



Academic Senate Meeting – Spring 2026

Thursday, March 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(excused; alt. J. Florez), 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, D. Cantrell, K. Grappendorf.

- I. Call to Order
 - a. Tejon Tribal Land Acknowledgement
 - b. [Robert's Rules of Order](#)
 - c. [Interruption Statement](#)

- II. Approval of Minutes
 - a. March 12, 2026 (handout)

- III. Announcements and Information
 - a. President's Report – V. Harper (**Time Certain: 10:10 AM**) (handout)
 - b. Enrollment Report – VP for SASEM D. Cantrell (**Time Certain: 10:20 AM**) (handout)
 - c. Elections and Appointments – D. Solano (handout)
 - d. Informational:
 - i. CSU 2040: Frameworks for the Future of the CSU Report (handout)
 1. This discussion paper is intended to complement to *CSU Forward*, the *Student Success 5 Framework*, and the *Strategic Enrollment Management Framework*. In it, the ASCSU explores 6 opportunities and possibilities for the future of the CSU. Feel free to read the report and send comments/feedback to Senators [C. Lam](#) and [N. Michieka](#).

- e. Upcoming Events:
 - i. April 8 – President’s Open Forum
 - 1. 9 am; Student Union MPR and virtual
 - 2. [Zoom Link for President’s Open Forum](#)
 - ii. April 23 – Emeriti Ceremony
 - 1. 3 pm; Dezember Reading Room, WSL
 - iii. April 24 – Town Hall: Instructional Budget Model
 - 1. 9-10:30 am; HUM 1109 and virtual.
 - 2. [Zoom Link for Instructional Budget Model Town Hall](#)

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 (deferred)
- d. Staff Report – Senator Gonzalez
- e. Committee Reports:
 - i. Executive Committee – Vice-Chair Solano (handout)
 - ii. Standing Committees:
 - 1. Academic Affairs Committee (AAC) – Senator Hays (deferred)
 - 2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein (handout)
 - 3. Budget and Planning Committee (BPC) – Senator Grombly (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 252635 – New Sociology Minor in Migration, Population and Globalization – AAC and BPC (handout)
 - ii. RES 252636 – New Bachelor of Science in Environmental Science – AAC and BPC (handout)
 - iii. RES 252632 - Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision – Handbook Changes – FAC (handout)
 - iv. RES 252633 - Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities – FAC (handout)
 - v. RES 252634- Establishing a Preferred Non-Contractual Academic Honorific Title “Senior Lecturer”– Handbook Change – FAC (handout)

- vi. RES 252637- Academic Standing Policy Update: Summer Disqualification Removal – AAC, AS&SS (handout)
 - vii. RES 252627 – Policy on Use of Informational Banner Space in Canvas – AAC, AS&SS (HOLD)
 - viii. RES 252622 – Academic Advising Structure Is an Academic Endeavor – AAC, AS&SS (HOLD)
- c. New Business:
- i. RES 252645 – Periodic Evaluation of Temporary Faculty – Handbook Change - FAC (handout)
 - ii. RES 252628 – Inventory of Automated Decision-Making Software for the Classroom – AS&SS (handout)
 - iii. RES 252629 – Academic, Curricular, and Student Support Software Governance – AS&SS (handout)
 - iv. RES 252643 – Policies & Procedures for Establishing New Schools – EC (handout)
 - v. RES 252644 – Guidance on WPAF Contents and Timelines for Review – Handbook Change- FAC (handout)
 - vi. RES 252639 – Program Name Change from a Bachelor of Arts in Child, Adolescent, and Family Studies (CAFS) to a Bachelor of Arts in Human Development and Family Studies (HDFS) – AAC, BPC (handout)
 - vii. RES 252640 – Department Name Change from Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to Human Development and Family Studies (HDFS) – AAC, BPC (handout)
 - viii. RES 252641 – Readmission Requirements Following Academic Disqualification - AAC, AS&SS (handout)

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

VIII. Adjournment

Future 'Runner Day 2026



California State University, Bakersfield

1

Recapping the Governor's 2026-27 Budget Proposal

	SYSTEMWIDE	CSUB
Allocations		
Restoration of 2025-26 Reduction	143.8M	TBD
Year 4 Compact	100.9M	2.2M
Year 5 Compact	264.8M	5.8M
Tuition Rate Increase, net of SUG	175.8M	2.6M
	\$685.3M	\$10.6M
Commitments		
Health premiums	20.7M	455K
Liability & Property Insurance	5.2M	114K
Utilities	18.4M	405K
Inflation Non-Personnel Costs	28.4M	605K
2024-25 Faculty & Staff Compensation	159.3M	3.5M
2025-26 CSUEU Steps Implementation	20.2M	444K
2026-27 Faculty & Staff Compensation	176.6M	3.9M
	\$428.8M	9.4M
Net	\$256.5M	\$1.2M

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Budget Advocacy

**2026-27
CSU Budget
Goals**



3

Roadrunner Athletics Update



4

California State University, Bakersfield

4

ENROLLMENT UPDATES

PRELIMINARY SPRING/CY CENSUS DATA
3-26-26

DR. DWAYNE CANTRELL



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

DIVISION OF STUDENT AFFAIRS AND STRATEGIC ENROLLMENT MANAGEMENT

1

SPRING ENROLLMENT HEADCOUNT (unofficial)

	2019	2020	2021	2022	2023	2024	2025	2026 (Preliminary)
Continuing	8,884.0 (84.2%) ↑	9,515.0 (92.8%) ↑	9,465.0 (90.6%) ↓	8,263.0 (85.6%) ↓	7,728.0 (79.3%) ↓	7,710.0 (79.9%) ↓	8,101.0 (78.9%) ↑	8,445.0 (78.2%) ↑
Transitory	798.0 (7.6%) ↑	67.0 (0.7%) ↓	27.0 (0.3%) ↓	640.0 (6.6%) ↑	1,003.0 (10.3%) ↑	813.0 (8.4%) ↓	1,134.0 (11.0%) ↑	1,389.0 (12.9%) ↑
First Time	220.0 (2.1%) ↑	195.0 (1.9%) ↓	243.0 (2.3%) ↑	234.0 (2.4%) ↓	222.0 (2.3%) ↓	311.0 (3.2%) ↑	280.0 (2.7%) ↓	257.0 (2.4%) ↓
Returning	62.0 (0.6%) ↓	94.0 (0.9%) ↑	92.0 (0.9%) ↓	72.0 (0.7%) ↓	124.0 (1.3%) ↑	129.0 (1.3%) ↑	118.0 (1.1%) ↓	89.0 (0.8%) ↓
Transfer	587.0 (5.6%) ↑	383.0 (3.7%) ↓	623.0 (6.0%) ↑	443.0 (4.6%) ↓	674.0 (6.9%) ↑	691.0 (7.2%) ↑	640.0 (6.2%) ↓	613.0 (5.7%) ↓
Grand Total	10,551.0 (100.0%) ↑	10,254.0 (100.0%) ↓	10,450.0 (100.0%) ↑	9,652.0 (100.0%) ↓	9,751.0 (100.0%) ↑	9,654.0 (100.0%) ↓	10,273.0 (100.0%) ↑	10,793.0 (100.0%) ↑

Increase in continuing students (4%) over Spring 2025

Note: Continuing and Transitory students make up 91% of total enrollment

Total enrollment up 5% over Spring 2025

Total Spring 2026 Headcount is highest Spring in CSUB history
91% is a reminder that positive enrollment growth is most impacted through retention & reenrollment
Total campus enrollment including non-degree programs – 11,617 (vs. 11,163 in Spring 2025)

Data provided by: IRPA Dashboard 3/7/26
ITS Daily Report 3/7/26

Note: Preliminary Census Data



**CALIFORNIA STATE UNIVERSITY
BAKERSFIELD**

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SPRING 2026 ENROLLMENT RESIDENT FTES (unofficial)

	2019	2020	2021	2022	2023	2024	2025	2026 (Preliminary)
Continuing	7,789.7 (90.3%) ↑	8,385.7 (94.1%) ↑	8,227.6 (91.4%) ↓	6,986.9 (90.3%) ↓	6,500.1 (86.3%) ↓	6,567.2 (85.8%) ↑	6,933.9 (86.8%) ↑	7,139.9 (87.3%) ↑
Transitory	179.9 (2.1%) ↓	11.8 (0.1%) ↓	5.3 (0.1%) ↓	143.9 (1.9%) ↑	211.0 (2.8%) ↑	175.6 (2.3%) ↓	229.4 (2.9%) ↑	290.5 (3.6%) ↑
First Time	159.6 (1.8%) ↑	143.1 (1.6%) ↓	190.0 (2.1%) ↑	179.5 (2.3%) ↓	182.7 (2.4%) ↑	247.7 (3.2%) ↑	234.5 (2.9%) ↓	211.3 (2.6%) ↓
Returning	40.1 (0.5%) ↓	64.4 (0.7%) ↑	68.6 (0.8%) ↑	50.3 (0.6%) ↓	87.3 (1.2%) ↑	92.2 (1.2%) ↑	81.1 (1.0%) ↓	56.9 (0.7%) ↓
Transfer	460.9 (5.3%) ↑	309.0 (3.5%) ↓	508.1 (5.6%) ↑	374.7 (4.8%) ↓	553.2 (7.3%) ↑	568.7 (7.4%) ↑	512.9 (6.4%) ↓	481.1 (5.9%) ↓
Grand Total	8,630.3 (100.0%) ↑	8,914.0 (100.0%) ↑	8,999.7 (100.0%) ↑	7,735.2 (100.0%) ↓	7,534.3 (100.0%) ↓	7,651.4 (100.0%) ↑	7,991.8 (100.0%) ↑	8,179.6 (100.0%) ↑

	2019	2020	2021	2022	2023	2024	2025	2026 (Preliminary)
Unit Load Average (Mean)	12.43	13.17	13.02	12.11	11.70	12.01	11.77	11.44
Unit Load Average (Median)	13.00	14.00	13.00	12.00	12.00	12.00	12.00	12.00

Increase of continuing FTES (3%) over Spring 2025

Decrease of FTF (-10% or 23) and FTT (-6% or 31) from Spring 2025

Total FTES up 2% over Spring 2025

Average Unit Load down 2.8% from Spring 2025 (2025 was down 2% from 2024)

Data provided by IRPA Dashboard 3/7/26

Note: Preliminary Census Data



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SPRING 2026 ENROLLMENT RESIDENT FTES TO-DATE WITHOUT TRANSITORY (unofficial)

	2019	2020	2021	2022	2023	2024	2025	2026 (Preliminary)
Continuing	7,789.7 (92.2%) ↑	8,385.7 (94.2%) ↑	8,227.6 (91.5%) ↓	6,986.9 (92.0%) ↓	6,500.1 (88.8%) ↓	6,567.2 (87.8%) ↑	6,933.9 (89.3%) ↑	7,139.9 (90.5%) ↑
First Time	159.6 (1.9%) ↑	143.1 (1.6%) ↓	190.0 (2.1%) ↑	179.5 (2.4%) ↓	182.7 (2.5%) ↑	247.7 (3.3%) ↑	234.5 (3.0%) ↓	211.3 (2.7%) ↓
Returning	40.1 (0.5%) ↓	64.4 (0.7%) ↑	68.6 (0.8%) ↑	50.3 (0.7%) ↓	87.3 (1.2%) ↑	92.2 (1.2%) ↑	81.1 (1.0%) ↓	56.9 (0.7%) ↓
Transfer	460.9 (5.5%) ↑	309.0 (3.5%) ↓	508.1 (5.6%) ↑	374.7 (4.9%) ↓	553.2 (7.6%) ↑	568.7 (7.6%) ↑	512.9 (6.6%) ↓	481.1 (6.1%) ↓
Grand Total	8,450.3 (100.0%) ↑	8,902.2 (100.0%) ↑	8,994.3 (100.0%) ↑	7,591.3 (100.0%) ↓	7,323.3 (100.0%) ↓	7,475.8 (100.0%) ↑	7,762.4 (100.0%) ↑	7,889.1 (100.0%) ↑

	2019	2020	2021	2022	2023	2024	2025	2026 (Preliminary)
Unit Load Average (Mean)	13.19	13.23	13.05	12.74	12.69	12.83	12.87	12.69
Unit Load Average (Median)	13.00	14.00	13.00	13.00	13.00	13.00	13.00	13.00

Resident FTES is still 1.6% over Spring 2025 (FTES 3.5% lower without Transitory)

Average Unit Load is still down (-1.4% from Spring 2025) without Transitory

Note: Spring 2026 AUL tied with lowest AUL in over 10 years
Even without transitory there is a downward trend of the number of units students are taking

Data provided by: IRPA Dashboard 3/7/26

Note: Preliminary Census Data



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ENROLLMENT BY COLLEGE (unofficial)

	2019	2020	2021	2022	2023	2024	2025	2026 (Preliminary)
All University	919.0 (8.7%) ↓	187.0 (1.8%) ↓	98.0 (0.9%) ↓	708.0 (7.3%) ↑	1,060.0 (10.9%) ↑	881.0 (9.1%) ↓	1,186.0 (11.5%) ↑	1,437.0 (13.3%) ↑
Arts and Humanities	961.0 (9.1%) ↑	1,054.0 (10.3%) ↑	1,039.0 (9.9%) ↓	836.0 (8.7%) ↓	827.0 (8.5%) ↓	823.0 (8.5%) ↓	868.0 (8.4%) ↑	870.0 (8.1%) ↑
Business and Public Administration	1,684.0 (16.0%) ↑	1,714.0 (16.7%) ↑	1,641.0 (15.7%) ↓	1,443.0 (15.0%) ↓	1,336.0 (13.7%) ↓	1,399.0 (14.5%) ↑	1,564.0 (15.2%) ↑	1,720.0 (15.9%) ↑
Natural Sci, Mathematics and Engineering	2,558.0 (24.2%) ↑	2,471.0 (24.1%) ↓	2,562.0 (24.5%) ↑	2,234.0 (23.1%) ↓	2,107.0 (21.6%) ↓	2,199.0 (22.8%) ↑	2,336.0 (22.7%) ↑	2,388.0 (22.1%) ↑
Social Sciences and Education	4,429.0 (42.0%) ↑	4,828.0 (47.1%) ↑	5,110.0 (48.9%) ↑	4,431.0 (45.9%) ↓	4,421.0 (45.3%) ↓	4,352.0 (45.1%) ↓	4,319.0 (42.0%) ↓	4,378.0 (40.6%) ↑
Grand Total	10,551.0 (100.0%) ↑	10,254.0 (100.0%) ↓	10,450.0 (100.0%) ↑	9,652.0 (100.0%) ↓	9,751.0 (100.0%) ↑	9,654.0 (100.0%) ↓	10,273.0 (100.0%) ↑	10,793.0 (100.0%) ↑

All colleges have strong enrollment
Record high Spring enrollment in BPA

Data provided by:
IRPA Dashboard 3/7/26

Note: Preliminary Census Data



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ENROLLMENT BY ETHNICITY (unofficial)

	2019	2020	2021	2022	2023	2024	2025	2026 (Preliminary)
African American	517.0 (4.9%) ↓	465.0 (4.5%) ↓	423.0 (4.0%) ↓	369.0 (3.8%) ↓	381.0 (3.9%) ↑	397.0 (4.1%) ↑	413.0 (4.0%) ↑	458.0 (4.2%) ↑
American Indian	51.0 (0.5%) ↓	39.0 (0.4%) ↓	31.0 (0.3%) ↓	28.0 (0.3%) ↓	26.0 (0.3%) ↓	33.0 (0.3%) ↑	33.0 (0.3%) ↔	33.0 (0.3%) ↔
Asian American	628.0 (6.0%) ↓	625.0 (6.1%) ↓	659.0 (6.3%) ↑	650.0 (6.7%) ↓	685.0 (7.0%) ↑	642.0 (6.7%) ↓	666.0 (6.5%) ↑	699.0 (6.5%) ↑
Hispanic	5,858.0 (55.5%) ↑	6,078.0 (59.3%) ↑	6,431.0 (61.5%) ↑	6,064.0 (62.8%) ↓	6,467.0 (66.3%) ↑	6,510.0 (67.4%) ↑	7,112.0 (69.2%) ↑	7,527.0 (69.7%) ↑
International Student	389.0 (3.7%) ↓	408.0 (4.0%) ↑	422.0 (4.0%) ↑	374.0 (3.9%) ↓	131.0 (1.3%) ↓	135.0 (1.4%) ↑	113.0 (1.1%) ↓	105.0 (1.0%) ↓
Pacific Islander	23.0 (0.2%) ↑	17.0 (0.2%) ↓	21.0 (0.2%) ↑	16.0 (0.2%) ↓	15.0 (0.2%) ↓	11.0 (0.1%) ↓	13.0 (0.1%) ↑	9.0 (0.1%) ↓
Two or More Races	269.0 (2.5%) ↓	238.0 (2.3%) ↓	233.0 (2.2%) ↓	198.0 (2.1%) ↓	197.0 (2.0%) ↓	205.0 (2.1%) ↑	244.0 (2.4%) ↑	256.0 (2.4%) ↑
Unknown	1,180.0 (11.2%) ↑	742.0 (7.2%) ↓	592.0 (5.7%) ↓	552.0 (5.7%) ↓	570.0 (5.8%) ↑	493.0 (5.1%) ↓	379.0 (3.7%) ↓	397.0 (3.7%) ↑
White, Non Latino	1,636.0 (15.5%) ↓	1,642.0 (16.0%) ↑	1,638.0 (15.7%) ↓	1,401.0 (14.5%) ↓	1,279.0 (13.1%) ↓	1,228.0 (12.7%) ↓	1,300.0 (12.7%) ↓	1,309.0 (12.1%) ↑
Grand Total	10,551.0 (100.0%) ↑	10,254.0 (100.0%) ↓	10,450.0 (100.0%) ↑	9,652.0 (100.0%) ↓	9,751.0 (100.0%) ↑	9,654.0 (100.0%) ↓	10,273.0 (100.0%) ↑	10,793.0 (100.0%) ↑

Majority of groups have increased enrollment

Significant work in-progress to ensure continued enrollment increase, retention rate increase and graduation rates of all groups

Data provided by:
IRPA Dashboard 3/7/26

Note: Preliminary Census Data



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COLLEGE YEAR HEADCOUNT (unofficial)

		Summer	Fall	Spring	Summer	Academic Year	College Year
2025-2026 (Preliminary)	Main	1,685	10,585	10,222	842.5	10,403.5	11,246.0
	Antelope Valley	0	590	553	0.0	571.5	571.5
	ALL (Unduplicated)	1,685	10,957	10,384	842.5	10,770.5	11,613.0
2024 - 2025	Main	1,629	9,368	9,673	814.5	9,520.5	10,335.0
	Antelope Valley	0	601	574	0.0	587.5	587.5
	ALL (Unduplicated)	1,629	9,797	10,066	814.5	9,931.5	10,746.0
2023 - 2024	Main	1,486	8,786	9,073	743.0	8,929.5	9,672.5
	Antelope Valley	0	572	565	0.0	568.5	568.5
	ALL (Unduplicated)	1,486	9,169	9,435	743.0	9,302.0	10,045.0
2022 - 2023	Main	332	8,612	9,158	166.0	8,855.0	9,051.0
	Antelope Valley	0	621	612	0.0	616.5	616.5
	ALL (Unduplicated)	332	9,031	9,536	166.0	9,283.5	9,449.5
2021 - 2022	Main	399	10,032	9,107	199.5	9,569.5	9,769.0
	Antelope Valley	0	691	626	0.0	658.5	658.5
	ALL (Unduplicated)	399	10,396	9,450	199.5	9,923.0	10,122.5
2020 - 2021	Main	197	10,824	9,919	98.5	10,371.5	10,470.0
	Antelope Valley	0	903	840	0.0	871.5	871.5
	ALL (Unduplicated)	197	11,152	10,233	98.5	10,692.5	10,791.0
2019 - 2020	Main	667	10,436	9,601	333.5	10,018.5	10,352.0
	Antelope Valley	6	826	671	3.0	748.5	751.5
	ALL (Unduplicated)	673	10,943	10,021	336.5	10,482.0	10,818.5
2018 - 2019	Main	714	9,707	9,833	357.0	9,770.0	10,127.0
	Antelope Valley	1	714	728	0.5	721.0	721.5
	ALL (Unduplicated)	715	10,166	10,281	357.5	10,223.5	10,581.0
2017 - 2018	Main	1,764	9,079	9,327	882.0	9,203.0	10,085.0
	Antelope Valley	103	724	628	51.5	676.0	727.5
	ALL (Unduplicated)	1,831	9,509	9,759	915.5	9,634.0	10,549.5

C/Y 2025-26 is highest on record

Data provided by:
IRPA Dashboard 3/7/26

Note: Preliminary Census Data



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COLLEGE YEAR FTES (unofficial)

		Summer	Fall	Spring	Summer	Academic Year	College Year
2025-2026 (Preliminary)	Main	689.6	8,451.3	7,807.8	344.8	8,129.4	8,474.2
	Antelope Valley	0.0	386.5	371.8	0.0	379.2	379.2
	ALL	689.6	8,837.7	8,179.6	344.8	8,508.5	8,853.3
2024 - 2025	Main	640.5	7,929.3	7,612.9	320.2	7,771.0	8,091.2
	Antelope Valley	0.0	398.7	378.9	0.0	388.8	388.8
	ALL	640.5	8,328.0	7,991.8	320.2	8,159.8	8,480.0
2023 - 2024	Main	596.8	7,524.8	7,296.3	298.4	7,410.4	7,708.8
	Antelope Valley	0.0	363.8	355.1	0.0	359.4	359.4
	ALL	596.8	7,888.6	7,651.4	298.4	7,769.9	8,068.3
2022 - 2023	Main	112.6	7,389.5	7,189.7	56.3	7,289.5	7,345.8
	Antelope Valley	0.0	352.0	344.6	0.0	348.3	348.3
	ALL	112.6	7,741.6	7,534.3	56.3	7,637.8	7,694.1
2021 - 2022	Main	136.9	8,435.3	7,384.6	68.5	7,909.9	7,978.3
	Antelope Valley	0.0	392.4	350.6	0.0	371.5	371.5
	ALL	136.9	8,827.7	7,735.2	68.5	8,281.4	8,349.8
2020 - 2021	Main	80.0	9,498.1	8,562.3	40.0	9,030.1	9,070.1
	Antelope Valley	0.0	459.6	437.3	0.0	448.4	448.4
	ALL	80.0	9,957.7	8,999.7	40.0	9,478.6	9,518.6
2019 - 2020	Main	151.4	9,203.5	8,503.9	75.7	8,853.7	8,929.4
	Antelope Valley	2.3	474.8	410.1	1.1	442.4	443.5
	ALL	153.7	9,678.3	8,914.0	76.8	9,296.1	9,372.9
2018 - 2019	Main	164.1	8,465.6	8,210.4	82.0	8,337.9	8,419.9
	Antelope Valley	0.3	445.8	419.8	0.1	432.8	432.9
	ALL	164.3	8,911.4	8,630.3	82.2	8,770.7	8,852.9
2017 - 2018	Main	633.3	7,862.6	7,712.8	321.4	7,787.6	8,104.3
	Antelope Valley	32.5	417.0	397.6	16.2	407.3	423.5
	ALL	665.8	8,279.6	8,110.4	332.9	8,194.9	8,527.8

College Year FTES is 3.6% over current target (8,542)
New FTES target for C/Y 2026-27 is 8,567
Without stateside summer, C/Y would be below new target

Data provided by:
IRPA Dashboard 3/7/26

Note: Preliminary Census Data



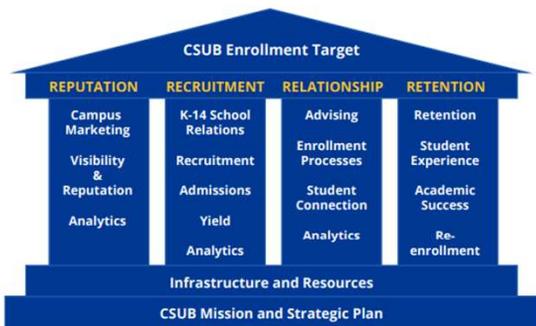
8



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Four Pillars of Strategic Enrollment Management

CSUB/CSUB ANTELOPE VALLEY CAMPUSWIDE S.E.M. MASTER PLAN
Purpose: To engage the campus community to meet our enrollment target





CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

(Cantrell, 2023)

All of the elements of the Strategic Enrollment Management Master Plan established by faculty, staff, students, administration and community constituents in 2023 are in full implementation and achieving desired results

9

QUESTIONS?



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

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DIVISION OF STUDENT AFFAIRS AND
STRATEGIC ENROLLMENT MANAGEMENT

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CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Academic Senate: Elections & Appointments

March 26, 2026

1

Important Information & Reminders

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



CSUB

2

California State University, Bakersfield

2

Results of College Elected Positions (1 of 3)

Artificial Intelligence Committee (AIC)

- BPA: *Zhenning Xu – Management & Marketing*
- SSE: *Allison Evans – Psychology*

College Election Committees

- A&H: *Joel Haney – Music & Theatre*
- BPA: *Richard Gearhart – Economics*
- BPA: *Jinping Sun – Public Policy & Administration*
- NSME: *Danielle Solano – Chemistry & Biochemistry*
- SSE: *Dirk Horn – Political Science*
- SSE: *Anthony Flores – Criminal Justice*

Accessible Technology Initiative Instructional Materials Subcommittee (ATI-IM)

- Library: *Rebecca Penrose*

Committee on Professional Responsibility (CPR)

- A&H: *Nate Olson – Philosophy & Religious Studies*
- SSE: *Zachary Zenko – Kinesiology*

Distributed Learning Committee (DLC)

- A&H: *David Melendez – Music & Theatre*
- BPA: *Dan Zhou – Accounting & Finance*
- NSME: *Danielle Solano – Chemistry & Biochemistry*
- SSE: *Allison Evans – Psychology*



3

California State University, Bakersfield

3

Results of College Elected Positions (2 of 3)

Faculty Honors & Awards Committee (FHAC)

- NSME (Reverted to At-Large): *Aaron Hegde – Economics*
- NSME Alternate: *Kanwalinderjit Kaur – CEE/CS*
- SSE: *Elaine Correa – HD-CAFS*
- SSE Alternate (Reverted to At-Large): *2nd Call In Progress*

Faculty Teaching & Learning Center Advisory Board (FTLC)

- A&H: *Joseph Florez – Philosophy & Religious Studies*
- BPA: *Kim Mishkind – Management & Marketing*
- NSME: *Bilin Zeng – Mathematics*

General Education Curriculum Committee (GECCo)

- A&H: *Fran Fairbairn – Philosophy & Religious Studies*
- BPA (Reverted to At-Large): *Kirstin Lattimore – Library*
- NSME: *Anjana Yatawara – Mathematics*
- NSME: *Alberto Cruz – CEE/CS*
- SSE: *Nora Cisneros – Ethnic Studies*

Information Technology Committee (ITC)

- BPA: *Rich Ryan – Economics*
- SSE (Reverted to At-Large): *2nd Call In Progress*



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California State University, Bakersfield

4

Results of College Elected Positions (3 of 3)

Research Council of the University (RCU)

- *A&H: Joseph Florez – Philosophy & Religious Studies*
- *BPA: Election In Progress Sunjin Pak – Management & Marketing*
- *Library: Kristi Chavez*

University Program Review Committee (UPRC)

- *BPA: Mansik Hur – Management & Marketing*

University Review Committee (URC)

- *BPA: Mahdy Elhousseiny – Accounting & Finance*
- *SSE: Anne Duran – Psychology*



5

California State University, Bakersfield

5

Status of At-Large Positions

Accessible Technology Initiative Instructional Materials Subcommittee (ATI-IM)

*Department Chair or College Curriculum
Committee Chair*

- *2nd Call In Progress*

Faculty Honors & Awards Committee (FHAC)

At-Large Alternate

- *Kyung Jung Han – Communications*

Foundation Board

- *Allison Evans – Psychology*

Student-Centered Enterprises, Inc. (SEI) Board

- *2nd Call In Progress*

University Council

- *2nd Call In Progress*
- *2nd Call In Progress*

University Program Review Committee (UPRC)

- *Election in Progress*

University Review Committee (URC)

- *Election in Progress*



6

California State University, Bakersfield

6

Special Election

Search & Screening Committee – Director of Athletics

President Harper has requested faculty representation on the search committee for the Director of Athletics to serve for the duration of the search.

