professional development activities may also demonstrate a sustained commitment to improving teaching effectiveness.

Examples of exceptional teaching may include sustained instructional innovation, development of new courses or programs, leadership in pedagogical initiatives, development of materials used by others, engagement in the Scholarship of Teaching and Learning, mentorship of student research or creative work, teaching awards, or other contributions that demonstrate a particularly strong impact on student learning or the educational mission of the unit. Units should determine which indicators of teaching effectiveness and distinction best align with disciplinary

values and instructional practices. These examples are intended to illustrate possible forms of evidence rather than prescribe specific requirements.

Scholarly or Creative Activity

Unit RTP criteria should define acceptable and exceptional scholarly or creative activity in ways that are appropriate to the discipline and consistent with professional standards. Scholarship and creative activity are core professional expectations of tenure-track and tenured faculty, and unit criteria should recognize sustained engagement in intellectual and creative work as an important part of maintaining disciplinary expertise, supporting teaching effectiveness, and contributing to the mission of the University. Because the nature of scholarship varies widely across fields, units should identify the types of contributions that are most meaningful within their disciplines.

In evaluating scholarly and creative activity, units are encouraged to adopt a holistic approach that recognizes the quality, rigor, and impact of a faculty member's work rather than relying solely on journal-based metrics. Consistent with the principles articulated in the San Francisco Declaration on Research Assessment (DORA), units should avoid using impact factors or similar journal-level metrics as the primary indicator of scholarly quality. Instead, faculty contributions should be evaluated based on the substance, influence, originality, and disciplinary relevance of the work. Faculty should reflect on their contributions.

Holistic evaluation may include consideration of a wide range of scholarly practices and contributions, including but not limited to peer-reviewed publications, juried exhibitions, performances, applied scholarship, professional presentations, grant activity, and collaborative projects. Units are also encouraged to recognize contributions that reflect evolving standards of scholarly rigor and transparency, such as open science practices, preregistration of studies, data sharing, methodological transparency, and efforts that support reproducibility and cumulative knowledge building. These examples are intended to illustrate the range of ways faculty may contribute over the course of a career and should not be interpreted as limiting or exhaustive definitions.

Units should also recognize that mentorship of students in research and creative work, collaborative authorship, and leadership in scholarly or creative initiatives may represent meaningful scholarly engagement, particularly as faculty advance in rank and assume broader mentoring roles.

To support the integrity of scholarly evaluation, units are encouraged to develop shared, discipline-informed understandings of how to assess the credibility and quality of publication venues and other dissemination outlets. Unit RTP criteria may describe general indicators commonly recognized within the field for distinguishing reputable venues from those that engage in predatory or exploitative practices, while acknowledging that standards vary across disciplines and publication models.

Predatory publishing is characterized not by a for-profit or open access business model, but by deceptive practices, lack of meaningful peer review, absence of editorial transparency, or failure to adhere to recognized scholarly standards. Units should recognize that for-profit and open access publications are not inherently predatory, and that many highly reputable journals and publishers operate under these models.

Rather than relying solely on lists or rigid exclusions, units are encouraged to articulate discipline-appropriate criteria for evaluating venue quality, such as editorial oversight, peer review rigor, transparency of review processes, reputation within the field, affiliation with professional societies or organizations, and alignment with professional norms. The goal of such guidance is to promote informed scholarly judgment and protect faculty from unintentionally engaging with exploitative outlets, while preserving flexibility for legitimate and emerging forms of dissemination. Overall, the intent of unit criteria should be to promote high-quality, ethical, and impactful scholarly and creative work, evaluated in context and in alignment with disciplinary norms, rather than to rely on narrow metrics or uniform expectations.

Professionally Related Service

Unit RTP criteria should describe acceptable and exceptional service in ways that reflect the responsibilities and opportunities within the discipline and the institution. Professionally related service is a core professional expectation of tenure-track and tenured faculty and plays an important role in supporting shared governance, institutional functioning, and professional engagement. Units should determine what forms of service are most appropriate and meaningful in their context, recognizing that service contributions may occur at the department, college, university, system, professional, or community level.

Acceptable service may include participation in shared governance, committee work, program support, and student advising, while exceptional service may include

sustained leadership roles, major institutional contributions, professional association leadership, or community engagement related to the faculty member's expertise. Units should recognize that service expectations may vary across career stages and assignments, and that service contributions often occur unevenly over time. The goal of unit criteria should be to articulate what constitutes meaningful and sustained professional engagement, while maintaining balance across teaching, scholarship or creative activity, and service so that no area of faculty responsibility is consistently neglected.

