



Academic Senate Meeting – Spring 2026

Thursday, April 30, 2026

Agenda

10:00 – 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 (alt. E. Montoya), CSU Senator N. Michieka (excused), AH Senator T. Tsantsoulas, AH Senator M. Naser, BPA Senator D. Wu, BPA Senator S. Sarma, NSME Senator L. Kirstein, NSME Senator A. Stokes, SSE Senator Z. Zenko, SSE Senator S. Roberts (alt. for Spring 2026 K. Henderson), AV Senator K. Holloway (virtual), At-Large Senator H. He (alt. L. Punsalan), At-Large Senator A. Grombly (alt. K. Lattimore), 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.

Guest: President Harper

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

- II. Approval of Minutes
 - a. April 16, 2026 (handout)

- III. Announcements and Information
 - a. President's Report – V. Harper (**Time Certain: 10:10 am**) (handout)
 - b. Elections and Appointments – D. Solano (handout)
 - c. Upcoming Events:
 - i. May 7 – Senate Meeting
 1. Session 1: Final Senate Meeting of 2025-2026
 - a. Time: 10 -11 am
 2. Session 2: 2026-2027 Senate Organizational Meeting
 - a. Time: 11 – 11:30 am
 - b. 2026-2027 Senators Only
 - c. Picture of 2026-2027 Senate taken outside (Time TBA)

- ii. May 16 – Commencement, Dignity Health Arena
 - 1. 8:30 am – AH, BPA, NSME and Criminal Justice
 - 2. 1:30 pm – SSE
 - 3. csub.edu/commencement

- d. Submitted Reports for 2025-2026 (*written reports only*):
 - i. Faculty Teaching & Learning Center Activities – R. Weller (handout)
 - ii. GECCo Report – E. Montoya (handout)
 - iii. Faculty Ombuds Report – A. Hegde (handout)
 - iv. URC Report – No recommendations; no report.

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

V. Reports

- a. ASI Report – Senator Reed
- b. Provost’s Report – D. Thien **(Time Certain: 10:25 AM)** (handout)
- c. ASCSU Report – Senators Lam and Michieka (deferred)
- d. Staff Report – Senator Gonzalez (handout)
- e. Committee Reports:
 - i. Executive Committee – Vice-Chair Solano (handout)
 - ii. Standing Committees:
 - 1. Academic Affairs Committee (AAC) – Senator Tsantsoulas (handout)
 - 2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein (handout)
 - 3. Budget and Planning Committee (BPC) – Senator Grombly (handout)
 - a. Memo – Recommendation on Referral #04 Time Blocks
 - 4. Faculty Affairs Committee (FAC) – Senator Zenko (handout)
 - a. Memo - Guidance on RTP Processes, WPAF Expectations, and Evaluation Practices
- f. CFA Report – T. Salisbury, CFA Bakersfield

VI. Resolutions **(Time Certain: 10:30 AM)**

- a. Consent Agenda
 - i. RES 252649 – Commencement, Spring 2026 – EC (handout)
- b. Old Business:
 - i. RES 252638 – New Bachelor of Science in Mechanical Engineering – AAC, BPC (handout)
 - ii. 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)

- iii. 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)
- iv. RES 252641 – Readmission Requirements Following Academic Disqualification - AAC, AS&SS (handout)
- v. RES 252629 – Academic, Curricular, and Student Support Software Governance – AS&SS (handout)
- vi. RES 252644 – Guidance on WPAF Contents and Timelines for Review – Handbook Change- FAC (handout)
- vii. RES 252647 – Acting Appointments – Handbook Change – FAC (handout)
- viii. RES 252624 – Expressions of the Senate- Bylaws Changes – EC (handout)
- ix. RES 252628 – Inventory of Automated Decision-Making Software for the Classroom – AS&SS (handout)
- x. RES 252648 – Teaching Modality – Handbook Changes – AAC, FAC (handout)
- c. **New Business: (Time Certain: 11:05 AM)**
 - i. RES 252643 – Policies & Procedures for Establishing New Schools – EC (handout)
 - ii. RES 252642 – Post-Enrollment Requirement Checking (PERC) Timing Alignment for Prerequisite Verification and Enrollment Stability – AAC, AS&SS (handout)

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

VIII. Adjournment



MEMORANDUM

DATE: April 29, 2026

TO: Dr. Melissa Danforth, Chair
Academic Senate

FROM: Vernon B. Harper Jr., Ph.D.
President

SUBJECT: President's Report – April 30, 2026

President Harper intends to discuss the following with the Academic Senate on Thursday, April 30, 2026.

- President's Associates Recognition Dinner
- People & Culture
- May Revise Reminder
- Senate Social – May 14

c: Katherine Van Grinsven



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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)



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Academic Senate Standing Committees

The four standing committees of the Academic Senate are:

- Academic Affairs
- Academic Support & Student Services
- Budget & Planning
- Faculty Affairs

All 2026-27 Senators must submit an interest form by **Friday, May 1 at 5:00 P.M**

- [Link to Academic Standing Committee Interest Form](#)

If you are interested in serving as a chair, submit the form by **Monday, May 4 at 5:00 P.M**

- [Link to Chair Statement of Interest Form](#)



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Results of College Appointed Positions

All-University Teacher Education Advisory Committee (TEAC)

- *NSME: Jonathan Troup – Mathematics*
- *SSE: Adelmira Ynostroz Ochoa – Teacher Education*

Auxiliary For Sponsored Programs Administration (SPA) Board

- *NSME: EC recommendation sent to the President*
- *SSE: EC recommendation sent to the President*

Graduation Writing Assessment Requirement (GWAR) Committee

- *A&H: Appointment in progress*

CSUB Advising Council

- *A&H: Appointment in progress*
- *BPA: Reverted to At-Large*
- *NSME: Appointment in progress*
- *SSE: Jeff Moffit – Kinesiology*

Institutional Research and Planning Assessment (IRPA) Advisory Committee

- *A&H: Charles MacQuarrie – English*
- *BPA: Aaron Hegde – Economics*
- *NSME: Reverted to At-Large*
- *SSE: Tzufen Chang – HD-CAFS*



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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 – *Complete*
8. Standing Committees – ***In Progress***
9. College appointed positions on committees – *Complete*
10. At-Large and unfilled college appointed positions – ***Call to go out soon***



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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*



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2026-27 College Election Committees

Arts and Humanities

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

Business and Public Administration

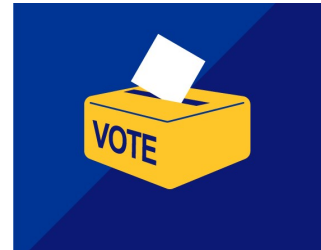
- Richard Gearhart
- Mansik Hur
- Jinping Sun
- Dan Zhou
- *Admin Support: Maria Diaz*

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*





Date: April 24, 2026
From: Dr. Rebecca Weller, Director, Faculty Teaching & Learning Center
To: The Academic Senate
Subject: Faculty Teaching & Learning Center Activities (Fall 2025 and Spring 2026)

Mission

The Faculty Teaching and Learning Center (FTLC) supports faculty success by fostering innovative, inclusive, evidence-based teaching practices through relevant and impactful programs and by creating opportunities for professional growth.

Core Values

- Sharing current, relevant pedagogies based on the science of learning
- Creating a community of practice in which participants learn from each other
- Nurturing an atmosphere of caring and trust
- Celebrating teaching innovation and faculty success
- Providing faculty development that aligns with CSUB's Strategic Plan, especially with respect to increasing faculty retention

The Team

- Dr. Rebecca Weller, Faculty Director
- Dr. Alex Slabey, Instructional Designer/Technologist
- Mallory Gardner, Instructional Designer/Technologist (until April 2026)
- Chris Shiery, ASC

Programs Fostering Innovative Teaching

Small Teaching Series

- To balance faculty interest in acquiring new pedagogical skills with their incredibly busy schedules, the FTLC offers a series of 30-minute Zoom sessions, highlighting a new strategy each week. Inspired by the work of James Lang, we called it the "Small Teaching Series," as it is based on the notion that small, meaningful changes in teaching can have a powerful impact on student learning. Topics range from instructional technology tips ("Raise Your Accessibility Score with UDOIT: Scan, Review, and Remediate") to implementing the science of learning into any teaching modality ("Think Again! Why Retrieval Practice Supercharges Learning").

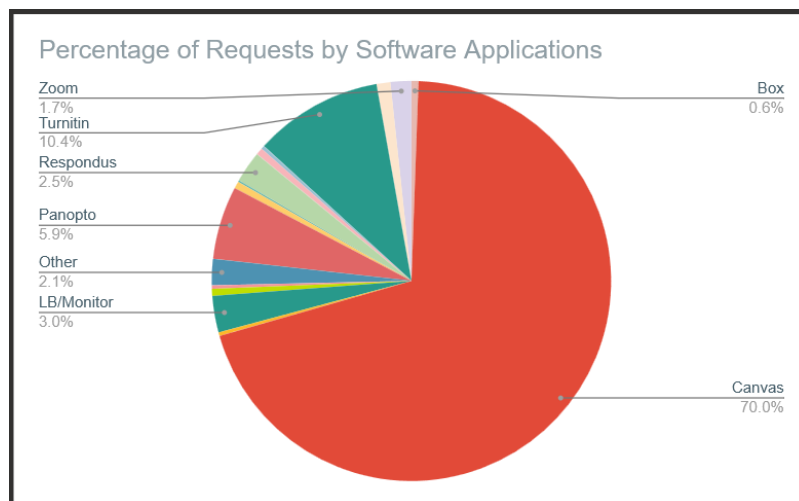
- While attendance has been low (averaging 3-4 viewers a week), each session is recorded and then included in our Friday email blast, “Tip of the Week,” as well as posted on our website.

Instructional Technology Support

- The FTLC has two instructional designers, Alex Slabey and Mallory Gardner, who provide training, pedagogical advice, and service support for a variety of instructional technologies. As an example of the quantity of service tickets they complete in just one semester (Fall 2025), see chart below:

Software Applications	# of Requests
Box	4
Canvas	497
ChatGPT	2
LB/Monitor	21
Microsoft Suite	4
N/A	2
Other	15
Panopto	42
Peoplesoft	4
Qualtrics	1
Respondus	18
Techsmith	4
TidyUP	2
Turnitin	74
UDOIT	8
Zoom	12
Grand Total	710

- Additionally, while the learning management system (Canvas) continues to dominate help requests, Alex and Mallory provide support on other software as well:



- What is not reflected in these charts is the number of hours spent with some faculty working one-on-one to redesign courses for a more student-centered learning environment, remediating inaccessible instructional materials (especially videos), and assisting administrators when emergencies occur.

Teaching Toolkit

- The FTLC team worked together over the past two years to construct a “teaching toolkit” on our website that includes LMS tutorials, FAQs, and instructional resources for all modalities. We are especially proud of our “Preparing to Teach” and “Assessing Learning” tabs. The site also includes tips on accessibility, teaching in the age of AI, and advertises the latest offerings from the Chancellor’s Office, like the popular QLT series. This content has been regularly updated and advertised via our “Tip of the Week” emails.

University Week Professional Development Workshops

- The FTLC has taken the lead on University Week Faculty Professional Development since 2020 and, for the third year in a row, focused on artificial intelligence. The main session entitled, “*POP Culture: Centering Process over Product in the Age of AI*” was a hands-on workshop that explore process-focused strategies for designing assignments that make learning visible in meaningful ways. Our center continued this theme in the Fall and Spring with monthly “play labs,” providing instructors a safe/fun space to play with Copilot and ChatGPT as well as rethinking assessments that might need AI-proofing or intentional AI-incorporating.

[NEW] The GAME Plan

- The Faculty Teaching & Learning Center received a CSU AI Educational Innovations Challenge grant in May 2025 and launched *The GAME Plan: Designing Critical Thinking Assignments for the AI Era*. Using the GAME framework (Generate, Analyze, Modify, Elevate), this was developed initially as a 5-part (in person) workshop series that offered practical strategies for rethinking traditional assignments, drafting clear and ethical AI-use policies, and teaching students how to critically evaluate AI-generated content. Participants who completed the series received a \$500 stipend (courtesy of the CSU AIEIC grant).
- After studying the feedback, *The GAME Plan* was redeveloped into a four-module Canvas course for the spring. We estimated that we had room for about 43 instructors based on how much of the grant was left. The course filled in one day and there was a wait list. Based on the post-survey, the experience was very positive and most faculty found it to be very helpful as they navigate the tremendous impact that AI has had on higher education. The FTLC would happily run the course again, if funding is available for participants.
- In Fall 2025, 16 instructors participated; in Spring 2026, 37 of the 43 enrolled completed the course, which will close soon.