- One (1) Full-time Coach
- One (1) Full-time Faculty Member At-Large



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California State University, Bakersfield

7

Academic Administrator Review Committees (AARC)

Deborah Boschini, AVP for Faculty Affairs

- A&H: Douglas Dodd – History
- BPA: Sumita Sarma – Management & Marketing
- NSME: Yize Li – Physics and Engineering
- SSE: Elaine Correa – HD-CAFS
- At-Large: Kanwalinderjit Kaur – CEE/CS

Lori Paris, Associate Dean for the College of Business & Public Administration

Three (3) tenured BPA faculty members

- Sumita Sarma – Management & Marketing
- Jing Wang – Accounting & Finance
- Richard Gearhart – Economics

Isabel Sumaya, AVP for Grants, Research, and Sponsored Programs (GRaSP)

- A&H: Nate Olson – Philosophy & Religious Studies
- BPA: Jing Wang – Accounting & Finance
- NSME: Yize Li – Physics and Engineering
- SSE: Elaine Correa – HD-CAFS
- At-Large: Kanwalinderjit Kaur – CEE/CS



8

California State University, Bakersfield

8

Spring 2026 Call Cycle

1. Senate Chair – **Complete**
2. Senate Vice Chair – **Complete**
3. ASCSU Senator – **Complete**
4. Senators for Colleges – **Complete**
5. Senators At-Large – **Complete**
6. College Elected Positions on Committees – **Complete**
7. At-Large Elected Positions on Committees – *In Progress*
8. Standing Committees (*Calls for Standing Committee Chairs go out mid-April*)
9. College appointed positions on committees (*run by colleges*)
10. At-Large and unfilled college appointed positions (*including unfilled college positions and elected positions with no nominations after second calls*)



9

California State University, Bakersfield

9

2025-26 College Election Committees

Arts and Humanities

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

Business and Public Administration

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

Natural Sciences, Mathematics, and Engineering

- **Prosper Torsu (Chair)**
- Alberto Cruz
- Bilin Zeng
- *Admin Support: Maria Chavez*

Social Science and Education

- **Dirk Horn (Chair)**
- Yeunjoo Lee
- Dahna Stowe
- *Admin Support: Vanessa Mayorga*



10

California State University, Bakersfield

10

2026-27 College Election Committees

Arts and Humanities

- Joel Haney
- Lena Taub
- Sean Wempe
- *Admin Support: Adrianna Hook*

Business and Public Administration

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

Natural Sciences, Mathematics, and Engineering

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

Social Science and Education

- Dirk Horn
- Yeunjoo Lee
- Anthony Flores
- *Admin Support: Vanessa Mayorga*



**CSU 2040:
Frameworks for the Future
of the California State University**

In this discussion paper, intended as a complement to *CSU Forward*, the *Student Success Framework*, and the *Strategic Enrollment Management Framework*, the ASCSU explores opportunities and possibilities for the future of the CSU. The paper begins with an overview of the purpose and value of the university and continues with an assessment of the main pressures on higher education in the next 10-15 years. This is followed by reflections on the meanings of student success, particularly with reference to the university beyond the undergraduate student and to lifelong learning. The document then proposes active learning (including varying incarnations as applied learning, experiential learning, problem-based learning, inquiry-based learning, etc.) as the lodestar for what makes the CSU special and successful. Finally, some metrics are offered to assess how the CSU is achieving its goals.

The paper is titled *Frameworks* because it does not support a one-size-fits-all approach, but rather advocates for a multifaceted view of the university. It is characterized as a discussion paper since it is intended as the starting point rather than the end point for a conversation about the future of higher education in the CSU. It does not set out *one* path forward, but rather explores *various* possibilities depending a) on social, political, and economic developments and b) the varying practices and needs in different academic disciplines, at different levels of higher education, etc. The ASCSU is confident and optimistic that this vision and version of the CSU will help our students and therefore the state of California succeed.

The Framework of the University

The university has never been a static institution, but always an evolving one, continuously reshaped by changes in society and the interests of its stakeholders. For instance, the university was once the preserve of a tiny (monastic and/or wealthy) elite but is now accessible to much larger populations. The stakeholders of the university (whether as attendees or as interested parties) include students and their families, faculty and staff, government funders, private donors, accrediting agencies, employers, and the public, and their interests range from access to education, academic freedom, accountability for funding, and production of a skilled workforce, to contributions to culture and knowledge (Altbach 2016). Despite sometimes distinct and sometimes intersecting interests, and despite varying stakeholders, the university maintains its central role as society's most enduring institution of higher learning.

Thus, the university exists in a field of tensions as far as whom it serves and to what ends:

- between the individual and society;
- between return on investment and public benefit;
- between worker and citizen;

- 42 • between cost and investment;
- 43 • between major and general education; and
- 44 • between short-term job placement and long-term career preparation.

45 These tensions must always be articulated and are ultimately impossible to fully reconcile. For
46 that reason, in addition to constantly evolving, the university can never be just *one* thing, but
47 must simultaneously embrace a variety of purposes and outcomes. In California, the three
48 segments of public higher education (Community Colleges of California, California State
49 University, and University of California) address these tensions in different ways, and the
50 California State University (CSU) offers a unique version of higher education to serve the people
51 of California. For instance, the CSU is unique in that its teachers are also scholars, so they are
52 steeped in the latest academic developments while also knowing how to reach the kinds of
53 students it enrolls.

54

55 The Individual

56 One purpose of the university is to offer academic, professional, and personal benefits for the
57 student—though it needs to be stressed that individuals never simply purchase these benefits,
58 but earn them through their work. The university provides the structure and resources, but
59 individuals have to invest their own time to activate those resources. In simpler words, the
60 university *teaches*, but only the individual can *learn*.

61 Students acquire knowledge, mostly through their major, that can be knowledge for its
62 own sake or knowledge that can be instrumentalized for a job and career. An important purpose
63 of the university is to prepare students for their first job as well as their long-term career, for
64 instance through certification in certain professions. A university education may be expensive
65 (though comparatively less so in the CSU), but it also leads to significant advantages in lifetime
66 earnings (SSA study).

67 Students learn soft skills, mostly in general education, that have immense value for their
68 profession and career and can also be useful in their personal lives. For this reason, general
69 education is another important purpose of the university. The exclusive fixation on preparing
70 students for jobs is too narrow since the job landscape is changing so quickly—this one focus
71 does not fit all students and careers. Some estimates suggest that by 2040, more than 70% of
72 jobs in the U.S. labor force will require a college degree or other credentials or postsecondary
73 training (Lumina, 2025), and workers can expect that 40% of their existing skill sets will be
74 transformed or become outdated by 2030 (World Economic Forum: Future of Jobs Report, 2025
75 Insight Report, January 2025). Thus, an important purpose of the university is to look *beyond* the
76 first job placement to career choices and changes. The CSU offers a strong general education
77 program, particularly in the upper division, that connects with the students' majors, but also
78 exposes them to ideas and concepts that they might only later connect to their lives and careers.

79 Finally, students are encouraged to hone mindsets, attitudes, and qualities such as
80 integrity, dependability, responsibility, and tolerance. These help them become better citizens
81 because they know more about how society works, but also turn them into lifelong learners who
82 think of knowledge and skills as more than instrumental and develop a lifelong curiosity about

83 themselves, their community, and the world. This is the opposite of indoctrination: it is the
 84 opening of the mind to new ideas and possibilities.

85

86 Society

87 On the level of society, the purpose of the university is to deliver parallel benefits. More
 88 educated workers improve the economy, so the university should not be thought of as a cost or
 89 expense—to the individual or to society—but as an investment. This was recognized in the late
 90 twentieth century as the US economy developed into a “knowledge economy” (Powell &
 91 Snellman, 2004) and enrollment in universities across the US exceeded 20 million students
 92 (National Center for Education Statistics, 2019).

93 In the first decades of the twenty-first century, critics have claimed that universities are
 94 too expensive and therefore leave students in debt, indoctrinate students to certain worldviews,
 95 and fail to prepare graduates for the workforce. But actually, higher education is quite cost-
 96 effective. The lifetime earnings of a full-time full-year worker with a high school diploma are \$1.6
 97 million, while workers with an associate’s degree earn \$2 million. Bachelor’s degree holders earn
 98 a median of \$2.8 million during their career, master’s degree holders earn a median of \$3.2
 99 million over their lifetimes, while doctoral degree holders earn \$4 million and professional
 100 degree holders earn \$4.7 million (Georgetown University Center on Education and the
 101 Workforce, 2025). More indirectly, college graduates design, create, serve, and sustain many
 102 businesses and professional services. Additionally, society benefits because there is a strong
 103 relationship between college education and reduction of criminal behaviors and violence
 104 (Machin and Sandi, 2025).

105 One of the most important values of a university education—and this is particularly true
 106 for the CSU—is social mobility, which improves the lives of all Californians and contributes to a
 107 more just, equal, and equitable society. The CSU is already a leader in social mobility in one
 108 sense: eight of the CSUs are in the top 20 universities in the US in the [Social Mobility Index](#),
 109 which “measures the extent to which a college or university educates economically
 110 disadvantaged students (with family incomes below the national median) at lower tuition and
 111 graduates them into well-paying jobs.” But social mobility is not the same as economic mobility;
 112 it is not (just) about earning a higher salary, but about improving social status. The [CSU](#)
 113 recognizes this complexity and focuses on increasing students’ opportunities in society,
 114 improving health care, narrowing equity gaps, making generational impact, etc. Similarly,
 115 university-educated citizens make for a better democracy because they can think critically, and
 116 more informed citizens with more curiosity are better members of their local, regional, and
 117 national communities as well as the global community.

118

119

120 **Pressures on the Framework**

121

122 Broadly, three pressures will probably shape higher education over the next 15-20 years as the
 123 university tries to achieve these purposes: a decline in demand for higher education (which is a

124 function of both demographics and job replacements by artificial intelligence); a general decline
 125 in trust in higher education and in perceptions of its economic value; and increasing
 126 government involvement at the federal and state levels in managing public higher education
 127 (against a backdrop of ongoing budget pressure).

128

129 Potential Decline in Demand for Higher Education

130 The post-2008 drop in birth rates is projected to reduce the number of college-age students
 131 beginning in the mid-2020s, leading to a national enrollment decline of roughly 10–15 % by the
 132 mid-2030s. This phenomenon is often called the “demographic cliff” [1, 2]. This trend may be
 133 more pronounced in California than in other states [3, 4].

134 In addition to the demographic cliff, generative artificial intelligence (AI) may well
 135 disrupt the employment landscape by reconfiguring or replacing jobs. Although the Bureau of
 136 Labor Statistics is optimistic, projecting an *overall* increase in employment over the next decade
 137 [XX], evidence is mounting that white-collar entry-level jobs are most likely to be impacted by AI
 138 [11] and that AI will increase labor productivity in cognitive and non-routine tasks [8, 9, 10]. AI is
 139 still in an “era of ferment” [7], and there is considerable uncertainty regarding its impact. For
 140 instance, there is debate as to whether AI makes work more efficient (‘augmentation’) or
 141 eliminates jobs entirely (‘replacement’), although increased efficiency might lead to fewer people
 142 needed to do the same work.

143 While there have often been sizable shifts in the kinds of jobs the economy provided, AI
 144 has already seen unprecedented rates of user adoption [5], and there is a good chance that the
 145 transformation AI will bring about will be unprecedented [6]. Arguably, the net effect might be a
 146 decline in demand for knowledge workers and hence for new university graduates—though the
 147 effect could also be an increased demand for university graduates with the critical thinking skills
 148 to assess the products of AI.

149

150 Trust in, and Economic Value of, Higher Education

151 Even though data suggest that for the most part college is still “worth it” [16, 17], public trust in
 152 US higher education has declined steadily over the past two decades, mirroring a broader
 153 erosion of confidence in major institutions such as government, media, and business [13, 14, 15].
 154 While universities remain respected for their contributions to research and innovation, growing
 155 segments of the public now view them as expensive, inefficient, politically biased, and
 156 insufficiently accountable. Skepticism has grown about whether higher education delivers
 157 adequate value, with public opinion shifting toward seeing college primarily as a private
 158 investment [18, 19]. This has pushed some institutions to focus on career-oriented programs at
 159 the expense of liberal arts education and civic learning [20]. In addition to the rising cost of
 160 tuition, the *overall* cost of attendance, which includes housing, transportation, student fees,
 161 learning supplies, etc., has been identified as a barrier to accessing higher education [21].

162

163 Government Involvement

164 In recent years, governments at both the state and federal levels have taken a keener interest in

165 higher education. The year 2025 saw the dismantling of the federal Department of Education
 166 [22, 23], the withholding of research grant funding to institutions by federal agencies in order to
 167 exert pressure to change curriculum and university policies [24, 25], and the suspension of
 168 federal grants to Hispanic-Serving and Minority-Serving Institutions [26]. A new Workforce PELL
 169 Grant program may reduce funding for students wanting to follow a traditional four-year degree
 170 program, while at the same time adding to the shift towards more vocationally oriented
 171 programs [26]. A proposed earnings test would block federal funding for students pursuing
 172 programs where the earnings of graduates do not meet narrowly defined financial parameters
 173 [YY]. Tightened federal financial aid eligibility rules may also reduce funding flowing to students,
 174 and by extension to universities, as enrollment declines. Proposed cuts to the PELL program,
 175 which serves low-income families, could be substantial, with a 15% reduction in funding for PELL
 176 grants in 2026 and a reduction in the maximum award of \$1,685 (a 22% reduction over the
 177 2024-25 level) [27].

178 In California, where all three segments of public higher education are largely funded
 179 through taxes, federal grants, and private payments toward tuition, legislative involvement has
 180 increased substantially. Several years ago, the California legislature for the first time dictated
 181 CSU curriculum by mandating an Ethnic Studies requirement. More recently, the State Assembly
 182 Committee on Higher Education held three oversight and seven legislative bill hearings in 2023
 183 [31]—while it had only held two oversight hearings and no legislative bill hearings in 2021. The
 184 public policy think tank Public Policy Institute of California (PPIC) and the advocacy groups
 185 [Campaign for College Opportunity](#) and [California Competes](#) have argued that there is a need for
 186 an oversight body to coordinate the three segments of public higher education [28].

187 The California Postsecondary Education Commission, which authorized the California
 188 Master Plan for Higher Education in the 1960s, was defunded by the state legislature in 2011. In
 189 the 2025 legislative session, the legislature passed, and the governor signed, a two-bill package,
 190 [AB1098](#) and [SB638](#), establishing the California Interagency Education Council within the state
 191 Government Operations Agency for “purposes of evaluating and addressing the changing nature
 192 of work and the economy, integrating and aligning education and employment systems,
 193 maximizing funding impact, supporting adult skill development, aligning regional education and
 194 workforce needs, and serving as a forum for discussing the impacts of intersegmental and
 195 cross-sector policy issues” (AB1098).

196 At the CSU, dwindling state funding and declining regional enrollment have led to
 197 program closures and pooling administrative resources at some campuses [29]. At the UC and
 198 the CSU, tuition represents a larger proportion of university funding than it did 15 years ago, but
 199 declining enrollment and state budget deficits will present an ongoing challenge [30].

200

201

202 **Frameworks of Student Success and Lifelong Learning**

203

204 In the face of these pressures, the CSU should hold fast to its mission of student success. In the
 205 strategic plan *CSU Forward*, the second core commitment, titled “Delivering Student Success,”

206 reads:

207 Students are at the center of every decision we make. We focus relentlessly on the
 208 actions, policies and investments needed for students to thrive academically,
 209 professionally, and personally. (17)

210 As articulated elsewhere in *CSU Forward*, one of the indicators of student success is: “Combined
 211 graduation and employment outcomes that demonstrate life-changing impact” (5). The *Student*
 212 *Success Framework* of the CSU builds on these commitments and offers a process plan:

213 Student Success in the CSU is achieved through...

- 214 • Providing personalized and collective experiences within a supportive community
 215 that prioritizes flexible and impactful learning opportunities, self-discovery and
 216 holistic growth.
- 217 • Equipping students to achieve academic excellence, career success and
 218 economic mobility through accessible, inclusive and experiential learning
 219 environments.
- 220 • Developing curricular and co-curricular pathways for each student to graduate
 221 and excel in their career and/or further study and preparing them to thrive as
 222 engaged leaders and members of society.
- 223 • Fostering lifelong relationships with students and graduates by cultivating
 224 meaningful experiences with their university, alumni and communities.

225
 226 In the Strategy Details of the *Student Success Framework*, similar items are formulated as
 227 outcomes (largely based on the Faculty Survey on Student Success conducted with CSU faculty
 228 in Spring 2025):

- 229 • Students develop self-confidence, agency, knowledge and skills that help them
 230 succeed academically, prepare for successful careers, become empowered
 231 individuals and pursue the public good as engaged citizens.
- 232 • Students experience meaningful connections and interactions with faculty to
 233 improve their understanding of how to succeed academically.
- 234 • Students engage in a culture of learning that values and promotes intellectual
 235 curiosity, professionalism and critical and rigorous thinking.
- 236 • Students engage critically with emerging technologies to explore and understand
 237 the pedagogical practices, possibilities and pitfalls of technology for their own
 238 learning.

239
 240 These commitments, plans, and outcomes surrounding student success are important especially
 241 in that they look beyond the immediate economic impact for the individual and take a more
 242 holistic view of success, encompassing professional development, critical thinking, and social
 243 engagement within a broader culture of learning. The commitments, plans, and outcomes should
 244 be elaborated in a number of ways, most importantly in terms of teaching and learning (see next
 245 section). In addition, they should be specified and expanded around levels of education and
 246 around lifelong learning.

247

248 Levels of Education

249 The CSU already serves an admirable variety of diverse student populations. While
 250 undergraduate students are in the majority, however, there are also significant numbers of
 251 certificate, credential, graduate, doctoral, and other students. Increasingly, non-traditional
 252 learners such as returning students, older students, and working parents require more workable,
 253 accessible, and adaptable learning options. Previous discussions of student success have
 254 understandably tended to focus primarily on undergrads, but most CSUs are called “Mixed
 255 Undergraduate/Graduate—Master’s” in their [Carnegie Classification](#), so it is important to
 256 consider other students. Certificates and other credentials may lead students to pursue post-
 257 baccalaureate degrees while expedited degrees in graduate education, aka 4+1 masters
 258 degrees, allow students to earn advanced degrees in as little as five years. Judicious assessment
 259 of prior learning might encourage students to pursue further education The CSUs offer practice-
 260 oriented graduate study with faculty mentorship and required culminating experiences that
 261 focus on workforce and professional development and prepare students for leadership roles and
 262 doctoral study in their fields. Within the CSU, doctoral programs are applied doctorates (such as
 263 the Ed.D. and the Doctor of Nursing Practice), and they are tied to regional and state needs.
 264 Through the Chancellor’s Doctoral Incentive Program, the CSU supports students who commit to
 265 return to teaching and service in the CSU in their doctoral studies outside the CSU.

266

267 Lifelong Learning

268 Historically, education has been ‘front-loaded.’ School starts at six and continues to eighteen;
 269 adding another four (or more) years for a baccalaureate degree means young adults will have
 270 completed sixteen years of education before they embark on a career. Unfortunately, that is
 271 often where their formal educational journey ends. As the demands of the workplace change
 272 more rapidly, knowledge in many domains is becoming outdated or redundant more quickly,
 273 which is sometimes referred to as the shortening ‘half-life’ of knowledge. Extending the length of
 274 ‘front-loaded’ education increases debt and reduces pay-back time and does nothing to address
 275 the waning ‘half-life’ problem.

276 Instead, student success means their involvement in lifelong learning. This in turn
 277 requires instilling in students of the CSU a culture of learning, i.e., a mindset to continue to learn
 278 throughout their adult lives. Practically, as the ‘half-life’ of knowledge acquired at the university
 279 shortens, ‘up-skilling’ will be increasingly common and frequent, and students who pursue such
 280 studies at the CSU should be considered successful. More generally, students might return to
 281 expand their knowledge in any field: often, mid-career professionals are finally in a place where
 282 they can explore other fields out of pure curiosity rather than with a utilitarian goal.

283

284

285 **Frameworks of CSU Pedagogy through 2040**

286

287 Active Learning

288 The most important pedagogical imperative that will ensure these student success outcomes in
289 the CSU going forward is active learning. An active learning pedagogy is the best response to
290 challenges such as doubts about the value of higher education and disengagement of students
291 and the public, and it is how the CSU can address increasing reliance on technology (especially
292 AI) and create engaged citizens from its diverse range of students.

293 Active learning means using “instructional activities involving students in doing things
294 and thinking about what they are doing” (Bonwell and Eison, 1991, 19). Active learning focuses on
295 developing students’ soft skills rather than simply conveying facts—it sees learning as
296 processing ideas rather than soaking up information. Active learning gives students agency in
297 the learning process by having them discuss, write about, and/or apply information they have
298 previously read in a way that encourages constructing knowledge and using higher-order
299 thinking. Through active learning, students absorb not just information but ways to process it,
300 and at the same time they think about why the material they are learning is important. In active
301 learning, students also explore their own attitudes and values.

302 Active learning is a response to doubts about the value of higher education because
303 students actively reflect on the importance of what they are learning, and because they learn
304 how to learn. Even if the information they acquire in their original time at university is
305 superseded as the demands of the workplace change, they will know how to engage with new
306 material. With the internet and especially with AI, acquiring information is no longer a challenge,
307 but thinking through that information critically is taught through active learning. Active learning
308 can be used in any major; there are studies demonstrating its efficacy in the humanities, social
309 sciences, STEM disciplines, etc. (Freeman, Kozantis, Theobald). General education could be seen
310 as a special laboratory for active learning, since in these courses instruction often focuses on
311 the process or theory more than the knowledge or result anyway. Active learning is already wide-
312 spread in the CSU in experiential learning, particularly internships—not just as job training, but
313 as a what to explore career paths.

314 Active learning can re-engage students who are currently disengaged for a variety of
315 reasons, including economic struggles, distractions by social media, reliance on AI, etc. It has a
316 social component that is not present in the frontal classroom. Active learning can reduce the
317 gender gap and the achievement gap, and it even contributes to student well-being (Ribeiro-
318 Silva). There is some evidence that it contravenes academic dishonesty, which is particularly
319 important in the age of AI (Du Rocher). The joy that comes with active learning contributes to
320 students becoming lifelong learners. Conversely, instructors need to be properly trained, and
321 class sizes need to be small enough, to allow for personalized pathways or ‘mass customization’
322 for students.

323

324 Curricular Offerings

325 In addition to active learning, increasing the variety of curricular offerings of the CSU—
326 structured differently in terms of time and delivery—will help respond to pressures on higher
327 education. This will require flexibility on the parts of the faculty and administration. The
328 university’s hours of operation might have to change, including offering instruction year-round.

329 Along with the traditional four-year degree (often stretched to six years because of the lived
330 realities of CSU students), the CSU should explore flexible models such as shorter-term
331 offerings, stackable credentials, micro-credentials, off-campus branches and laboratories,
332 certificates offering a direct path to employment, and three-year options. This is not to say that
333 all of these options *should* be instituted or that all programs have to innovate for the sake of
334 innovation (rather than improvement), but rather that they should be rigorously examined in
335 terms of what learning and benefits they yield for students. Collaboration and cooperation
336 among campuses, businesses, and local governments, with an acknowledgement of return on
337 investment, might also yield favorable outcomes.

338

339 Physical Spaces

340 Emphasis on active learning and changes in curricular offerings might require reconfiguring the
341 physical and online spaces of higher education in the CSU. A typical classroom at university
342 today is often portrayed (even in CSU promotional materials) as an auditorium with fixed and
343 raked chairs, a professor at the front of the room, and a chalkboard or whiteboard (or maybe a
344 computer screen) spanning left to right at the front of the room. Students sit, taking notes, in
345 silo seats that force their focus to the front of the space, eyes on a person talking *at* them, not
346 *with* them. In contrast, smaller spaces (and classes) that enable interaction are necessary for
347 active learning—and they are productive because students no longer simply want to be talked *at*.
348 Research supports the idea that natural light promotes [cognitive functions](#), so physical spaces
349 should be configured accordingly.

350 The CSU has already recognized the importance of creating innovative classroom spaces
351 both through new building projects and its proposal for the state to fund deferred maintenance
352 of physical spaces. It has requested \$1.1 billion to address critical facility and infrastructure
353 projects in its [2026-27 Operating Budget Plan](#); however, this only would fund 13% of the
354 deferred maintenance system-wide, which is currently estimated to total [\\$7.7 billion](#). The
355 construction of new classroom and learning spaces that are on the forefront of design stands as
356 part of the long-term solution.

357

358 Online Spaces

359 The CSU is also already in the process of improving its online education in hybrid, hyflex,
360 synchronous online, and asynchronous online modalities. In 2018, [CSU Fully Online](#) was
361 launched as an attempt to bring campus efforts across the system together as one and to give
362 students options that may help them to piece together more online offerings to reach their
363 degree goals. With better online education the CSU might be stronger competition for
364 institutions such as [Arizona State University Online](#). Developments in online instruction,
365 especially the increased implementation of modalities that respond to the challenges posed by
366 AI, are another, most fiscally achievable, component of how the classroom will continue to
367 change in the coming years.

368 Active learning in physical as well as online spaces can foster growth, ideas, community
369 building, and other opportunity for students. Sustainable community spaces represent the

370 learning environment that our students and faculty need to engage in human-to-human learning
 371 in the physical and online spaces that mirror global work environments of interacting with those
 372 virtually and in co-working spaces. It will be imperative to establish the CSU as a place where
 373 physical and online learning spaces support emotional and psychological knowledge and growth.

374
 375

376 **Frameworks for Measuring Student Success**

377

378 If student success encompasses students thriving academically, professionally, and personally,
 379 and if student success can be achieved through active learning in physical and online spaces as
 380 well as reimagined curricular offerings, those forms of success should be measured. Since the
 381 CSU is trying to produce civically engaged individuals, we should find out if our graduates are
 382 indeed engaged. Similarly, if the classroom and the pedagogy of the future focus on active
 383 learning, important factors contributing to active learning should be measured. In some cases,
 384 benchmarks need to be established, and then measurements should be conducted periodically—
 385 often enough to gather meaningful information and with enough time to effect change in
 386 between. After each assessment, a feedback loop should be established in order to determine
 387 what has improved, what has not changed, and how the metrics can be improved. Metrics might
 388 include:

389

- 390 • Academic success might be measured through a variety of grade point averages. Since
 391 that measure is always suspect due to grade inflation, other more independent
 392 measurements such as GRE scores, credentialing of students, and other nationally
 393 standardized assessments might be explored. Standardized tests are controversial, but
 394 nationally they are making a [comeback](#) because evidence about their biases and effects
 395 on equity is being reevaluated.
- 396 • Professional success might be measured in terms of students entering careers in their
 397 fields. But more importantly, the CSU should examine what professions former students
 398 are engaged in 10 or 20 years after graduation. Measurements might investigate whether
 399 graduates work in the fields they studied or in other fields. If they are now in other fields,
 400 the measurement should explore *what skills* learned in the CSU they are still using and
 401 *how* they shifted their career paths. In other words, measurements need to capture the
 402 distinction between knowledge learned at the CSU and skills acquired at the CSU. This
 403 kind of information might be collected in surveys sent to all graduates.
- 404 • Personal success, including civic engagement, might be established through surveys of
 405 graduates that ask about community engagement, volunteering, etc. It might be possible
 406 to measure something as simple as what percentage of former students regularly
 407 participate in local, state, or national elections. Building on the previous point, the CSU
 408 should measure whether graduates are *satisfied* with their lives and careers, i.e., whether
 409 the CSU helped produce the emotional and psychological mindsets to set students on
 410 their way to meaningful and fulfilling lives. Part of this could be discovering whether

- 411 graduates are actually engaged in life-long learning.
- 412 • There is a body of literature on measuring active learning that could be mined to
- 413 determine the best methods of assessing active learning (Arruda, Brame, Young). Other
- 414 factors related to active learning such as student-faculty ratios, tenure-track density,
- 415 physical and digital facilities, or high-impact practices could be investigated. Any results
- 416 should be disaggregated according to face-to-face vs. online learning. The goal would be
- 417 for the metrics to improve from one period assessment to the next.

418

419 Some of these measurements are qualitative, and others are quantitative. The CSU must avoid

420 falling into the trap of only accepting quantitative measurements since measuring things like

421 career satisfaction and civic engagement purely in numbers does not capture their complexity.

422 At the same time, it should be clear that it is extremely difficult to disentangle the contribution

423 of higher education to any of these measures from other factors such as family background, the

424 economy, the specific professions, and pure luck. Any quantitative assessment would be an

425 enormous undertaking, but it is possible to construct questionnaires that would show correlating

426 patterns.

427 With buy-in from the Chancellor’s Office and the faculty, carefully constructed and

428 measured assessments in teaching and learning could yield results that would improve the CSU

429 and make it the model for higher education in the US for decades to come. If investment in the

430 future is targeted accordingly, the CSU in 2040 will continue to provide opportunities,

431 encourage students, advance knowledge and research, prepare citizens, and serve communities.

432

433

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549
- 550 Some remaining questions from the Student Success section:
551 Are there data on how many CSU profs were educated in the CSU? Graduate education is a
552 component of the CSU faculty pipeline and faculty diversity initiatives/strategies.
553 Are there things from the Faculty Survey that we support that never made it into the student
554 success framework. [High Impact Practices...]
555 From the 21-22 Draft? Resolution that Simon shared
556 It also links graduate education to economic mobility and statewide impact.
557



MEMORANDUM

DATE: March 24, 2026

TO: Dr. Melissa Danforth, Chair
Academic Senate

FROM: Deborah Thien, Ph.D.
Provost

SUBJECT: Provost's Report – March 26, 2026

Provost's Report – March 26, 2026

Provost Thien intends to discuss the following with the Academic Senate on Thursday, March 26, 2026.