Early Promotion

Unit RTP criteria should include clearly articulated descriptions of the level of exceptional performance required to support early tenure and/or early promotion. Because expectations vary significantly across disciplines, units should define what constitutes a record that substantially exceeds the normal standard for tenure or promotion. Units may consider evidence of sustained excellence across teaching, scholarly or creative activity, and service; impact beyond the department or institution; or other indicators of distinction that align with disciplinary norms. The examples considered by units should reflect the culture and expectations of the field and should not be limited to a single model of achievement.

Post-Tenure Review

Unit RTP criteria should include clearly articulated criteria for post-tenure review that reflect the ongoing professional expectations of tenured faculty. These criteria should emphasize continued effectiveness in teaching and meaningful engagement in professionally related service, while recognizing that scholarly or creative activity remains an important component of a faculty member's professional profile and continued disciplinary engagement.

Units should recognize that scholarly and creative contributions may take many forms after tenure, including continued research productivity, creative work, applied scholarship, professional presentations, participation in scholarly communities, and mentorship of students in research and creative pursuits. These examples are intended to illustrate the breadth of possible contributions rather than to define minimum or maximum expectations. Units should determine how best to evaluate continued professional growth and engagement in ways that are consistent with disciplinary standards, faculty roles, and career trajectories.

Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities

RES 252633

FAC

RESOLVED: That the Academic Senate affirms that the professional workload of tenure-line faculty includes engagement in teaching (including indirect instructional activities), research, scholarship, creative activity, and professional service, consistent with the Collective Bargaining Agreement and campus policy; and

RESOLVED: That probationary faculty are expected to demonstrate sustained engagement in research, scholarship, and creative activity (RSCA) and appropriate participation in professional service consistent with retention, tenure, and promotion standards; and

RESOLVED: That tenured faculty are expected to maintain meaningful engagement in RSCA and professional service appropriate to rank and discipline, recognizing that professional activity may vary across different stages of the academic career; and

RESOLVED: That the Academic Senate affirms that tenure signifies continued professional responsibility rather than completion of professional expectations, and that ongoing engagement in research, scholarship, and creative activity and professional service remains expected regardless of whether a faculty member intends to seek promotion to a higher rank; and

RESOLVED: That diminished engagement in research, scholarship, and creative activity following tenure may reasonably result in limited opportunities for promotion or advancement in rank under established evaluation processes, but is distinct from disciplinary action, rank reduction, or termination, and should instead be addressed through collegial encouragement, professional development, and constructive engagement consistent with the developmental purpose of Post-Tenure Review.

RESOLVED: That faculty members who are not actively engaged in RSCA remain responsible for meaningful participation in professional service and may be expected to assume proportionate university-related service responsibilities (e.g., university-level, college-

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level, department-level, etc.) in order to maintain equitable workload distribution across the faculty; and

RESOLVED: The Academic Senate recognizes that faculty who are under-engaged in service adversely impact others by creating inequitable service burdens, which diminishes ability to flourish in research, scholarship, and creative activities.

RESOLVED: That substantial engagement in RSCA does not eliminate the professional obligation to participate in service, and balanced engagement across teaching, RSCA, and service remains a shared responsibility of the faculty; and

RESOLVED: That when institutional resources intended to support RSCA (e.g., such as internal funding opportunities, reassigned time, or similar support mechanisms) are limited, allocation of such resources should prioritize faculty demonstrating active engagement in research, scholarship, or creative activity; and

RESOLVED: That academic administrators and academic units should monitor patterns of service distribution and take steps, when necessary, to ensure equitable workload assignments consistent with the Collective Bargaining Agreement, applicable policy, and the effective functioning of shared governance; and

RESOLVED: That in order to maintain equitable workload distribution and ensure that faculty fulfill their expected contributions to indirect instructional activities, academic administrators may assign appropriate professional service responsibilities to faculty members who are under-engaged in research, scholarship, creative activity, or professional service, consistent with the Collective Bargaining Agreement, applicable policy, and EP&R 76-36.

RESOLVED: That the Academic Senate affirms the importance of continued institutional efforts to support RSCA excellence through equitable workload practices, transparent resource allocation, and administrative support for scholarly and creative activity.

RATIONALE:

Referral 2025-2026 43 instructed the Faculty Affairs Committee to consider recommendations from the Scholarship and Creative Activity Task Force and FAC-4-RSCA Report. This resolution seeks to address

some of these issues, although it does not fully resolve the referral and continued work is expected in this area.