[NEW] Digital Remediation Workshops and Support

- The CSU Chancellor's Office adopted the *Digital Content Remediation Prioritization Framework* in 2025 to promote digital content remediation and compliance with Title II of the Americans with Disabilities Act (ADA) for every campus. Some of the framework's objectives include remediating digital content, fostering campus awareness and participation, evaluating remediation progress, and encouraging proactive accessibility practices to maintain long-term compliance. To apply this accessibility framework, the FTLC and Information Technology Services (ITS) partnered to create a series of training opportunities for faculty. Led by Alex Slabey and Derek Chaney, the workshops helped instructors learn how to identify accessibility concerns, remediate inaccessible documents, and avoid common accessibility errors. They focused on tools already embedded into Canvas: (1) TidyUP, which identifies and helps faculty remove unused files, and (2) UDOIT, which identifies a variety of accessibility concerns in Canvas.
- The 90-minute workshops held in January had 37 faculty members in attendance (33 of which completed the requirements for a \$300 stipend provided by ITS); another 7 instructors attended the March 5 session. Alex then offered three mini versions of this workshop in April as part of our Small Teaching Series. He continues to assist instructors one-on-one in addition to training several ITS staff and 3 student workers to assist with this process.

[NEW] ITV Learning Community

- Based on the request of Provost Thien and Interim AVP of Academic Affairs Elizabeth Adams, the FTLC created a workshop and learning community to support our ITV instructors. Addressing the unique challenges of balancing face-to-face and remote instruction across two locations, Main Campus and Antelope Valley), we began with a January workshop "**One Class, Two Rooms: Simple Strategies for Connected Learning**" that provided tips for juggling the technology, instructor attention, equity of experience, while still incorporating active learning. The cohort met twice more in the Spring 2026 semester as a learning community, troubleshooting additional challenges and celebrating improvements.
- The ITV Learning Community had 8 participants, who earned a \$300 stipend. There are plans to offer it again in Fall 2026 with a co-lead who is currently teaching ITV.

Programs for Professional Development

Faculty Leadership Academy

- After reviewing survey data provided by members of the first five cohorts, the Faculty Leadership Academy (FLA) was not offered during the 2024/25 year, so that it could be revised and aligned with what faculty need. While it is still a yearlong program that meets monthly, it now emphasizes skill-building and applied leadership.
- The 2025/26 cohort consisted of 8 faculty members representing 4 colleges and it was a dynamic and supportive environment where they were able to collaborate with each other, and gain insights from experienced mentors. Session topics included sensemaking and reframing, managing conflict, leveraging emotional intelligence, and navigating the six cultures of the academy. A Qualtrics survey on their experience will be run in May.

- Also new this year, each member of the cohort worked on a leadership planning exercise that simulates leading a university-level task force. Some chose to work on a challenge (like addressing faculty morale and retention) while others imagined an opportunity (like starting a Shakespeare festival). Having a simulated leadership role of a campus task force allowed participants to delve into the FLA material more thoroughly, applying especially the skills of cross-functional collaboration, systems-level thinking, and adaptive leadership.

FTLC Mini-Grant Program

- The FTLC Mini-Grant Program was designed to pair two of the FTLC's main objectives: supporting faculty and bringing faculty together to inspire and learn from each other. The mini-grants are meant to aid faculty in their endeavors related to teaching and learning, research or creative activities, and/or community or discipline-specific service. Awarded in Fall and in Spring, there are two types:
 - Faculty Professional Development Grants
 - 12 awarded in Fall 2025 (\$5715)
 - 19 awarded in Spring 2026 (\$8735)
 - Teaching Innovation Grants
 - 7 awarded in Fall 2025 (\$3150)
 - 5 awarded in Spring 2026 (\$2097)
- The applications are reviewed by both the director and the FTLC Advisory Board, and we are currently rethinking our rubric as the quantity of applications has been overwhelming the last few cycles.

Interdisciplinary Research Group (IRG)

- This group meets weekly at the FTLC to discuss research and set goals for completing major projects. IRG has been meeting for over 20 years and regularly sees a mix of disciplines and ranks. It has several subgroups that also meet at the FTLC for quiet writing time. Membership varies each semester, but we continue to average 8-10 faculty members.

For additional context, data, or details, please contact Dr. Rebecca Weller (rweller@csb.edu).



Date: April 24, 2026

From: Dr. Eduardo L. Montoya, Faculty Director of GE

To: The Academic Senate

Subject: General Education Curriculum Committee (GECCo) Report

This report summarizes the activities of the General Education Curriculum Committee (GECCo) for the 2025–2026 academic year through April 24, 2026. GECCo is a faculty-led committee composed of eight voting members, two elected from each college, supported by a non-voting faculty director, non-voting liaisons from Academic Programs, and a non-voting student representative. Charged by the Academic Senate, GECCo is responsible for managing the General Education (GE) program and has worked throughout the academic year to review GE course proposals, oversee GE learning outcomes, support GE assessment, coordinate course recertification, and address policy and implementation issues related to the GE program. This report reflects GECCo activity through April 24, 2026.

Highlights from AY 2025-26

Course Review and Curriculum Actions

GECCo reviewed and acted on 20 proposal-related items during AY 2025-26, including new and revised submissions. Approved proposals included:

- CRJU 3328
- HIST 4538
- PHIL 3378
- RS 3808
- KINE 3128
- SOC 4008
- PH 3118
- HIST 3298
- HIST 4318
- ETHS 1318
- MATH 3218
- SCI 3219

- ETHS 3618
- ETHS 1608

Proposals not approved included:

- ETHS 1308
- MATH 3509
- MODL 3328
- MODL 3338
- ETHS 3518
- PH 2028

Several proposals required coordination with the GVAR Subcommittee.

General Education Modifications

GECCo continued its work on General Education Modifications (GEMs), including review of new GEM requests, clarification of GEM portability, and development of formal guidance for proposing GEMs and requesting use of previously approved GEMs.

GECCo reaffirmed that approved single-course and multi-course sequence GEMs are portable across majors because the substitution is tied to the approved course or defined course sequence. Under this framework, if a student completes an approved GEM while in one major, the GE substitution remains valid if the student later changes majors.

GECCo also reviewed new CSU guidance on lower-division GE exceptions. Under this guidance, program-based lower-division GE exceptions are no longer allowable. Lower-division GEMs must be tied to a specific course or to a defined multi-course sequence that meets the relevant GE area outcomes. For multi-course sequence GEMs, the GEM unit count may not exceed the unit requirement for the GE area being satisfied. GECCo and Academic Programs communicated this clarification to affected departments and worked with them to address the implications for existing and proposed lower-division GEMs.

GECCo also developed formal guidance for proposing new GEMs and for requesting use of already approved GEMs until GEM proposal functionality is available in CourseLeaf CIM. The guidance outlines the submission process, required documentation, and review expectations for departments seeking approval of a course-based or multi-course sequence GEM.

GECCo also acted on several GEM requests:

- MECH 2070 was approved as an Area 1B GEM for Mechanical Engineering on March 12, 2026.
- AI-History courses were approved as an Area 4 GEM for Mechanical Engineering on March 13, 2026.
- CMPS 2120 was approved as an Area 1B GEM for programs in CEECS on April 24, 2026.

AI-HIST and AI-GV Recertification

GECCo continued the AY 2025–26 recertification process for American Institutions History (AI-HIST) and American Institutions Government (AI-GV) courses. The purpose of this process is to ensure that AI-HIST and AI-GV courses continue to meet the requirements for those areas. The AI-HIST recertification process

is complete. AI-GV recertification is also on track for completion by the end of Spring 2026, with only a small number of revised AI-GV syllabi still outstanding at the time of this report.

Learning Communities

GECCo continued to support GE Learning Communities as collaborative professional development spaces for faculty to explore GE-aligned pedagogy and respond to emerging instructional challenges. The Learning Communities focused on inclusive pedagogy, student belonging, assignment and strategy redesign, AI-related learning challenges, and cross-disciplinary faculty collaboration.

Due to budget constraints, the Learning Communities were structured differently this year. Rather than offering each Learning Community across both semesters, two Learning Communities were offered in Fall 2025 and two were offered in Spring 2026. Written Communication was not offered in Spring 2026 because the facilitator was on leave. The Learning Communities offered during AY 2025–26 were as follows:

- Fall 2025 Learning Communities
 - Information Literacy, facilitated by Rebecca Penrose. Explored ways to redesign instruction and assignments to align information literacy goals with student success, while addressing evolving research practices and the impact of generative AI.
 - Oral Communication, facilitated by Kelly O'Bannon. Explored oral communication practices that enhance faculty presence and contribute to a more dynamic, inclusive classroom experience for students.
- Spring 2026 Learning Communities
 - Quantitative Reasoning, facilitated by Tim Burke. Shared psychological principles to enhance community, equity, and student success in all courses, with a particular focus on quantitative reasoning.
 - Oral Communication, facilitated by Kelly O'Bannon. Continued to explore oral communication practices that enhance faculty presence and contribute to a more dynamic, inclusive classroom experience for students.

The Learning Communities supported the university by strengthening curricular alignment in foundational GE skills, promoting instructional innovation through new and redesigned assignments, supporting student success through attention to belonging, confidence, and engagement, and sustaining faculty collaboration across colleges.

GECCo received Learning Community updates during the spring from Rebecca Penrose on the Fall Information Literacy Learning Community, Kelly O'Bannon on the Fall Oral Communication Learning Community, and Tim Burke on the Spring Quantitative Reasoning Learning Community.

GE Assessment

Dr. Zhenning Xu served as GE Faculty Assessment Coordinator for AY 2025-26. The GE Program Learning Outcomes scheduled for assessment were Oral Communication (PLO 1A) and Interdisciplinary Knowledge (PLO 2B). The assessment work was underway and on track for completion by the end of the spring semester.

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GECCo also discussed and approved a Five-Year GE Assessment Plan. This plan provides a more systematic framework for coordinating future assessment of GE outcomes and aligning assessment work with the revised GE structure.

First-Year Seminar Discussion and Campus Engagement

GECCo discussed First-Year Seminar (FYS) survey results collected by the FYS Coordinator, whose position was supported by the Puedes grant and the Provost. The survey provided information about student experiences in FYS and the effects of recent coordination efforts. Survey results indicated that many students found the course helpful for academic adjustment, campus connection, and time management. The committee also discussed the need for clearer guidance regarding AI-related modules and implementation.

GECCo also reviewed and discussed the Library proposal for FYS oversight and coordination. GECCo did not support the proposal as written, in part because members felt that curricular governance for FYS should remain within GE. However, GECCo was open to considering a possible FYS subcommittee model, similar to other structures in which a subcommittee may provide review, coordination, or recommendations while preserving GECCo's curricular oversight role.

SPARKS Program Discussion

GECCo hosted a discussion of the proposed SPARKS Program, Students Partnering with AI for Regional Knowledge and Service. The program is designed to support faculty adaptation of existing upper-division GE courses to include community service-learning or related applied projects using AI. The proposed call invited faculty teaching upper-division GE courses to submit proposals for Fall 2026 implementation, with selected faculty receiving summer stipends to support course adaptation.

Chris Diniz, Associate Vice President and Chief Information Officer, joined GECCo to discuss the program and obtain feedback. The discussion emphasized that the program would remain faculty-led, that instructional authority and assessment would remain with CSUB faculty, and that participating GE courses would need to continue meeting approved GE outcomes and requirements.

Guest Presentations and Campus Engagements

In addition to regular business, GECCo hosted several visits and presentations that supported committee discussion and planning:

- Saeed Jafarzadeh joined GECCo to address committee questions regarding SCI 3219.
- Chris Diniz joined GECCo to discuss the SPARKS Program call for proposals.
- Rebecca Penrose provided an overview of the Fall Information Literacy Learning Community.
- Kelly O'Bannon provided an overview of the Fall Oral Communication Learning Community.
- Tim Burke provided an overview of the Spring Quantitative Reasoning Learning Community.
- Jahyun Kim presented and discussed FYS survey results.

Looking Ahead

As the spring term comes to an end, GECCo will continue to:

- Maintain GE program materials, including the GE catalog, GE Compendium, advising sheets, and related implementation documents.
- Address GE-related policy issues that arise from Chancellor’s Office guidance, campus implementation needs, and questions from departments, programs, advising, and Academic Programs.
- Maintain annual recertification processes for GE courses.
- Sustain ongoing coordination of GE assessment efforts in collaboration with the GE Assessment Coordinator.
- Continue support for interdisciplinary Learning Communities that advance equity-minded instruction and skill development in foundational GE areas.
- Maintain ongoing collaboration with advising and academic units to discuss and address GE-related matters, offering guidance or feedback on curricular or policy questions as appropriate and when requested.

For additional information or materials referenced in this report, please contact the Faculty Director of General Education.