- Update on Searches: AVP AA/Dean AP and SSE Dean
- Tenure Lines 27-28
- Town Hall - Instructional Budget Model
 - Date: April 24th
 - Time: 9 – 10:30 am
 - Location: HUM 1109
- Interfolio Recommendation
- Update from CSU Provosts Retreat

c: Katherine Van Grinsven

Vice-Chair Report to the Academic Senate

Senate Executive Committee (EC) Meeting – March 17, 2026

In addition to routine business, including approving the agenda, EC discussed the following items:

- **Questions for President Harper:** EC developed a list of questions for President Harper in advance of his visit at the next meeting. Chair Danforth will circulate the list via email for edits and additions.
- **Criteria for Proposing New Schools Taskforce:** EC will draft a resolution adopting the taskforce recommendations. Vice Chair Solano will bring a draft to the next meeting for review.
- **RES 252624 – Senate Bylaws Revisions – Sections III and V. Expressions of the Senate:** Senator Zenko shared an updated draft of the revised bylaws. Discussion focused on the format of the resolution text, including the possibility of developing a standardized template for the website. It was also decided that proposals originating from the General Faculty should be titled “Petition for a Vote of No Confidence” rather than “Vote of No Confidence.” Additional discussion addressed the rationale for this provision. EC agreed that signatures must be dated and collected within a 30-day period. Senator Zenko will bring a revised draft to the next EC meeting.
- **Calendar Committee:** Senator Grombly provided an update on the Calendar Committee. Key issues include extending time blocks to make more efficient use of instructional days (however, this cannot be addressed this year and will need to be revisited in the future), and the scheduling of commencement (specifically whether it should occur while faculty are still on contract). There are also anticipated conflicts with Saturday exams, as a Saturday must be included in the final exam schedule due to Saturday classes. The calendar should clearly indicate periods when the campus is open but faculty are not on contract, as well as both grade submission deadlines and grade posting dates. Concerns were raised about the length of the winter intersession. Chair Danforth noted that some campuses begin winter intersession before fall grades are due; however, AVP Boschini indicated that winter intersession cannot begin before grades are due. There was additional discussion regarding the deadline to apply for graduation. While the committee would prefer a formal policy, SASEM has directed users to the website. Students have requested that this deadline be included on the academic calendar, so further engagement with SASEM will be needed to establish a clear policy.
- **Items from Provost Thien:** The Provost addressed the following topics:
 - **Instructional Budget Model Town Hall:** Senate Analyst Van Grinsven worked with Leslie to schedule the symposium for April 24 from 9:00–10:30 AM, and a room has been reserved. The Provost recommended that a joint communication be sent out. Senator Grombly offered to assist in drafting it.
 - **Budget Forum:** The Provost requested feedback on the budget forum. Senator Zenko noted that, during the forum, after concerns were raised by Sociology, President Harper indicated that additional funds would be directed to Academic Affairs. He

questioned why these funds were not allocated initially, if available resources are intended to prioritize Academic Affairs. The Provost indicated that the university is currently building the schedule at a higher FTES (8,800 annualized) than is funded by the Chancellor's Office (8,567), thereby strategically exceeding the Chancellor's Office target to meet CSUB's anticipated enrollment. This represents an important enhancement from last year. The Provost also noted that the President has empowered her to add classes to the schedule as needed. She indicated that this will be approached from a student-centered and data-informed perspective in collaboration with the Deans. The Provost also stated that no layoffs have occurred. EC discussed strategies for presenting this information at the instructional budget model town hall. Chair Danforth noted that K-Factor (i.e., restrictions based on safety, accreditation, etc.) should be a part of the discussion. Senator Grombly pointed out that SFR also be included in discussions due to concerns about equity of faculty workload.

- **Staff Representative on Senate:** EC received an email from K. Ziegler-Lopez requesting that the current staff election process be suspended until her referral regarding the staff representative could be addressed. Some on EC thought that staff should determine their own process without senate involvement. Senate Analyst Van Grinsven pointed out that the Staff Representative position is identified in the constitution, which lists Staff Forum as responsible for electing the representative. She added that she views Staff Forum as a social committee and raised concerns about its election procedures and process. Chair Danforth noted that changing the language would require a constitutional referendum. EC decided not to suspend staff representation but will revisit the issue next year. For the current election cycle, EC agreed to strongly suggest that Staff Forum give every staff member an opportunity to be nominated and vote, perhaps with a requirement that the staff representative report regularly to Staff Forum. Additionally, a one-year term will be recommended. Chair Danforth and Vice Chair Solano will draft an email response to K. Ziegler-Lopez.

Senate Executive Committee (EC) Meeting – March 24, 2026

In addition to routine business, including approving the agenda, approving the minutes, and approving the agenda for the upcoming Senate meeting, EC discussed the following items:

- **Meeting with President Harper:** President Harper requested that the search committee for the Athletics Director position include two elected full-time faculty members: one coach and one faculty member at-large. Several additional issues were also discussed in detail.
- **Exceptional Service Award Issue:** An application was inadvertently omitted due to a clerical error. The committee will be asked to evaluate the application using the existing rubric. If the application ranks at or above those previously funded, it will be awarded funding.
- **Items from Provost Thien:** The Provost addressed the following topics:
 - **Interfolio:** The Provost received a quote of approximately \$25,000 annually from Interfolio, contingent on action by June. Discussion referenced a prior resolution to adopt Interfolio that did not advance out of committee.

- **Provost's Council:** The Provost attended the systemwide Provost's Council meeting last week. Topics she shared included consideration of a systemwide academic calendar, and the planned systemwide adoption of uAchieve® (degree audit and planning software) by 2027.
- **Faculty Funding Opportunities:** Upcoming opportunities include a faculty fellowship program that will send assistant professors to Washington D.C. to engage with funding agencies, as well as a forthcoming call (via the GRaSP office) for undergraduate research support scholarships.

Academic Support & Student Services Committee (AS&SS)
Report to the Academic Senate
Thursday, March 19, 2026

AS&SS meeting was cancelled this day due to illness.

Committee members currently working on:

- Drafting a policy on the Use of Informational Banner Space in Canvas (RES 252627)
- Drafting a memo related to help with remediation of course materials for accessibility
- Awaiting feedback from first reading (3/26) of:
 - RES 252628 – Inventory of Automated Decision-Making Software for the Classroom
 - RES 252629 – Academic, Curricular, and Student Support Software Governance
 - RES 252641 – Readmission Requirements Following Academic Disqualification
- Ready for 2nd reading of:
 - RES 252637- Academic Standing Policy Update: Summer Disqualification Removal
- Items still on hold for AAC review:
 - RES 252622 – Academic Advising Structure Is an Academic Endeavor

Respectfully submitted,

Leslie Kirstein, Chair

Academic Support & Student Services Committee

Report from the Budget and Planning Committee of the Academic Senate

The Budget and Planning Committee (BPC) met March 19, 2026. In that meeting, the committee continued to review the following referral:

- 2025-2026 REFERRAL # 2025-2026 REFERRAL # 37 New Degree Proposal BS in Mechanical Engineering
 - The committee reviewed feedback from the department and the department chair.
 - The committee still has concerns about resource needs listed in the proposal: specifically funding sources and timeline.
 - The committee also discussed considerations from other proposals such as space availability, equipment, consumables, and lab fees.
 - A. Grombly to follow up with the department and the dean with questions submitted by the committee.

The committee again discussed the criteria for BPC's review of curriculum proposals and the information needed in the proposals to review those issues.

The committee will begin work on reviewing the referral on time blocks to address gaps in the schedule after Spring Break.

Report from the Faculty Affairs Committee of the Academic Senate

March 19th, 2026

The Faculty Affairs Committee continued its work on several policy resolutions related to RTP processes, faculty evaluation, and workload. Following discussion at the March 19 meeting, the Committee advanced multiple items, with revisions based on feedback and an updated referral, for Academic Senate consideration.

- Resolutions 252632 (Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision),
- 252633 (Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities), and
- 252634 (Establishing a Preferred Non-Contractual Academic Honorific Title of “Senior Lecturer”) were approved for second reading.

In addition, Resolution 252645 (Periodic Evaluation of Temporary Faculty) was approved for first reading.

Subsequent to the meeting, the Committee completed review of the draft for Guidance on WPAF Contents and Timelines for Review (Resolution 252644) via email and approved it for first reading.

Both Resolution 252644 and Resolution 252645 have also been distributed to the college deans and the department chairs for additional feedback, which will be considered alongside feedback from Academic Senate.

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
9/4/2025	2025-2026 08 Proposal to Change the MS in Computer Science from Self-support to Stateside Support	Canceled	AAC and BPC	Review the proposal to Change the MS in Computer Science from Self-support to Stateside Support. <i>Note: Per M. Danforth, MS CS is going back to department committee; mark as cancelled. 2026-02-24</i>	-	-			
9/15/2025	2025-2026 14 Proposal for Public Personnel Services Credential	Canceled	AAC and BPC	Review and approve the proposal for a Pupil Personnel Services Credential in Advanced Educational Studies. <i>Note: Mark as cancelled per AAC Chair T. Tsantsoulas 2026-02-24; sent back to curriculum or department committee</i>	-	-			
9/11/2025	N/A	Complete	EC	Rename the Faculty Leadership and Service Award to "Jacquelyn Kegley Faculty Leadership and Service Award" in recognition of Dr. Kegley's decades of service to and leadership at CSUB, including her role in the creation of CSUB's Academic Senate and service as CSUB Senate Chair.	RES 252601 Renaming of the Leadership and Service Award	Handbook 308.3.2	9/25/2025	10/6/2025	10/15/2025
9/23/2025	N/A	Complete	EC	AB 1400 of 2025 Opposition; Academic Senate of CSUB requests that the Governor of California veto Assembly Bill 1400 of 2025 Community colleges; Baccalaureate Degree in Nursing Pilot Program.	RES 252602 Assembly Bill 1400 of 2025 Opposition	-	9/25/2025	10/6/2025	10/15/2025
9/2/2025	2025-2026 02 Academic Degree Policies	Complete	AAC	Review the academic policies about double majors and double counting courses. Consider: Timeline for declaring a double major, double counting courses between the major and the minor, and double counting courses between both majors for a double major. Carry-over referral: 2024-2025 #37 Academic Degree Policies	RES 252603 Double Major Policy Changes RES 252604 Minor Policy Changes	-	RES 252603 approved 10/23/2025 RES 252604 approved 12/1/2025	10/31/2025	11/5/2025; RES 252603 12/1/2025 252604 011/04/2026
10/7/2025	N/A	Complete	EC	RES 252605 Reaffirming Shared Governance and the University Handbook as Policy	RES 252605 Reaffirming Shared Governance and the University Handbook as Policy	No Handbook changes/ but save in Governing Docs	10/23/2025	10/31/2025	11/5/2025
10/7/2025	N/A	Complete	EC	RES 252606 Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics	RES 252606 Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics	-	11/6/2025	12/1/2025	1/14/2026
10/21/2025	N/A	Complete	EC	Commendation for CSUB CAMP and HEP Programs	RES 252607 Commendation for CSUB CAMP and HEP Programs	-	10/23/2025	10/31/2025	11/5/2025
9/16/2025	2025-2026 17 Sabbatical Application Process	Complete	FAC	Review the handbook guidelines on sabbatical applications. During your discussion, please consider: potential revisions to Sections 307.2 and 307.3 of the University Handbook; consistency with the Collective Bargaining Agreement for Unit 3; whether an application rubric should be developed.	RES 252608 Sabbatical Rubric and Feedback	Handbook 307.2, 307.3	12/4/2025	1/5/2026	1/14/2026
9/2/2025	2025-2026 01 Clarify ASCSU Lecturer Electorate Procedures	Complete	FAC	Clarify ASCSU Lecturer Electorate Procedures. During your discussion, please consider the following: whether non-tenure track, non-teaching faculty can be eligible; what term the elected representative serves on CSUB Academic Senate; encoding the nomination and election procedures in CSUB Senate Bylaws or University Handbook. Carry-over referral: 2024-2025 #36 Clarify ASCSU Lecturer Electorate Procedures	RES 252609 Clarifying ASCSU Lecturer Electorate Procedures	-	12/4/2025	1/5/2026	1/14/2026
9/2/2025	2025-2026 05 Unit RTP Committees	Complete	FAC	For FAC to review the University Handbook sections related to Unit RTP Committees. Handbook 305.6.1, 301.6.4 Revised Referral 2024-2025 #34 Unit RTP Committees and PAF Content; drafted RES 242557 (not approved by Senate)	RES 252610 Unit RTP and PTR Composition	Handbook 305.4.1, 305.6.1, 305.6.2, 305.6.3, 305.6.4, 306.3	2/12/2026	2/27/2026	3/12/2026
10/29/2025	2025-2026 25 Inconsistency with Previous Handbook Changes to Unit Committee Evaluations	Complete	FAC	FAC to review the two resolutions from 2022-2023 related to section 305.6.3 Evaluation and Recommendation by the Unit Committee of the University Handbook. During your discussion, please consider the following: Any language from RES 222309 that may have been accidentally excluded from RES 222335 and will need to be incorporated in the handbook; Incorporating recommendations from this referral with recommendations for referral 2025-2026 05 Unit RTP Committees.	RES 252610 Unit RTP and PTR Composition	Handbook 305.4.1, 305.6.1, 305.6.2, 305.6.3, 305.6.4, 306.3	2/12/2026	2/27/2026	3/12/2026
9/4/2025	2025-2026 09 Proposal for New Minor in Applied Mathematics	Complete	AAC and BPC	Review the proposal for New Minor in Applied Mathematics.	RES 252611 New Minor in Applied Mathematics	-	12/4/2025	1/5/2026	1/14/2026
9/15/2025	2025-2026 12 Proposal for New Concentration HCM_Healthcare Administration	Complete	AAC and BPC	Review and approve the proposal for a New Concentration in Healthcare Administration (HCM) in the Master of Public Administration (MPA) degree.	RES 252612 New Concentration in Nonprofit Management in MPA Degree	-	12/4/2025	1/5/2026	1/14/2026
9/15/2025	2025-2026 13 Proposal for New Concentration NPM_Nonprofit Management	Complete	AAC and BPC	Review and approve the proposal for a New Concentration in Nonprofit Management (NPM) in the Master of Public Administration (MPA) degree.	RES 252613 New Concentration in Healthcare Administration in MPA Degree	-	12/4/2025	1/5/2026	1/14/2026
9/15/2025	2025-2026 11 Proposal for New Minor in Creative Writing	Complete	AAC and BPC	Review and approve the proposal for a New Minor in Creative Writing; Department of English.	RES 252614 Minor in Creative Writing	-	1/29/2026	2/9/2026	2/17/2026
9/4/2025	2025-2026 07 Proposal to Rename the Computer Science Information Security Concentration	Complete	AAC and BPC	Review the proposal to rename the Computer Science Information Security Concentration to Computer Science Cybersecurity Concentration.	RES 252615 Renaming of Computer Science Cybersecurity Concentration	-	1/29/2026	2/9/2026	1/3/1900
11/3/2025	2025-2026 29 Academic Calendar, Fall 2026 - Summer 2027	Complete	BPC	Approval of Academic Calendar, Fall 2026, Winter session, Spring 2027 and Summer 2027; correction identified 1/28/2026- RES 252623 on consent agenda for Senate 1/29/2026	RES 252616 Academic Calendar Fall 2026 - Summer 2027 RES 252623 Changes to Fall 2026 Academic Calendar	-	RES 252616 12/4/2025; RES 252623 1/29/26	RES 252616 1/5/2026; RES 252623 03/23/2026	RES 252616 1/14/2026; RES 252623 02/17/2026
11/3/2025	2025-2026 30 Academic Master Plan 2026-27 through 2035-36	Complete	AAC and BPC	Academic Master Plan; 2026-27 through 2035-36	RES 252617 Academic Master Plan 2026-27 through 2035-36	-	12/4/2025	1/5/2026	1/14/2026
9/17/2025	2025-2026 18 Special Review Committee for Anthropology	Complete	AAC and BPC	Review and address the recommendations provided by the Special Review Committee for Anthropology with respect to the proposed discontinuation of the Anthropology MA and BA programs.	RES 252618 ; RES 252618-REVISED Special Review Committee for Anthropology	-	1/29/2026; 03/06/2026	2/9/2026; 03/23/2026	
12/2/2025	N/A	Complete	EC	Commencement - Fall 2025	RES 252619 Commencement- Fall 2025	-	12/4/2025	1/5/2026	1/14/2026
11/25/2025	2025-2026 35 SOCI Modality	Complete	FAC	Review the request from Provost Council to eliminate paper SOCIs and move entirely to online SOCIs. During discussion, consider: Costs of administering paper SOCIs, Low response rates for online SOCIs and how to address, ITS support for online SOCIs.	RES 252620 Transitioning to Online SOCIs	Handbook 305.4.4, 305.4.5	2/26/2026	3/6/2026	3/12/2026

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
10/29/2025	2025-2026 28 Term Limits for Department Chairs and Program Directors	Complete	FAC	FAC to review the term limit language in section 312.3 Selection and Appointment Procedures of the University Handbook, specifically relating to department chairs, program chairs, and program directors.	RES 252621 Department Chair Terms	Handbook 312.3	2/12/2026	2/27/2026	3/12/2026
9/2/2025	2025-2026 03 Academic Policies and Academic Advising in SASEM	RES 252622 IP (HOLD for 2nd reading; 3/26/2026)	AAC and AS&SS	To discuss shared governance with respect to the academic policies and advising housed in the Division of Strategic Enrollment Management Expanded Carry-over of: 2024-2025 #31 Academic Policies House in the Registrar's Office and 2024-2025 #25 Academic Advising Structure and Report; RES 242518 Academic Advising Structure as an Academic Endorsement	RES 252622 Academic Advising Structure Is an Academic Endeavor HOLD 2nd Reading 03/26/26	-	-	-	-
2/3/2026	N/A	In committee/s	EC	Codifying Statements of the Senate and Votes of No Confidence; Draft in progress - in EC 02/19/2026	RES 252624 (?)	Handbook	-	-	-
2/3/2026	N/A	Canceled	EC	RES 252625 Term for ASCSU Lecturer Electorate Representative - EC agreed to cancel this resolution (EC 02/10/2026) Note: Later resolution will be needed to align CSUB with ASCSU term requirements	RES 252625 Canceled	-	-	-	-
1/20/2026	2025-2026 41 AS&SS Membership – Bylaws Change	Complete	AS&SS	Review and address the request from Information Technology Services (ITS) to add the Chief Information Officer as an ex-officio non-voting member to AS&SS	RES 252626 AS&SS Membership-Bylaws Change	Bylaws- Section IV	2/26/2026	3/6/2026	3/12/2026
9/29/2025	2025-2026 21 Policy on Use of Informational Banner Space in Canvas	RES 252627 IP (HOLD for 2nd reading; 3/26/2026)	AS&SS	Discuss developing a policy on what information can be posted to the banner space on Canvas.	RES 252627 Policy on Use of Informational Banner Space in Canvas (HOLD 2nd Reading 03/26/2026)	-	-	-	-
10/29/2025	2025-2026 26 Inventory of Automated Decision-making Software for the Classroom	RES 252628 IP (<i>1st reading deferred to 03/26/2026</i>)	AS&SS	Inventory of AI and other automated software; A new state law requires CSU campuses to inventory automated decision-making systems. It was suggested that ATI-IM also participate	RES 252628 Inventory of Automated Decision-Making Software for the Classroom (<i>1st Reading deferred to 03/26/2026</i>)	-	-	-	-
11/7/2025	2025-2026 33 Academic, Curricular, and Student Support Software Concerns	RES 252629 IP (<i>1st reading deferred to 03/26/2026</i>)	AS&SS	AS&SS discuss academic, curricular, and student support software needs with ITS. Consider: Consulting with ITS about rising software costs for academic, curricular, and student support software, and assisting ITS with determining acceptable replacements and/or non-renewals; Whether AS&SS (via bylaws change), another existing committee (such as ITC), or a new committee (created by resolution), should serve as the shared-governance consultants with ITS for software selection in these areas.	RES 252629 Academic, Curricular, and Student Support Software Governance (<i>1st Reading deferred to 03/26/2026</i>)	-	-	-	-
9/15/2025	2025-2026 10 Proposal for New Minor in Medical Spanish	Complete	AAC and BPC	Review and approve the proposal for a New Minor in Medical Spanish; Department of Modern Languages and Literatures.	RES 252630 New Minor in Medical Spanish	-	3/12/2026	3/23/2026	
9/15/2025	2025-2026 15 Proposal for New Minor_HD-CAFS_Early Childhood Development (ECD)	Complete	AAC and BPC	Review and approve the proposal for 2025-2026 15_ Proposal for New Minor in Early Childhood Development; Department of Human Development and Child, Adolescent and Family Studies (HD-CAFS).	RES 252631 New Minor in Early Childhood Development	-	3/12/2026	3/23/2026	
11/3/2025	2025-2026 32 Clarification of Unit Criteria for Faculty Review	RES 252632 IP (<i>2nd Reading 3/26/2026</i>)	FAC	FAC to review the Handbook language related to Unit RTP, PTR and PEF Criteria. During your discussion, please consider the following: The following Handbook sections related to Unit Criteria, including any changes made in RES 252610 "Unit RTP and PTR Composition": 305.4.2.4 "Unit RTP Criteria," 306.2.2 "Criteria for Periodic Evaluation of Faculty," 306.3 "Post-Tenure Review, "	RES 252632 Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision (<i>2nd Reading scheduled</i>)	Handbook 305.3.1, 305.3.4, 305.4.2.4, 305.4.2.8., and 305.4.2.9.	-	-	-
2/18/2026	2025-2026 43 Review of the Research, Scholarship, and Creative Activity Reports	RES 252633 IP (<i>2nd Reading 3/26/2026</i>)	FAC	Review the submitted reports and recommendations from the Scholarship and Creative Activities Task Force and the Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC 4-RSCA). During your discussion, please consider: Which recommendations for changes to the Handbook, if any, should be formally adopted through the Senate resolution process; The impact of the report and recommendations on other referrals and resolutions currently before FAC. Note: per FAC Chair. Z. Zenko, this referral will likely require multiple resolutions and continued work over future academic years.	RES 252633 Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities (<i>2nd Reading scheduled 3/26/2026</i>)	-	-	-	-
2/18/2026	2025-2026 44 Consideration of Senior Lecturer Honorific	RES 252634 IP (<i>2nd Reading 3/26/2026</i>)	FAC	Consider the request for the honorific "Senior Lecturer" for entitled lecturers under a 3-year contract (CBA Article 12.12 Appointments). During your discussion, please consider: Whether to adopt such an honorific for 3-year lecturers; What process would be used for determining if a lecturer qualifies for the honorific; Other existing honorific processes, such as the Emeriti status, Handbook section 308.2, that could be used to inform this process.	RES 252634 Establishing a Preferred Non-Contractual Academic Honorific Title "Senior Lecturer" (<i>2nd Reading scheduled 3/26/2026</i>)	Possible Handbook (?)	-	-	-
1/20/2026	2025-2026 39 Proposal for New Minor in Migration, Population, and Globalization	RES 252635 IP (<i>2nd Reading scheduled 3/26/2026</i>)	AAC and BPC	Review and address the proposal for a new minor in Migration, Population, and Globalization (MPG).	RES 252635 New Sociology Minor in Migration, Population and Globalization (<i>2nd Reading scheduled 3/26/2026</i>)	-	-	-	-
1/20/2026	2025-2026 36 New Degree Proposal for Bachelor of Science in Environmental Science	RES 252636 IP (<i>2nd Reading scheduled 3/26/2026</i>)	AAC and BPC	Review and address the new proposal for a Bachelor of Science in Environmental Studies.	RES 252636 New Bachelor of Science in Environmental Science (<i>2nd Reading scheduled 3/26/2026</i>)	-	-	-	-
9/29/2025	2025-2026 20 Disqualification and Readmission Policies	RES 252637 IP (<i>2nd Reading scheduled 3/26/2026</i>); RES 252641 (<i>1st reading scheduled 3/26/2026</i>)	AAC and AS&SS	Review and discuss the policies related to academic disqualification and readmission to the university.	RES 252637 Academic Standing Policy Update: Summer Disqualification Removal (<i>2nd Reading scheduled 03/26/2026</i>) RES 252641 Readmission Requirements Following Academic Disqualification (<i>1st reading scheduled 03/26/2026</i>)	-	-	-	-
1/20/2026	2025-2026 37 New Degree Proposal for Bachelor of Science in Mechanical Engineering	RES 252638 IP; NOT READY for 1st reading	AAC and BPC	Review and address the new proposal for a Bachelor of Science in Mechanical Engineering.	RES 252638 New Bachelor of Science in Mechanical Engineering (NOT READY for 1st Reading)	-	-	-	-

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
1/22/2026	2025-2026 38 New Degree Proposal for Bachelor of Arts in Human Development and Family Studies	RES 252639 IP (1st reading scheduled 03/26/2026)	AAC and BPC	Review and address the new proposal for a Bachelor of Arts in Human Development and Family Studies.	RES 252639 Program Name Change from a Bachelor of Arts in Child, Adolescent, and Family Studies (CAFS) to a Bachelor of Arts in Human Development and Family Studies (HDFS)(1st reading scheduled 03/26/2026)	-			
1/20/2026	2025-2026 40 Department Name Change Request for HD-CAFS	RES 252640 IP (1st reading scheduled 03/26/2026)	AAC and BPC	Review and address the new proposal Department name change from Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to Human Development and Family Sciences (HDFS).	RES 252640 Department Name Change from Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to Human Development and Family Studies (HDFS)	-			
10/14/2025	2025-2026 23 PERC Timing Concerns	RES 252642 IP; NOT READY for 1st Reading	AAC and AS&SS	Investigate the timing of the Post-Enrollment Requirements Checking (PERC) report generation.	RES 252642 Post-Enrollment Requirement Checking (PERC) Timing Alignment for Prerequisite Verification and Enrollment Stability (NOT READY for 1st reading (?))	-			
3/23/2026	n/a	RES 252643 IP (1st reading scheduled 03/26/2026)	EC	In response to: "Policies & Procedures for Establishing New Schools," as submitted by the Criteria for Proposing New Schools Task Force	RES 252643 - Policies & Procedures for Establishing New Schools (1st reading scheduled 3/26/2026)				
11/3/2025	2025-2026 31 Clarify Handbook Language Related to Faculty Reviews	RES 252644 IP (1st reading scheduled 3/26/2026)	FAC	FAC to review the Handbook language pertaining to timelines for Post-Tenure Review (PTR) and WPAF length for all faculty reviews. During your discussion, please consider the following: The language in Handbook section 305.4.2.10 "RTP File" related to expected contents and maximum length for the following types of reviews... Multiple timeline issues with Handbook section 305.3.3 "Promotion of Tenured Faculty"	RES 252644 Guidance on WPAF Contents and Timelines for Review (1st reading scheduled 3/26/2026)	Handbook 305.3.3., 305.5.2., 305.5.3., 305.4.2.10, and Appendix G			
11/7/2025	2025-2026 34 Review of the Report and Recommendations from the Task Force for Periodic Evaluation of Temporary Faculty	RES 252645 IP; (1st reading scheduled 3/26/2026)	FAC	FAC review the submitted report and recommendations from the Task Force for Periodic Evaluation of Temporary Faculty. Consider: Which recommendations for changes to the Handbook, if any, should be formally adopted; The impact of the report and recommendations on other referrals and resolutions	RES 252645 Periodic Evaluation of Temporary Faculty (1st reading scheduled 3/26/2026)	Handbook 306			
9/16/2025	2025-2026 16 Catalog Language Inconsistency with Title 5	Complete	AAC	Review the inconsistencies between CSUB Academic Catalog language and Title 5 requirements with respect to upper division units required for BS degree completion.		-			
9/2/2025	2025-2026 04 Time Blocks	In committee/s	BPC	The need to reconsider Time Blocks for classes. During discussion, consider how to address meeting patterns that are not visualized in RES 1314059, whether the 50 minutes M/W/F time blocks are sufficient for pedagogical reasons, overlap between current time blocks of different types, effects of time blocks on space utilization.		-			
9/4/2025	2025-2026 06 Proposal to Elevate the Concentration of Computer Information Systems (CIS) to a Degree Program.	In committee/s	AAC and BPC	Review the proposal to elevate the Computer Science Computer Information Systems (CIS) Concentration to a new Degree Program. Note: Per M. Danforth CIS is on hold; waiting for GE modification approvals from GECCo. 2026-02-24		-			
9/29/2025	2025-2026 19 Teaching Modality	In committee/s	AAC and FAC	Review and discuss section 203 "Instructional Policy" of the University Handbook, particularly the sub-sections related to course modality and online and hybrid courses. Section 303.1 also has references to online teaching.		Handbook 203 and 303.1			
10/14/2025	2025-2026 24 First-Year Seminar (CSUB 1029) Concerns	In committee/s	AAC and FAC	Investigate concerns related to the curricular content and oversight of First-Year Seminar (CSUB 1029) and the assignment of instructors for CSUB 1029.		-			
10/7/2025	2025-2026 22 President's Cabinet Structure and Officers of the University	In committee/s	FAC	Update section 103.2.3 and 104 of the University Handbook to be consistent with the current structure of the President's Cabinet, President's direct reports, and other officers of the University.		Handbook 103.2.3 and 104			
10/29/2025	2025-2026 27 Handbook Policies on Acting and Interim MPPs	In committee/s	FAC	FAC to review the University Handbook sections, 309.7 through 309.11, regarding appointments of interim administrators. During your discussion, please consider the following: Whether language should be added to define the title "Acting" and provide guidelines for appointing and length of term; Whether the consultation processes for interim appointments should be clarified with respect to entries that are consulted prior to appointment and renewal.		Handbook 309.7 through 309.11			
2/18/2026	2025-2026 42 DLC membership and Description	In committee/s	AAC	Distributed Learning Committee (DLC) Membership & Description; review and address the request and proposed resolution submitted by the Distributed Learning Committee regarding DLC's membership and description.		Handbook 203.11			
3/2/2026	2025-2026 45 Request Help with Remediation of Course Materials for Accessibility	In committee/s	AS&SS	To review and address the request from ATI about how faculty would request help for course remediation and how students would report concerns about accessibility in a course					



New Sociology Minor in Migration, Population, and Globalization

RES 252635

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed Sociology Minor in Migration, Population, and Globalization.