The Collective Bargaining Agreement (CBA), particularly Article 20, defines faculty workload as encompassing instructional responsibilities as well as other professional duties, including research, scholarship, creative activity, and service. Faculty workload therefore extends beyond classroom contact hours and includes activities necessary for the academic mission of the University. EP&R 76-36 further recognizes that faculty workload includes "indirect instructional activities" and assigns three WTUs to these activities. EP&R 76-36 also grants the President authority to ensure the proper assignment of individual faculty workloads, recognizing the need for administrative oversight to maintain appropriate workload balance across faculty responsibilities. Because EP&R 76-36 grants the President authority to ensure the proper assignment of individual faculty workloads, academic administrators may appropriately adjust service assignments in order to maintain equitable workload distribution and ensure that faculty fulfill their professional responsibilities in indirect instructional activities, including research, scholarship, creative activity, and service.

Balanced engagement in teaching, research, scholarship, creative activity, and service is also reflected in faculty evaluation processes. Probationary faculty are evaluated for retention, tenure, and promotion across these domains, while tenured faculty continue to hold professional responsibilities consistent with rank and institutional standards. Post-Tenure Review (PTR), as established through the CBA and campus policy, reinforces the expectation that tenured faculty demonstrate continuing effectiveness and ongoing professional engagement following tenure. PTR is intended as a developmental and improvement-oriented process designed to support continued professional contribution rather than to function as a punitive mechanism.

Tenure represents recognition of sustained achievement and the granting of academic freedom and professional security; however, it does not signal the completion of professional expectations. Faculty responsibilities in teaching, research, scholarship, creative activity, and service continue throughout the academic career regardless of whether a faculty member intends to pursue promotion to higher rank. In practice, reduced engagement in research, scholarship, or creative activity after tenure may limit opportunities for advancement under established promotion criteria, but such outcomes are part of normal evaluative processes rather than disciplinary actions. Post-Tenure Review exists to encourage continued professional development and engagement rather than to impose punitive consequences. Clarifying this distinction helps ensure that expectations for ongoing scholarly and service contributions remain visible while preserving the developmental and supportive character of faculty evaluation systems.

At the same time, professional service plays a critical role in sustaining the University's academic mission. Faculty service supports shared governance, curriculum oversight, accreditation processes, faculty

evaluation systems, various committees and initiatives, community engagement, numerous institutional decision-making functions, and more.

The University Handbook recognizes that faculty members shall prioritize their activities so that professionally related service does not interfere significantly with teaching or scholarly or creative activity.

When service obligations are unevenly distributed among faculty members, the resulting inequities may limit some faculty members' ability to maintain active engagement in research, scholarship, and creative activity. Ensuring a reasonable distribution of service responsibilities therefore protects both shared governance *and* faculty capacity for scholarly work.

Institutional stewardship of limited RSCA resources is also important. Internal grants, reassigned time opportunities, and other forms of institutional support are finite resources intended to strengthen the University's scholarly and creative output. Allocating these resources in ways that prioritize active scholarly engagement helps ensure that institutional investments most effectively advance research, scholarship, and creative activity.

In addition, prior institutional efforts—including the work of the Scholarship and Creative Activities Task Force and the FAC-4-RSCA initiative—have emphasized the need for stronger institutional support for RSCA, clearer expectations regarding faculty workload, protection and prioritization of RSCA efforts, and improved structures for promoting scholarly and creative excellence. These efforts recognized that fostering a culture of excellence in research, scholarship, and creative activity requires both individual engagement and institutional practices that support equitable workload distribution and strategic resource allocation.

This resolution therefore clarifies existing professional expectations while reaffirming the importance of equitable workload implementation, continued engagement across professional domains, and institutional support for research, scholarship, and creative excellence.

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Establishing a Preferred Non-Contractual Academic Honorific Title of "Senior Lecturer" – Handbook Change

RES 252634

FAC

RESOLVED: The Academic Senate of California State University, Bakersfield approves the adoption of "Senior Lecturer" as a preferred, non-contractual academic honorific title for lecturers who hold entitlement status, have six or more years of consecutive service, and three-year appointments under the Collective Bargaining Agreement.

RESOLVED: The preferred title "Senior Lecturer" shall be voluntary and may be used in campus directories, syllabi, websites, email signatures, correspondence, and other public-facing materials.

RESOLVED: The preferred title shall not modify contractual classification, appointment type, rank, salary, workload, evaluation procedures, benefits, or any rights defined in the Collective Bargaining Agreement.

RESOLVED: The preferred title shall not create a new faculty rank, promotion pathway, tiered system, or governance eligibility category.

RESOLVED: The preferred title shall be campus-specific, non-transferable, contingent upon continued entitlement status at CSU Bakersfield, and shall cease to apply if entitlement status is lost.

RESOLVED: This policy shall be rendered null and void if future amendments to the Collective Bargaining Agreement establish a conflicting contractual title structure.