General Education

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**Faculty Ombudsperson Annual Report to the Academic Senate
Academic Year 2025–2026**

Executive Summary

The majority of faculty concerns during the 2025–2026 reporting period stemmed not from isolated interpersonal disputes, but from persistent ambiguity and inconsistency in the role of department chairs—particularly in how authority, communication, and shared governance are exercised.

Most consultations involved tensions between department chairs and faculty members rather than peer-level conflict, reinforcing that the chair role is a central pressure point in faculty experience. These concerns were not primarily about policy violations, but about recurring challenges in role clarity, communication, power dynamics, and equity.

Taken together, these patterns suggest system-level opportunities to strengthen leadership practices, clarify expectations, and support early, informal resolution before concerns escalate into formal disputes.

Overview of Consultations

During this reporting period, a significant proportion of Faculty Ombuds consultations involved concerns related to chair–faculty relationships. The consistency of these themes across otherwise unrelated cases suggests that these concerns are not isolated but reflect shared structural conditions within departments.

Key themes included:

- Uncertainty regarding the *scope and limits of chair authority*
- Tension between *administrative responsibility and shared governance*
- Perceived or structural *power imbalances*
- Breakdowns in *communication and collegiality*
- Recurring *gender- and equity-related dynamics*

Key Patterns and Observations

1. Role Clarity: Expectations and Authority of Department Chairs

Many consultations reflected inconsistent or conflicting understandings of the chair role, particularly in balancing:

- Administrative authority and responsibility
- Faculty participation and shared governance
- Mentorship, evaluation, and faculty development

In some cases, faculty perceived chairs as exercising *highly centralized or directive leadership* with limited consultation or transparency. In other situations, chairs reported difficulty fulfilling their responsibilities when faculty members *resisted or repeatedly contested routine administrative decisions*. In effect, the absence of clearly shared expectations has allowed the chair role to be enacted in markedly different ways across departments, leading to inconsistent faculty experiences.

These differing experiences point to a need for clearer, shared expectations regarding chair authority, consultation practices, and decision-making processes within a shared governance framework.

2. Power Imbalances and Faculty Status

A recurring theme involved power asymmetries (perceived or real), often shaped by differences in:

- Tenure status (tenured vs. probationary or temporary)
- Seniority within departments
- Administrative role (chair vs. faculty member)

Probationary or untenured faculty frequently expressed concern about raising issues safely, particularly when chairs are involved in evaluation, renewal, or professional advancement. Conversely, some chairs described challenges in managing resistance from senior or tenured faculty, particularly when authority or process expectations were contested.

These dynamics create environments in which both accountability and voice may be unevenly distributed, particularly in contexts tied to evaluation and advancement.

3. Communication and Collegiality

Many concerns centered not on substantive disagreement, but on how issues were communicated and addressed. Common themes included:

- Perceived dismissiveness or lack of respect
- Limited transparency or inclusion in decision-making
- Escalation of routine disagreements into ongoing conflict
- Difficulty addressing concerns directly within departments

In the absence of clear expectations and structured communication practices, routine disagreements were more likely to escalate into sustained conflict.

4. Gender and Equity Dynamics

Several consultations raised concerns related to gendered dynamics in leadership and communication, including:

- Differences in how authority or assertiveness is expressed or received

- Disparities in how disagreement is interpreted
- Concerns about tone, respect, and inclusion in departmental processes

While context-specific, these concerns were recurrent and reflect ongoing equity and climate considerations that continue to shape faculty experience and merit attention in leadership development and departmental practices.

Institutional Implications

Viewed collectively, these patterns reflect recurring structural challenges rather than individual failings, including:

- Insufficiently defined and consistently communicated expectations for department chairs
- Limited structured preparation and support for chairs navigating complex interpersonal and governance roles
- Lack of consistent, widely understood mechanisms for early, informal conflict resolution
- Persistent inequities in how authority, voice, and risk are experienced across faculty groups

Recommended Areas for Continued Attention

Based on aggregate consultation patterns, the following areas may merit continued discussion and development:

1. Clarification of the Chair Role
 - Clear articulation of decision-making authority
 - Expectations for consultation, transparency, and communication
 - Responsibilities related to mentoring, evaluation, and leadership
2. Chair Development and Support
 - Structured leadership and conflict-resolution training for new and continuing chairs
 - Communication and feedback practices
 - Guidance on equitable and transparent leadership within shared governance
3. Faculty Awareness of Processes
 - Clear, accessible guidance distinguishing informal and formal pathways for faculty concerns
 - Appropriate channels for raising issues
 - Shared expectations for professional conduct and collegial engagement
4. Early, Informal Resolution Resources
 - Encouraging proactive use of informal resources, including the Faculty Ombudsperson, to address concerns before escalation

Role of the Faculty Ombudsperson

Consistent with University Handbook section 303.8.5, the Faculty Ombuds serves as a confidential, informal, and neutral resource for faculty. The Ombuds does not participate in formal investigations or decision-making.

This report reflects aggregate trends only and is intended to support institutional reflection and continuous improvement, rather than to evaluate individual faculty members, chairs, or departments.

Closing Thoughts

The concerns observed during the 2025–2026 reporting period reflect not isolated incidents but recurring structural challenges. Addressing these issues presents a clear opportunity to strengthen leadership practices, clarify expectations, and reinforce shared governance. Without focused attention, these patterns are likely to persist, particularly in high-stakes contexts such as RTP and faculty retention.

The chair role occupies a critical but complex position within shared governance, yet current practices suggest that expectations, preparation, and support for this role are not consistently aligned with its importance.



S. Aaron Hegde, PhD
Faculty Ombuds



MEMORANDUM

DATE: April 29, 2026

TO: Dr. Melissa Danforth, Chair
Academic Senate

FROM: Deborah Thien, Ph.D.
Provost

SUBJECT: Provost's Report – April 30, 2026

Provost's Report – April 30, 2026

Provost Thien intends to discuss the following with the Academic Senate on Thursday, April 30, 2026.

- Instructional Budget Model Debrief
- Faculty Lines Requests

c: Katherine Van Grinsven

AY 2025-2026 Academic Senate
Staff Report - Thursday, April 30, 2026

President's Commission on Intercollegiate Athletics

Please provide feedback to the commission using this [form](#)

Staff Forum Golf Classic

Join us for the 2026 Golf Classic hosted by CSUB Staff Forum benefiting the Department of Criminal Justice. The tournament will take place on Saturday, May 9, 2026, at Sundale Country Club. <https://events.csub.edu/e/4th-annual-csub-golf-classic/>

Staff Representative for Academic Senate Election

The CSUB Staff Forum is currently seeking nominations for Staff Representative on Academic Senate.

What is CSUB Staff Forum?

The mission of the CSUB Staff Forum is twofold: to foster fellowship among CSUB staff through the sponsorship of social events and active participation within the campus community, and to support the Staff Forum Scholarship Fund through fundraising efforts.

What is the Academic Senate?

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

Who can serve as Staff Representative?

Any full-time CSUB Staff employee (non-MPP) can put their name forward for nomination.

This includes staff in the following units:

- Unit 1 - Physicians
- Unit 2 - Health Care Support
- Unit 4 - Academic Support
- Unit 5 - Operation Support Services
- Unit 6 - Skilled Crafts
- Unit 7 - Clerical/Administrative Support Services
- Unit 8 - University Police
- Unit 9 - Technical Support Services
- Confidential (C99)

What are the responsibilities of the Staff Representative?

The Staff Representative will:

- Attend all meetings of the Academic Senate.
 - The full Senate meets on select Thursdays from 10AM to 11:30AM
 - **Attendance is required**; in-person or via zoom
- Serve on one of the four Senate subcommittees.
 - Senate Subcommittees meet on select Thursdays from 10AM to 11:30AM
 - **Attendance is required**; in-person or via zoom
- Prepare and present a Staff Report to the Academic Senate.

The schedule typically alternates and the Staff Representative is expected to attend a meeting once a week for an hour and a half. The Senate Meeting schedule for 2025-2026 is attached for reference.

- Review meeting agendas, past meeting minutes, Senate resolutions, and additional materials in advance of each meeting.
- Attend all Staff Forum meetings.
 - Prepare and present a Senate Report.
 - **Attendance is required**; in-person or via zoom
- Attend and participate in Staff Forum Events.
 - Events allow staff to meet, interact, and talk with the Staff Representative, **attendance in-person is required.**

The Staff Forum Board meets once a month, typically from 12PM to 1PM.

- Serve a **two (2) year term**.

Attendance

The Staff Representative must notify the Staff Forum Chair/Co-Chair and the Designated Alternate in advance of an absence. The Chair/Co-Chairs may excuse absences given they are communicated with enough time to notify the Designated Alternate. In the case of an excused absence, the Staff Representative must still provide a Report in writing or provide all materials and information to the Designated Alternate so that they may prepare and present a report.

If the Staff Representative has more than three (3) unexcused absences, the Chair/Co-Chair shall ask for his or her resignation.

Nomination Packet

Interested individuals must submit the following information to be considered.

- Letter of Nomination
 - A document confirming you have read and understand the responsibilities of the Staff Representative and are nominating yourself for the position. Please include any information related to past representative work, committee assignments, volunteer work, a personal statement on why you want to be the staff representative, and any other information you would like the Staff Forum Election Committee to consider.

- Letter from your Appropriate Administrator confirming you will be allowed to attend the meetings as required.
- Letters of support from staff – *Not required but highly encouraged*

Can someone nominate another person?

Due to the time commitment, Staff Forum is not allowing the nomination of others. If you know someone who you would like to nominate, please share this notice with them and provide a letter of support.

Election Procedures and Important Dates

Once the nomination period closes on **May 5th, 2026, at 5pm**. All nomination packets that include the Letter of Nomination and Letter from Appropriate Administrator will be distributed to the Staff Forum Election Committee for review.

The Election Committee will meet on or about **May 6th** to confirm the nomination packets are complete and prepare a list of candidates that meet the requirements. The list and nomination packets shall be delivered to the Staff Forum Board for election.

Staff Forum Board will review the list and nomination packets and hold a vote.

The vote will be by secret ballot and the candidate with the most votes will be the Staff Representative. The candidate with the next highest vote total will be the Staff Representative Designated Alternate and will serve in the position when the Staff Representative is unable to attend. In the event of a tie, the two candidates will immediately go to a run-off election.

The outgoing Staff Representative will serve on the Election Committee and may be present when voting is conducted but shall not vote in the election of the new Staff Representative. The outgoing Staff Representative shall also provide a brief orientation to the incoming Staff Representative if requested.

Any member of the Staff Forum Board who has submitted a nomination packet for Staff Representative shall not be allowed to review the list or nomination packets and shall not participate in any discussion or election proceedings.

The newly elected Staff Representative will attend the Academic Senate Organizational meeting on **May 7th, 2026**.

Interested Individuals can submit a completed nomination packet to Tabitha Marsh (tmars3@csb.edu) or Merry Coder (mcoder@csb.edu).

Nominations must be submitted by May 5th, 2026, at 5pm.

Vice-Chair Report to the Academic Senate

Senate Executive Committee (EC) Meeting – April 30, 2026

In addition to routine business, including approval of the agenda, and setting the agenda for Thursday's Senate meeting, EC discussed the following items:

- **Faculty Ombudsperson Report:** A. Hegde met with EC to discuss his annual report as faculty ombudsperson. He noted that most concerns brought to him stemmed from interactions between chairs and faculty. Key themes included uncertainty regarding the scope and limits of chair authority, tension between chairs' administrative responsibilities and shared governance, power imbalances (including those involving untenured chairs or untenured faculty), breakdowns in communication and collegiality, and gender- and equity-related dynamics. Extensive discussion ensued regarding the issues raised by A. Hegde. Additional discussion will occur at the summer senate retreat.
- **Memo from FAC:** FAC sent a memo regarding guidance on RTP processes, WPAF expectations, and evaluation practices, encouraging ongoing communication and the development of regular training opportunities for all participants in the RTP process. Specifically, FAC recommends that the Office of Faculty Affairs regularly develop and deliver training and guidance for those involved in these complex processes to ensure that expectations are clearly understood, that evaluation practices are applied consistently across units, and that the process remains both rigorous and fair.
- **Instructional Budget Model Town Hall Debrief:** Senator Michieka shared that the Economics department had been asked to reduce its schedule by 6 WTU, and noted additional concerns that reliance on a prior year's schedule could negatively affect course offerings in years following sabbaticals or other temporary changes. The Provost noted that the instructional budget model is intended to serve as a guide rather than a fixed formula, and that unusual schedules should be contextualized through conversations among chairs and deans. Chair Danforth further noted concern that the campus may be committed to more programs than it has budget to support fully, and that better analysis is needed to determine whether all programs can be offered with a sufficient number of sections to meet student demand. Additional discussion addressed the need for stronger data analysis and scheduling tools, as well as concerns raised by Senator Zenko regarding student athletes and scheduling conflicts.
- **College Appointed Positions:** EC reviewed the college-appointed positions and made several straightforward appointments. EC also discussed possible principles for making appointments, including distribution of service workload and broader questions about service expectations by rank. The remaining appointments were deferred to a future meeting.
- **Proposed Title V Changes Memo:** EC briefly discussed the memo drafted by Senator Grombly regarding proposed Title V changes, including concerns about residency and systemness issues. Members agreed to review the draft further by email given the time constraints and the deadline for comments.