RATIONALE: The Sociology Minor in Migration, Population, and Globalization focuses on macro-level social patterns and processes as these are studied within the field of Sociology. The minor curriculum will deepen student understanding of contemporary issues such as immigration policy, global capitalism, environmental change, global health, population change, and outcomes from social structural inequalities. The minor program will be supported by existing resources to ensure its successful future operations.

Attachment: Referral 2025-2026 39 Proposal for New Minor in Migration, Population and Globalization

Distribution List:

President
Provost and Vice-President for Academic Affairs
Vice-President for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
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:

Sent to the President:

President Approved:



2025-2026 REFERRAL # 39

Proposal for New Minor in Migration, Population, and Globalization

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Amanda Grombly, Budget and Planning Committee (BPC) Chair

Date: January 20, 2026

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on December 2, 2025, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) review and address the proposal for a new minor in Migration, Population, and Globalization (MPG).

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on students.

Please take up this matter with your committees and get back to me with your recommendations. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) CIM Link: <https://next-catalog.csub.edu/programadmin/> Enter 22081 in search.
- (2) 22081_Thematic Sociology Minor in Migration, Population, and Globalization.pdf

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

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

22081: THEMATIC SOCIOLOGY MINOR IN MIGRATION, POPULATION, AND GLOBALIZATION

In Workflow

1. 675 - SOC Curriculum Review (rdugan2@csub.edu)
2. SS&E Curriculum Committee (mszolowicz@csub.edu)
3. SS&E Dean Office (lvega@csub.edu,agancarz@csub.edu)
4. Academic Programs (eadams6@csub.edu)
5. Senate Approval (mdanforth@csub.edu,kvan-grinsven@csub.edu)
6. President (vharper@csub.edu,kvan-grinsven@csub.edu)
7. Academic Operations (amendoza145@csub.edu,czuniga-prado@csub.edu,org-curriculum@csub.edu)
8. PeopleSoft (PeopleSoft@csub.edu)

Approval Path

1. Sat, 08 Nov 2025 02:41:31 GMT
Rhonda Dugan (rdugan2): Approved for 675 - SOC Curriculum Review
2. Thu, 13 Nov 2025 18:29:48 GMT
Michael Szolowicz (mszolowicz): Approved for SS&E Curriculum Committee
3. Thu, 13 Nov 2025 18:48:36 GMT
Luis Vega (lvega): Approved for SS&E Dean Office

New Program Proposal

Date Submitted: Sat, 08 Nov 2025 01:44:35 GMT

Viewing: 22081 : Thematic Sociology Minor in Migration, Population, and Globalization

Last edit: Sat, 08 Nov 2025 01:44:34 GMT

Changes proposed by: Rhonda Dugan (000026637)

Contact

User ID

000026637

Proposer Name

Rhonda Dugan

Proposer E-mail

rdugan2@csub.edu

Proposer Department

Sociology

Program Information

Program Type

Minor

Effective Catalog

2026-2027

Effective Term

Fall 2026

College

Social Sciences and Education

Department

Sociology

Program Title

Thematic Sociology Minor in Migration, Population, and Globalization

Program Code

22081

CIP Code

45.1101 - 45.1101

Academic Career

Undergraduate

Support Type

State Support

Delivery Format

Fully Face-to-Face

Is the proposed program subject to WASC Substantive Change?

No

Has this program received a General Education Modification (GEM)? If yes, attach approval documents.

No

Program Overview and Rationale

Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

The Department of Sociology recently approved a proposal for a thematic Sociology minor in Migration, Population, and Globalization (MPG), effective AY2026-2027. Drawing from a sociological perspective, the purpose of MPG is to emphasize macro-level social patterns and processes that relate to the movement of people (Migration), the demographic shifts and trends such as fertility, mortality, and health (Population), and the economic, technological, cultural, social, and political integration of societies and social institutions (Globalization). Additionally, the MPG minor highlights the dynamic relationship between these structural processes and everyday life.

The thematic Sociology minor in MPG reflects CSUB's vision for students becoming "...knowledgeable, engaged, innovative and ethical leaders in the regional and global community" (<https://www.csub.edu/about/mission.shtml>). Additionally, MPG focus aligns with the CSUB's University Learning Outcomes (<https://catalog.csub.edu/policies-procedures/academic-policies/undergraduate/academic-affairs-academic-programs/>):

Goal 1: Students will show critical reasoning and problem solving skills

Goal 2: Students will be able to communicate orally and in writing

Goal 3: Students will demonstrate discipline-based knowledge and career-based learning

Goal 4: Students will possess numerical literacy

Goal 5: Students will become engaged citizens

Goal 6: Students will develop a well-rounded skill set

Offering the thematic Sociology minor in MPG at this time is of great significance. What students will gain from the thematic minor can help them understand contemporary, relevant topics such as immigration policy, global capitalism, environmental change, global health, population change, and outcomes from social structural inequalities. For these reasons, the Sociology thematic minor in MPG is complementary to disciplines like Economics, Political Science, Ethnic Studies, History, Public Health, Environmental Resource Management, or Agriculture Business.

Program Description (i.e. Catalog Description)

Drawing from a sociological perspective, the focus of the thematic Sociology minor in Migration, Population, and Globalization is to emphasize macro-level social patterns and processes that relate to the movement of people (Migration), demographic shifts and trends such as fertility, mortality, and health (Population), and the economic, technological, cultural, social, and political integration of societies and social institutions (Globalization). Additionally, the minor highlights the dynamic relationship between these structural processes and everyday life.

Requests for the minor must be submitted and approved by the Department Chair.

Program Requirements

To complete the thematic Sociology minor in Migration, Population, and Globalization, undergraduates will need to take a minimum of 12 semester units by completing the following requirements:

Code	Title	Units
Minor Requirements		
Required:		
SOC 1008	Introduction to Sociology	3
Select three (3) of the following six (6) Sociology upper division electives:		9
SOC 3030	Political Sociology	
SOC 3060	The Study of Human Population	
SOC 4020	Globalization and Social Change	
SOC 4008	Society and the Natural Environment	
SOC 4300	Sociology of Immigration	
SOC 4650	Neighborhood and Housing Segregation	
Total Units		12

Program Learning Outcomes

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

Goal 1: Students will show critical reasoning and problem solving skills

- 1. Goal 1: Critical reasoning and problem solving skills
- 2. Goal 2: Oral and written communication

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

Goal 2: Students will be able to communicate orally and in writing

- 2. Goal 2: Oral and written communication

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

Goal 5: Students will become engaged citizens

- 5. Goal 5: Students will become engaged citizens.
 - 5.A Engage in university and community activities
 - 5.B Interpersonal skills
 - 5.C Knowledge of self
 - 5.D Responsibility in group settings
 - 5.E Ability to work independently

Learning Outcomes Display (show only)

Course Code	PLO 1	PLO 2	PLO 3
SOC 1008			
SOC 3030			
SOC 3060			
SOC 4020			
SOC 4008			
SOC 4300			
SOC 4650			

Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map

CIM Placeholder.docx

Attach 5 Year Assessment Plan

CIM Placeholder.docx

Does the program use courses offered by other programs?

No

The total number of units required for graduation (not just the total for the major):

0

Does this baccalaureate program require more than 120-semester units?

No

Does this program have any concentrations or emphasis planned under the proposed major?

No

List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

N/A

Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

CIM Placeholder.docx

Please specify the total number of prerequisite units required for the major. Note: The prerequisites must be included in the total program unit count.

0

For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

N/A

Academic Roadmap Attachment

CIM Placeholder.docx

For a new program - does this program align with an ADT?

No

Does this program change create new alignment with an ADT?

No

Is this program:

Subject to accreditation

Describe how accreditation requirements will be met, if applicable.

N/A

The thematic minor is not subject to accreditation at all; I had to tick a box in order for me to submit the proposal to begin workflow. Any suggestions on how to address this issue will be helpful!

Anticipated Date of Accreditation

N/A

Student Demand

Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

N/A

Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

N/A

Describe professional uses of the proposed degree program.

N/A

Anticipated Student Demand (Majors)

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	0	0	0
Number of Graduates (Cumulative)	0	0	0

Societal and Public Need for the Proposed Degree Major Program

List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Institution(s)

CSU Dominguez Hills

Describe differences between the proposed program and programs listed above.

N/A

List other curricula currently offered by the campus that are closely related to the proposed program.

Curricula

N/A

Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

N/A

Provide applicable workforce demand projections and other relevant data.

CIM Placeholder.docx

Existing Support Resources for the Proposed Degree Major Program

List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree.

N/A

Describe facilities that would be used in support of the proposed program.

N/A

Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

N/A

Describe available academic technology, equipment, and other specialized materials.

N/A

Additional Support Resources Required

Describe additional faculty or staff support positions needed to implement the proposed program.

N/A

Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

N/A

Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

CIM Placeholder.docx

Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

N/A

Self-Support Program Information

Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

No

Explain how at least one of the following additional criteria shall be met:

The courses or program are primarily designed for career enrichment or retraining;

No

The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

No

The course or program is offered through a distinct technology, such as online delivery;

No

For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

No

For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

No

Specify how all required EO 1099 self-support criteria are met.

N/A

The proposed program does not replace existing state-support courses or programs.

No

Academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs.

No

Basic Cost Recovery Budget Elements (Three to five year budget projection)

Student per-unit cost:

0

Number of units producing revenue each academic year:

0

Total cost a student will pay to complete the program:

0

Revenue

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Fees	0	0	0	0	0
Projected Attrition Numbers	0	0	0	0	0
Totals	0	0	0	0	0

Additional Revenue Sources

	1st Year	2nd year	3rd Year	4th Year	5th Year
Grants	0	0	0	0	0
Other	0	0	0	0	0
Totals	0	0	0	0	0

Direct Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Instructional costs	0	0	0	0	0
Operational costs	0	0	0	0	0
Extended Education costs	0	0	0	0	0
Technology development and ongoing support	0	0	0	0	0
Totals	0	0	0	0	0

Indirect Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Campus Partners	0	0	0	0	0
Campus reimbursement general fund	0	0	0	0	0
Extended Education overhead	0	0	0	0	0
Chancellor's Office overhead	0	0	0	0	0
Totals	0	0	0	0	0

Additional Questions

Is this program an accredited educator preparation program?

No

Do you want email notification when the course is fully approved?

Yes

Supporting Documentation

Approval of Thematic Minor MPG 10-29-25.pdf

Key: 528



New Bachelor of Science in Environmental Science

RES 252636

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed Bachelor of Science in Environmental Science degree program.

RATIONALE: The Bachelor of Science in Environmental Science program focuses on interdisciplinary, experiential learning in the natural sciences. It is designed for students interested in environment-related issues, including water, energy, climate change, natural resources, and pollution. This new degree program will prepare students to work in industries that can address the major environmental issues in Kern County regarding water, energy, and ecosystems. These local issues and other environmental issues throughout California are driving increasing demand for a well-prepared workforce. The Bachelor of Science in Environmental Science program addresses an important community need and every level of review has found it to be sound academically. The proposed degree program will be supported by sufficient existing resources to ensure its successful future operations.

Attachment: Referral 2025-2026 36 New Degree Proposal for Bachelor of Science in Environmental Science

Distribution List:

- President
- Provost and Vice-President for Academic Affairs
- Vice-President for Student Affairs and Strategic Enrollment Management
- AVP for Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- College Deans
- 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:

Sent to the President:

President Approved:



2025-2026 REFERRAL #36

New Degree Proposal for Bachelor of Science in Environmental Science

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Amanda Grombly, Budget and Planning Committee (BPC) Chair

Date: January 20, 2026

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on December 2, 2025, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) review and address the new proposal for a Bachelor of Science in Environmental Studies.

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on students.

Please take up this matter with your committees and get back to me with your recommendations. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) Link to view in CIM: <https://next-catalog.csub.edu/programadmin/> Enter 518 in the search box.
- (2) 49011_Enviormental Science.pdf

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

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

49011 : ENVIRONMENTAL SCIENCE

In Workflow

1. 310 - GEOL Curriculum Review (arathburn@csub.edu)
2. NSM Curriculum Committee (dgilliland@csub.edu)
3. NSM Dean Office (jdong2@csub.edu,klopez@csub.edu)
4. Academic Programs (eadams6@csub.edu)
5. Academic Operations (amendoza145@csub.edu,czuniga-prado@csub.edu,org-curriculum@csub.edu)

Approval Path

1. Tue, 23 Sep 2025 22:41:22 GMT
Anthony Rathburn (arathburn): Approved for 310 - GEOL Curriculum Review
2. Wed, 24 Sep 2025 22:53:01 GMT
Denise Gilliland (dgilliland): Approved for NSM Curriculum Committee
3. Fri, 03 Oct 2025 18:20:46 GMT
Jane Dong (jdong2): Approved for NSM Dean Office

History

1. Sep 8, 2025 by Cindy Zuniga-Prado (czuniga-prado)
2. Sep 8, 2025 by Cindy Zuniga-Prado (czuniga-prado)

Date Submitted: Tue, 23 Sep 2025 22:15:58 GMT

Viewing: 49011 : Environmental Science

Last approved: Mon, 08 Sep 2025 18:44:40 GMT

Last edit: Fri, 03 Oct 2025 18:20:26 GMT

Changes proposed by: Anthony Rathburn (001502085)

Contact

User ID

000695916

Proposer Name

Anthony Rathburn

Proposer E-mail

arathburn@csub.edu

Proposer Department

Geology

Program Information

Program Type

Bachelor of Science

Propose Program Moratorium?

No

Effective Catalog

2026-2027

Effective Term

Fall 2026

College

Natural Sciences, Mathematics, and Engineering

Department

Geology

Program Title

Environmental Science

Program Code

49011

CIP Code

30.4101 - 30.4101

Academic Career

Undergraduate

Support Type

State Support

Delivery Format

Hybrid

Is the proposed program subject to WASC Substantive Change?

No

Program Overview and Rationale

Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

PURPOSE AND STRENGTHS

The purpose of the proposed BS in Environmental Science is to fill an important gap in science, technology, engineering, and mathematics (STEM) programs offered at CSUB, and to offer students the opportunity to obtain the interdisciplinary skills and knowledge necessary for employment in fields related to environmental science. The BS in Environmental Science would be designed for students interested in environment-related issues, including water, energy, climate change, natural resources, and pollution. This degree program would focus on interdisciplinary, experiential learning in the natural sciences. The proposed program thus provides an essential, rigorous foundation in the scientific skills needed for environmental science careers. It also provides the greatest flexibility in elective courses of any environmental science program offered in California. This flexibility allows students to shape their coursework and experiences to reflect their interests and career goals.

FIT WITH INSTITUTIONAL MISSION OR LEARNING OUTCOMES

CSUB is the only public university within 100 miles, lying in the southern San Joaquin Valley in Bakersfield, the heart of Kern County. CSUB strives to be a model for supporting and educating students to become knowledgeable, engaged, innovative, and ethical leaders in the regional and global community. CSUB emphasizes its great value, student-faculty interactions, career opportunities, and community engagement. The proposed BS in Environmental Science will advance CSUB's mission, providing essential training and knowledge to students who will enter the workforce in a field critical to the future of southern California.

COMPELLING REASONS FOR OFFERING THIS PROGRAM AT THIS TIME

Environmental science issues will remain prominent in California's future, and will result in a significant need for highly trained scientists, educators, and policy-makers in environment-related fields. Many institutions in California already offer a bachelor's degree in environmental science, but CSUB is notably missing an environmental science degree, despite major environmental issues in Kern County regarding water, energy, and ecosystems. These local issues and other environmental issues throughout California are driving increasing demand for a well-prepared workforce. The proposed BS in Environmental Science at CSUB will prepare students for a wide range of available jobs relevant to their community. In addition, the personnel, courses, facilities, and equipment needed for the program all currently exist at CSUB. No new or additional resources are required to offer the program at this time.

Program Description (i.e. Catalog Description)

Program Description

The Department of Geological Sciences offers the Bachelor of Arts in Geology, the Bachelor of Science in Geology, the Master of Science in Geology, and the Bachelor of Science in Environmental Sciences. A minor in Geology is also available. Geology and Environmental Science encompass a broad array of studies focused on natural and physical sciences related to Earth and environmental issues and their impact on society. Our degree programs address geological and environmental topics related to the geosphere, biosphere, hydrosphere, and atmosphere through the development of fundamental knowledge and skills, with an emphasis on experiential learning. The curricula in the Geology and Environmental Science programs are designed to provide flexibility for interdisciplinary exploration that incorporates fieldwork, technical analysis, individual study, and research participation. Students are encouraged to take advantage of diverse opportunities to conduct fundamental and applied research with experienced research mentors using state-of-the-art scientific equipment.

CSUB is located in an excellent geographic region with convenient access to mountain ranges, valleys, rivers, deserts, oil fields, agricultural areas, nature conservancies, national parks, and the Pacific Coast.

At the completion of their Geology or Environmental Science degree program, students will have broad foundational knowledge and strong field and laboratory skills that provide them with the qualifications for professional employment as well as prepare them for continued academic studies in a graduate degree program.

Graduates with degrees in Geology or Environmental Science have excellent employment opportunities locally, across California, and elsewhere in the United States. These careers can be in government regulation, carbon management, minerals exploration, pollution remediation, energy and water resources, environmental consulting, hazard mitigation, land use planning, and conservation. The degree programs also provide a strong foundation for secondary school science teaching or graduate study in Geology and Environmental Science. Students planning on attending graduate school are advised to pursue a BS degree as the coursework typically represents the minimum coursework required for acceptance into a graduate program, including the Master of Science in Geology program at CSUB.

Program Requirements

Code	Title	Units
General Education Requirements		
Subject Area 1A: English Composition		3
Subject Area 1B: Critical Thinking		3
Subject Area 1C: Oral Communication		3
Subject Area 2: Mathematical Concepts & Quantitative Reasoning ¹		0
Subject Area 3A: Arts		3
Subject Area 3B: Humanities		3
Upper Division 3 Arts or Humanities: (3UD) ²		3
Subject Area 4: Social and Behavioral Sciences		3
Upper Division 4 Social and Behavioral Sciences: (4UD) ²		3
Subject Area 5A: Physical Science ¹		0
Subject Area 5B: Biological Sciences ¹		0
Subject Area 5C: Laboratory ¹		0
Upper Division 5 Science: (5UD) ¹		0
Subject Area 6: Ethnic Studies		3
<i>General Education Subtotal</i>		27
Campus Requirements		
First-Year Seminar (FYS)		2
American Institutions: Government ⁴		3
American Institutions: History		3
Junior Year Diversity Requirement (JYDR)		3
Graduation Writing Assessment Requirement (GWAR)		3
Capstone ¹		0
<i>Campus Requirement Subtotal</i>		14
Major Requirements		
<i>Required Lower Division Courses</i>		
GEOL 2010	Physical Geology	4
GEOL 2020	Introduction to Environmental Science	4
GEOL 2050	Introduction to Soil Science	4
GEOL 2069	Sustainable Energy and Environment	3
<i>Required Upper Division Courses</i>		
GEOL 3010	Fundamentals of Geochemistry	4
GEOL 3080	Geomorphology	4
GEOL 4010	Hydrogeology	4
GEOL 4050	GIS for Natural Sciences	4
GEOL 4200	Professional Development for BA-BS Students	2
GEOL 4928	Senior Seminar for Environmental Science	1
ERM 4110	Environmental Law I	3
INST 4200	Electronic Legal Research Methods	1
Select a minimum of 20 units ³		20
Required Cognates		
Complete 15 units of Cognates		15
<i>Biology Cognate</i>		
Select one of the following courses:		
BIOL 2010	Introductory Biology - Cells	

BIOL 2110	Introductory Biology - Animals	
BIOL 2120	Introductory Biology - Plants	
Chemistry Cognate		
Select one of the following courses (or equivalent):		
CHEM 1000	Foundations of Chemistry	
CHEM 1010	Preparation for College Chemistry	
Mathematics Cognate		
Select one of the following courses (or equivalent):		
MATH 1060	Precalculus II	
MATH 2010	Calculus for the Biological and Chemical Sciences I	
MATH 2310	Single Variable Calculus I for Engineers	
MATH 2510	Single Variable Calculus I	
Physics Cognate		
Select one of the following courses:		
PHYS 2110	College Physics I	
PHYS 2210	Physics for Scientists and Engineers I	
<i>Major Subtotal</i> ⁴		73
Additional Units Needed Towards Graduation		6
Total Units		120

- ¹
- Some General Education requirements are covered within the major and cognates.
 - Subject Area 2, 5A, 5B, and 5C
 - Some Campus Requirements are satisfied in the major and cognates.
 - Capstone
- ² General Education courses for Upper Division Areas 3 and Upper Division Area 4 that are particularly relevant to the Bachelor of Science in Environmental Sciences:
- Upper Division Areas 3 (3 units are required for GE)
 - COMM 3089 Communication and the Environment
 - ENGL 3268 Writing Nature: Literature and the Environment
 - HIST 3258 The American Environment
 - PHIL 3368 Environmental Philosophy
 - Upper Division Area 4 (3 units are required for GE)
 - ECON 3418 Energy Economics and Policy
 - ECON 3508 Environmental Economics
 - SOC 4008 Society and the Natural Environment
- ³
- Select a minimum of 20 units in any combination of:
 - natural science (GEOL, BIOL, CHEM, PHYS), mathematics (MATH), engineering (ENGR), computer science (CMPS), or public health (PH) disciplines, with at least 12 units from upper division courses.
 - Students should check with their advisors about prerequisites for interdisciplinary elective courses. GE courses are not acceptable as interdisciplinary electives. Courses required for the Environmental Science B.S. degree (including cognates) cannot be counted as interdisciplinary electives. A maximum of four (4) units of research may be applied toward interdisciplinary elective requirements.
- ⁴ The minimum acceptable GPA for these 73 units is 2.0
- ⁵ American Institution - Government (American & Constitutional Ideals) satisfies one course of the two required in Subject Area 4.

Note: One semester unit normally represents 50 minutes of lecture or 150 minutes of laboratory study. For every unit, students are expected to devote 2-3 hours of outside study per week.

Program Learning Outcomes

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

PLO 1: Utilize the scientific method and integrate the fundamental principles of geology, biology, chemistry, and physics to address complex environmental issues.

- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 6. Goal 6: Students will develop a well rounded skill set.

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

PLO 2: Be able to work individually and collaboratively in the collection, organization, analysis, and interpretation of environmental datasets in both field and laboratory settings.

- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

PLO 3: Recognize the interactions and feedbacks between human activities and the natural environment at the local, national, and global scales.

- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

PLO 4: Communicate effectively about environmental issues to both scientific and general audiences in written, oral, and visual formats.

- 1. Goal 1: Critical reasoning and problem solving skills
- 2. Goal 2: Oral and written communication
- 6. Goal 6: Students will develop a well rounded skill set.

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

PLO 5: Demonstrate interdisciplinary knowledge and skills appropriate for graduate school or a career in environmental science.

- 1. Goal 1: Critical reasoning and problem solving skills
- 2. Goal 2: Oral and written communication
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

Learning Outcomes Display (show only)

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
GEOL 2010	#	#	#	#	#
GEOL 2020	#	#	#	#	#
GEOL 2050	#	#	#	#	#
GEOL 2069	#	#	#	#	#
GEOL 3010	#	#	#	#	#
GEOL 3080	#	#	#	#	#
GEOL 4010	#	#	#	#	#
GEOL 4050	#	#	#	#	#
GEOL 4200	#	#	#	#	#

GEOL 4928					
ERM 4110	#		#	#	#
INST 4200	#			#	#
BIOL 2010	#	#			#
BIOL 2110	#	#			#
BIOL 2120	#	#			#
CHEM 1000	#	#			#
CHEM 1010	#	#			#
MATH 1060	#	#			#
MATH 2010	#	#			#
MATH 2310	#	#			#
MATH 2510	#	#			#
PHYS 2110	#	#			#
PHYS 2210	#	#			#

Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map

Curriculum Map Matrix.pdf

Attach 5 Year Assessment Plan

Comprehensive Assessment Plan and 5-yr Schedule.pdf

Does the program use courses offered by other programs?

Yes

Affected Departments

Department

Biology

Chemistry and Biochemistry

Mathematics

Physics and Engineering

Public Health

Economics

Computer & Electrical Engr & Computer Science

Attach letter of support from relevant department(s)

Letters of support from relevant Departments .pdf

The total number of units required for graduation (not just the total for the major):

120

Does this baccalaureate program require more than 120-semester units?

No

Does this program have any concentrations or emphasis planned under the proposed major?

No

List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

NONE

Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

3-yr Teaching Plan.pdf

Please specify the total number of prerequisite units required for the major. Note: The prerequisites must be included in the total program unit count.

0

For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

The proposed BS in Environmental Science relies entirely on existing courses in Geology, as well as cognate courses in Chemistry, Biology, Physics, and Mathematics. Articulation agreements with local community college programs already exist for many of the lower division and cognate courses required for the BS in Environmental Science. Requests for credit based on community college coursework, when an articulation agreement is not in place, will be evaluated on a case-by-case basis. Additional articulation agreements will be negotiated with community college programs as appropriate and will follow existing campus procedures.

Academic Roadmap Attachment

Roadmaps Environmental Science.pdf

Does this program change create new alignment with an ADT?

No

Is this program:

Currently accredited

Describe how accreditation requirements will be met, if applicable.

No specialized accreditation is required for this program.

Student Demand

Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Included among other strong evidence for student interest in a BS in Environmental Science is the data from a similar program that was recently launched at the CSU campus closest to CSUB: CSU Northridge, 99 miles to the south of CSUB. The Department of Geological Sciences at CSU

Northridge started a BA in Environmental Science in Fall 2022. They proceeded to triple the number of majors in the department over the next three years, from 46 total majors in Geology (31), Geophysics (6), and Environmental Science (9) programs combined in Fall 2022, to 144 total majors (104 in the Environmental Science program) in Fall 2024. Applicants to the program increased from 75 in Fall 2022 to nearly 300 in Fall 2024. The enrollment data are shown in the figure below. The BS in Environmental Science at CSUB is anticipated to have similarly high student demand.

At CSUB, surveys of student interest in obtaining a degree in environmental science from CSUB were sent to dual enrollment geology classes at local high schools. Of the 121 dual enrollment students surveyed, 78 (64%) agreed or agreed strongly that they were interested in environmental issues, and 50 (41%) agreed or agreed strongly that they would consider an interdisciplinary major in environmental science. This indicates considerable interest in a BS in Environmental Science from the population of local high school students who are already taking courses to earn college credit. The same survey was distributed to students in GE Physical Geology and Natural Disasters courses at CSUB, most of whom were non-STEM majors. Of the 87 respondents (out of a total of 134 students in the courses), 62 (71% of the respondents, 46% of the total surveyed students) agreed or agreed strongly that they were interested in environmental issues, and 31 (36% of the respondents, 23% of the total surveyed students) agreed or agreed strongly that they would consider an interdisciplinary major in environmental science. This interest in the BS in Environmental Science even from students who have already chosen a different, non-STEM major suggests there will be substantial interest in students changing majors to join the program.

Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

As with most of the undergraduate degree programs at CSUB, the proposed BS in Environmental Science is designed to serve the local community by covering topics relevant to Kern County and California, as well as training students to enter a growing workforce. We intend to recruit primarily from the Kern County and broader southern California region. Recruitment activities will

build on successful approaches used for attracting a diverse community of students into the BS in Geology program. These activities include hosting department and university tours for students and their families; running a career day for local students to explore opportunities; public outreach events and activities, e.g., at local museums and at community events; giving presentations and Q&A opportunities at regional community colleges; and by networking and outreach through the Department of Geological Sciences' extensive dual-credit program at regional high schools. These activities are targeted to recruit from the regional population, which is composed of over 65% from minority backgrounds, primarily of Hispanic origins. Similar activities have been successful in growing a diverse student population within the Department of Geological Sciences and more broadly at CSUB. The demographics of the CSUB student population, including most CSUB STEM majors, generally reflect the demographics of the regional community.

Describe professional uses of the proposed degree program.

Graduates from the proposed BS in Environmental Science program will be well prepared for jobs in government, industry, and education. Professional roles for those with a comparable bachelor's degree in currently open job positions in California include environmental remediation, environmental historical preservation, water permitting, environmental data science and analytics, site assessment, ecological impact assessment, hydrogeology, health and safety, and more. All students graduating from this program will be generally prepared for a variety of available jobs.

We have built substantial flexibility in the elective courses a student can take for earning a BS in Environmental Science. The specific direction a student chooses to take with their elective courses will make additional, more specific types of jobs available to them. Students focusing on elective courses in Geological Sciences will be better suited for jobs in hydrology, land use, erosion, and hazards. Students taking elective courses in Biology will be better suited for jobs in ecosystem analysis, ecological impacts, and wildlife preservation. Students taking elective courses in Chemistry will be better suited for jobs in water quality and contamination issues. Students taking elective courses in Physics, Engineering, Mathematics, or Computer Science will be better suited for jobs in environmental data analytics and modeling.

All these job positions come from a search of open jobs in California for environmental scientists and related fields.

Anticipated Student Demand (Majors)

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	10-20	50-100	100-150
Number of Graduates (Cumulative)	0	10-20	40-80

Attach documentation as needed:

Student demand graph.pdf

Societal and Public Need for the Proposed Degree Major Program

List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Institution(s)
CSU Channel Islands (driving distance from CSUB: 119 mi)
Chico State (368 mi)
Cal State East Bay (256 mi)
Fresno State (117 mi)
Cal Poly Humboldt (549 mi)
Cal State Long Beach (139 mi)
CSU Monterey Bay (210 mi)
CSU Northridge (99 mi)
Sacramento State (287 mi)
Cal State San Bernardino (163 mi)
Cal State San Bernardino (163 mi)
San Diego State (251 mi)
San Francisco State (284 mi)
San Jose State (237 mi)
Cal Poly San Luis Obispo (123 mi)

CSU San Marcos (213 mi)

Sonoma State (317 mi)

Describe differences between the proposed program and programs listed above.

The proposed BS in Environmental Science is unique within the California State University system and more broadly across institutions in California. There are two primary features of the proposed program that set it apart from other similar programs:

- Focus on the geoscience aspects of environmental science. Many of the required courses in the proposed degree program are geological science courses (e.g., covering hydrogeology, soil science, geochemistry, energy issues). In contrast, the existing environmental science programs include geosciences but often focus more on the biological, chemical, and/or social science aspects of the field. To emphasize the focus on geoscience, CIP code 30.4101 (Environmental Geoscience) is suggested for the proposed program. According to nces.ed.gov, the only other institution in California using the Environmental Geoscience CIP code for their program is University of the Pacific.
- Flexible choice of interdisciplinary elective courses. Environmental science is an extremely broad, interdisciplinary, and applied field. The curricula for existing environmental science programs are likewise broad, but often include only a narrow suite of course offerings, limiting student choice and disciplines covered (see the previous point). However, having the option to explore a wider array of appropriate scientific topics related to environmental science beyond the core requirements can enhance student interest and result in a more broadly trained cohort. To accommodate the interests of as many students as possible and to generate a broadly trained workforce with a rigorous core of skills and training, the proposed program allows students to select from a wide list of elective courses in related fields. This program design allows students to customize their experience to best achieve their career goals, match their topical interests, and enhance their individual strengths, while having robust interdisciplinary qualifications for environmental science jobs and graduate programs.

Below is a comparison between the proposed program and those offered at other CSU campuses. For the sake of space, we only compare to the three nearest CSU campuses (see attached table on page 7 in attachments).

List other curricula currently offered by the campus that are closely related to the proposed program.

Curricula

BA and BS in Geology; BS in Environmental Resource Management (Dr. Aaron Hegde, head of the BS in Environmental Resource Management program, provided a comparison between that program and the proposed program, demonstrating limited overlap; this comparison has been provided in as an attachment (5c).

Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

The Environmental Science Program Planning Committee reached out to community members to solicit their opinions and perspectives on the proposed program, as well as the potential for graduates of the program to be hired. Several positive responses were received, including the following:

“CalGEM hires many graduates from CSUB’s geology and engineering programs. In fact, more than 40% of the technical staff in CalGEM’s Bakersfield office hold degrees from these departments, and many more CSUB alumni work throughout our organization. We consistently see the value of CSUB’s educational programs in preparing students for science-based roles in public service.

The Department of Conservation (DOC), including CalGEM and other divisions, regularly hires Environmental Scientists and Environmental Planners. These are professional classifications within the State of California that require a bachelor’s degree in environmental science as a minimum qualification. A new Environmental Science degree from CSUB would make graduates eligible for these roles and provide a direct path into state service. These entry-level positions offer clear promotional pathways, making the degree a strong launching point for long-term careers in environmental protection, planning, and regulation. Additionally, depending on the electives selected, students in the proposed environmental science program can meet the educational qualifications to be hired as Engineering Geologists—a key role at CalGEM.

At CalGEM, our mission is to ensure that oil wells and underground injection projects are operated safely, in compliance with regulations, and in a way that protects public health, groundwater, and the environment. One of the biggest challenges we face is the implementation of the California Environmental Quality Act (CEQA), which requires environmental review and mitigation for energy development projects. Environmental Scientists and related professionals play a critical role in this work. Increasing the number of qualified environmental science graduates will help alleviate this bottleneck and support California’s broader climate and clean energy goals.

I support the creation of the BS in Environmental Science at CSUB and believe it will be a valuable addition to the region’s academic and professional landscape.”

Matthew Van Grinsven
Senior Oil and Gas Engineer
California Geological Energy Management

California Department of Conservation

"During my student-professional career (1989-current), I have been an officer or member of the San Joaquin Geological Society (GS), New Orleans GS, Houston GS, currently am president of the Los Angeles Basin GS, and happen to be president-elect of the Pacific Section of the American Association of Petroleum Geologists.

The creation of an Environmental Sciences BS program is an excellent idea. The need for such a program is manifest and the demand for the skills produced by it will only grow in the future. Land use, surface faulting, environmental remediation & clean up, site restoration, and advisory, just to name the low-hanging fruit, have been live issues in all the areas where we have lived and worked, in particular California.

An Environmental Sciences professional should have a seat at the table for the monumental task of the progressive abandonment and re-purposing of the vast tracts of land currently occupied partially or totally by oilfield operations. This mega project will break into public- and privately-funded efforts, will have innumerable issues to consider, and will take decades to complete. Re-use and re-purposing conversations are happening now as you're no doubt aware.

I am pleased to learn of this development and pledge to advocate for its development, specifically by getting the word out to my professional sphere of influence. I am excited for this planned program and especially for the general good that can come from its future graduates!"

Daniel Steward
Iron Horse Consulting

"Fifty years ago 7 CSUB science students participated in a 5 year Biology Baccalaureate, with an Environmental Studies Option....The quality of my life has been greatly improved by my following through with that program. The benefits go way beyond job entitlement."

David Hanley
Adjunct Instructor, University of La Verne
KRP Nature Center Volunteer

"Looking into Environmental Scientist classification/series [from the California government; calhr.ca.gov]...this new degree would allow graduates to apply to these jobs."

Grant Obenshain
Senior Oil and Gas Engineer
California Department of Conservation

Provide applicable workforce demand projections and other relevant data.

Workforce demand.docx

Existing Support Resources for the Proposed Degree Major Program

List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree.

Department of Geological Sciences Faculty with primary Environmental Science responsibilities:

- Jason Cotton, Lecturer, MS Geology 2018, BSIT 2004, CSUB faculty since 2019, specializes in data science, geographic information systems
- Robert Crewdson, Lecturer, PhD Geophysics 1976, CSUB faculty since 1991, specializes in geology, geophysics, geochemistry, hydrogeology
- Anna Cruz, Assistant Professor, PhD Geosciences 2016, CSUB faculty since 2021, specializes in environmental geochemistry, paleoclimatology
- Larry Drennan, Lecturer, MS 1979, CSUB faculty since 2017, specializes in petroleum geology, unconventional resource development
- Junhua Guo, Professor, PhD Geology 2012, CSUB faculty since 2014, specializes in sedimentology, paleoclimatology, geohazards
- Matthew Herman, Associate Professor, PhD Geosciences 2017, CSUB faculty since 2020, specializes in geodynamics, seismology, plate tectonics, numerical modeling

- Melissa Frank, Lecturer, JD 2004, CSUB faculty since 2011, Assistant General Counsel – Government Affairs at The Wonderful Company
- Alyssa Kaess, Lecturer, MS Geology 2016, CSUB faculty since 2020, specializes in reservoir analysis, mineralogy, sedimentology
- William Krugh, Professor, PhD Geosciences 2008, CSUB faculty since 2012, specializes in surface processes, tectonics, geomorphology, structural geology
- Katie O'Sullivan, Associate Professor, PhD 2013, CSUB faculty since 2015, specializes in mineralogy, petrology, planetary geology, volcanology
- Anthony Rathburn, Professor, PhD Geology 1992, CSUB faculty since 2016, specializes in micropaleontology, biogeochemistry, oceanography
- Liaosha Song, Associate Professor, PhD Geology 2018, CSUB faculty since 2018, specializes in carbon and hydrogen storage, petrophysics, geochemistry

Describe facilities that would be used in support of the proposed program.

CSUB has adequate facilities in place to support the proposed BS in Environmental Science. The Department of Geological Sciences and affiliated groups maintain spaces for faculty and students to perform research and hold teaching activities that will be utilized for the proposed program. These include the following:

- Centers of Research Excellence in Science and Technology (CREST) Lab: Modern, multi-purpose lab space for meetings, sample analysis, and computation
- Other Multi-Purpose Labs: Two additional lab rooms contain space for discussions, talks, equipment, sample analyses, and more
- Sample Preparation Lab: Multi-user lab for the preparation and analysis of rock, mineral, and soil samples
- Crushing Lab: Lab for cutting, crushing, and grinding of rock samples to liberate constituent minerals and particles
- Computer Lab: Room with (recently refreshed) computers for teaching and research
- Individual Research Labs: Labs designed for specialized equipment and analyses
- California Well Sample Repository: Well samples and data for applied courses and research
- Environmental Study Area: Outdoor classroom and outreach area on CSUB campus
- Energy Innovation Building: Labs for water and energy research, to be completed in 2027
- Cold Room Core Facility: Archive for sediment cores, used for education and outreach

Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

See the attached letters of support from the CSUB Library (Attachment 7c).

Describe available academic technology, equipment, and other specialized materials.

The Department of Geological Sciences at CSUB has the following technology, equipment, and materials that will be utilized for the proposed BS in Environmental Science:

- Zeiss Sigma 300 Field Emission Scanning Electron Microscope and Hitachi S3400N Variable Pressure Scanning Electron Microscope: chemical and microstructure characterization
- Panalytical Empyrean X-Ray Diffractometer: crystallographic and mineralogical analysis
- Rigaku Supermini200 X-Ray Fluorescence Analyzer: elemental characterization
- ICAP RQ Single-Quad Inductively Coupled Plasma Mass Spectrometer with ASX-560 Autosampler: isotopic and trace element analysis
- ABEM Terrameter SAS 300C Electrical Resistivity Meter: subsurface direct-current conductivity/resistivity analysis

- Emriver Em3 Stream Table with Adjustable Single-Tilt Base, K500 Advanced Flow Controller, and Color-Coded Media: teaching hydrologic processes including erosion, sediment transport, and deposition
- Wave Maker for Emriver Em3 Stream Table: teaching shoreline/wave processes including longshore drift, sediment delivery, and grain size sorting
- Augmented Reality Sandbox: teaching topography and surface flow processes
- Petrographic & Stereographic Microscopes: mineral, microstructural, and micropaleontological analysis
- Thin Section Lab: samples production for microscope analysis
- Computational Resources: workstations for high-performance computing tasks including image analysis, reservoir simulations, finite element modeling, and data inversion
- Geoscience Software: professional and research-grade GIS, petroleum reservoir, general computing, and other software
- Fossil Specimen, Rock, Mineral, and Map Collections
- Gilson Co. Direct Shear Machine: soil direct shear testing for quantification of soil mechanical properties
- Leica GS18 and GS18T Global Navigation Satellite System (GNSS) Receivers, Leica TS10 Manual Total Station, and Topcon Optical and Laser Levels: survey-grade equipment and software for precise geodetic positioning
- Sensefly eBee X Fixed Wing Unmanned Aerial System with Photogrammetric Camera: advanced 3D surface modeling
- DJI Mavic 2Pro Quadcopter Unmanned Aerial System: high-resolution photogrammetry
- Giddings Trailer Mounted Hydraulic Soil Sampling, Coring, and Drilling Machine: direct push and rotary drilling capabilities
- Malvern Mastersizer 2000: analysis of soil and sediment particle size distributions
- Worden Gravity Meter: subsurface density analysis
- Campus Water Well: hydrological teaching activities and research
- HP DesignJet T1700 PostScript Printer: map and poster printing

Additional Support Resources Required

Describe additional faculty or staff support positions needed to implement the proposed program.

The proposed BS in Environmental Science program does not need additional faculty or staff support positions for program implementation. The program relies on existing courses taught by faculty in the Department of Geological Sciences, as well as cognate and elective courses already taught at CSUB. Letters of support from participating programs have been provided (Attachment 8a).

Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

The proposed BS in Environmental Science program does not require additional lecture or laboratory space at the time of program initiation. Additional lecture and laboratory space is not likely to be required to sustain the program over the next five years. The program review process will be used to plan for lecture and laboratory needs beyond the next five years.

Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Letter from CSUB Librarian.pdf

Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

No additional academic technology, equipment, or specialized materials will be needed to implement the program, and no additional materials will be needed after two years. All academic technology, equipment, and specialized materials needed for the program are already available.

Self-Support Program Information

Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

No

Explain how at least one of the following additional criteria shall be met:

The courses or program are primarily designed for career enrichment or retraining;

No

The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

No

The course or program is offered through a distinct technology, such as online delivery;

No

For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

No

For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

No

Specify how all required EO 1099 self-support criteria are met.

Not a self-supported program.

The proposed program does not replace existing state-support courses or programs.

No

Academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs.

No

Basic Cost Recovery Budget Elements (Three to five year budget projection)

Student per-unit cost:

0

Number of units producing revenue each academic year:

0

Total cost a student will pay to complete the program:

0

Revenue

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Fees	0	0	0	0	0
Projected Attrition Numbers	0	0	0	0	0
Totals	0	0	0	0	0

Additional Revenue Sources

	1st Year	2nd year	3rd Year	4th Year	5th Year
Grants	0	0	0	0	0
Other	0	0	0	0	0
Totals	0	0	0	0	0

Direct Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Instructional costs	0	0	0	0	0
Operational costs	0	0	0	0	0
Extended Education costs	0	0	0	0	0
Technology development and ongoing support	0	0	0	0	0
Totals	0	0	0	0	0

Indirect Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Campus Partners	0	0	0	0	0
Campus reimbursement general fund	0	0	0	0	0
Extended Education overhead	0	0	0	0	0
Chancellor's Office overhead	0	0	0	0	0
Totals	0	0	0	0	0

Additional Questions

Is this program an accredited educator preparation program?

No

Do you want email notification when the course is fully approved?

No

Supporting Documentation

ENVI New Degree Proposal w Attachments - FINAL.pdf

Environmental Science BS.pdf

Support letter for BS in Environmental Science.pdf

Key: 518



**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, 305.4.2.5, 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:** That a copy of this resolution and its attachments shall be maintained on the Faculty Affairs webpage.
- RESOLVED:** That a copy of the attached guidance document (“Guidance for Developing Unit RTP Criteria”) shall be included as an Appendix in the University Handbook.
- RESOLVED:** That the Academic Senate recommends the Office of the Provost, Faculty Affairs, and/or the College Deans ensure that Units are in compliance with the Handbook, which states that “Unit RTP criteria shall be formally reviewed at least once every five (5) years.”
- RESOLVED:** That Unit RTP Criteria shall be maintained in a manner that preserves stable expectations for faculty within each rank while ensuring that evaluation standards remain reasonably current with evolving disciplinary norms, institutional priorities, and external accountability expectations; accordingly, the periodic review of Unit RTP Criteria and the limitations on the age of criteria used for evaluation are intended to balance fairness to individual faculty with the need for contemporary and relevant evaluation standards.
- RESOLVED:** The following changes be made to the University Handbook (additions in underline, deletions in ~~strike through~~).
-

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 **acceptable or** 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 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.~~

A. Faculty undergoing retention, tenure, promotion, or post-tenure review shall normally be evaluated under the Unit RTP Criteria in effect at the beginning of their appointment in their current rank.

1. Probationary Faculty

i. For faculty in the probationary period, the applicable Unit RTP Criteria shall normally be those in effect at the time of the initial probationary appointment, unless the faculty member elects in writing to be evaluated under a subsequent revision adopted during the probationary period.

2. Election of Subsequently Revised Criteria

i. A faculty member may elect in writing to be evaluated under any subsequent revision of the Unit RTP Criteria adopted during their appointment in that rank.

3. Currency of Unit RTP Criteria

i. Unit RTP Criteria used for evaluation outside of the probationary period shall not ordinarily be more than seven (7) years older than the RTP cycle in which the review occurs.

ii. If the criteria in effect at the beginning of the faculty member's appointment in rank exceed this period and a revision has been adopted within the seven-year period, the most recent such revision shall be used for evaluation.

iii. If no revision has been adopted within that period, the most recently approved Unit RTP Criteria shall remain in effect until revised.

iv. This provision (i.e., currency of Unit RTP Criteria) shall go into effect in the 2028-2029 academic year.

4. Purpose

i. These provisions are intended to preserve stable expectations for faculty within each rank—especially probationary faculty—while ensuring that evaluation standards remain reasonably current with evolving disciplinary norms, institutional priorities, and external accountability expectations.

B. 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.

1. 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.
2. 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).

C. Unit RTP 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.

To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely.

D. 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).

E. 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.

Tenured faculty are also expected to maintain meaningful engagement in scholarly or creative activity appropriate to their discipline, rank, and assignment. Consistent with University policy on faculty workload and professional responsibilities, such engagement shall be understood as participation in the ongoing scholarly or creative process rather than as a requirement to produce specific outputs within a fixed period of time.

For post-tenure review conducted in the absence of an application for promotion, evaluations shall focus on acceptable performance in teaching or professional performance and service, and on evidence of continued professional engagement across all areas of responsibility. Scholarly or creative activity shall be evaluated in a developmental and contextual manner, recognizing that contributions may take a variety of forms and may occur across extended timelines.

Engagement in scholarly or creative activity is expected for all tenured faculty; however, the absence of specific scholarly or creative outputs within a given review period shall not, in itself, constitute unsatisfactory performance for post-tenure review.

F. 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. **As part of this review, Unit RTP criteria may be revised and updated as appropriate, or formally reaffirmed to indicate continued alignment with disciplinary norms, institutional priorities, and existing policy.**

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 **college dean** and the P&VPAA **for review for alignment with the Collective Bargaining Agreement and University Handbook.** Revised RTP criteria cannot apply to an RTP cycle already underway.

Given the critical importance of the RTP process, the P&VPAA, school **college** 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.

Appendix G: CONTENTS AND ORGANIZATION OF THE RTP FILE (WPAF)

F. Current Unit RTP Criteria

- 1) After consultation with the Department /Program Chair or Director, the faculty shall place in the file a copy of the unit RTP criteria being used for the current RTP cycle.
- ~~2) The unit RTP criteria may be those in effect at the time the faculty was hired or any subsequent revision, including those in effect at the beginning of the current RTP review cycle. The faculty has the responsibility and authority to make the choice.~~
- 2) The unit RTP criteria used for evaluation shall normally be those in effect at the beginning of the faculty member's appointment in their current rank. The faculty member may elect in writing to be evaluated under any subsequent revision of the Unit RTP Criteria adopted during their appointment in that rank, provided that the selected criteria are not more than seven (7) years older than the RTP cycle in which the review occurs. The faculty member has the responsibility and authority to indicate the criteria under which they elect to be evaluated.**
- 3) The unit RTP criteria in the RTP file shall be used by all levels of review for that RTP review cycle.

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).

This resolution responds to an updated, revised version of referral #32 that indicated that the Faculty Affairs Committee should review the issue of currency and applicability of Unit RTP Criteria.

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 creates Handbook language and guidance on retention decisions of probationary faculty, such that “to be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely”. We acknowledge CSU Channel Islands for this language (CSU Channel Islands, Policy SP 17-08, Effective Fall 2018, <https://policy.csuci.edu/sp/17/sp-17-08.htm>)

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.

This resolution is also intentionally aligned with Academic Senate Resolution 252633 on Faculty Workload Clarification. That resolution distinguishes between ongoing engagement in research, scholarship, and creative activity and the production of specific scholarly outputs within fixed time periods. The revisions to post-tenure review language in this policy reflect that distinction by affirming that tenured faculty are expected to remain meaningfully engaged in scholarly or creative activity, while recognizing that such engagement may occur across extended timelines and should not be reduced to rigid productivity expectations. This alignment helps ensure consistency across University policy, reinforces the developmental purpose of post-tenure review, and supports equitable and discipline-appropriate evaluation practices.

Concisely, a tenured faculty member without peer-reviewed RSCA outputs (as defined by Unit RTP Criteria) should not expect to be promoted to the next rank (e.g., Associate Professor to Professor).

Additionally, the University Handbook and Collective Bargaining Agreement make it clear that engagement in RSCA (e.g., development of scholarly or creative projects; data collection, analysis, and interpretation; preparation or revision of manuscripts or creative works; submission of grant or fellowship proposals; presentation of work at professional conferences; mentorship of student research or creative activity; and participation in scholarly or professional

communities) is an expectation of all tenure-track and tenured faculty. Consistent failure to engage in RSCA is not aligned with professional expectations, including expectations for post-tenure review. However, if promotion is not considered, the absence of specific scholarly outputs within a given review period, in and of itself, does not constitute a failure to meet post-tenure review expectations.

Maintaining currency of the RTP criteria is essential. The University Handbook indicates that “Unit RTP criteria shall be formally reviewed at least once every five (5) years”, reflecting the expectation that evaluation standards evolve over time in response to disciplinary developments, institutional priorities, and external accountability requirements. At the same time, faculty members seeking tenure and promotion must be able to rely on stable and predictable expectations during the periods in which they are evaluated. In particular, the criteria governing evaluation should not be changed once a faculty member has entered the probationary period or begun serving in rank as an Associate Professor (or equivalent) in a way that alters the expectations under which their work is evaluated. In other words, the rules governing evaluation should not be changed once the faculty member is already “in the game.”

These two principles—protecting fairness and stability for individual faculty while maintaining reasonably current evaluation standards—can come into tension if older criteria remain in effect for long periods of time (for example, eight years or more). When such tension arises, the fairness and integrity of the evaluation process should be prioritized. At the same time, policy mechanisms such as periodic review of Unit RTP Criteria and reasonable limits on the age of criteria used for evaluation can help ensure that institutional standards remain current without altering expectations mid-career stage.

Maintaining reasonably current RTP criteria is particularly important when academic programs undergo external accreditation or periodic program review. Accrediting bodies often update expectations regarding assessment practices, scholarly engagement, professional qualifications, or community impact. For example, if a program’s accreditor introduces new expectations related to evidence-based practice, inclusive pedagogy, or student learning assessment, the unit

may revise its RTP criteria to reflect those standards. Without a mechanism to ensure that evaluation criteria remain reasonably current, faculty members could potentially seek promotion under guidelines adopted long before those accreditation expectations were incorporated into the program's standards. Establishing a limited sunset period—such as seven years—helps ensure that RTP criteria used for evaluation remain aligned with contemporary professional expectations while preserving fairness and stability within each rank.

Maintaining reasonably current criteria also supports equity and consistency across faculty cohorts. When evaluation criteria remain in effect for very long periods of time, situations may arise in which faculty members are evaluated under substantially different expectations than those applied to earlier generations of faculty in the same unit. Establishing reasonable limits on the age of RTP criteria helps ensure that expectations for advancement remain broadly comparable across cohorts and that faculty participate in evaluation processes under standards that reflect contemporary disciplinary and institutional expectations.

Further, establishing a sunset period may encourage tenured faculty to strive for and achieve promotion within a seven-year period. Current Handbook language indicates that “promotion of tenured faculty shall ordinarily occur at the beginning of the sixth year after appointment to their current rank or classification” (section 305.3.3), indicating that this is a normative expectation.

An illustrative example helps clarify how these provisions operate in practice.

- A faculty member hired as an Assistant Professor in Fall 2020 would normally be evaluated for retention and tenure under the Unit RTP Criteria in effect at the time of hire, ensuring that expectations remain stable throughout the probationary period. If that faculty member earns tenure and promotion to Associate Professor in AY 2026–2027, the applicable criteria would reset to those in effect at the beginning of their appointment as Associate Professor.

- If the department later revises its Unit RTP Criteria, the faculty member may elect to be evaluated under those revisions. When applying for promotion to Professor, the faculty member may not rely on criteria that are more than seven years older than the RTP cycle in which the review occurs.

This approach preserves stable expectations within each career stage while ensuring that Unit RTP Criteria remain reasonably current over time.

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 [Month, Day, Year]

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 (SOCl), 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, SOCl's 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)¹, 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. **Both Unit RTP Criteria and individual faculty may consider emphasizing individual citation achievements (e.g., number of citations, h-index, i-10 index).** 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

¹ The San Francisco Declaration on Research Assessment (<https://sfдора.org/read/>) recommends that institutions “be explicit about the criteria used to reach hiring, tenure, and promotion decisions, clearly highlighting, especially for early-stage investigators, that the scientific content of a paper is much more important than publication metrics or the identity of the journal in which it was published.” In addition, it is recommended to “consider the value and impact of all research outputs (including datasets and software) in addition to research publications, and consider a broad range of impact measures including qualitative indicators of research impact, such as influence on policy and practice.”

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.

Tenured faculty are expected to maintain meaningful engagement in scholarly or creative activity appropriate to their discipline, rank, and assignment. Consistent with University policy on faculty workload and professional responsibilities, such engagement should be understood as participation in the ongoing scholarly or creative process rather than as a requirement to produce specific outputs within a fixed period of time.

Evidence of scholarly or creative engagement may include a wide range of documented activities, such as development of scholarly or creative projects; preparation, revision, or submission of manuscripts or creative works; grant or fellowship activity; conference participation; collaboration; mentorship of student research or creative work; peer review or editorial activity; or other contributions appropriate to the discipline. These examples are illustrative and not exhaustive.

For post-tenure review conducted in the absence of an application for promotion, evaluation should focus on acceptable performance in teaching or professional performance and service, and on evidence of continued professional engagement across all areas of responsibility. Scholarly or creative activity should be evaluated in a developmental and contextual manner, recognizing that contributions may take different forms and may occur across extended timelines depending on disciplinary norms and career trajectory.

Units should ensure that post-tenure review criteria support continued professional growth and vitality, and should avoid framing expectations in ways that impose rigid productivity requirements or narrow definitions of scholarly contribution. The purpose of post-tenure review is to encourage sustained engagement and ongoing development, not to replicate promotion-level expectations or to function as a punitive mechanism.