RESOLVED: The Academic Senate expresses appreciation for Senator Dirk Horn, an entitled lecturer and dedicated faculty member, for initiating this effort.

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

304.7.3   **Temporary Faculty with Six or More Years of Service**

Temporary faculty employed during an academic year and having six or more years of consecutive service to the campus shall be offered a three-year appointment according to the following provisions:

> a. The six-year eligibility period need not have been continuous as long as it was served in a single department;
> b. The time base of appointment shall be consistent with 304.7.2 and paragraph three of 304.7.1;
> c. The P&VPAA shall determine the type and extent of course offerings consistent with policies and procedures for the campus.

Temporary faculty holding three-year appointments and having six or more years of consecutive service may expect subsequent three-year reappointments except in instances of documented unsatisfactory performance or serious problems of conduct. If there is insufficient work to support the reappointment at the previous time base, the time base of the successor three-year appointment may be reduced to reflect available work for which the temporary faculty member is qualified.

Temporary faculty with three-year appointments and six or more years of consecutive service may use the honorific "Senior Lecturer" as a preferred, non-contractual academic honorific title to recognize their long-term dedication to the institution.

Rationale:

Our University relies heavily on lecturers who provide sustained, high-quality instruction and long-term service to students and academic programs. Under Article 12.12 of the Collective Bargaining Agreement, temporary faculty unit employees who have six (6) or more years of consecutive service on a campus and who have been evaluated as having performed satisfactorily, and absent documented serious conduct problems, shall be offered a three-year temporary appointment. This provision formally recognizes continuity of service, instructional effectiveness, and institutional need.

Lecturers who meet the criteria outlined in Article 12.12 and receive three-year appointments represent a distinct category of faculty within the lecturer classification. Their sustained service, repeated positive evaluations pursuant to Articles 15.20(d) and 15.28, and multi-year contractual appointments demonstrate stability and institutional commitment beyond short-term temporary employment. These faculty members often provide curricular continuity, student mentorship, program support, scholarship and creative activities, and institutional knowledge that meaningfully contribute to the University's academic mission.

However, the contractual title "Lecturer" does not distinguish between newly appointed temporary faculty and those who have earned entitlement and hold three-year appointments under Article 12.12. Further, "temporary" faculty is a broad term that does not distinguish between lecturers with long-term, full-time service or short-term, part-time status. As a result, students, external partners, accrediting bodies, and members of the campus community may not readily recognize the experience, continuity, and institutional role of long-serving entitled lecturers.

Importantly, the creation of a preferred honorific title is consistent with existing campus practice. The University Handbook already recognizes several non-contractual, honorific, or designation-based titles that operate alongside contractual classifications without modifying them. For example:

- Emeriti status (Section 308.2) confers an honorific designation recognizing distinguished service after retirement.
- Graduate Faculty designation (Section 308.7) recognizes eligibility and experience for graduate instruction without altering underlying faculty rank.

These examples demonstrate that the University routinely recognizes distinctions in service, contribution, and eligibility through campus-level designations that do not alter contractual status or violate collective bargaining provisions.

Moreover, precedent for such a title exists in the California State University System. San Jose State University (S21-2, University Policy, Appointment, Evaluation, and Range Elevation for Lecturer Faculty) defines Senior Lecturer as an "honorific title that may be used as a subset of the lecturer designation of the CBA. SJSU bestows this honorific title to a lecturer faculty member with a three-year appointment and six consecutive years of experience in a single department at SJSU" (p. 21). This also suggests that this is a campus-driven policy, rather than a system-level policy, which implies that the Academic Senate at CSUB has the authority and autonomy to adopt such a preferred, non-contractual academic honorific title.

The proposed honorific title "Senior Lecturer" addresses this structural gap by providing recognition to lecturers who have earned entitlement and received three-year appointments under Article 12.12. The designation:

- Is non-contractual and honorific in nature
- Is voluntary
- Is cost-neutral
- Is fully compliant with the Collective Bargaining Agreement
- Is based solely on objective eligibility already defined in the CBA

Importantly, this proposal does not create a new rank, promotion pathway, tiered evaluation system, or change in governance eligibility. It does not modify salary, workload, evaluation standards, benefits, or appointment terms. The contractual title "Lecturer" remains unchanged for all official employment and CBA purposes. Adopting this title is by convention and an honorific; it does not require changes to existing policy.

In the United States, the title "Senior Lecturer" is widely recognized in higher education and signals experience and continuity without implying tenure-track status or professoriate rank. Adoption of this preferred title offers appropriate recognition to long-serving lecturers with entitlement and three-year appointments, while preserving contractual integrity and remaining administratively simple and cost-neutral.

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