Academic Affairs Committee (AAC) Report to the Academic Senate

Thursday, April 23, 2026

The Academic Affairs Committee held our last meeting of AY25/26 on April 23rd. We began with a discussion of REF #24: First-Year Seminar (CSUB 1029) Concerns. Dean Bozarth and Chair Penrose of the University Library joined to discuss their proposal *Library Oversight and Coordination for the First-Year Seminar (FYS) Program*. Committee members were in favor of a FYS coordinator position being reinstated on campus. There was general agreement that Library faculty ought to be involved, particularly in better integrating research, information literacy, and academic readiness skills into the FYS curriculum. AAC did not have time to complete discussions of this complex issue. Chair Tsantsoulas will provide a summary of our fact-finding and consultations to provide to the next AAC for further review.

Turning to old business, we considered Senate feedback from the first readings of RES252638, 41, and 48. We made minor changes to the first two resolutions and substantial edits to RES252648 – Teaching Modality Handbook Changes. For the latter, we addressed concerns raised on the Senate floor about the role ascribed to College Deans in the original resolution as well as the suggested conflict mediation procedures. A revised resolution is ready for second reading. We concluded discussions of RES 252642: Post-Enrollment Requirement Checking (PERC) Timing Alignment for Prerequisite Verification and Enrollment Stability. The new PERC timelines suggested by AS&SS strike a balance between administrative time restrictions and student advising needs. The resolution is ready for first reading.

Finally, we affirmed that REF #42: DLC Membership and Description-Handbook has been resolved with RES252648. We did not have time to open discussions of our only remaining referral, REF #47: Proposal for New Master of Science in Applied Analytics.

Academic Support & Student Services Committee (AS&SS)
Report to the Academic Senate
Thursday, April 23, 2026

AS&SS Committee members continued work on:

- Resolution 252628- Inventory of Automated Decision-Making Software for the Classroom.
- Resolution 252642-PERC Timing Alignment from AAC
- Resolution 252629 Academic, Curricular, and Student Support Software Concerns- feedback from 1st reading.
- Resolution 252641- Readmission Requirements Following Academic Disqualification- feedback from 1st reading and alignment with AAC recommendations.

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 April 9, 2026. In that meeting, the committee continued to review the following referrals:

- 2025-2026 REFERRAL # 37 New Degree Proposal BS in Mechanical Engineering
 - The committee reviewed feedback and responses with the department and the department chair.
 - The committee moved forward with edits to the AAC draft resolution.
- 2025-2026 REFERRAL # 04 Time Blocks
 - The group discussed the provided summary of work by prior year BPC groups to address this issue and space utilization.
 - Provost Thein, Academic Senate Chair Danforth, and BPC Chair Grombly shared with the group their findings after reviewing updated space utilization and scheduling data. Much of the issue is tied to classes being scheduled outside of time blocks or outside of the established time block patterns. This is not something Academic Senate can resolve on its own.
 - The group discussed whether they should provide Academic Senate with a resolution or a memo to call for a taskforce to address the issue. The group briefly discussed the membership and charge of such a taskforce before agreeing to a memo.

The Budget and Planning Committee (BPC) met again on April 23, 2026. In that meeting, the committee continued to review the following referrals:

- 2025-2026 REFERRAL # 04 Time Blocks
 - The committee reviewed the draft text of the memo and made minimal changes. The memo will go to Executive Committee.
- 2025-2026 REFERRAL # 47 Proposal for New Master of Science in Applied Analytics
 - The committee reviewed the course proposal in Courseleaf. The committee will further review the proposal in the coming week, provide feedback to BPC Chair Grombly by May 1, and will prepare a draft resolution for the incoming BPC Chair.

The committee again discussed the criteria for BPC's review of curriculum proposals and the information needed in the proposals to review those issues. BPC Chair Grombly will communicate these concerns to Interim AVPAA/DAP Adams and AAC Chair Tsantsoulas for consideration in updating the CIM templates.



Memorandum

To: Academic Senate Executive Committee

From: Amanda Grombly, Chair, Budget and Planning Committee

CC: Budget and Planning Committee (BPC)

Date: April 22, 2026

Subject: Recommendation on Referral # 04 Time Blocks

Over the course of five years, the Budget and Planning Committee (BPC) has conducted extensive analysis of time blocks, space utilization, and scheduling practices, and has identified systemic challenges that require coordinated, institution-level action. Given the scope and impact of these issues, BPC recommends referring this work to a taskforce with appropriate administrative authority to address the broader enterprise of academic scheduling.

BPC recommends that the Executive Committee establish a taskforce including the AVP of Academic Affairs and Dean of Academic Programs, Deans and/or Associate Deans from each college, a Department Chair from each college, and representatives from key units such as SASEM and ASI, with additional participation as deemed necessary by the Provost and the taskforce membership. Academic Senate will facilitate the call for faculty participants to the taskforce. The taskforce will convene under the direction of the Provost, report progress to the Academic Senate during the 2026–2027 academic year, and develop actionable recommendations for implementation beginning in the 2027–2028 academic year.

Report from the Faculty Affairs Committee of the Academic Senate

April 23rd, 2026

The Faculty Affairs Committee (FAC) met on April 23, 2026, and advanced several key items related to retention, tenure, and promotion (RTP) processes. The committee moved Resolution 252644, which clarifies handbook language on Working Personnel Action File (WPAF) content and timelines, to second reading. Revisions emphasize distinctions across review types, clarify expectations for including materials since the most recent WPAF submission, and introduce the principle that materials should be representative rather than exhaustive, while still supporting fair and comprehensive evaluation. The committee also discussed the importance of clear guidance around the inclusion of SOCI and classroom observations, as well as appendix language related to scholarship expectations (e.g., documentation of outputs and engagement). In addition, FAC developed a companion memo recommending expanded and ongoing RTP training for faculty, department chairs, and deans.

Resolution 252647, addressing interim and acting appointments, was also advanced to second reading with revisions to clarify consultation requirements, including consultation with the Academic Senate Chair.

Looking ahead, FAC identified several priority areas for future work, including clarifying department chair and program director selection and review processes, improving transparency and consistency in faculty awards processes, and addressing concerns related to authorship ethics and student contributions to scholarship. The committee also discussed the potential need to strengthen evaluation of teaching effectiveness within RTP, noting limitations of existing measures and the importance of more meaningful evidence of student learning.

The FAC Chair expresses sincere gratitude to everyone who has been a part of the Faculty Affairs Committee for the last two years, including regular members, alternates, and guests. The FAC Chair is also appreciative of the collaboration and partnership from other stakeholders on campus, including, but not limited to, the DCLC, other standing committees, and the URC. Serving in this role has been a true honor, privilege, and major responsibility. The effectiveness of FAC was only made possible due to the contributing members and all of the people who provided their input, guidance, and expertise along the way.



MEMORANDUM

To: Dr. Deborah Boschini, Associate Vice President for Faculty Affairs

CC: Dr. Deborah Thien, Provost and Vice President for Academic Affairs
Executive Committee, Academic Senate
Academic Senate
College Deans
College Associate Deans

From: Faculty Affairs Committee

Date: April 23rd, 2026

Guidance on RTP Processes, WPAF Expectations, and Evaluation Practices

The Faculty Affairs Committee (FAC) recognizes that recent revisions to the University Handbook governing periodic evaluation and retention, tenure, and promotion (RTP) processes represent a significant and necessary modernization of existing policies. These revisions clarify expectations regarding the formation of Unit RTP Committees, revision of Unit RTP Criteria, and the scope, organization, and timelines of Working Personnel Action Files (WPAFs), and better align evaluation practices with the purpose of different types of review. At the same time, the FAC acknowledges that these changes introduce a level of complexity that may not be immediately intuitive, particularly as the University continues to transition toward fully electronic systems and updated organizational frameworks.

Although broad consultation has been undertaken in the development of these revisions, it is neither realistic nor expected that all faculty, committee members, and administrators will become fully versed in all aspects of RTP policy in a short period of time. The RTP process is inherently complex, and effective implementation requires time, communication, and shared understanding. Accordingly, the FAC emphasizes the importance of approaching these processes with professionalism, collegiality, and good faith. Faculty undergoing review should be understood as making earnest efforts to comply with evolving expectations, and minor inconsistencies or omissions in WPAF preparation may reflect variation in communication, training, or interpretation rather than deficiencies in performance.

At the same time, the FAC underscores the critical importance of RTP evaluation processes and the responsibility held those participating in them. Evaluation letters prepared by Unit RTP Committees, Department Chairs, and Deans play a central role not only in the current review cycle, but also in

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establishing a cumulative record of performance that may influence future evaluations, including promotion and post-tenure review. As such, these evaluations should be thorough, clear, and carefully reasoned, providing meaningful feedback to faculty and transparent justification for recommendations.

To support consistent and equitable implementation of RTP processes, the Faculty Affairs Committee encourages ongoing communication and the development of regular training opportunities for all participants in the RTP process.

The FAC further recommends that the Office of Faculty Affairs (perhaps in partnership with the Academic Senate, the University Review Committee, the California Faculty Association, and the Committee on Professional Responsibility), give regular attention to the development and delivery of training and guidance for those involved in participating in and navigating these complex processes. Such efforts will help ensure that expectations are clearly understood, that evaluation practices are applied consistently across units, and that the process remains both rigorous and fair.

The FAC appreciates the continued commitment of faculty and administrators to maintaining high standards of evaluation while supporting the professional development and success of our colleagues.

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 11/06/2025	10/31/2025 12/1/2025	RES 252603 11/5/2025; RES 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	<i>No Handbook changes/ but save in Governing Docs</i>	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.	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	<i>Completed referral: 2024-2025 #36 Clarify ASCSU Lecturer Electorate Procedures.</i> 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	1/3/2026
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 2/9/2026	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	4/1/2026
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 SOCLs and move entirely to online SOCLs. During discussion, consider: Costs of administering paper SOCLs, Low response rates for online SOCLs and how to address. ITS support for online SOCLs.	RES 252620 Transitioning to Online SOCLs	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	Tabled	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 Policy.	RES 252622 Academic Advising Structure Is an Academic Endeavor (Tabled)	-	-	-	-
2/3/2026	N/A	RES 252624 Expressions of the Senate (2nd reading scheduled 4/30/2026)	EC	Expressions of the Senate - Bylaws Changes	RES 252624 Expressions of the Senate - Bylaws Changes (2nd reading scheduled 4/30/2026)	Bylaws	-	-	-
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 CSUR 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-office 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	Complete	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	-	4/16/2026	4/28/2026	
10/29/2025	2025-2026 26 Inventory of Automated Decision-making Software for the Classroom	RES 252628 IP; HOLD (4/16/2026)	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	-	-	-	-
11/7/2025	2025-2026 33 Academic, Curricular, and Student Support Software Concerns	RES 252629 IP (2nd reading scheduled 4/30/2026)	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	RES 252629 Academic, Curricular, and Student Support Software Governance (2nd reading scheduled 4/30/2026)	-	-	-	-
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	4/1/2026
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	4/1/2026
11/3/2025	2025-2026 32 Clarification of Unit Criteria for Faculty Review	Complete	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," Definition	RES 252632 Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision	Handbook 305.3.1, 305.3.4, 305.4.2.4, 305.4.2.8., and 305.4.2.9.	4/16/2026	4/28/2026	
2/18/2026	2025-2026 43 Review of the Research, Scholarship, and Creative Activity Reports	Complete	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. Zanko, this referral will likely require multiple resolutions and continued work over future academic years.	RES 252633 Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities	-	3/26/2026	4/10/2026	
2/18/2026	2025-2026 44 Consideration of Senior Lecturer Honorific	Complete	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	Handbook 304.7.3,	3/26/2026	4/10/2026	
1/20/2026	2025-2026 39 Proposal for New Minor in Migration, Population, and Globalization	Complete	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	-	3/26/2026	4/10/2026	4/27/2026
1/20/2026	2025-2026 36 New Degree Proposal for Bachelor of Science in Environmental Studies	Complete	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	-	3/26/2026	4/10/2026	4/27/2026
9/29/2025	2025-2026 20 Disqualification and Readmission Policies	RES 252637 Complete; RES 252641 (2nd reading scheduled 4/30/2026)	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; RES 252641 Readmission Requirements Following Academic Disqualification (2nd reading scheduled 4/30/2026)	-	RES 252637, 3/26/2026	RES 252637, 4/10/2026	RES 252637, 4/27/2026
1/20/2026	2025-2026 37 New Degree Proposal for Bachelor of Science in Mechanical Engineering	RES 252638 IP; (2nd reading scheduled 4/30/2026)	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 (2nd reading scheduled 4/30/2026)	-	-	-	-