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; research, scholarship, creative activity; and professional service, consistent with the Collective Bargaining Agreement and campus policy; and
- RESOLVED:** That the Academic Senate affirms that the three (3) Weighted Teaching Unit equivalences of indirect instructional activity, as described in EPR 76-36, are intended to encompass both professionally related service and meaningful engagement in research, scholarship, and creative activities as integral components of tenure-line faculty work; and
- RESOLVED:** That probationary faculty are expected to demonstrate sustained engagement in research, scholarship, and creative activity (RSCA) and appropriate participation in professional service, including clear progress toward scholarly or creative outputs consistent with applicable retention, tenure, and promotion criteria; and
- RESOLVED:** That the Academic Senate reaffirms that “candidates for tenure and promotion shall demonstrate these contributions via works that have received favorable peer review from individuals outside of CSUB” (section 305.4.2.8 of the University Handbook); and
- RESOLVED:** That the Academic Senate affirms that tenure signifies continued professional responsibility. Professional expectations extend beyond the granting of tenure and promotion. Contractual compliance and 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 the Academic Senate affirms that tenure does not eliminate the expectation that faculty remain professionally engaged in research, scholarship, and creative activity; however, such engagement should be understood as participation in the ongoing scholarly or creative process rather than as a requirement to produce

specific outputs within a fixed period of time, recognizing that the pace and forms of scholarly activity vary across disciplines and career stages; 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 meaningful engagement in research, scholarship, and creative activity may be demonstrated through a range of documented professional activities appropriate to the discipline and stage of scholarly or creative development (e.g., development of scholarly or creative projects; preparation or revision of manuscripts, books, or creative works; submission or preparation of grant or fellowship proposals; presentation of research or creative work at professional conferences; mentorship of undergraduate or graduate student research or creative projects; development of research collaborations; participation in scholarly workshops or institutes; editorial or peer-review activities; or other documented activities contributing to the advancement of knowledge, creative practice, or scholarly or creative infrastructure); and

RESOLVED: That research, scholarship, and creative activity typically occur across extended project timelines that may include periods of idea development, data collection, analysis, writing, revision, dissemination, and mentorship; therefore, evaluation of scholarly engagement should consider the full scholarly and creative process rather than focusing exclusively on completed outputs within a single review period; and

RESOLVED: That meaningful engagement in research, scholarship, and creative activity remains an ongoing professional responsibility of tenured faculty; however, advancement in rank typically depends upon the production and impact of scholarly or creative *outputs* as defined in applicable RTP criteria (e.g., publications, presentations, exhibitions). Accordingly, reduced scholarly *output* (e.g., peer-reviewed publications, presentations, and exhibitions) following tenure may reasonably limit opportunities for promotion or advancement in rank, but such outcomes are 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-level, department-level, etc.) in order to maintain equitable workload distribution across the faculty; and
- RESOLVED:** That the Academic Senate recognizes that faculty who are under-engaged in service adversely impact colleagues by creating inequitable service burdens, which may diminish others' ability to flourish in research, scholarship, and creative activities; and
- 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 RSCA engagement, RSCA outputs (e.g., publications, presentations, exhibitions), and 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, including Deans, in consultation with department chairs, may assign appropriate professional service responsibilities when necessary 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 a copy of this resolution shall be included on the Faculty Affairs webpage.

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.

In simple terms, this resolution is designed to establish or reinforce several institutional norms and expectations.

1. Engagement in research, scholarship, and creative activity (RSCA) is expected after tenure.
2. RSCA outputs are required for tenure and promotion of probationary faculty, and promotion of tenured faculty, but not continued employment of tenured faculty.
3. Workload equity and service engagement must protect RSCA capacity.
4. Engagement in service is expected of tenure-track and tenured faculty.

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.

Within this framework, academic administrators have long been responsible for ensuring that faculty workloads remain balanced across teaching, research, scholarship, creative activity, and service. In practice, this responsibility requires attention to the distribution of professional service and other indirect instructional activities so that responsibilities are shared equitably among faculty members. When imbalances arise, administrative adjustments to service assignments—typically made in consultation with

department chairs—may be necessary to maintain equitable workload distribution while preserving faculty capacity to engage meaningfully in research, scholarship, and creative activity.

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. Ongoing engagement in research, scholarship, and creative activity may take many forms, including project development, collaboration, student mentorship, data collection, analysis, writing, and dissemination, and these activities may occur across extended timelines depending on disciplinary norms. Advancement in rank, however, typically depends upon the production and impact of scholarly or creative *outputs* as defined in applicable RTP criteria. As a result, reduced scholarly output following tenure may limit opportunities for promotion or advancement in rank under established evaluation processes, but such outcomes are distinct from disciplinary action, rank reduction, or termination. Post-Tenure Review exists to encourage continued professional development and engagement rather than to impose punitive consequences.

The University Handbook states that “A faculty awarded tenure has the right to continued permanent employment as a faculty, except when such employment is voluntarily terminated or is terminated by the University pursuant to the Collective Bargaining Agreement or legal statutes” (Section 305.2.7). The emphasis on research, scholarship, and creative activities in the Collective Bargaining Agreement and the University Handbook, together with the protections afforded by tenure, clarifies an important principle: Faculty are expected to remain professionally engaged in research, scholarship, and creative activity following tenure, but scholarly engagement should not be reduced to productivity quotas or rigid expectations for specific outputs within fixed time periods.

A growing body of scholarship on research evaluation has cautioned against excessive reliance on simple publication counts or other narrow productivity metrics. Research on scientific incentive systems suggests that when publication counts become primary measures of performance, researchers may be incentivized to prioritize quantity over quality, fragment research into smaller publications, or pursue projects

optimized for rapid publication rather than long-term scholarly contribution (e.g., Ding et al., 2020; Edwards & Roy, 2017; Smaldino & McElreath, 2016). These concerns have also been recognized in research policy discussions, including the San Francisco Declaration on Research Assessment (DORA)¹, which calls for more holistic approaches to evaluating scholarly contributions. Emphasizing sustained scholarly engagement rather than rigid productivity quotas therefore helps preserve disciplinary diversity, encourages responsible research practices, and supports the development of substantial scholarly contributions that often unfold over the extended timelines afforded by tenure.

At the same time, if a tenured faculty member is not sufficiently engaged in RSCA, then they may not be taking full advantage of the opportunity that tenure affords. Tenure provides academic freedom, professional security, and long-term horizon necessary for faculty to pursue ambitious research questions, creative work, and scholarly initiatives that may take many years to develop. Accordingly, continued engagement in research, scholarship, and creative activity represents an important professional responsibility of tenured faculty.

Clarifying the distinction between scholarly engagement and scholarly outputs helps ensure that expectations for ongoing professional activity remain visible while preserving the developmental and supportive intent of faculty evaluation systems.

Furthermore, 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.

¹ <https://sfdora.org/read/>

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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Distribution List:

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Approved by the Academic Senate:

Sent to the President:

President Approved:



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 (a) hold entitlement status with an entitlement of 30 Weighted Teaching Units (WTUs), (b) have six or more years of consecutive service, and (c) hold 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 ~~striketrough~~).
-

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, an entitlement of 30 Weighted Teaching Units (WTUs), 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.

For the purposes of this "Senior Lecturer" honorific, eligibility is limited to lecturers holding an entitlement of 30 WTUs, reflecting sustained and substantial instructional contributions comparable to a full-time teaching appointment.

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.

Distribution List:

- President
- Provost and VP for Academic Affairs
- AVP for Faculty Affairs
- Academic Senate
- College Deans
- Dean of the Library
- College Associate Deans
- General Faculty
- Campus Staff
- Campus Students

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



Academic Standing Policy Update: Summer Disqualification Removal

RES 252637

AS&SS, AAC

RESOLVED: That academic disqualification actions at California State University, Bakersfield be applied only at the conclusion of the fall and spring terms, consistent with the standard academic advising and support cycle; and be it further

RESOLVED: That the following changes be made to the Academic Policies published in the Academic Catalog (additions in bold, deletions in strikethrough):

Students on Academic Notice (Probation) are notified at the end of a fall or spring term based on the cumulative GPA thresholds established in Executive Order 1038. A student may be academically disqualified if, after a second consecutive term on academic notice, the student's cumulative GPA remains below the level defined for their class standing.

~~Academic disqualification may occur at the end of any academic term, including summer session.~~

Academic disqualification actions will be applied at the conclusion of the fall and spring terms only, in alignment with the standard academic support and advising cycle.

RATIONALE: Executive Order 1038 establishes the CSU systemwide standards for academic notice and disqualification, including GPA thresholds by class level and the expectation that students receive academic support during the probation and recovery process. Academic support services, advising availability, and instructional access are aligned with the fall and spring academic terms, not summer. Applying academic disqualification only at the end of fall and spring ensures that students have equitable access to the supports intended under EO 1038 and the Academic Standing policy in the Academic Catalog.

Attachment: Referral 2025-2026 20 Disqualification and Readmission Policies

Distribution List:

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AVP Academic Affairs and Dean of Academic Programs
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Dean of Antelope Valley
Dean of Extended Education and Global Outreach
Department Chairs
General Faculty

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



2025-2026 REFERRAL #20

Disqualification and Readmission Policies

Date: September 29, 2025

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Leslie Kirstein, Academic Support and Student Services (AS&SS) Chair

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on September 23, the Academic Senate Executive Committee requested that the Academic Affairs Committee and Academic Support and Student Services review and discuss the policies related to academic disqualification and readmission to the university.

During your discussion, please consider:

- If the disqualification process should be run after the summer term (Note: The Chancellor's Office only requires this after the fall and spring semesters)
- If the lower-division readmission policy should be revised to be more consistent with the upper-division readmission policy.

Please take up this matter with your committees and get back to me with your recommendations. If your recommendations require Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) Link to "Readmission of Academically Disqualified Undergraduate Students" in the catalog: <https://catalog.csub.edu/policies-procedures/registrarsoffice/#academicstandingtext>
- (2) Campus DQ survey_E.Adams_20250929.doc

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

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

CSU Campus DQ policy readmission

Campus	Limit to number of DQ? If so, how many.	Lower Division student readmission requirements	Upper Division student readmission requirements	Summer term DQs?	Is readmission appealable?
Bakersfield	No	Associate's Degree	Stop out for a year/take EEGO courses	TBD	Yes
Channel Islands	No	Raise overall GPA to 2.0, recommend CC Open U coursework	Same as LD	No	Yes
Chico	No	Stop out for a year	Stop out for a year	No	Yes
Dominguez Hills	No	Stop out for one semester	Stop out for one semester	No	Yes
East Bay	Yes-1	Raise overall GPA to 2.0 through CC or OpenU coursework	Raise overall GPA to 2.0 through CC or OpenU coursework	Yes	No
Fresno	No	Stop out 2 semesters, finish 1A + 2 with a 2.3, if those are done, 6 units of LDGE at 2.3, if those are done 6 units of degree applicable coursework at 2.3	Stop out 1 semester, finish 1A + 2 with a 2.3, if those are done, 6 units of LDGE at 2.3, if those are done 6 units of degree applicable coursework at 2.3	No	Yes
Humboldt	Yes-2	Stop out for 1 semester (1 st) or 1 year (2 nd)	Stop out for 1 semester (1 st) or 1 year (2 nd)	No	No
Long Beach	No	Reduce grade point deficiency, meet and major specific	Reduce grade point deficiency, meet and major specific	Not clear	Yes

		readmission requirements	readmission requirements		
Los Angeles	Yes-1	Stop out for 1 year	Stop out for 1 year	Not clear	Yes
Monterey Bay	No	Stop out for 1 year, earn 12 units with a GPA of 2.3. get back to 2.0 overall, complete basic subjects	Stop out for 1 year, earn 12 units with a GPA of 2.3. get back to 2.0 overall, complete basic subjects	No	Yes
Northridge	Yes-2	Stop out for one semester, complete 6 units through CC or OpenU and any remaining basic subjects	Stop out for one semester, complete 6 units through CC or OpenU and any remaining basic subjects	No	Yes
Pomona	No	Stop out for 1 semester recommended	Stop out for 1 semester recommended	Yes	Yes



Periodic Evaluation of Temporary Faculty – Handbook Change

RES 252645

FAC

RESOLVED: The Academic Senate approves revisions to section 306 of the University Handbook, “Procedures for Periodic Evaluation of Faculty”.

RESOLVED: The Academic Senate approves the following revisions to the University Handbook regarding the Periodic Evaluation of Faculty at CSUB. Deletions are in ~~strikethrough~~, and additions are in **bold and underlined**.

~~306~~ **PROCEDURES FOR PERIODIC EVALUATION OF FACULTY**

~~Periodic evaluations are required for temporary faculty and tenured faculty who are undergoing post-tenure review.~~

~~306.1~~ **Approval of Procedures**

~~The President shall approve periodic evaluation procedures after consideration of recommendations from the appropriate faculty committee(s). Unit procedures may vary but shall include student evaluations of teaching performance, peer review(s), and administrative review(s).~~

~~306.2~~ **Periodic Evaluation of Temporary Faculty**

~~306.2.1~~ **General Provisions**

~~a. Periodic evaluation is required for all temporary faculty appointed by the same department in two or more semesters, full or part-time, regardless of a break in service. For the purpose of this section, temporary faculty with multiple appointments in different departments shall be evaluated based on their service in each department separately.~~

~~For purposes of evaluation only, these faculty are categorized in the following groups:~~

~~Group 1 Temporary faculty, full or part-time, in their first year of a one-year appointment.~~

- Group 2 Temporary faculty, full or part-time, holding 3-year appointments pursuant to Article 12.12 of the collective bargaining agreement.
- Group 3 Temporary faculty, full or part-time, holding a one or multiple year appointment, not in Group 1 or 2.
- Group 4 Temporary faculty, full or part-time, who do not hold a one or multiple year appointment, but who have taught in 2 or more semesters since last undergoing periodic evaluation.
- Group 5 Temporary faculty, faculty, full or part-time, who do not hold a one or multiple year appointment, and who have taught in fewer than 2 semesters since last undergoing periodic evaluation.

- b. The P&VPAA annually establishes timelines for the periodic evaluations, after considering recommendations from relevant faculty committees. The timelines shall specify the dates by which the Periodic Evaluation File (PEF) is to be ready for review and the dates by which each level of review is to have completed its work.
- c. There are two periodic evaluation cycles for temporary faculty during each academic year:
 1. Spring RTP cycle which begins spring semester – review of temporary faculty requiring review that are not in Group 1.
- d. Spring semester PEF cycle – review of temporary faculty in Group 1. Applicable unit RTP criteria shall be used at each level of review for each faculty.
- e. All deliberations and recommendations pursuant to this section shall be confidential.

Only the affected faculty, unit review committee members, and appropriate administrators shall have access to the periodic evaluation documents.

306.2.2 Criteria for Periodic Evaluation of Faculty

- a. For temporary teaching faculty, evaluations shall focus on teaching performance. For temporary faculty with non-teaching duties, including temporary librarians and counselors, evaluations shall focus on the performance of assigned duties, which may include teaching. Evaluation criteria and procedures shall be made available to the faculty member no later than 14 days after the first day of instruction of the academic term.
- b. In the evaluation of the teaching performance of temporary faculty, departments should use the same criteria and processes as used for probationary faculty, and as enumerated in Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness.
- c. Evidence of service and scholarly activity that is included in the file should be addressed. However, if service and/or scholarly activity are not part of the temporary faculty member's assigned duties, omission of such evidence is acceptable.
- d. The temporary faculty member, with advice and direction from the unit chair, shall be responsible for the preparation of a Periodic Evaluation File (PEF). The temporary faculty

shall insert appropriate materials to document teaching or other performance. In selecting the documents, the temporary faculty should refer to Appendix G Contents and Organization of the RTP File (WPAF), and to Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness.

- e. ~~Temporary faculty in Groups 1, 3 or 4 shall submit SOCIs in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. Temporary faculty in Group 1 shall be reviewed during the Spring PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle.~~
- f. ~~Temporary faculty in Group 2 shall be reviewed only in their third year, unless the temporary faculty member or the President requests a review in the first or second year. Such faculty shall submit SOCIs for a minimum of two classes each year since the most recent review. The review will occur during the Spring RTP cycle.~~
- g. ~~A unit committee elected by the department faculty from the tenured faculty shall review the PEF for faculty in groups 1–3, and prepare a report on the faculty's performance. The report shall be placed in the PEF. For temporary faculty in Group 4 only, a written review may be conducted solely by the chair or other appropriate administrator, and placed in the PEF.~~
- h. ~~The responsible school dean shall review the PEF for temporary faculty in Groups 1–3, and prepare a report on the faculty member's performance. The report shall be placed in the PEF.~~
- i. ~~Temporary faculty in Group 5 shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit. The faculty member may request that an evaluation be performed.~~
- j. ~~Successful periodic evaluations do not automatically result in range elevations.~~

For information on range elevations, see Section 314.

CLEAN HANDBOOK VERSION

306 PROCEDURES FOR PERIODIC EVALUATION OF FACULTY

Periodic evaluations are required for temporary faculty and tenured faculty who are undergoing post-tenure review.

306.1 Approval of Procedures

The Academic Senate shall approve procedures for the periodic evaluation of faculty. Evaluation of temporary faculty shall include the Unit RTP Committee and the college dean. Evaluation of faculty undergoing post-tenure review (without promotion) shall include the Unit PTR committee and college dean.

306.2 Periodic Evaluation of Temporary Faculty

306.2.1 General Provisions

- f. Periodic evaluation is required for all temporary faculty appointed by the same department in two or more semesters, full or part-time, regardless of a break in service. For the purpose of this section, temporary faculty with multiple appointments in different departments shall be evaluated based on their service in each department separately.
- g. For purposes of periodic evaluation of temporary faculty, the “evaluation committee” shall be the Unit RTP Committee, and the “evaluation criteria” shall be the Unit RTP Criteria. These terms reflect the language of the Collective Bargaining Agreement and do not constitute separate committees or criteria. Temporary faculty shall be reviewed according to the following schedule.
 - I. Temporary faculty without a three-year appointment who are appointed for both Fall and Spring shall be reviewed annually during the Spring RTP Cycle.
 - II. Temporary faculty holding a three-year appointment pursuant to Article 12.12 of the Collective Bargaining Agreement shall be reviewed during the Spring RTP Cycle of the third year of the appointment, unless the faculty member or the President requests an additional review.

- III. A temporary faculty unit employee appointed for one (1) semester or two (2) quarters or less shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit. The employee may request that an evaluation be performed (CBA Article 15.25).
- h. The P&VPAA annually establishes timelines for the periodic evaluations, in accordance with the Unit RTP Cycles (see section 305.6.2 of this Handbook). The timelines shall specify the dates by which the Working Personnel Action File (WPAF) is to be ready for review and the dates by which each level of review is to have completed its work.
- i. Temporary faculty are to undergo periodic evaluation by the Unit RTP Committee (serving as the evaluation committee) and the college dean during the Spring RTP Cycle. The Unit RTP Criteria, serving as the evaluation criteria, shall be used at each level of review.
- j. The Unit RTP Committee and the college dean shall review the faculty member's performance based on the WPAF, Personnel Action File, and Unit RTP Criteria. Reports shall be placed in the Personnel Action File.
- k. All deliberations and recommendations pursuant to this section shall be confidential. Only the affected faculty, unit review committee members, and appropriate administrators shall have access to the periodic evaluation documents.

306.2.2 Criteria for Periodic Evaluation of Temporary Faculty

- k. For purposes of clarity and consistency with the Collective Bargaining Agreement, the evaluation criteria for the periodic evaluation of temporary faculty are the Unit RTP Criteria used for probationary faculty, with emphasis on assigned duties.
- l. For temporary teaching faculty, evaluations shall focus on teaching performance. For temporary faculty with non-teaching duties, including temporary librarians and counselors, evaluations shall focus on the performance of assigned duties, which may include teaching. Department Unit RTP criteria and university procedures shall provided by the department chair to the faculty member no later than 14 days after the first day of instruction of the academic term.
- m. In the evaluation of the teaching performance of temporary faculty, departments shall use the same criteria and processes as used for probationary faculty, as articulated in Faculty Handbook

section 305.4.2.6 and the Unit RTP Criteria, which serve as the evaluation criteria for periodic evaluation of temporary faculty.

- n. The Unit RTP criteria shall be the basis of all evaluations and recommendations at all levels of review (see section 305.4.6).

Evidence of service and scholarly activity that is included in the file should be addressed. However, if service and/or scholarly activity are not part of the temporary faculty member's assigned duties, omission of such evidence is acceptable.

The temporary faculty member, with advice and direction from the unit chair, shall be responsible for the preparation of a Working Personnel Action File (WPAF). The temporary faculty shall insert appropriate materials to document teaching or other performance. Temporary faculty shall prepare their Working Personnel Action File in accordance with their Unit RTP Criteria, and the guidelines found in Appendix G (Contents and Organization of the RTP File [WPAF]). Temporary faculty shall include all SOCs for all courses taught since their previous evaluation (if applicable).

- o. Successful periodic evaluations do not automatically result in range elevations. For information on range elevations, see Section 314.

306.6.2.3 Review Process for Temporary Faculty Applying for 3-Year Appointments

- a. Temporary faculty unit employees (excluding coaches) employed during the prior academic year and possessing six (6) or more years of prior consecutive service on the campus shall be offered a three-year temporary appointment following an evaluation conducted pursuant to Articles 12.12, 15.20(d), and 15.28 of the Collective Bargaining Agreement, where there is a determination by the appropriate administrator that the temporary faculty unit employee has performed the duties of their position in a satisfactory manner and absent documented serious conduct problems.
- b. The evaluation shall be conducted using the Working Personnel Action File (WPAF), prepared in accordance with the Unit RTP criteria and the guidelines contained in Appendix G of the University Handbook (Contents and Organization of the RTP File). The Unit RTP criteria shall be the basis of all evaluations and recommendations at all levels of review (see sections 305.4.6 and 306.2.2).
- c. Because eligible temporary faculty will typically have undergone periodic evaluations, the WPAF need not include a complete cumulative archive of all materials from prior review cycles. However, for lecturers seeking a three-year appointment, the WPAF shall include materials representing the

faculty member's overall body of work since initial appointment at California State University, Bakersfield, with emphasis on recent accomplishments, consistent with the comprehensive nature of such reviews. Temporary faculty shall provide a brief Personal Statement concisely summarizing their teaching performance, development over time, and responsiveness to prior evaluations.

- d. All SOCI's collected since the most recent review, or since the initial appointment if no prior review has been conducted, shall be included in the WPAF.
- e. Classroom observations, as required by the University Handbook (section 305.4.2.7) and the Unit RTP Criteria, shall be included. Teaching materials shall include a clearly labeled subfolder for Classroom Observations, which shall include all required peer observations conducted during the period under review.
- f. All prior evaluation letters shall be included in the WPAF. These evaluations provide context for the current review and allow reviewers to assess the faculty member's responsiveness to prior recommendations. Accordingly, faculty are not required to re-submit previously reviewed materials unless necessary to demonstrate improvement, continuity, or impact.
- g. The Unit RTP Committee and the college dean shall review the faculty member's performance based on the WPAF, PAF, and Unit RTP Criteria. Reports shall be placed in the Personnel Action File.

RATIONALE:

The Academic Senate Executive Committee referred the report and recommendations of the Task Force for Periodic Evaluation of Temporary Faculty to the Faculty Affairs Committee for review and possible action. The task force was originally charged with reviewing University Handbook Section 306 to improve clarity in procedures governing the periodic evaluation of temporary faculty and to determine whether the six-year review associated with eligibility for three-year appointments should be cumulative.

The Faculty Affairs Committee reviewed the report and its proposed revisions and determined that several recommendations would improve clarity, consistency, and alignment within the University Handbook and Collective Bargaining Agreement. In particular, existing language in Section 306 has historically created confusion among temporary faculty, department chairs, and evaluators regarding the timing of reviews, the structure of the review cycles, and the expected contents of the evaluation file.

The revisions approved in this resolution seek to improve consistency across the Handbook by aligning the procedures for periodic evaluation of temporary faculty with Unit RTP criteria, Appendix G (Contents and Organization of the RTP File [WPAF]), and other related sections of the Handbook governing evaluation procedures. These revisions clarify that temporary faculty should prepare a Working Personnel Action File (WPAF) in accordance with their Unit RTP Criteria and the organizational guidance contained in Appendix G, ensuring that evaluation files follow the same structure and evidentiary expectations used in other faculty review processes. The revisions also clarify that Student Opinion of Instruction (SOCIs) for all courses taught since the previous evaluation should be included in the file, reinforcing the central role of teaching performance in the evaluation of temporary faculty. This contrasts with previous Handbook language that sometimes required SOCIs for a minimum of two courses. The Faculty Affairs Committee determined that simply requiring all SOCIs is most consistent with Appendix G, which requires SOCIs for “all courses taught” during the probationary period for probationary faculty.

The revised language streamlines expectations by clarifying that temporary faculty evaluations occur during the Spring RTP Cycle, aligning these evaluations with existing campus review timelines and reducing confusion for faculty and administrators.

In addition, the revisions clarify the evaluation process for temporary faculty eligible for three-year appointments pursuant to Article 12.12 of the Collective Bargaining Agreement. The revised language emphasizes that the evaluation is conducted using the Working Personnel Action File (WPAF), prepared in accordance with Unit RTP Criteria and Appendix G of the University Handbook, ensuring consistency with established evaluation structures. While eligible temporary faculty will typically have undergone regular

periodic evaluations, the WPAF for a three-year appointment review is expected to represent the faculty member's overall body of work since initial appointment at California State University, Bakersfield, with emphasis on recent accomplishments. This approach balances the comprehensive nature of the review with recognition that prior evaluations have already documented performance over time. Consistent with the Collective Bargaining Agreement, the evaluation focuses on whether the faculty member has performed assigned duties in a satisfactory manner and whether any documented serious conduct problems exist. Accordingly, the review relies on both current evidence and the cumulative record contained in the Personnel Action File, without requiring a duplicative re-submission of all prior materials.

Importantly, this resolution requires that all prior evaluation letters shall be included in the WPAF. These evaluations provide context for the current review and allow reviewers to assess the faculty member's responsiveness to prior recommendations. This provision reinforces the important duties of the Unit RTP Committees to provide a comprehensive, thoughtful, and thorough evaluation.

Finally, the revisions aim to reduce confusion, improve transparency, and promote consistency across departments. By clarifying terminology, aligning procedures with the CBA and existing Handbook sections, and providing clearer guidance regarding evaluation files and timelines, these revisions support a fair and transparent evaluation process for temporary faculty while maintaining appropriate departmental flexibility within Unit RTP criteria.

Distribution List:

- President
- Provost and VP for Academic Affairs
- AVP for Faculty Affairs
- College Deans
- Dean of the Library
- College Associate Deans
- General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



Inventory of Automated Decision-Making Software for the Classroom

RES 252628

AS&SS

DEFINITION: For purposes of this resolution, a “High-Risk Automated Decision System” refers to an institutionally adopted, centrally supported, or enterprise-level system that replaces or materially constrains human discretionary decision-making in determinations affecting student grades, academic standing, disciplinary status, or access to educational services.

This definition does not include instructional, pedagogical, research, or discipline-specific software tools selected and controlled by individual faculty members as part of normal course design, curriculum delivery, or academic evaluation.

RESOLVED: That California State University, Bakersfield establish a faculty disclosure process for any institutionally adopted or centrally supported artificial intelligence (AI) or automated decision-making systems used to assist or replace human discretionary decisions that materially impact student grades, academic status, discipline, or access to educational services; and be it further

RESOLVED: That disclosures of such systems be routed to Information Technology Services (ITS) Solutions Consulting for assessment and documentation as part of the campus High-Risk Automated Decision Systems (ADS) inventory in alignment with existing CSUB IT policy in regard to the purchase of high-risk automated systems and be it further

RESOLVED: That nothing in this resolution shall be interpreted to require prior approval of disciplinary curriculum, instructional materials, pedagogical tools, or software selected by faculty under their academic freedom and instructional authority.

RATIONALE: Under California AB 302 and Government Code §11546.45.5, the California State University must annually report any High-Risk Automated Decision Systems in use, proposed, or under development. The campus Chief Information Officer is

responsible for submitting this report, and submission is mandatory even if no qualifying systems are identified. While CSU Bakersfield maintains structured procurement and security review processes through the Procure-to-Pay system and Solutions Consulting, the ITS response identifies visibility gaps where AI-enabled tools may be self-procured, cloud-based, or embedded in grading or proctoring platforms without formal institutional reporting. These gaps create compliance, legal, and reputational risk, particularly where automated systems may materially influence grades, academic standing, disciplinary actions, or access to educational services.

Attachment: Memo-AS&SS_RES 252628_AI Disclosure Requirement

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AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
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Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



ACADEMIC SENATE
CSU BAKERSFIELD

**Memo for Resolution 252628: Inventory of Automated Decision-Making Software for the
Classroom**

To: Academic Senate

From: Academic Support & Student Services (AS&SS) Committee Members:

Leslie Kirstein (Chair, NSME), Kristine Holloway (Librarian), Carol Dell' Amico (A&H), Jing Wang (BPA), Yvette Morones (Staff Representative), Janine Cornelison (Student Services Professional), Kristi Chavez (Dean of Library Designee), Ruth Miles (At-Large), Jennifer Mabry (AVP for Enrollment Management), Tommy Holiwell (AVP for Enrollment Management alternate), Esmeralda Morales (ASI VP Campus Life), Mike Kwon (Executive Director of ASI), Craig Harnetiaux (SS&E), Alberto C Cruz (At-Large), Markel Quarles (VP for Student Affairs Designee) Lou Montano (Director of the Testing Center).

This memo accompanies the proposed resolution 252628 regarding the disclosure of artificial intelligence (AI) and automated decision-making systems used in instructional settings. The resolution addresses compliance obligations and transparency related to systems that may materially influence academic outcomes. The Academic Support & Student Services (AS&SS) Committee recommends that California State University, Bakersfield establish a formal disclosure requirement to include the following:

- That faculty should disclose to students in a clearly accessible course location (e.g., syllabus, Canvas site, or other official course materials) any artificial intelligence or automated decision-making systems used in the course that autonomously determine or constrain academic outcomes without faculty review.
- That guidance regarding the format, placement, and scope of such disclosures be developed collaboratively through the AI Committee (AIC) and relevant governance bodies to ensure clarity, consistency, and alignment with campus instructional policy.