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 (2nd reading scheduled 4/30/2026)	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) (2nd reading scheduled 4/30/2026)	-	-	-	-
1/20/2026	2025-2026 40 Department Name Change Request for HD-CAFS	RES 252640 IP (2nd reading scheduled 4/30/2026)	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) (2nd reading scheduled 4/30/2026)	-	-	-	-
10/14/2025	2025-2026 23 PERC Timing Concerns	RES 252642 IP; (1st reading scheduled 04/30/2026)	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 (1st reading scheduled 04/30/2026)	-	-	-	-
3/23/2026	N/A	RES 252643 IP (1st reading scheduled 04/30/2026)	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 04/30/2026)	-	-	-	-
11/3/2025	2025-2026 31 Clarify Handbook Language Related to Faculty Reviews	RES 252644 IP (2nd reading scheduled 04/30/2026)	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"; FAC attached a memorandum with RES 252644 for Senate 4/30/2026	RES 252644 Guidance on WPAF Contents and Timelines for Review (2nd reading scheduled 04/30/2026)	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	Complete	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	Handbook 306	4/16/2026	4/28/2026	
4/7/2026	N/A	Complete	EC	Research Misconduct Policy changes	RES 252646 Research Misconduct Policy	-	4/16/2026	4/28/2026	
10/29/2025	2025-2026 27 Handbook Policies on Acting and Interim MPPs	RES 252647 IP (2nd reading scheduled 04/30/2026)	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 entities that are consulted prior to appointment and renewal.	RES 252647 Acting Appointments- Handbook Changes (2nd reading scheduled 04/30/2026)	Handbook 309.7 through 309.11	-	-	-
9/29/2025	2025-2026 19 Teaching Modality	RES 252648 IP (2nd reading scheduled 04/30/2026)	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.	RES 252648 Teaching Modality- Handbook Changes (2nd reading scheduled 04/30/2026)	Handbook 203 and 303.1	-	-	-
4/14/2026	N/A	RES 252649 IP (Scheduled for consent agenda 04/30/2026)	EC	Commencement - Spring 2026	RES 252649 Commencement, Spring 2026 (Scheduled for consent agenda 04/30/2026)	-	-	-	-
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	Memo 4/30/2026; Taskforce recommended	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. Carry over referral: 2023-2024 #04 and 2024-2025#10 Time Blocks; Memo included in Senate Agenda 04/30/2026 recommended the creation of a task force. No		-	-	-	-
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		-	-	-	-
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	-	-	-
10/14/2025	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.		-	-	-	-
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	-	-	-

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
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					
4/7/2026	2025-2026 46 Request for Chair/Director of the Year Award	In committee/s	FAC	Consider the request for a Chair/ Director of the Year award and consider whether such an award should be created and if so, what would be the process for nomination and selection.					
4/15/2026	2025-2026 47 Proposal for New Master of Science in Applied Analytics	In committee/s	AAC and BPC	Review and address the proposal for a new Master of Science in Applied Analytics.					



ACADEMIC SENATE
CSU BAKERSFIELD

Commencement – Spring 2026

RES 252649

EC

RESOLVED: That the Academic Senate recommend to the President those appropriate degrees be conferred to students satisfying the requirements of their programs of study.

RATIONALE: Faculty are responsible for designing curriculum, establishing program and degree requirements, teaching classes, advising and mentoring students, and ensuring standards are met.

Let us join together as a university community in celebrating the accomplishments of these graduates and candidates for graduation.

Distribution List:

President
Provost and VP Academic Affairs
General Faculty

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



New Bachelor of Science in Mechanical Engineering

RES 252638

AAC, BPC

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

RATIONALE: The Bachelor of Science in Mechanical Engineering program is designed to meet the demand for mechanical engineers by local industries in Kern County and beyond, including but not limited to sustainable and conventional energy (e.g. petroleum), power, construction, aerospace, agriculture, and health and safety. The proposed program curriculum offers students the opportunity to build and develop technical expertise in areas of thermal-fluid sciences, mechanical systems, and material sciences. The proposed program addresses an important community need, can launch with existing resources, and every level of review has found it to be sound academically. The Department of Physics and Engineering is advised to seek external accreditation for the proposed program.

Attachment: Referral 2025-2026 37 New Degree Proposal for Bachelor of Science in Mechanical Engineering

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:


Academic Senate

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



2025-2026 REFERRAL #37

New Degree Proposal for Bachelor of Science in Mechanical Engineering

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 Mechanical Engineering.

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 09101 in search box.
- (2) 09101_ Bachelor of Science in Mechanical Engineering.pdf

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

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

09101: BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING (BSME)

In Workflow

1. 806 - PHEN Curriculum Review (zliu3@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. 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)

Approval Path

1. Thu, 16 Oct 2025 17:22:13 GMT
Zhongzhe Liu (zliu3): Approved for 806 - PHEN Curriculum Review
2. Fri, 17 Oct 2025 17:06:47 GMT
Denise Gilliland (dgilliland): Rollback to 806 - PHEN Curriculum Review for NSM Curriculum Committee
3. Fri, 24 Oct 2025 01:02:26 GMT
Zhongzhe Liu (zliu3): Approved for 806 - PHEN Curriculum Review
4. Fri, 24 Oct 2025 16:28:29 GMT
Denise Gilliland (dgilliland): Rollback to 806 - PHEN Curriculum Review for NSM Curriculum Committee
5. Fri, 24 Oct 2025 23:49:00 GMT
Zhongzhe Liu (zliu3): Approved for 806 - PHEN Curriculum Review
6. Mon, 27 Oct 2025 16:18:16 GMT
Denise Gilliland (dgilliland): Approved for NSM Curriculum Committee
7. Mon, 27 Oct 2025 23:20:02 GMT
Jane Dong (jdong2): Approved for NSM Dean Office

New Program Proposal

Date Submitted: Tue, 14 Oct 2025 22:11:13 GMT

Viewing: 09101 : Bachelor of Science in Mechanical Engineering (BSME)

Last edit: Mon, 27 Oct 2025 23:19:45 GMT

Changes proposed by: Tat Acharya (001517152)

Contact

User ID

001517152

Proposer Name

Tat Acharya

Proposer E-mail

tacharya@csub.edu

Proposer Department

Physics and Engineering

Program Information

Program Type

Bachelor of Science

Effective Catalog

2026-2027

Effective Term

Spring 2027

College

Natural Sciences, Mathematics, and Engineering

Department

Physics and Engineering

Program Title

Bachelor of Science in Mechanical Engineering (BSME)

Program Code

09101

CIP Code

14.1901 - 14.1901

Academic Career

Undergraduate

Support Type

State Support

Delivery Format

Fully Face-to-Face

Is the proposed program subject to WASC Substantive Change?

Yes

Explain

Dr. Elizabeth Adams will submit the Substantive Change Screening Form.

WASC Proposal Attachment

WASC declaration.docx

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 proposed B.S. Program in Mechanical Engineering is designed to meet the increasing demand for mechanical engineers by the local industries in Kern County and beyond. The educational objective of the program is to prepare students with baccalaureate degrees in mechanical engineering, who will fill in positions involving roles and responsibilities in the government agencies, education, and local industries, including but not limited to sustainable and conventional energy (e.g. petroleum), power, construction, aerospace, agriculture, and public health.

Within the B.S. degree program in Mechanical Engineering, the students will (a) build and develop strong technical expertise in areas of thermal-fluid sciences, mechanical systems, and material sciences, (b) assess the broader impacts of their technical knowledge on economic, environmental, societal, and ethical issues in engineering, (c) learn to effectively communicate with peers, supervisors, clientele, vendors, decision makers, and administrators, (d) commit to lifelong learning, and (e) engage in post-baccalaureate endeavors including engineering practice and/or graduate studies. The educational objectives of the program align with California State University, Bakersfield's institutional mission of providing high-quality, accessible education promoting student success and intellectual development, while fostering community engagement and contributing to regional growth.

In addition to the growing need for mechanical engineers in the region, the baccalaureate degree program will attract many students in Kern County who are unable to leave the region. The CSU campuses closest to Bakersfield that offer a baccalaureate degree program in mechanical engineering are the following: (a) California State University, Northridge (CSUN), which is 95 miles away and will require a student from Bakersfield to drive for 2 hours each way depending on traffic. (b) California State University, Fresno (CSU-Fresno), which is 110 miles away from Bakersfield, and will require a student to drive for 2.5 hours each way depending on traffic. The baccalaureate degree program in mechanical engineering at CSUB will therefore attract many students that are interested in pursuing a mechanical engineering degree but are unable to travel to campuses outside of Bakersfield. In addition, the baccalaureate degree program in mechanical engineering will help students build valuable connections with the local industries and will foster workplace learning.

The establishment of a dedicated mechanical engineering program at CSUB is essential to distinguish and strengthen the academic identity of this discipline within the broader engineering curriculum. While the current engineering program closely mirrors a mechanical engineering degree, the proposed program introduces three new core courses and several specialized electives that will

deepen students' understanding and technical proficiency in key areas of mechanical engineering. Cross-listing existing courses will ensure efficient resource utilization, while the new additions provide a more focused and industry-relevant education. This formal recognition of mechanical engineering as a standalone program will enhance the university's ability to meet ABET accreditation standards, attract high-achieving students, and respond more effectively to the workforce needs of Kern County and surrounding regions.

Program Description (i.e. Catalog Description)

The Bachelor of Science degree program in Mechanical Engineering will educate and train students in areas of thermal and fluid sciences, mechanical systems, and material sciences. The program involves courses designed to develop and strengthen fundamental skills in advanced mathematics including calculus and differential equations, physics, and chemistry. Students will also build hands-on skills in experimentation, scientific computing, numerical simulations, and design and fabrication, through course laboratory assignments and the senior year capstone design project. Finally, the program will also help students learn and develop communication and public speaking skills.

Program Requirements

Code	Title	Units
General Education Requirement		
Subject Area 1A: English Composition		3
Subject Area 1B: Critical Thinking ¹		0
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) ¹		0
Subject Area 4: Social and Behavioral Sciences ¹		0
Upper Division 4 Social and Behavioral Sciences: (4UD) ¹		0
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>		<i>15</i>
Campus Requirements		
First-Year Seminar (FYS) ²		0
American Institutions: Government		3
American Institutions: History		3
Junior Year Diversity & Reflection (JYDR)		3
Graduation Writing Assessment Requirement (GWAR) ²		0
Capstone ²		0
<i>Campus Requirement Subtotal</i>		<i>9</i>
Major Requirements		
<i>Lower Division</i>		
MECH 1618	Introduction to Engineering I ^{2,3}	2
MECH 1628	Introduction to Engineering II ^{2,3}	2
MECH 2350	Engineering Graphics ³	2
MECH 2110	Analytic Mechanics, Statics ³	3
MECH 2140	Materials Science and Engineering ³	4
MECH 2070	Electric Circuits ³	4
MECH 2120	Analytical Mechanics, Dynamics ³	3
MECH 2130	Mechanics of Materials ³	3
<i>Upper Division</i>		
MECH 3300	Engineering Modeling and Analysis ³	3
MECH 3110	Thermodynamics ³	4
ECE 3340	Control Systems	4
MECH 3310	Numerical Methods and Applications in Engineering ³	3
MECH 3120	Fluid Mechanics ³	4
MECH 3400	Manufacturing Processes	2
MECH 4610	Thermodynamics II	3
MECH 4110	Heat Transfer ³	4

MECH 4120	Machine Design ³	4
MECH 4900	Senior Design Project A ³	2
MECH 4918	Senior Design Project B ^{1,2,3}	3
<i>Electives</i>		
Select 5 units from the following list of electives		5
MECH 3450	HVAC System Design	
MECH 4500	Computational Fluid Dynamics	
MECH 4700	Special Topics in Engineering ³	
MECH 4800	Research Participation ³	
MECH 4260	Economics of Engineering Design ³	
<i>Cognates</i>		
CHEM 1000	Foundations of Chemistry	3
MATH 2510	Single Variable Calculus I	4
MATH 2520	Single Variable Calculus II	4
CHEM 1001	Foundations of Chemistry Laboratory	2
PHYS 2210	Physics for Scientists and Engineers I	4
PHYS 2220	Physics for Scientists and Engineers II	4
MATH 2533	Multivariable and Vector Calculus	4
MATH 2540	Ordinary Differential Equations	4
PHIL 3318	Professional Ethics ^{1,2}	3
Additional Units Needed Towards Graduation		0
Total Units		120

¹ Some General Education requirements are covered within the major by the standard requirement or General Education Modification (GEM). The GEM used in MECH program is the approved GEM used in the ENGR program, which is as follows:

General Education Modifications (GEMS)

- The required Physics courses (PHYS 2210 (<https://catalog.csub.edu/search/?P=PHYS%202210>) Physics for Scientists and Engineers I or PHYS 2220 (<https://catalog.csub.edu/search/?P=PHYS%202220>) Physics for Scientists and Engineers II) or CHEM 1000 (<https://catalog.csub.edu/search/?P=CHEM%201000>) Foundations of Chemistry will satisfy Subject Area 5A. CHEM 1001 (<https://catalog.csub.edu/search/?P=CHEM%201001>) Foundations of Chemistry Laboratory will satisfy Subject Area 5C.
- Subject Area 1B is satisfied through the following courses: PHYS 2210 or PHYS 2220 or MECH/ENGR/ECE/PHYS 2070.
- Subject Area 5B is satisfied through the following courses: MECH 2140 or MECH 3120 or MECH 4110.
- Subject Area 4 is satisfied by American Institution - Government (American & Constitutional Ideals) or is also met through EAC/ABET Criterion 3 (Student Outcomes) outcome 2 or outcome 4. Outcome 2 is met through MECH/ENGR 4900. Outcome 4 is met through MECH/ENGR 4918.
- Any of the required calculus courses (MATH 2310 (<https://catalog.csub.edu/search/?P=MATH%202310>) Single Variable Calculus I for Engineers or MATH 2320 (<https://catalog.csub.edu/search/?P=MATH%202320>) Single Variable Calculus II for Engineers or MATH 2510 (<https://catalog.csub.edu/search/?P=MATH%202510>) Single Variable Calculus I or MATH 2520 (<https://catalog.csub.edu/search/?P=MATH%202520>) Single Variable Calculus II or MATH 2533 Multivariable and Vector Calculus or MATH 2540 Ordinary Differential Equations) will satisfy Subject Area 2.
- Upper Division Area 4 is met through EAC/ABET Criterion 3 (Student Outcomes) outcomes 2 or 4. Outcome 2 is met through MECH/ENGR 4900. Outcome 4 is met through MECH/ENGR 4918.
- Upper Division Area 5 is satisfied through the following courses: MECH 3110 or MECH 3120 or MECH 3300 or MECH 3310 or MECH 4110, or MECH 4120.
- PHIL 3318 (<https://catalog.csub.edu/search/?P=PHIL%203318>) Professional Ethics must be taken and will satisfy Upper Division Area 3.

² Some Campus Requirements are covered within the major.

- MECH 1618 Introduction to Engineering I and MECH 1628 Introduction to Engineering II satisfy the FYS requirement for entering Freshmen
- GWAR is satisfied with the completion of PHIL 3318 Professional Ethics Course.
- Capstone is satisfied with the completion of MECH 4918 Senior Design Project B.

³ These courses are cross listed with Engineering (ENGR) courses.

Program Learning Outcomes

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

PLO #1: Succeed in the mechanical engineering industry or continue for a position in academia through technical competence, effective communication, leadership skills, and teamwork.

- 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
- 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

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

PLO#2: Maintain a lifelong interest in learning for professional and personal development.

- 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
- 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

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

PLO#3: Practice mechanical engineering in a manner that is ethically responsible and consistent with regulatory and social concerns.

- 6. Goal 6: Students will develop a well rounded skill set.
 - • 6.A Possess and demonstrate an ethical framework

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

SLO #1

An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

1a Use calculus and differential equations to solve complex engineering problems

1b Use physical concepts and laws to solve complex engineering problems

1c Identify and describe a complex engineering problem

- 1. Goal 1: Critical reasoning and problem solving skills
 - • 1.D Ability to think critically
 - 1.F Critical Problem Solving
- 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

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

SLO#2

An ability to apply engineering design to produce solutions that meet specific needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

2a. Follow systematic and logical design procedures and define specifications to meet project requirements. Implement, validate, and meet design goals.

2b. Evaluate different alternatives for a design taking into consideration public health, safety, and welfare.

- 3. Goal 3: Discipline-based and career knowledge
 - 3.A Knowledge in the major discipline
- 3.B Ability to apply knowledge of discipline
- 6. Goal 6: Students will develop a well rounded skill set.
 - 6.A Possess and demonstrate an ethical framework

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

SLO#3 An ability to communicate effectively with a range of audiences

3a Write quality technical reports or term papers

3b Prepare and deliver well-organized presentations

3c Respond and discuss relevant questions during oral presentations

- 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

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

SLO#4 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

4a Identify ethical issues involved in a professional setting. Discuss related codes of ethics such as NSPE code of ethics.

4b Follow safety standards and procedures

4c Discuss the impact of engineering solutions on society and the environment

4d Discuss the economic impact and constraints of engineering solutions

- 6. Goal 6: Students will develop a well rounded skill set.
 - 6.A Possess and demonstrate an ethical framework

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

SLO#5 An ability to function effectively in a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

5a Divide a project into manageable tasks and balance the load among team members.

5b Participate in group meetings, meet deadlines, and achieve project goals.

- 5. Goal 5: Students will become engaged citizens.
 - 5.B Interpersonal skills
- 5.C Knowledge of self
- 5.D Responsibility in group settings
- 6. Goal 6: Students will develop a well rounded skill set.
 - 6.D Interdisciplinary knowledge

PHIL 3318										
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Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map

1Curriculum Map-rev1.docx

Attach 5 Year Assessment Plan

2five-year assessment plan-rev2.docx

Does the program use courses offered by other programs?

Yes

Affected Departments

Department
Mathematics
Computer & Electrical Engr & Computer Science
Chemistry and Biochemistry

Attach letter of support from relevant department(s)

DepartmentSupportLetter_ElectricalEngineering.pdf
 Mech_Eng_Degree program_F25_signed_Chemistry.pdf
 ME_LetterSupport_Mathematics.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.

MECH 3400: Manufacturing Processes (2), MECH 3450 HVAC System Design (3), MECH 4500 Computational Fluid Dynamics (2).

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

3 Proposed course offering plan with teaching assignments-rev2.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.

29

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

Roadmaps are attached here.

Academic Roadmap Attachment

4Academic Roadmaps-rev4.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.

We will apply for ABET accreditation in January 2029. It is currently accredited under WSCUC.

Anticipated Date of Accreditation

2029

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.

Student surveys were conducted at Kern High School District and at the local community colleges.

Till now, the survey circulated in Kern High School District has been responded to by 147 students and approximately 66 % of the students suggested that they would be interested in joining the baccalaureate degree program in mechanical engineering if it was offered by CSUB.

The survey conducted among community college students has been responded to by 10 students with 80% indicating that they would be interested in joining the baccalaureate degree program in mechanical engineering at CSUB.

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.

When planning the mechanical engineering program, issues of diversity and access were central considerations to ensure an inclusive and equitable environment. The program incorporates several strategies to promote diversity and widen access. Targeted recruitment campaigns will be implemented, including outreach initiatives aimed at feeder community colleges, partnerships with community organizations, and high schools through open house and college night events. CSUB engineering is not impacted, allowing for the admission of students from diverse backgrounds, experiences, and challenges. To further support underrepresented students, the program will establish mentorship initiatives, peer support networks, and leverage the CSUB resources for students which are designed to foster an inclusive community and provide necessary academic and social support. Financial barriers will be addressed through scholarships (currently NSME has an S-STEM grant) and financial aid targeted at students from diverse socioeconomic backgrounds, ensuring economic constraints do not hinder access. Additionally, the curriculum will be designed to incorporate diverse perspectives related to engineering challenges, promoting cultural competency and inclusivity. Efforts will also be made to create a welcoming environment through inclusive policies. The program commits to continuous evaluation by regularly reviewing recruitment, retention, and support strategies through data collection and feedback, ensuring ongoing improvement and responsiveness to the needs of diverse applicant pools. Through these comprehensive steps, the program aims to foster a diverse, equitable, and accessible environment where all qualified prospective candidates can succeed and contribute to the new program in mechanical engineering.

Describe professional uses of the proposed degree program.

Graduates of the proposed Bachelor of Science in Mechanical Engineering program at CSU Bakersfield will be well prepared for diverse and high-demand roles across multiple industries. With strong foundational knowledge in thermodynamics, mechanics, materials, fluid systems, and control systems, future graduates will be equipped to work in engineering design, analysis, testing, manufacturing, and operations.

Career opportunities span across traditional and emerging sectors vital to Kern County and Southern California economies, including, but not limited to energy (oil, gas, and renewables), water systems, agriculture technology, aerospace, and transportation. The curriculum also supports pathways to Professional Engineer (PE) licensure and graduate studies in engineering, applied sciences, or business administration.

Potential job outcomes include, but are not limited to:

- Mechanical Engineer
- Design Engineer
- Manufacturing Engineer
- Systems Engineer
- Energy Systems Engineer
- HVAC Engineer
- Product Development Engineer
- Engineering Analyst
- Maintenance Engineer
- Quality Assurance Engineer
- Aerospace Engineer
- Plant Engineer
- Mechatronics or Automation Engineer

- Research and Development Engineer
- Water Resource Engineer
- Thermal Systems Engineer

Additionally, graduates may eventually qualify for leadership roles such as:

- Project Manager
- Technical Sales Engineer
- Engineering Consultant
- Operations Manager

This degree also provides the academic foundation necessary to pursue the Fundamentals of Engineering (FE) exam and eventually obtain a PE license, which enhances career advancement and credential recognition in California and nationwide.

Anticipated Student Demand (Majors)

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	45	105	135
Number of Graduates (Cumulative)	0	15	45

Attach documentation as needed:

5Anticipated Student Demand.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)
Cal Poly San Luis Obispo
Cal Poly Pomona
Cal State Long Beach
Cal State LA
CSU Northridge
Chico State
Sacramento State
San Diego State
Cal State Fullerton
Cal State East Bay
Cal Maritime

Describe differences between the proposed program and programs listed above.

The proposed Bachelor of Science in Mechanical Engineering at CSUB is not currently offered at CSUB nor at any other public or private institution within immediate proximity to the Bakersfield region. The nearest CSU campus offering a comparable program is California State University, Northridge (CSUN), located approximately 100 miles southeast of Bakersfield—well outside daily commuting range for most students.

While other CSU campuses such as Cal Poly San Luis Obispo, Cal Poly Pomona, and CSU Los Angeles offer accredited mechanical engineering degrees, these institutions are located more than 100 miles away, limiting access for students from Kern County and surrounding areas. Similarly, while community colleges such as Bakersfield College offer preparatory coursework in engineering, they do not provide a pathway to a full baccalaureate degree in mechanical engineering without requiring transfer.

Given the significant regional demand in Bakersfield for mechanical engineers in the energy, agriculture, manufacturing, and water infrastructure sectors, the absence of a local program places an undue burden on students seeking this career path. The proposed program at CSUB will provide affordable, accessible, and high-quality mechanical engineering education to a traditionally underserved region, while also meeting the growing workforce needs of Bakersfield and Kern County.

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

Curricula

B.S. Engineering

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

The letters are attached. We have support from what company and they specialize in?

Provide applicable workforce demand projections and other relevant data.

Workforce Demand Projections.docx
CSUB Letter of Support_ME Program_WZI.pdf
CSUB Letter of Support_ME Program_CRC.pdf

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.

Tathagata Acharya PhD, Mechanical Engineering, 2014
Galina Dzyubenko PhD, Physics, 1986
Gyeong Sung Kim PhD, Mechanical Engineering, 2022
Yize Li PhD, Physics, 2009
Zhongzhe Liu PhD, Chemical Engineering, 2014
Krishna Prasai PhD, Physics, 2013
Dayanand Saini PhD, Petroleum Engineering 2011
Karim Salehpoor PhD, Mechanical Engineering 2007

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

A. Offices, Classrooms, and Laboratories

The following are the details of the facilities that are available to the B.S. degree program in mechanical engineering at CSUB:

Offices: All full-time faculty members have an office in the Science III building on the CSUB main campus (Bakersfield), while adjunct faculty members have shared offices. The offices provide privacy for meetings and advising sessions with students. Each office has a computer connected to the campus network, allowing faculty access to most software applications required for teaching and faculty research and development. In addition, dedicated offices are available to the department's administrative support coordinator and instructional support technician.

Classrooms: The department does not have sole control of any classrooms, but these are allocated centrally by the Office of Academic Scheduling. Therefore, program classes are scheduled across the campus. All classrooms are "smart" because they are equipped with a network computer and a projector.

Laboratory facilities. The department does not have dedicated computer laboratories. However, the program has access to several computer laboratories across campus that are shared with other departments to teach computer-based laboratories. Table 8 shows the details of these facilities:

In addition, the department keeps a cart with laptops (17 Dell Latitude 6500 and 5 Dell Latitude E5430) running MS Office, MATLAB, NI MultiSim. The cart is rolled into regular laboratories as needed.