Transparency regarding the instructional use of artificial intelligence and automated systems promotes student trust, informed participation, and procedural fairness. Where automated



ACADEMIC SENATE
CSU BAKERSFIELD

systems influence grading, proctoring, or academic determinations, students should be aware of their use and understand the role such systems play in evaluation processes. Requiring clear disclosure in course materials supports student rights and aligns institutional compliance efforts with principles of academic integrity and shared governance.

Respectfully Submitted,
Academic Support & Student Services Committee



Academic, Curricular, and Student Support Software Governance

RES 252629

AS&SS

- RESOLVED:** That the Information Technology Committee (ITC) be designated as the shared-governance body responsible for campus-funded academic, curricular, and student support software prioritization and selection decisions; and be it further
- RESOLVED:** That faculty representation within ITC be strengthened through Academic Senate-nominated membership, either by replacing existing dean-selected faculty seats with Senate-nominated representatives and/or by adding at least one formally designated Academic Senate-nominated position to ensure direct Senate representation in ITC deliberations; and be it further
- RESOLVED:** That when centrally supported academic, curricular, or student support applications with clear instructional impact are under evaluation for renewal, replacement, restructuring, or non-renewal, AS&SS be consulted during the review phase prior to final ITC consideration; and be it further
- RESOLVED:** That replacement or restructuring of centrally supported academic, curricular, or student support software follow a representative user review process composed of primary users of the application, with evaluation criteria including instructional impact, accessibility, sustainability, functionality, and cost prior to ITC vote and Information Technology Advisory Committee (ITAC) consideration; and be it further
- RESOLVED:** That faculty be formally notified in advance of any approved transition that materially impacts assessment, instruction, student support functions, or academic workflows to ensure transparency and adequate transition planning.

RATIONALE:

Information Technology Services (ITS) recognizes that the Information Technology Committee (ITC) currently serves as the formal governance body responsible for evaluating institutional technology priorities, funding implications, accessibility considerations, sustainability, and instructional impact. Decisions voted on by ITC are forwarded to Information Technology Advisory Committee (ITAC) for final institutional funding guidance. ITS further identifies significant and ongoing cost pressures affecting higher education technology procurement, including annual vendor increases, consolidation of technology providers, reductions in previously free services, and expanded premium licensing models. These pressures necessitate structured governance processes to ensure responsible stewardship of institutional resources while maintaining instructional quality and student support services. ITS indicates that representative user groups are convened when evaluating centrally supported tools and that AS&SS be informed when instructional impact is anticipated. Formalizing this consultative process through Senate action strengthens transparency, clarifies governance pathways, and ensures that faculty perspectives are structurally embedded in decisions affecting instruction and student support. Designating ITC as the primary governance body while strengthening Academic Senate–nominated representation promotes shared governance alignment. Establishing a defined consultative pathway with AS&SS when instructional impact is present ensures that academic and student-support considerations are integrated early in the review process rather than after decisions are finalized. Requiring representative user evaluation and advance faculty notification supports instructional continuity, mitigates disruption, and reinforces trust in campus decision-making processes.

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 University and Global Outreach
Department Chairs
General Faculty

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



Policies & Procedures for Establishing New Schools

RES 252643

EC

RESOLVED: That the Academic Senate of California State University, Bakersfield, adopt the document entitled “Policies & Procedures for Establishing New Schools,” as submitted by the Criteria for Proposing New Schools Task Force.

RATIONALE: Currently, there are no formal policies governing the establishment of new schools at CSUB. The proposed guidelines address this gap by providing a comprehensive framework for the formation of new schools, modifications to existing schools, and the procedures required to establish such entities.

The Criteria for Proposing New Schools Task Force, composed of representatives from the Academic Affairs Committee (AAC), Budget & Planning Committee (BPC), Academic Support & Student Services Committee (AS&SS), and Faculty Affairs Committee (FAC), conducted an extensive review of policies and procedures from other California State University (CSU) campuses to inform its work. The resulting document reflects consensus-based recommendations and establishes a formal policy to guide future decisions regarding the creation and modification of academic schools.

Attachment: Final Report_Policies and Procedures for Establishing New Schools.pdf

Distribution List:

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Academic Senate
College Deans
Dean of the Library
College Associate Deans
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Approved by the Academic Senate:

Sent to the President:

President Approved:

Academic Senate

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

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).

CSU Bakersfield
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;

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.

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Guidance on WPAF Contents and Timelines for Review – Handbook Change

RES 252644

FAC

- RESOLVED:** That the Academic Senate recommends revising Sections 305.3.3., 305.5.2., 305.5.3., 305.4.2.10, and Appendix G of the University Handbook to replace outdated guidance regarding WPAF size and content (e.g., the “three-inch binder” limitation) with updated guidelines that reflect electronic file systems and emphasize clarity, organization, and representative evidence aligned with Unit RTP Criteria.
- RESOLVED:** That any change to the platform used for WPAF submission and review shall be implemented in consultation with the Academic Senate, and that the Office of Faculty Affairs shall develop and communicate clear, consistent, and equitable procedures to support faculty and reviewers in the evaluation process.
- RESOLVED:** The Academic Senate approves revisions to the University Handbook regarding the organization of the WPAF. Deletions are in ~~striketrough~~ and additions are in **bold and underlined**.

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. **Accordingly, WPAF materials submitted for promotion shall generally reflect approximately five years of accomplishments, typically beginning with the faculty member’s final WPAF submission as a probationary faculty member (i.e., the beginning of the final year as a probationary assistant professor or equivalent).**

WPAF materials submitted for promotion shall be consistent with University Handbook guidance regarding scope of materials, with emphasis on accomplishments since promotion to Associate Professor and demonstrating sustained achievement, impact, and continued professional growth.

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.~~ **Tenured faculty wishing to undergo review for promotion shall notify the Office of the Provost & Vice President for Academic Affairs (P&VPAA) in writing during the academic year prior to the review cycle, in accordance with timelines established by the Office of the P&VPAA. Faculty who do not provide notice by the established deadline will be ineligible to undergo review for promotion during that review cycle.**
- b. The performance review for promotion purposes occurs in the Fall review during the **following** academic year in which the tenured faculty requests the review for promotion.

305.5.2 Contents and Organization of the RTP File

The Working Personnel Action File (WPAF, sometimes informally referred to as the RTP, PTR, or PEF file) shall be organized to provide a clear, structured, and representative record of the faculty member's accomplishments in relation to the applicable Unit RTP Criteria. Materials should be arranged to support a narrative explanation of performance in teaching, scholarly or creative activity, and professionally related service. The WPAF should be thorough yet concise, providing representative rather than exhaustive documentation sufficient for effective review.

(See Appendix G for a detailed description of the required and optional contents of the RTP file and instructions on organizing the RTP file.)

All RTP files shall include the following sections in sequence. **(See Appendix G for a detailed description of the required and optional contents of the RTP file and instructions on organizing the RTP file.)**

- a. Log sheet – lists each document placed in the file **WPAF**, date of insertion, original source, person or authority responsible for inserting the document.

- b. Access sheet – lists each person having access to the file, reason for access, and date of access.
- c. Master index – lists each document in the file arranged chronologically within each area of review—teaching/performance, scholarly/creative activity/ professional growth, and professionally related service.
- d. Assignments – list all courses taught, semester-by-semester (faculty) and all major responsibilities and professional activities (librarians and counselors).
- e. Current vita **curriculum vitae**
- f. Applicable unit RTP criteria.
- g. Previous RTP evaluations and recommendations (all levels).
- h. Personal statement (optional) – ~~concisely describes personal perspective regarding performance in the three areas of review for the current RTP cycle.~~
 - a. **Provides a clear and organized narrative describing the faculty member's performance in each area of review for the current RTP cycle, addressing the applicable Unit RTP Criteria, highlighting accomplishments, and responding to prior evaluations where appropriate**
- i. Documentation of Teaching or Performance
 - a. **All peer observations of teaching conducted during the period under review shall be included and clearly labeled for reviewers. For promotion reviews, faculty shall include all peer observations conducted during the period in rank.**
- j. Documentation of Scholarly/Creative Activities or Professional Growth
- k. Documentation of Professionally Related Services to the University and the Community
- l. Miscellaneous Section

305.5.3 Completeness of the WPAF for periodic and performance review
A complete WPAF includes all required materials as specified in the Unit RTP Criteria and University Handbook and should present those materials in a clear, organized, and representative manner. Completeness refers to the inclusion of required materials and does not imply that the WPAF must include all possible documentation of professional activities.

The unit periodic and performance review committees and the faculty undergoing review shall be responsible for ensuring that the **WPAF Working Personnel Action File** (WPAF) (~~sometimes informally referred to as the RTP, PTR, or PEF file~~) is complete and accurate before the start of the review process. No level of review may require that additional materials be included in the file other than those specified in the Unit RTP, PTR, or PEF criteria document(s) or University Handbook. Further, if any level of review believes additional material needs to be included for a full evaluation, that request must go through appropriate campus processes: modification of unit criteria or the University Handbook.

Files are expected to be complete by the posted and announced deadline. The unit committee chair or committee member designee shall inspect the file during the unit review period to determine if any required materials are missing from the file.

If the unit committee determines that the WPAF includes all required materials and is complete, review continues as indicated within the University Handbook.

If the unit committee determines that required materials are missing and the WPAF is incomplete, the committee chair may inform the faculty member of any missing required items. The faculty under review may submit missing requested material to the committee chair to be inserted into the file. Insertion of required missing items by the unit committee shall be recorded on the WPAF Log sheet, following procedures specified in the University Handbook for the insertion of materials.

If the unit committee does not receive requested required materials and/or the WPAF is not received by the deadline, the unit review shall proceed based on materials that were received and those available in the PAF (Personnel Action File). Failure to submit a complete WPAF may result in the unit committee being unable to return a review of 'satisfactory' performance.

Once the relevant unit periodic or performance review committee has determined that the WPAF contains all required elements, any materials to be added to the WPAF must be approved by the University Review Committee (URC) and shall be limited to items that became available only after the date of completion of the file. Only evaluations and recommendations completed by each level of review, any minority reports, and any responses to the evaluations and recommendations may be added to the WPAF

without prior approval by the URC. A copy of all added materials shall be provided to the faculty. ~~Reviewing authorities may disregard any added material that could have been included in the original file at the beginning of the review process.~~

If the URC approves the addition of newly available materials to the WPAF, the file shall be returned to the unit review committee for reconsideration of its initial evaluation and recommendation before subsequent levels of review begin their respective evaluations.

During the review process, no material shall be removed from the WPAF.

305.4.2.10 The RTP File

~~Each faculty member subject to performance review shall prepare a file containing a representative sample of materials from the period under review. Unit RTP criteria may require additional materials. (Added 05-30-2023) The file should be prepared with attention to the demands on reviewers. For example, the file, excluding SOCI's should be no longer than could be held in one three-inch binder. For electronic files, the documents in the electronic file should be capable of being held in one three-inch binder if they were printed. SOCI's may be contained in a separate file.~~

~~The second-year review shall contain documentation from the period under review and shall also contain all materials from the first-year review. This enables the University Review Committee and higher levels who did not participate in the first-year review process to consider the entire first year of probationary faculty.~~

Each faculty member subject to performance review shall prepare a Working Personnel Action File (WPAF) that provides a clear, organized, and representative record of accomplishments relevant to the applicable Unit RTP Criteria.

The WPAF shall include materials sufficient to allow reviewers to evaluate the quality, significance, and impact of the faculty member's work in teaching, scholarly or creative activity, and professionally related service. Faculty are expected to address each relevant criterion identified in the Unit RTP Criteria and provide appropriate narrative explanation supported by representative documentation.

All prior evaluation letters shall be included in the WPAF. These evaluations provide context for the current review and allow reviewers to assess the faculty member's responsiveness to prior recommendations. Accordingly, faculty are not required to re-submit previously reviewed materials unless necessary to demonstrate improvement, continuity, or impact.

WPAF materials should be thorough yet concise. Faculty shall exercise professional judgment to ensure that the file is focused, well-organized, and avoids unnecessary or duplicative documentation. The WPAF is intended to provide representative evidence supporting the faculty member's narrative and is not intended to function as a comprehensive archive of all professional activities.

Because Unit RTP Criteria vary across disciplines in their structure and specificity, the length and organization of WPAF materials may reasonably differ across units. As a general guideline, narrative sections often correspond to the scope and number of criteria identified in the applicable Unit RTP Criteria.

The scope of materials included in the WPAF shall align with the type of review being conducted. These shall be interpreted to be minimum requirements; faculty undergoing review may judiciously include additional material to demonstrate their effectiveness in achieving the Unit RTP Criteria.

a. Periodic Evaluation of Temporary Faculty (i.e., lecturers)

- 1. Materials shall represent the faculty member's work since the most recent WPAF submission, or since initial appointment if no prior review has been conducted. Materials should emphasize teaching effectiveness and any assigned duties, and should demonstrate performance in relation to assigned responsibilities and applicable evaluation criteria.**
- 2. Lecturers seeking an initial three-year appointment shall include materials representing their overall body of work since initial appointment at California State University, Bakersfield, with emphasis on recent accomplishments, consistent with the comprehensive nature of such reviews.**
- 3. Lecturers seeking a subsequent (renewed) three-year appointment shall include materials representing their work since the most recent WPAF submission, while also providing sufficient context to demonstrate sustained performance, development, and responsiveness to prior evaluations.**
- 4. All SOCI's shall be included in a separate folder and shall align with the scope of the review:**
 - i. For periodic evaluations without consideration of three-year appointment: SOCI's since the most recent review (or since initial appointment if no prior review has been conducted)**
 - ii. For initial three-year appointment: all SOCI's since initial appointment**
 - iii. For subsequent three-year appointments: SOCI's since the most recent WPAF submission**

b. Retention of Probationary Faculty

- 1. Materials shall represent the faculty member's work since the most recent WPAF submission, or since initial appointment if no prior review has been conducted, with emphasis on progress toward meeting the applicable Unit RTP Criteria in teaching, scholarly or creative activity, and professionally related service.**

- 3. All SOCs since initial appointment are recommended to demonstrate growth and consistency.**

APPENDIX G: CONTENTS AND ORGANIZATION OF THE RTP FILE (WPAF)

In each of the following sections, each document must have a unique identifying code that is also displayed on the Master Index. When a section contains materials from semester-to-semester and/or year-to-year, the materials shall be organized chronologically, preferably “reverse chronology,” with most recent materials toward the front of the respective section.

The WPAF is intended to provide a structured, organized, and representative record of faculty accomplishments in relation to the applicable Unit RTP Criteria. Materials should be selected and organized to support a clear narrative explaining the faculty member’s performance. The WPAF should be thorough yet concise and should include representative rather than exhaustive documentation. Because Unit RTP Criteria vary across disciplines, the length and organization of WPAF materials may reasonably differ across units.

The scope of materials included in the WPAF shall align with the type of review being conducted. These shall be interpreted to be minimum requirements; faculty undergoing review may judiciously include additional material to demonstrate their effectiveness in achieving the Unit RTP Criteria.

Standard Organization of the WPAF (Directory Structure)

To promote consistency, clarity, and ease of review across electronic platforms, WPAF materials shall be organized using a standardized directory structure. Each major section shall be maintained as a clearly labeled folder, with subfolders as appropriate.

The WPAF should generally be organized as follows:

- **Log Sheet**
- **Access Sheet**
- **Master Index**
- **Assignments Sheet**
- **Current Curriculum Vitae**
- **Unit RTP Criteria**
- **Previous and Current RTP Evaluations and Recommendations**

- **Personal Statement**
- **Teaching (or Performance)**
- **Scholarly/Creative Activities or Professional Growth**
- **Service**
- **Miscellaneous (optional)**

Within each section, materials should be organized chronologically, preferably in reverse chronological order, unless otherwise specified.

Document Naming Conventions

To ensure clarity and consistency across electronic WPAFs, all documents shall follow a standardized naming convention. Below is a recommended approach.

[Section][Year or Term][Item Type] [Brief Descriptor]

For example:

Teaching 2026 Fall SOCI CSUB1001

RSCA 2026 JournalArticle Einstein et al.

A. Log Sheet

- 1) All documents placed in the RTP file shall be listed chronologically on the Log Sheet, with date of insertion, original source of each document, and person or authority responsible for inserting the material.
- 2) All documents removed from the RTP file shall be listed chronologically on the Log Sheet, with date of removal and person or authority responsible for removing the material.
- 3) The Log Sheet shall be prepared and maintained by the custodian of the PAF, normally the office of the dean or director of the faculty.

A. Access Sheet

- 1) The names of all persons accessing the RTP file shall be recorded on the Access Sheet, with date(s) of access and reason for access.
- 2) Each person accessing the RTP file shall be responsible for recording the necessary information on the Access Sheet.

- 3) The Access Sheet shall be prepared and maintained by the custodian of the PAF, normally the office of the dean or director of the faculty.

B. Master Index

- 1) All documents in the RTP file arranged chronologically within each section of the file shall be so listed on the Master Index, i.e., the Master Index shall be organized by section.
- 2) ~~Each document shall have a unique identifying code, which is also displayed on the Master Index.~~ **Each document shall be clearly labeled using consistent file naming conventions and listed in the Master Index. Unique identifying codes may be used but are not required if file naming conventions provide sufficient clarity.**
- 3) The Master Index shall be prepared and maintained by the faculty.

A. Assignments Sheet

- 1) Faculty shall list all courses taught, semester-to-semester, since the last RTP review on the Assignments Sheet. In addition, faculty shall list all assigned time (including number of units for each reassigned activity), semester-to-semester, since the last RTP review.
- 2) Librarians and counselors shall list all assigned responsibilities since the last RTP review.
- 3) The Assignments Sheet shall be prepared and maintained by the faculty.

B. Current ~~Vita~~ **Curriculum Vitae**

- 1) A current ~~vita~~ **curriculum vitae** should contain the following information:
 - a. formal education, including dates of attendance and degrees awarded;
 - b. employment history, including position titles and dates;
 - c. prior teaching and/or professional experiences;
 - d. instructionally related activities, including, but not limited to, major advising responsibilities, supervising major tutorial programs, curriculum or program development;
 - e. scholarly or creative accomplishments or professional growth accomplishments, including, but not limited to, published journal articles, monographs, books, and presentations of peer reviewed papers at professional meetings;
 - f. funded grants and contracts, including consulting activities;
 - g. professionally related services to university and/or community, including, but not limited to, membership/leadership on university committees and task forces, professional associations and societies, and/or community organizations, and other activities contributing to the enlightenment and enrichment of the community;

- h. major honors and awards, including special leaves or sabbaticals for professional development; and
 - i. other areas of assigned responsibilities.
- 2) The vita shall be prepared and maintained by the faculty.

F. Current Unit RTP Criteria [Subject to revision based on RES 252632]

G. Previous and Current RTP Evaluations and Recommendations

- 1) At each level of review, evaluations and recommendations pertaining to retention, the award of tenure, and promotion shall be placed in the RTP file, as well as entered into the Log Sheet.
- 2) The faculty shall receive a copy of the evaluation and recommendation from each level of review before the RTP file is forwarded to the next level of review.
- 3) The faculty shall have ~~seven (7)~~ ten (10) days from the receipt of the evaluation and recommendation to file a written rebuttal or response.
- 4) ~~All rebuttals or responses shall be placed in the RTP file and entered into the Log Sheet.~~ **All rebuttals or responses shall be included in the WPAF, entered into the Log Sheet, and maintained as part of the complete record of prior and current evaluations.**

H. Personal Statement (Optional)

- 1) Faculty ~~are encouraged to~~ **shall** prepare a Personal Statement summarizing their perspective of their performance in each of the three areas for the current RTP cycle, highlighting their accomplishments, and addressing any criticisms, concerns, or suggestions for improvement made during previous RTP reviews or by students on the SOCI for the current review.
- 2) **Faculty narratives shall address each relevant criterion identified in the applicable Unit RTP Criteria. As a general guideline, narrative length may correspond to the number and complexity of criteria, often averaging approximately one to two pages per major criterion.**

I. Documentation of Teaching or Performance

- 1) Teaching
 - a. Careful documentation of teaching performance is essential. It is imperative to keep this section current, relevant, and orderly for faculty, teaching success is the principal requirement for retention, tenure, and promotion.

- b. Student evaluations of teaching (SOCl) for all courses taught during the probationary period ~~must be included.~~ **Student Opinion of Course Instruction (SOCl) data shall be included in the WPAF in a dedicated folder and organized chronologically. The scope of SOClS included shall align with the type of review being conducted (see section 305.4.2.10 of this Handbook).**
 - c. **Classroom observations, as required by the University Handbook (section 305.4.2.7) and the Unit RTP Criteria, shall be included. Teaching materials shall include a clearly labeled subfolder for Classroom Observations, which shall include all required peer observations conducted during the period under review (or period in rank for promotion reviews).**
 - d. Other evidence illustrating teaching effectiveness may include, but are not limited to, the following:
 - i. representative syllabi, course materials and handouts, quizzes and exams;
 - ii. peer evaluations of teaching, including those conducted by the Faculty Teaching and Learning Center (TLC) staff;
 - iii. signed letters from current students or alumni;
 - iv. professional development activities for the improvement of teaching performance, including those conducted by the Faculty TLC;
 - v. curriculum development—new courses and/or new pedagogy; and/or
 - vi. significant advising of students in a major/program.
 - e. The use of information or other technologies and involvement in TLC and assessment activities, by themselves, will carry little, if any, weight in the judgment of teaching effectiveness. Reviewers should justify their evaluations regarding such activities and student learning.
 - f. Additional teaching through Division of Extended Education and Global Outreach, including SOCl, must be included in this section.
 - g. Except for the SOCl, no anonymous materials, including letters, notes, e-mails, etc., shall be included in the RTP file.
- 2) Performance (librarians and counselors)
- a. For librarians and counselors, performance is the principal requirement for retention, tenure, and promotion. Therefore, careful documentation of performance on all assignments during the probationary period is essential. It is imperative to keep this section current, relevant, and orderly.
 - b. Evidence illustrating high levels of performance may include, but are not limited to, the following:

- i. assignments requiring significant leadership skills, analytical and organizational skills, and/or problem solving skills
 - ii. peer evaluations of performance, including those conducted by the Faculty Teaching and Learning Center (TLC) staff;
 - iii. signed letters from faculty, staff, current students, or alumni; and
 - iv. program development.
- c. The information should be in sufficient detail to substantiate the role of the faculty and his/her contributions.

3) Specific Suggestions for Organizing Teaching Materials

- a. Materials for each course (SOCl, syllabus, handouts, quizzes and exams, peer reviews, etc.) should be included in a single "course file." All course files should be organized in identical fashion.
- b. ~~All course files for a given semester should be grouped together and labeled/coded in some fashion so that reviewers can easily discern semester-to-semester teaching.~~
Teaching materials should be organized by term and course using a consistent folder structure (e.g., Term → Course → Materials), allowing reviewers to easily navigate teaching activities across semesters and years
- c. ~~All course files for a given academic year should be grouped together and labeled/coded in some fashion so that reviewers can easily discern year-by-year teaching.~~
- c. Other evidence supporting teaching effectiveness (signed letters from students, professional development activities, curriculum development, advising, etc.) should be placed in a separate file distinct from course files.
- d. ~~Because of the volume of materials that will accumulate during the probationary period, it is absolutely essential that all materials regarding teaching be organized in the RTP file in chronological order, preferably "reverse chronology," with the most recent materials (current review cycle) being in front.~~ **Because WPAFs may contain substantial documentation, careful organization and selection of representative materials is essential.**

J. Documentation of Scholarly/Creative Activities or Professional Growth

- 1) This section must show how the faculty is growing and developing through scholarly/creative activities within the discipline (teaching faculty or librarians) or through professional growth activities within the field (counselors).

- 2) Faculty should include evidence for scholarly/creative activities in accord with their unit RTP criteria, which may include, but is not limited to, published journal articles, monographs, books, papers presented at professional conferences, etc.
- 3) Faculty are responsible for obtaining outside reviews of unpublished scholarly manuscripts in a timely manner so that they can be included in the RTP file before the RTP review cycle begins.
- 4) Scholarly/creative materials that have been neither published nor reviewed by peers in the discipline will carry little, if any, weight in the review process.
- 5) When listing papers presented at a scholarly conference, the faculty must provide information as to whether the paper was selected through a refereed process.
- 6) When listing co-authored books, articles, research projects, and grant proposals, the faculty must clearly indicate the extent of his/her contribution to the joint effort.
- 7) In general, grant/contract proposals that have been funded carry more weight than those that have not been funded. Grant/contract proposals that have been submitted for review but have not yet been evaluated carry little weight in the review process.
- 8) Consulting work (paid or unpaid) in of itself carries little, if any, weight in the review process. Consultant reports, if they have received outside peer review, may carry some weight.
- 9) Reviews of book manuscripts, journal articles, papers being considered for presentation at professional meetings, etc., may carry some weight if there is documentation of the faculty's contributions.
- 10) Under ordinary circumstances, work on accreditation applications and reports should be considered under the category of service to the department and university rather than as scholarly activity. However, in those instances where the products of the accreditation process can be worked into a larger research strategy or design that can lead to or result in the production of an article or monograph published in a peer-reviewed journal, such activities can be considered scholarship.
- 11) Activities currently "in process" or being "planned for the future" may be listed, but such activities carry some weight only in the early stages of the faculty's probationary period. If these activities are listed in this section, then the faculty is obligated to inform all reviewers regarding the outcome of these "in process" or "planned" activities in subsequent review cycles.
- 12) Specific suggestions for organizing materials in this section
 - a. Materials must be organized in chronological order, preferably "reverse chronology," with the most recent materials (current RTP review cycle) in front; and

b. Versions or revisions of published papers or articles must be carefully cross-referenced in the RTP file (including Log Sheet and Master Index). ~~Earlier versions should be purged from the file to keep physical size manageable.~~

- K. Documentation of Professionally Related Services to the University and to the Community
- 1) This section must show the type and extent of professionally related services the faculty provides to the campus and/or to the community.
 - 2) Faculty should include evidence for professionally related services to the university and to the community in accord with their unit RTP criteria, including, but not limited to, membership/leadership of university committees and task forces, professional associations and societies, and/or community organizations, presentations to community groups, involvement in community projects, etc. Supporting documentation from others knowledgeable about the faculty's level of performance should be included in this section.
 - 3) The professionally related services listed in this section should be related to the faculty's teaching area, field of scholarship/creative activities, or professional assignments.
 - 4) Teaching for additional pay through Division of Extended Education and Global Outreach (and other similar academic arrangements) shall not be listed in this section.
 - 5) Consulting activities for which the faculty was paid shall not be listed in this section.
 - 6) Activities for which special assigned time arrangements have been made shall be counted in this section only to the extent that the faculty's performance was exemplary, or his/her efforts significantly exceeded the amount of assigned time. In either case, supporting documentation from others knowledgeable about the assigned time arrangements should be included in this section.
- L. Miscellaneous Section (optional)
- 1) An additional section may be appended to the RTP file to include such materials as:
 - a. large, bulky items, e.g., audio or video tapes, CDs, award plaques, photographs, paintings, and creative "artifacts;"
 - b. unpublished or unreviewed manuscripts;
 - c. unreviewed grant/contract proposals;
 - d. letters/articles published by the local media;
 - e. information on professional conferences, meetings, workshops attended (as opposed to those where a paper was presented); and
 - f. signed thank you notes and cards from other faculty, staff, students, alumni, or individuals from the community.

- 2) Since these materials are usually not considered as significant evidence of the faculty's performance, good judgment must be exercised in creating this additional section.

RATIONALE:

The current University Handbook language governing the Working Personnel Action File (WPAF) reflects an earlier paper-based model that relies on physical constraints (e.g., the “three-inch binder” guideline) and does not adequately account for the realities of electronic submission and review systems. In addition, existing language does not consistently differentiate expectations across types of faculty reviews, including retention, tenure and promotion, promotion of tenured faculty, post-tenure review, and lecturer evaluations. As noted in Referral #31, there is a need to clarify both the expected scope of WPAF materials and the timelines associated with faculty reviews. This resolution modernizes Handbook language by replacing outdated size-based limitations with guidance emphasizing clarity, organization, and the use of representative evidence aligned with Unit RTP Criteria.

The proposed revisions establish a more coherent and equitable framework by aligning WPAF expectations with the purpose and scope of each type of review. Developmental reviews (e.g., retention and periodic evaluations) emphasize work since the most recent WPAF submission, while cumulative reviews (e.g., tenure and promotion) appropriately consider the broader body of work over a defined period, such as the probationary period or time in rank. Importantly, the revisions clarify the timeline and scope of materials included in the WPAF, explicitly indicating that materials should generally reflect accomplishments since the most recent WPAF submission. This resolves a common source of confusion in which activities occurring after the most recent submission—but prior to a change in rank or effective date of promotion—may otherwise be omitted. By clarifying that such activities shall be included, the policy ensures that faculty work is fully represented and that no period of professional activity is inadvertently excluded from evaluation.