The department has scheduling control of the facilities listed below for instructional laboratory courses. Faculty can authorize the use of engineering laboratories outside of class time. However, the faculty must inform the department staff of (a) the list of allowed students and (b) any safety restrictions on access outside of class time, such as requiring an instructional student assistant (CSUB's equivalent of a T.A.) to be present.

EC 102. This is a Properties of Materials laboratory. The room has fume hoods, 223 water, and drains.

EC 103. This is a faculty research laboratory. This room has a Particle Image Velocimetry (PIV) apparatus in addition to a flow rig which can be used for senior design projects within MECH 4900 and MECH 4918.

EC 201. This laboratory is shared with the Department of Computer and Electrical Engineering and Computer Science (CEE/CS). They will teach ECE 3370 Power Systems and MECH/ENGR/ECE 1618, 1628 Introduction to Engineering I & II Activities there. The Department of Physics and Engineering will teach MECH/ENGR/ECE 1618, 1628 Introduction to Engineering I & II Activities, and MECH/ENGR/ECE 2070 Electric Circuits.

EC 202. This is a faculty research laboratory. In addition, certain elective courses may be taught here. The room has fume hoods, water, and drains.

SCI III 106. This room is shared with the Department of CEE/CS. This lab contains remote sensors and calibration instruments.

SCI II 177. Presently this room is being used as the laboratory for ENGR 3120 Fluid Mechanics, which will be cross-listed with MECH 3120.

Fab Lab. This is used by students to aid in their (both freshman and senior) projects. The CSUB Fab Lab is part of the Fab Foundation network. All labs in the network must contain a standard set of hardware and software, at a minimum; items such as a computer-networked controlled (CNC) router, 3D printers, laser cutters, vinyl cutters, milling machine, laptop computers, various circuit boards, and circuitry items, soldering guns, CNC sewing machine, and multiple corresponding software packages. The Fab Lab is staffed by a Fab Lab Specialist, three paid interns, and eleven unpaid interns.

Storage. The department has a storage container ("sea train") where equipment can be stored. Equipment for courses not being taught during a particular term can be stored for optimal use of lab space.

B. Computing Resources

The department does not have specific, dedicated computer resources; however, students in the program will have access to the following resources:

SCI III 324. Mechanical Engineering majors will have access to the CEE/CS Tutoring Center. This is a walk-in lab with twenty-two Linux computers (sixteen Dell Precision T3400 224 and six Dell Optiplex 360) which are available for student use, even if they are not seeking tutoring. The CEE/CS Tutoring Center is open for computer use Monday – Thursday from 8:00am to 5:30pm and on Fridays from 8:00am – 3:30pm.

WSL Computer Lab A. This is a large area in the library with 11 Apple iMacs 21.5, and 68 Dell Optiplex 3030 AIO computers. These are general-purpose computers with internet access with MS Office, and MATLAB. It is available to students 7 AM-10 PM, Monday through Thursday, 7 AM - 5 PM on Friday, 9 AM - 5 PM Saturday, and 11 AM - 7 PM on Sundays.

Computer maintenance is done through the campus ITS Department on an as-needed basis and during campus breaks for upgrades and maintenance. The ITS personnel are solely responsible for handling (i.e., installation and updates) any new software applications needed for instruction purposes. Minor servicing is done through the ITS Help Desk and student employees. Most of these minor service needs are usually addressed remotely from the Help Desk.

Wi-Fi is available throughout the campus. Students can access the network with a NetID provided by the university.

C. Guidance

Every lab course starts with safety training. Students are required to undergo this training on the first day of the lab and sign a document indicating that they did so. The instructor also fills out a corresponding form. This training requirement applies to all students, including those working on research with a faculty mentor and high school students participating in summer research programs. These records are audited by the NSME Lab Safety Coordinator every term and kept by the department's Instructional Support Technician for three years. Students learn how to use the laboratory equipment under the guidance and supervision of a faculty member during the lab session of the associated course. Students are taught the proper inspection and control procedures before being allowed to work with the equipment to ensure the safe operation and handling of the equipment.

All Fab Lab users are required to complete the CSUB Fab Lab safety orientation workshop and comply with all CSUB Fab Lab safety rules (a copy of which is posted in the CSUB Fab Lab) before using any CSUB Fab Lab equipment. The Fab Lab Director or other available staff members conduct these orientations as needed, and a signed CSUB Fab Lab User

See supporting documents for details.

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

The Walter W. Stiern Library opened in 1994 and is the largest building on the California State University, Bakersfield campus. The 150,000-square-foot building houses nearly half a million volumes and provides electronic access to more than 30,000 periodical titles via its hundreds of computer terminals. The library is managed and operated by 29 staff members and faculty librarians.

On the main floor, students can check out books, laptop computers, and iPads, obtain research help from a librarian at the reference desk, borrow reserve materials, or use the reference computers to access resources. The library's users check out more than 200,000 physical and electronic books per year on average. The Interlibrary Loan Department, which performs more than 15,000 borrowing and

lending transactions per year, is located on the first floor, as are the reference, California History, Multicultural, First Year Experience, and law collections. The Resource Sharing Department, which performs more than 4,000 borrowing and lending transactions per year, is located on the first floor, as are the reference, juvenile, California History, Multicultural, career and student success, law, and popular reading collections.

The 2nd floor contains the library's extensive collection of print periodicals. The 3rd and 4th floors house the primary book collections. Computer Science, Engineering, and other technology-related books are located on the 4th floor. Texts related to general Engineering number 634 in-print books and 101 in-print journals. Texts related to Computer Engineering, Electronic Engineering, and Electronics number 1401 in-print books and 466 in-print journals. This circulation collection is the most extensive academic book collection in the southern San Joaquin Valley. Group and individual study rooms are also found on these floors.

Ten full-time Librarians, all of whom hold advanced degrees in library science, on average, answer more than 500 reference questions per week at the reference desk. They also provide online reference assistance through the 24-hour Question Point service and offer in-depth help to students through the Individual Research Assistance Program. There is a tenured Full Librarian assigned to the engineering subject area. Services provided by the Librarian include consultation with students and faculty, both in-person and online, and orientation programs.

Access to the library's collection and electronic resources is provided online via the library's homepage: library.csub.edu. From the homepage, CSUB users can connect to eBooks, research databases and reference resources. All these resources can be accessed off campus by CSUB students and faculty. Faculty and staff have access to materials from across all 23 campuses of the California State University via the system-wide shared library catalog, OneSearch, and the system-wide resource sharing system, CSU+. CSUB users may access a huge collection of electronic engineering books via O'Reilly, ProQuest Academic Complete, and EBSCOhost eBook collections, which are also accessible in OneSearch. Periodical databases, such as EBSCOhost, ScienceDirect, IEEE Xplore Digital Library, ACM Digital Library, ASABE Technical Library, and OnePetro are a few of the 196 different databases CSUB students have access to. These databases cover a wide spectrum of subject areas and provide citations up to full text articles. Users can access over 5000 Engineering journals through the subscribed databases. These databases cover a broad spectrum of engineering areas and provide citations up to full-text articles. Users can access over 5000 engineering journals through these databases. Online reference resources such as Gale eBooks Library allow users to search from anywhere, anytime.

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

Students enrolled in the baccalaureate degree program in mechanical engineering will benefit from a wide range of academic technology, equipment, and specialized materials which are as follows:

A. Classroom Technology:

- Smart and Flex Classrooms: These are classrooms equipped with built-in computers, projectors, and easy to control panels.
- Zoom-ready Flex Rooms: These rooms will allow hybrid teaching with remote participation.
- S2 Hybrid Classrooms: These rooms will include cameras and microphones to capture both instructors and students for synchronous hybrid teaching.

B. Computer Laboratories:

- General Use Laboratories: These are open to all students and are equipped with standard software such as Microsoft Office, Zoom, and Adobe Acrobat.
- Program Specific Computer Laboratories: These labs are equipped with software such as the following:
 - AutoCAD: Mechanical engineering software used widely in the industry for engineering drawing and drafting
 - SolidWorks: Mechanical engineering software useful for 3D drawing and solid dynamics.
 - MATLAB: Widely used programming and computing software used by engineers
 - Mathematica: Programming and computing software used by engineers
 - ANSYS Fluent: State-of-the-art and industry standard computational fluid dynamics (CFD) software
- Statistical and Data Analysis: SPSS, R, R-Studio, SAS
- Virtual Computer Laboratory: This is a virtual lab with standard software and engineering software, available to students remotely, and from anywhere.

C. Media and Video Tools:

- Panopto: A video-on-demand platform for uploading and sharing course-related videos within the campus.
- Instructional Television (ITV): Used for distance learning.
- Live Audio/Video Event Support: Available for campus events, including equipment rental and technical staffing.

D. CSUB Information Technology Support: The Information Technology Services (ITS) department at California State University, Bakersfield (CSUB) plays a central role in supporting the university's digital infrastructure and academic mission

Additional Support Resources Required

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

We have adequate faculty and staff to initiate the program. As the program grows, we may request hiring new faculty members.

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).

We will have our energy innovation building. However, what we have presently is adequate to initiate the program.

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.

7Librarian Report.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.

The NSME Dean's Office has acquired industry donations to establish a machine shop within the first two years after initiation.

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 applicable.

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

Yes

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

8Supporting Documents-rev2.docx
 csu-new-degree-proposal-for department faculty_finalized-REV18.docx
 BSME New Program Proposal Letter copy.docx
 Support letter for BS in ME (NSME Dean).pdf

Reviewer Comments

Denise Gilliland (dgilliland) (Fri, 17 Oct 2025 17:06:47 GMT): Rollback: Please make changes based on Curriculum Committee 1st reading.

Denise Gilliland (dgilliland) (Fri, 24 Oct 2025 16:28:29 GMT): Rollback: Please make small corrections recommended by the Curriculum Committee on 10/24/2025. Thank you!

Denise Gilliland (dgilliland) (Mon, 27 Oct 2025 16:17:47 GMT): <https://csub.box.com/s/0mzyai37o848bbeepakmgf7uy8hk9esx>

Key: 520



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 proposed name Human Development and Family Studies and CIP code align with disciplinary norms and other similar programs across the CSU, that offer a curriculum spanning infant, child, adolescent, and adult developmental domains. This change 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

Academic Senate

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

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.
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- • 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 departments 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

Academic Senate

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



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. Programs may set specific criteria for readmission coursework. 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.

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:

Other units for consideration for distribution list:

Vice-President for Business and Administrative Services and Chief Financial Officer

Vice-President for University Advancement

Vice-President for People and Culture

Chief of Staff to the President

AVP for Institutional Research, Planning and Assessment

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



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:



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 the revisions to the University Handbook establish clear expectations for the scope and organization of Working Personnel Action Files (WPAFs) that are aligned with the type of review being conducted, such that developmental reviews (e.g., retention and periodic evaluations) emphasize materials since the most recent WPAF submission, while cumulative reviews (e.g., lecturers seeking three-year appointments, tenure and promotion) appropriately consider a broader body of work over the relevant period.
- RESOLVED:** That the Academic Senate affirms the importance of thorough, clear, and fair evaluation letters by Unit RTP Committees and Deans, as these are essential to providing meaningful feedback, ensuring transparency, and supporting equitable and well-informed personnel decisions.
- 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:** That such guidance shall ensure clarity, consistency, and alignment with University RTP policies while taking into account the organizational features of the platform.
- RESOLVED:** That Appendix G of the University Handbook shall be reviewed and updated as necessary to reflect these changes and to ensure that WPAF organization guidelines remain current, accessible, and appropriate for the platform in use.

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. Faculty shall not be expected to include all artifacts or materials associated with their professional activities; rather, materials should be selected to demonstrate quality, impact, and alignment with Unit RTP Criteria.

(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 **Personnel Action File (PAF)**. 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.
 - i. For the second-year review, the WPAF shall include all materials since initial appointment, including materials from the first-year review, to ensure that all levels of review have access to a complete record of the faculty member's performance to date.

2. All SOCI's collected since the initial appointment shall be included in a separate folder.
3. For multi-year probationary reviews, materials from prior review cycles may be included, and additional materials spanning multiple years may be incorporated as appropriate to demonstrate the faculty member's professional development, progress, and growth, particularly for levels of review that did not participate in earlier evaluations.

c. Tenure and Promotion of Probationary Faculty

1. Materials may represent the faculty member's body of work during the probationary period at California State University, Bakersfield, with emphasis on accomplishments during the most recent years and demonstration of sustained development and achievement across all areas of review.
2. With the exception of SOCI's, materials included in the WPAF shall be representative rather than exhaustive. Faculty are expected to exercise professional judgment in selecting materials that best demonstrate their development, achievement, and readiness for tenure and promotion. The absence of individual documents shall not, in itself, be interpreted as a deficiency, provided that sufficient evidence is included to support a comprehensive and fair evaluation.
 - i. All SOCI's collected since the initial appointment shall be included in a separate folder.

d. Promotion of Tenured Faculty

1. Materials may represent the faculty member's overall body of work, with particular emphasis on accomplishments since the final WPAF submission as a probationary faculty member, demonstrating sustained achievement, impact, and continued professional growth.