The revisions also clarify expectations regarding the inclusion of Student Opinion of Curriculum and Instruction (SOCI) data, teaching observations, and prior evaluation letters, ensuring that reviewers have access to a complete record of performance while reducing unnecessary duplication of materials. By emphasizing representative evidence rather than exhaustive documentation, the revised policy improves both faculty preparation of WPAFs and the efficiency and effectiveness of the review process. Finally, the resolution introduces guidance for consistent organization and naming conventions in electronic WPAFs and affirms that future changes to submission platforms will be implemented in consultation with the Academic Senate. Collectively, these updates promote transparency, consistency, and flexibility across disciplines, while supporting meaningful and equitable evaluation of faculty performance.

Distribution List:

President

Provost and VP for Academic Affairs

AVP for Faculty Affairs

College Deans

Dean of the Library

College Associate Deans

General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



Program Name Change from a Bachelor of Arts in Child, Adolescent, and Family Studies (CAFS) to a Bachelor of Arts in Human Development and Family Studies (HDFS)

RES 252639

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed program name change from a Bachelor of Arts in Child, Adolescent, and Family Studies (CAFS) to a Bachelor of Arts in Human Development and Family Studies (HDFS).

RATIONALE: The proposed new name more accurately reflects the diverse program strands currently offered in the Child, Adolescent, and Family Studies (CAFS) degree program, which include training in the fields of human development and family studies. The name Human Development and Family Studies fits with disciplinary norms and other similar programs across the California State Universities (CSU) that offer a curriculum spanning infant, child, adolescent, and adult developmental domains. Additionally, this would allow our program's CIP code to align with similar California State Universities. The new program name aligns with the proposed new department name. This would correct the current misalignment between the Department of Human Development and Child, Adolescent, and Family Studies, which offers a Bachelor of Arts degree in Child, Adolescent, and Family Studies. Additionally, the current six letter acronym HD-CAFS is incompatible with CSUB software. The existing program resources are sufficient to support this program name change.

Attachments: Referral 2025-2026 2025-2026 38 New Degree Proposal for Bachelor of Arts in Human Development and Family Studies

Distribution List:

President
Provost and Vice-President for Academic Affairs
Vice-President for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans

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:
Sent to the President:
President Approved:



2025-2026 REFERRAL #38

New Degree Proposal for Bachelor of Arts in Human Development and Family Studies

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Amanda Grombly, Budget and Planning Committee (BPC) Chair

Date: January 22, 2026

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on December 2, 2025, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) review and address the new proposal for a Bachelor of Arts in Human Development and Family Studies.

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on students.

Please take up this matter with your committees and get back to me with your recommendations. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) Link to view in CIM: <https://next-catalog.csub.edu/programadmin/> Enter "HDFS_BA_B" in search box.
- (2) HDFS_BA_B_Human Development and Family Sciences – BA.pdf

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

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

HDFS_BA_B: HUMAN DEVELOPMENT AND FAMILY SCIENCES - BA

In Workflow

1. 801 - HCAF Curriculum Review (ecorrea1@csub.edu)
2. SS&E Curriculum Committee (mszolowicz@csub.edu)
3. SS&E Dean Office (lvega@csub.edu,agancarz@csub.edu)
4. Academic Programs (eadams6@csub.edu)
5. Academic Operations (amendoza145@csub.edu,czuniga-prado@csub.edu,org-curriculum@csub.edu)

Approval Path

1. Wed, 01 Oct 2025 18:48:19 GMT
Elaine Correa (ecorrea1): Approved for 801 - HCAF Curriculum Review
2. Wed, 05 Nov 2025 18:28:11 GMT
Michael Szolowicz (mszolowicz): Approved for SS&E Curriculum Committee
3. Mon, 10 Nov 2025 18:19:47 GMT
Amy Gancarz-Kausch (agancarz): Approved for SS&E Dean Office

History

1. Jul 29, 2025 by cladmin-sgafrick

New Program Proposal

Date Submitted: Wed, 01 Oct 2025 16:43:50 GMT

Viewing: HDFS_BA_B : Human Development and Family Sciences - BA

Last approved: Tue, 29 Jul 2025 12:42:07 GMT

Last edit: Tue, 23 Dec 2025 22:24:50 GMT

Changes proposed by: Alexander Reid (001962584)

Contact

User ID

001962584

Proposer Name

Alexander Reid

Proposer E-mail

areid2@csub.edu

Proposer Department

Human Dev. & Child, Adolescent, & Family Studies

Program Information

Program Type

Bachelor of Arts

Propose Program Moratorium?

No

Effective Catalog

2026-2027

Effective Term

Fall 2026

College

SSE

Department

Human Dev. & Child, Adolescent, & Family Studies

Program Title

Human Development and Family Sciences - BA

Program Code

HDFS_BA_B

CIP Code

19.0701 - 19.0701

Academic Career

Undergraduate

Support Type

State Support

Delivery Format

Hybrid

Is the proposed program subject to WASC Substantive Change?

No

Program Overview and Rationale

Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

On May 12 2022, the President of CSUB approved our request for a Department name change from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HD-CAFS). We were informed, however, that the 6-letter name would not work in PeopleSoft and we would need to have the name change be reflected on our degree. At this point, we are in the process of changing our dept name from HD-CAFS to Human Development and Family Sciences (HDFS), which aligns with other CSU Departments in our field.

To align the name of our degree with our department, we propose to change the name of our program to Human Development and Family Sciences (HDFS).

The rationale for this name change is to service the diverse program strands in which our students seek a B.A. degree aligned with employment opportunities in the fields of Human Development, Resource Management, Teacher Education and Early Childhood and Family Sciences. Currently, our program description reads as follows:

Program Options and Paths

Bachelor of Arts (B.A.) Degree in Child, Adolescent, and Family Studies. This program is geared towards students interested in working with children and their families in any of the following settings: preschool, childcare center, case management, criminal justice, Head Start, and the Department of Human Services. Students will earn a B.A. Degree in Child, Adolescent, and Family Studies.

Our program currently offers classes across the lifespan (i.e., Infancy to Older Adulthood), thus the degree name of "Child and Adolescent" fails to reflect the diverse areas and population groups our program studies. Accurately representing our program through the title and CIP code of the degree ensures that our students can apply for positions that cover the vast range of options available within our field.

Additionally, it should be noted that 3 out of our 4 full-time faculty members hold degrees covered under the area of Human Development. The size of our Department is small, and therefore we cover a range of areas that other CSU's have divided into separate departments. In alignment with other CSU's, our department name should include the Human Development area as well as the Family Sciences domain.

In accordance with other CSU's, for consistency and disciplinary convention, the name change aligns with our other campuses:

- CSU Sacramento (BS in Family Studies and Human Development)
- CSU Monterey Bay (BA in Human Development and Family Studies)
- CSU Long Beach (BA in Human Development)
- CSU East Bay (BA in Human Development)

We propose HDFS as the 4-digit acronym for People Soft, in keeping with other institutions of higher education in the U.S.A. that offer the same degree. For example, Colorado State, Michigan State, University of Connecticut, Penn State, East Carolina University, Florida

State, George Mason University, Georgia Southern, Indiana State, Kansas State, Iowa State, Mississippi State, and North Dakota State all use HDFS as their acronym.

Program Description (i.e. Catalog Description)

Disclaimer. Due to substantial changes in credential legislation and degree programs in the State of California, please check with an official Human Development and Family Sciences (HDFS) advisor for current information.

Program Description

The Bachelor of Arts degree in Human Development and Family Sciences (HDFS) at California State University, Bakersfield provides breadth and depth in the scientific study of child, adolescent, and adult developmental domains. The program focuses on the biological, cognitive, psychological, and sociological foundations of learning from infant development, through adolescent growth, and adult behavior. The program design is based on contemporary learning theories, application of ethics and values, research methods and diverse family systems/approaches, with practical applications in disciplines that require direct interaction with children and families.

Mission Statement

The Human Development and Family Sciences (HDFS) program offers learners specialized knowledge that enhances their skills and abilities to work and advocate in partnerships that foster healthy children, supportive family networks, and interactive community relationships. A social constructivist approach to learning is reinforced in the academic activities that result in superior educational preparation for teachers, parents, and community professionals. The mission of the program is to develop well prepared, highly skilled individuals who can envision, interact, and respond to the needs of diverse populations within the local, regional, national, and global community.

Program Requirements

The Bachelor of Arts Degree with a major in Human Development and Family Sciences (HDFS) requires a minimum of 120 units which consists of courses for the HDFS major as well as other university-wide general education graduation requirements. Students pursuing a HDFS major must complete the pre-requisite classes CAFS 1100 Introduction to Child, Adolescent & Family Studies, CAFS 2000 Fundamentals in Developmental Theory, and MATH 1209 Statistics in the Modern World or PSYC 2018 Introduction to Statistical Methods in Psychological Research or SOC 2208 Introduction to Statistics in the Social Sciences which is part of the General Education Requirements. The HDFS major course requirements consist of 51 units. Students will need to complete 21 additional units (courses may be Minor courses or graduate school prerequisites) to earn the required credit units needed for graduation. All HDFS majors must hold a current certificate in First Aid and Adult, Child, and Infant CPR upon graduation. Students are expected to maintain a grade of "C-" or higher in all HDFS courses to count towards graduation.

Code	Title	Units
General Education Requirements		
	Subject Area 1A: English Composition	3
	Subject Area 1B: Critical Thinking	3
	Subject Area 1C: Oral Communication	3
	Subject Area 2: Mathematical Concepts & Quantitative Reasoning ⁴	0
	Subject Area 3A: Arts	3
	Subject Area 3B: Humanities	3
	Upper Division 3 Arts or Humanities: (3UD)	3
	Subject Area 4: Social and Behavioral Sciences	3
	Upper Division 4 Social and Behavioral Sciences: (4UD) ⁴	0
	Subject Area 5A: Physical Science	3
	Subject Area 5B: Biological Sciences	3
	Subject Area 5C: Laboratory	1
	Upper Division 5 Science: (5UD)	3
	Subject Area 6: Ethnic Studies	3
	General Education Subtotal	34
Campus Requirements		
	First-Year Seminar (FYS)	2
	American Institutions: Government ⁶	3
	American Institutions: History	3
	Junior Year Diversity & Reflection (JYDR)	3
	Graduation Writing Assessment Requirement (GWAR)	3
	Capstone ⁵	0
	<i>Campus Requirement Subtotal</i>	14
Major Requirements		
<i>Prerequisites to the Major</i>		
CAFS 1100	Introduction to Child, Adolescent & Family Studies	3

CAFS 2000	Fundamentals in Developmental Theory	3
MATH 1209	Statistics in the Modern World	3
or PSYC 2018	Introduction to Statistical Methods in Psychological Research	
or SOC 2208	Introduction to Statistics in the Social Sciences	
or KINE 2018	Introduction to Statistics for Health Sciences	
<i>Core Courses</i>		
CAFS 2080	Child, Family, and Community	3
CAFS 2500	Child Health, Safety, and Nutrition	3
CAFS 3110	Infant and Toddler Development	3
CAFS 3140	School Aged and Adolescent	3
CAFS 3500	Child Guidance, Supervision and Support	3
CAFS 4000	Introduction to Research Methods	3
CAFS 4100	Research, Assessment and Evaluation of Children and Families	3
CAFS 4908	Senior Seminar and Capstone	3
CAFS 3800	Multiple Perspectives on the Importance of Play	3
or CAFS 3550	Adulthood and Aging	
CAFS 3650	Risk and Resilience in Children	3
or CAFS 3560	Aging and the Family	
<i>Major Electives</i>		
Select two lower division of the following: ¹		6
CAFS 1050	Practicum in Early Childhood Education	
CAFS 1250	Teaching in a Diverse Society	
CAFS 2100	Observation of Children	
CAFS 2200	Curriculum, Procedures, and Laboratory Experience for the Child	
CAFS 2300	Curriculum, Procedures, and Laboratory Experience in the Elementary School	
CAFS 2400	Introduction to Administration of Child and Family Programs	
CAFS 2620	Philosophy for Children	
CAFS 2800	Multicultural Children's Literature	
Select two upper division of the following: ²		6
CAFS 3200	Individual and Family Development in Diverse Cultures	
CAFS 3300	Supporting Multilingual Learners: Context and Approaches	
CAFS 3600	Parenting and Family Relations	
CAFS 3620	P4C: Practicum	
CAFS 4140	Advanced Practicum	
CAFS 4200	Advanced Techniques for Working in Child and Family Programs	
CAFS 4300	School, Community, and Family Collaborations	
CAFS 4400	Advanced Practicum for Adult Education and Supervision	
<i>Major Subtotal</i>		57
Additional Units Needed Towards Graduation ³		21
Total Units		120

¹ Select two lower division courses.

² Select two upper division courses

³ Additional units needed to meet the 120 units graduation requirement.

⁴ Subject Area 2 is met through prerequisite coursework in the major.

⁵ Capstone is covered in the major.

⁶ American Institution - Government (American & Constitutional Ideals) satisfies one course of the two required in Subject Area 4.

Note: The following 3 courses are needed to meet the core requirements for CCTC Child Development Master Teacher Permit.

Code	Title	Units
The following 3 Courses are needed to meet the core requirements for the CCTC Child Development Masters Teacher Permit		
CAFS 2000	Fundamentals in Developmental Theory	3
CAFS 2080	Child, Family, and Community	3
CAFS 2200	Curriculum, Procedures, and Laboratory Experience for the Child	3
Total Units		9

Program Learning Outcomes

Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)

1. Goal 1: Critical reasoning and problem solving skills
 - 1.A Ability to read critically
 - 1.B Ability to write critically
 - 1.C Ability to speak critically
 - 1.D Ability to think critically
 - 1.E Capacity for life-long learning
 - 1.F Critical Problem Solving
2. Goal 2: Oral and written communication
 - 2.A Writing Skills
 - 2.B Oral presentation skills
 - 2.C Competence in information management
 - 2.D Computer literacy
3. Goal 3: Discipline-based and career knowledge
 - 3.A Knowledge in the major discipline
 - 3.B Ability to apply knowledge of discipline
 - 3.C Career preparation and planning
4. Goal 4: Numerical literacy
 - 4.A Mathematical calculations and estimation skills
 - 4.B Quantitative reasoning skills.
 - 4.C Apply quantitative reasoning skills to the real world
5. Goal 5: Students will become engaged citizens.
 - 5.A Engage in university and community activities
 - 5.B Interpersonal skills
 - 5.C Knowledge of self
 - 5.D Responsibility in group settings
 - 5.E Ability to work independently
6. Goal 6: Students will develop a well rounded skill set.
 - 6.A Possess and demonstrate an ethical framework
 - 6.B Understanding of cultural and ethnic diversity.
 - 6.C Research methods/analysis/technology for problem solving
 - 6.D Interdisciplinary knowledge

- 1. Goal 1: Critical reasoning and problem solving skills
 - 1.A Ability to read critically
 - 1.B Ability to write critically
 - 1.C Ability to speak critically
 - 1.D Ability to think critically
 - 1.E Capacity for life-long learning
 - 1.F Critical Problem Solving
- 2. Goal 2: Oral and written communication
 - 2.A Writing Skills
 - 2.B Oral presentation skills
 - 2.C Competence in information management
 - 2.D Computer literacy
- 3. Goal 3: Discipline-based and career knowledge
 - 3.A Knowledge in the major discipline
 - 3.B Ability to apply knowledge of discipline
 - 3.C Career preparation and planning
- 4. Goal 4: Numerical literacy
 - 4.A Mathematical calculations and estimation skills
 - 4.B Quantitative reasoning skills.
 - 4.C Apply quantitative reasoning skills to the real world
- 5. Goal 5: Students will become engaged citizens.
 - 5.A Engage in university and community activities
 - 5.B Interpersonal skills
 - 5.C Knowledge of self
 - 5.D Responsibility in group settings
 - 5.E Ability to work independently

- 6. Goal 6: Students will develop a well rounded skill set.
- • 6.A Possess and demonstrate an ethical framework
- 6.B Understanding of cultural and ethnic diversity.
- 6.C Research methods/analysis/technology for problem solving
- 6.D Interdisciplinary knowledge

Learning Outcomes Display (show only)

Course Code	PLO 1
CAFS 1100	
CAFS 2000	
MATH 1209	
PSYC 2018	
SOC 2208	
KINE 2018	
CAFS 2080	
CAFS 2500	
CAFS 3110	
CAFS 3140	
CAFS 3500	
CAFS 4000	
CAFS 4100	
CAFS 4908	
CAFS 3800	
CAFS 3550	
CAFS 3650	
CAFS 3560	
CAFS 1050	
CAFS 1250	
CAFS 2100	
CAFS 2200	
CAFS 2300	
CAFS 2400	
CAFS 2620	
CAFS 2800	
CAFS 3200	
CAFS 3300	
CAFS 3600	

CAFS 3620	
CAFS 4140	
CAFS 4200	
CAFS 4300	
CAFS 4400	
CAFS 2000	
CAFS 2080	
CAFS 2200	

Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map

Current Curriculum Map.pdf

Attach 5 Year Assessment Plan

5 year report working document draft 2016-2022 (final)(2).pdf

Does the program use courses offered by other programs?

No

The total number of units required for graduation (not just the total for the major):

120

Does this baccalaureate program require more than 120-semester units?

No

Does this program have any concentrations or emphasis planned under the proposed major?

No

List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

n/a

Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Placeholder.docx

Please specify the total number of prerequisite units required for the major. Note: The prerequisites must be included in the total program unit count.

9

For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

no change

Academic Roadmap Attachment

Placeholder.docx

For program revision - does this change negatively impact the alignment with the current ADT?

No

Does this program change create new alignment with an ADT?

No

Is this program:

Currently accredited

Describe how accreditation requirements will be met, if applicable.

Program currently accredited.

Student Demand

Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

This program is currently offered. Our Department is requesting a change to the degree name and CIP code to reflect the current courses and training offered in our program.

Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

This program is currently offered. Our Department is requesting a change to the degree name and CIP code to reflect the current courses and training offered in our program.

Describe professional uses of the proposed degree program.

This program is currently offered. Our Department is requesting a change to the degree name and CIP code to reflect the current courses and training offered in our program.

Anticipated Student Demand (Majors)

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	350	380	410
Number of Graduates (Cumulative)	80	270	500

Attach documentation as needed:

Placeholder.docx

Societal and Public Need for the Proposed Degree Major Program

List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Institution(s)

Sacramento State

CSU Monterey Bay

Cal State Long Beach

Cal State East Bay

Describe differences between the proposed program and programs listed above.

Similar programs.

List other curricula currently offered by the campus that are closely related to the proposed program.**Curricula**

n/a

Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

no change

Provide applicable workforce demand projections and other relevant data.

Placeholder.docx

Existing Support Resources for the Proposed Degree Major Program

List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree.

Dr. Elaine Correa, Ph.D. - Chair and Professor

Dr. Alexander Reid, Ph.D. - Associate Professor
 Dr. Tzu-Fen Chang, Ph.D. - Associate Professor
 Dr. Anna Catalan, Ph.D. - Full-time Lecturer

Describe facilities that would be used in support of the proposed program.

No change

Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

No change

Describe available academic technology, equipment, and other specialized materials.

No change

Additional Support Resources Required

Describe additional faculty or staff support positions needed to implement the proposed program.

no change

Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

no change

Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Placeholder.docx

Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

no change

Self-Support Program Information

Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

No

Explain how at least one of the following additional criteria shall be met:

The courses or program are primarily designed for career enrichment or retraining;

Yes

Explain:

Our program will continue to serve as a feeder program to the teaching credential programs.

The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

No

The course or program is offered through a distinct technology, such as online delivery;

Yes

Explain:

The current program does offer a selection of online courses.

For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

No

For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

No

Specify how all required EO 1099 self-support criteria are met.

no change

The proposed program does not replace existing state-support courses or programs.

No

Academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs.

Yes

Basic Cost Recovery Budget Elements (Three to five year budget projection)

Student per-unit cost:

0

Number of units producing revenue each academic year:

0

Total cost a student will pay to complete the program:

0

Revenue

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Fees	0	0	0	0	0
Projected Attrition Numbers	0	0	0	0	0
Totals	0	0	0	0	0

Additional Revenue Sources

	1st Year	2nd year	3rd Year	4th Year	5th Year
Grants	0	0	0	0	0
Other	0	0	0	0	0
Totals	0	0	0	0	0

Direct Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Instructional costs	0	0	0	0	0
Operational costs	0	0	0	0	0
Extended Education costs	0	0	0	0	0
Technology development and ongoing support	0	0	0	0	0
Totals	0	0	0	0	0

Indirect Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Campus Partners	0	0	0	0	0
Campus reimbursement general fund	0	0	0	0	0
Extended Education overhead	0	0	0	0	0
Chancellor's Office overhead	0	0	0	0	0
Totals	0	0	0	0	0

Additional Questions

Is this program an accredited educator preparation program?

No

Do you want email notification when the course is fully approved?

Yes

Supporting Documentation

Placeholder.docx

Key: 49



Department Name Change from Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to Human Development and Family Studies (HDFS)

RES 252640

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed department name change from the Department of Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to the Department of Human Development and Family Studies (HDFS)

RATIONALE: The proposed new department name more accurately reflects the diverse program strands currently offered in the Child, Adolescent, and Family Studies degree program, which include training in the fields of human development and family studies. The new department name also aligns with the proposed new degree program title. This would correct the current misalignment between the Department of Human Development and Child, Adolescent, and Family Studies, which offers a Bachelor of Arts degree in Child, Adolescent, and Family Studies. Additionally, the current six letter acronym HD-CAFS is incompatible with CSUB software. Finally, the name change aligns with similar programs across the CSU. The existing department resources are sufficient to support this department name change.

Attachment: Referral 2025-2026 40 Department Name Change Request for HD-CAFS

Distribution List:

President
Provost and Vice-President for Academic Affairs
Vice-President for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
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:

Sent to the President:

President Approved:



2025-2026 REFERRAL #40

Department Name Change Request for HD-CAFS

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Amanda Grombly, Budget and Planning Committee (BPC) Chair

Date: January 20, 2026

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on December 2, 2025, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) review and address the new proposal Department name change from Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to Human Development and Family Sciences (HDFS).

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on students in the department.

Please take up this matter with your committees and get back to me with your recommendations. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) Department of HD_CAFS name change.doc

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

California State University, Bakersfield

9001 Stockdale Hwy. • Mail Stop: 20 BDC • Bakersfield, CA 93311

Katherine Van Grinsven

From: Melissa Danforth
Sent: Wednesday, September 24, 2025 5:00 PM
To: Katherine Van Grinsven
Cc: Danielle Solano
Subject: FW: Dept of HD-CAFS name change request
Attachments: Department of HD_CAFS name change .docx

Hi Katie,

Here's an item for the EC agenda.

Melissa

From: Alexander Reid <areid2@csb.edu>
Date: Wednesday, September 24, 2025 at 4:39 PM
To: Melissa Danforth <mdanforth@csb.edu>
Cc: Danielle Solano <dsolano@csb.edu>, Elaine Correa <ecorrea1@csb.edu>, Elizabeth Adams <eadams6@csb.edu>
Subject: re: Dept of HD-CAFS name change request

Dear Melissa,

On behalf of the Department of Human Development and Child, Adolescent, and Family Studies, please accept our request for Senate Approval of our Department name change.

We consulted with Dr. Adams and our interest to begin the process of changing our Department name first with Senate approval and then we anticipate submitting a request to SSE Curriculum Committee to move forward with our degree name aligned with our Department name.

Please see attached for our name change approval request.
Please let me know if there is any additional information needed.

Thank you for your time.

Sincerely,

Alexander

Alexander Reid, Ph.D.
Associate Professor, Department of Human Development and Child, Adolescent and Family Studies
California State University Bakersfield

Department of Human Development and Child, Adolescent, and Family Studies (HD-CAFS)
Name Change Approval Request

Dear Colleagues,

On May 12 2022, the President of CSUB approved our request for a Department name change from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HD-CAFS). We were informed, however, that the 6-letter name would not work in PeopleSoft and we would need to have the name change be reflected on our degree. At this point, we would like to start with a name change from HD-CAFS to Human Development and Family Sciences (HDFS), which aligns with other CSU Departments in our field.

The Department of Human Development and Child, Adolescent, and Family Studies (HD-CAFS) faculty unanimously voted to change to Human Development and Family Sciences (HDFS).

The rationale for this name change was to service the diverse program strands in which our students seek a B.A. degree aligned with employment opportunities in the fields of Human Development, Resource Management, Teacher Education and Early Childhood and Family Sciences. Currently, our program description reads as follows:

Program Options and Paths

Bachelor of Arts (B.A.) Degree in Child, Adolescent, and Family Studies This program is geared towards students interested in working with children and their families in any of the following settings: preschool, childcare center, case management, criminal justice, Head Start, and the Department of Human Services. Students will earn a B.A. Degree in Child, Adolescent, and Family Studies.

To ensure that our students can apply for positions that cover the vast range of options available with a CAFS degree, we would like to ensure that our Department's name reflects the diverse areas for which we serve as a feeder program.

Additionally, it should be noted that 3 out of our 4 full time faculty members hold degrees covered under the area of Human Development. The size of our Department is small, and therefore we cover a range of areas that other CSU's have divided into separate departments. In alignment with other CSU's, our department name should include the Human Development area as well as the Family Sciences domain. In accordance with other CSU's, for consistency and disciplinary convention, the name change aligns with our other campuses:

CSU Sacramento (BS in Family Studies and Human Development)
CSU Monterey Bay (BA in Human Development and Family Studies)
CSU Long Beach (BA in Human Development)
CSU East Bay (BA in Human Development)

We propose HDFS as the 4-digit acronym for People Soft, in keeping with other institutions of higher education in the U.S.A. that offer the same degree. For example, Colorado State, Michigan State, University of Connecticut, Penn State, East Carolina University, Florida State, George Mason University, Georgia Southern, Indiana State, Kansas State, Iowa State, Mississippi State, and North Dakota State. All these institutions use HDFS as their acronym.

Once we have approval from the Senate for a Department name change, we will begin the process of aligning the Department name to the degree with submission to the SSE Curriculum Committee.



**Readmission Requirements Following Academic Disqualification
RES 252641**

AS&SS, AAC

RESOLVED: That the readmission requirements for academically disqualified undergraduate students be revised to provide two clear return pathways applicable to all students regardless of class standing; and be it further

RESOLVED: That the following changes be made to the University Handbook and Academic Catalog (deletions in ~~strikethrough~~, additions in **bold**):

~~Students who had completed fewer than 60 semester units (Freshman or Sophomore Standing) before being dismissed must: (one of the two)~~

- ~~a. Have completed college work elsewhere or in CSUB Extended University and brought their total college work completed to 60 or more semester units with an overall grade point average of “C” (2.00) or better and demonstrated above average achievement in recent work or,~~
- ~~b. Attained at least a “B” (3.0) average in not less than 9 academically rigorous semester units.~~

~~Students who had completed 60 semester units or more (Junior or Senior Standing) before being dismissed must: (one of the two)~~

- ~~a. Earned college credit in academically rigorous course elsewhere or in CSUB Extended University and attained at least a “B” (3.0) average in not less than 6 academically rigorous semester units, or~~
- ~~b. Remained absent from the university for at least one year, during which time they have remedied the conditions that contributed to their academic difficulty.~~

All undergraduate students seeking readmission after academic disqualification will follow one of the two pathways below, regardless of class standing:

1. One-semester Readmission Pathway:

A student may request readmission after one semester away from CSUB by completing a minimum of six (6) semester units of transferable, degree-

applicable coursework with a cumulative GPA of 2.00 (“C”) or higher. The coursework must demonstrate academic improvement and readiness to return. Semester units may be completed elsewhere or through CSUB Extended Education.

2. Two-Semester Readmission Pathway:

A student may request readmission after two consecutive terms away from CSUB, which may include summer. Under this pathway, no coursework is required; however, the student must demonstrate that the conditions contributing to their academic difficulty have been addressed.

All petitions for readmission will be evaluated by the Academic Petitions Committee, which may request documentation demonstrating academic readiness.

RATIONALE:

Updating the readmission criteria provides a clear and consistent policy for all undergraduate students returning after academic disqualification. Establishing two pathways—a one-semester option requiring completion of degree-applicable coursework with demonstrated academic improvement, and a two-semester option without coursework requirements—offers flexibility while maintaining academic standards. These changes simplify the readmission process, eliminate inconsistencies between lower- and upper-division requirements, and help students return to degree completion with clearer expectations and a more equitable structure.

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Dean of Libraries
Dean of Antelope Valley
Dean of Extended Education and Global Outreach

Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:

Other units for consideration for distribution list:

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AVP for Grants, Research and Sponsored Programs

AVP for Information Technology Services and Chief Information Officer

AVP for Student Affairs and Dean of Students

AVP for Enrollment Management

Director of Enrollment Management Systems (formerly Academic Operations)

Director of Undergraduate Advising

Executive Director of Associated Students, Inc.

Director of the Center for Accessibility and Essential Needs (formerly SSD)

Director of Athletics