2. With the exception of SOCIs, materials included in the WPAF for promotion of tenured faculty shall be representative rather than exhaustive. Faculty are expected to exercise professional judgment in selecting materials that best demonstrate sustained achievement, impact, and continued professional growth. The absence of individual documents shall not, in itself, be interpreted as a deficiency, provided that sufficient evidence is included to support a comprehensive and fair evaluation.

i. All SOCIs collected in current rank shall be included in a separate folder.

e. Post-Tenure Review without Promotion

1. Materials shall represent the faculty member's activities and achievements since the most recent WPAF submission, with emphasis on continued engagement in teaching, scholarly or creative activity, and service, as well as plans for ongoing professional development.

2. With the exception of SOCIs, materials included in the WPAF shall be representative rather than exhaustive. Faculty are expected to exercise professional judgment in selecting materials that best demonstrate continued engagement, effectiveness, and professional development. The absence of individual documents shall not, in itself, be interpreted as a deficiency, provided that sufficient evidence is included to support a comprehensive and fair evaluation.

i. All SOCIs collected since the most recent review shall be included in a separate folder.

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. Faculty shall not be expected to include all artifacts or materials associated with their professional activities; rather, materials should be selected to demonstrate quality, impact, and alignment with Unit RTP Criteria.

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 (Section-Based Structure)

To promote consistency, clarity, and ease of review across electronic platforms, WPAF materials shall be organized into clearly defined sections and, where appropriate, subsections, using the organizational features of the platform in use (e.g., sections, tabs, or folders). Because electronic review platforms vary in their organizational features and capabilities, the structure described below represents a conceptual framework rather than a rigid technical format.

The WPAF should generally be organized as follows:

- 1. Log Sheet¹**
- 2. Access Sheet**
- 3. Master Index²**
- 4. Assignments Sheet**
- 5. Current Curriculum Vitae**
- 6. Unit RTP Criteria**
- 7. Previous and Current RTP Evaluations and Recommendations**
- 8. Personal Statement**
- 9. Teaching (or Performance)**
- 10. Scholarly/Creative Activities or Professional Growth**
- 11. Service**
- 12. Miscellaneous (optional)**

Document Naming Conventions

¹ **In electronic review systems that provide automated tracking of file access, document history, and case materials, the Log Sheet and Access Sheet requirements may be satisfied by system-generated records and need not be maintained as separate documents.**

² **A Master Index may be included where helpful for clarity; however, in electronic systems that provide structured navigation and document labeling, a separate index is not required. The inclusion of a Master Index or Table of Contents is considered best practice to facilitate the review process.**

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, **at minimum**, 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 (SOCI) for all courses taught during the probationary period must be included.~~ **Student Opinion of Curriculum and Instruction (SOCI) data shall be included in the WPAF in a dedicated folder and organized chronologically. The scope of SOCIs 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 SOCI, must be included in this section.
 - g. Except for the SOCI, 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 who are earlier in their career progression (e.g., probationary faculty), may emphasize ongoing scholarly or creative activities, without outputs, as an indication of their potential for future success and impact. However, peer-reviewed outputs (e.g., publications, presentations, exhibitions, creative outputs, as articulated in the Unit RTP Criteria), are expected for tenure and promotion of probationary faculty, and promotion of tenured faculty.**
- 3) 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.

a. Faculty shall include all peer-reviewed outputs that are relevant to their current review type (e.g., retention of probationary faculty, promotion of probationary faculty, post-tenure review).

- 4) 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.
- 5) ~~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.~~
- 6) When listing papers presented at a scholarly conference, the faculty must provide information as to whether the paper was selected through a refereed process. **When listing papers presented at a scholarly conference, faculty shall provide information regarding the nature of the review process (e.g., refereed, invited, or other selection process), as this provides important context for evaluating the work.**
- 7) 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. **When listing co-authored books, articles, research projects, creative projects, and grant proposals, faculty shall provide a clear description of the nature and extent of their contributions to the collaborative work.**
- 8) 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. **Grant and contract activity should be evaluated in terms of both engagement in the scholarly process and resulting outcomes. Funded proposals provide evidence of successful external validation and support, while submitted proposals and those under review may demonstrate ongoing scholarly engagement, development of research agendas, and efforts to secure external funding.**
- 9) 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. **Consulting work (paid or unpaid) may provide evidence of professional engagement, applied expertise, and contributions to practice. Consultant reports or products that have undergone external review or dissemination may also provide evidence of scholarly or professional impact.**
- 10) ~~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.~~ **Service to the profession, such as reviewing book manuscripts,**

journal articles, or conference submissions, may provide evidence of scholarly engagement and recognition within the discipline, particularly when accompanied by documentation of the faculty member's contributions and role.

- 11) 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.
- 12) 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.
- 13) 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.~~ **When multiple versions or stages of a scholarly work are included (e.g., draft, submitted, accepted, published), these should be clearly labeled and, where appropriate, cross-referenced to illustrate the progression of the work.**

- 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 **profession, university, college, department, students, and/or community** 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~~ **their** 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 WPAF 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 (SOI) 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.

The revisions further strengthen the policy by clarifying that WPAF materials are intended to be representative rather than exhaustive, reinforcing the expectation that faculty exercise professional judgment in selecting evidence that best demonstrates the quality, impact, and significance of their work. This approach recognizes that, particularly in multi-year and cumulative reviews, it is neither necessary nor desirable to include every possible document. Instead, the focus is on providing sufficient, well-organized evidence to support a fair and comprehensive evaluation. By explicitly indicating that minor omissions of individual documents should not be interpreted as deficiencies, the revisions promote a more holistic and equitable approach to evaluating completeness. In some cases, such omissions may reflect inconsistencies in communication, training, or clarity of expectations rather than deficiencies in performance, and the policy is intended to mitigate overly rigid or punitive interpretations.

In addition, the revisions provide greater clarity regarding the evaluation of scholarly, creative, and professional growth activities by distinguishing between engagement in scholarly processes and the production of scholarly outputs. This is consistent with the principles of Resolutions 252632 and, to a greater extent, 252633. This distinction is particularly important in developmental and post-tenure review contexts, where sustained engagement, trajectory, and professional growth are central considerations alongside traditional measures of dissemination and impact. By framing a broader range of activities as meaningful evidence of engagement, the policy supports a more nuanced and context-sensitive evaluation of faculty work while still recognizing and prioritizing the importance of peer-reviewed and publicly disseminated outputs. These distinctions should be discussed and articulated as units revise their

Unit RTP criteria. Collectively, these refinements further align WPAF expectations with the varied purposes of faculty review and promote a fair, developmental, and forward-looking evaluation process.

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:



Acting Appointments – Handbook Changes

RES 252647

FAC

RESOLVED: The Academic Senate approves revisions to the University Handbook regarding the appointment of acting and interim administrators at CSUB. Deletions are in ~~strike through~~, and additions are in **bold and underlined**.

309.7. Appointment of Interim Non-Academic University-Wide Officers

- a. This policy shall apply to the interim appointments of the VPBAS, VPSA, and VPUA. New positions that are similar in nature shall also be subject to this policy.
- b. **Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.**
- c. When a vacancy in one of these positions occurs, the President shall confer with the Executive Committee of the Academic Senate, to determine if there is sufficient time for recruitment, the appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments. **This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.**

- d. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures. **The University should make a good-faith effort to initiate a timely search process for a permanent appointment.**

309.8 Appointment of Interim Provost and Vice-President for Academic Affairs

- a. **Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.**
- b. When a vacancy occurs, the President shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments. **This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.**
- c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures. **The University should make a good-faith effort to initiate a timely search process for a permanent appointment.**

309.9 Appointment of other Interim University-Wide Academic Administrators

- a. This policy shall apply to the interim appointments of other academic administrators whose responsibilities include making academic policy decisions that affect the entire university which includes the Assistant Vice President for GRASP, the Associate Vice President for

Academic Programs, the Associate Vice President for CSU Bakersfield Antelope Valley, the Associate Vice President for Faculty Affairs, the Dean of Academic Programs, and the Dean of the Division of Extended Education and Global Outreach. New positions that are similar in nature shall also be subject to this policy.

- b. **Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.**
- c. When a vacancy occurs, the P&VPAA shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments. **This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.**
- d. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures. **The University should make a good-faith effort to initiate a timely search process for a permanent appointment.**

309.10 Appointment of Interim College or School Deans

- a. **Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not**

exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.

- b. When a vacancy occurs in a college dean's position, the Provost and Vice President for Academic Affairs shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim dean will be made by the Provost & Vice President for Academic Affairs. Such appointments will be made after consultation with the Executive Committee of the Senate, Department Chairs, members of the college, and appropriate advising committees. **This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.**
- c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures. **The University should make a good-faith effort to initiate a timely search process for a permanent appointment.**

309.11 Appointment of Interim College or School Associate Deans

- a. **Acting appointments may be made when an administrator is temporarily unavailable due to short-term circumstances (e.g., leave, illness, or temporary reassignment), and continuity of operations is required. Acting appointments shall only be made when there is insufficient time to engage in the full consultative process required for interim appointments. Acting appointments are intended to be brief in duration and shall not exceed 90 calendar days. Acting appointments do not require the full consultation process required for interim appointments; however, the appointing authority shall consult with the Chair of the Academic Senate and notify the Executive Committee of the Academic Senate. If the need for administrative coverage extends beyond 90 calendar days, the appointment shall transition to an interim appointment and follow the procedures outlined in this section.**

- b. When a vacancy occurs in an associate college dean's position, the Dean shall confer with Department Chair to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim Associate Dean will be made by the Provost upon recommendation of the Dean. Such appointments will be made only after the Dean has consulted with the Department Chairs, members of the college, and appropriate advising committees. **This consultation requirement shall apply to both initial interim appointments and any subsequent renewal.**
- c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures. **The University should make a good-faith effort to initiate a timely search process for a permanent appointment.**

Rationale:

This resolution clarifies existing Handbook language by distinguishing between acting and interim administrative appointments. Acting appointments are defined as short-term assignments intended to ensure continuity during temporary absences, while interim appointments address longer-term vacancies requiring broader consultation.

The revisions also strengthen shared governance by clarifying that consultation must occur not only at the time of initial interim appointment, but also upon renewal. Finally, the resolution establishes clearer expectations regarding the duration of interim appointments and the importance of timely searches, helping to ensure that temporary appointments remain truly temporary and do not unintentionally substitute for permanent hiring processes.

Distribution List:

President
President's Cabinet
College Deans
Dean of the Library
Dean of the Antelope Valley Campus
Campus Faculty
Campus Staff



Expressions of the Senate – Bylaws Changes

RES 252624

EC

RESOLVED: That the Academic Senate approves the attached bylaws to include Expressions of the Senate.

RESOLVED: The following changes be made to the Academic Senate bylaws (additions in underline, deletions in ~~striketrough~~).

RATIONALE: This resolution codifies *Expressions of the Senate* within the Academic Senate bylaws to provide clarity, transparency, and procedural consistency for actions that reflect the collective voice of the Senate but do not constitute formal policy. Without clear bylaw language, there can be ambiguity regarding their purpose, authority, and process.

The inclusion of structured procedures for Statements of the Senate and Votes of No Confidence ensures that these actions are undertaken thoughtfully, with appropriate deliberation, thresholds, and safeguards commensurate with their significance. This framework promotes fairness, protects due process, and reinforces the integrity of Senate actions while preserving the Senate’s ability to communicate positions on matters of academic and institutional importance.

Attachments: Senate Bylaws

Distribution List:

President
Provost and VP for Academic Affairs
President’s Cabinet
College Deans
Dean of Libraries
Department Chairs

General Faculty
Campus Staff

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

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE BYLAWS**

Sections

I. Governance of Meetings

II. Meeting Times and Dates

III. Order of Business for Meetings

IV. Standing Committees

V. Expressions of the Senate

VI. Amendments

**Approved by the Academic Senate
As Amended XXX XX**

SECTION I: GOVERNANCE OF ACADEMIC SENATE MEETINGS

- A. Robert's Rules of Order, Latest Edition, shall govern the conduct of the meetings of the Academic Senate except insofar as the Bylaws may make express provision to the contrary.
- B. The Academic Senate recognizes the following priorities for motions. For top priority motions, a member can interrupt the current speaker to make the motion to ask the Chair to be recognized.
1. Top Priority: Privileged Motions
 - a. Point of Order
 - b. Point of Information, or Clarification
 - c. Point of Privilege
 - d. Point of Personal Privilege
 - e. Point of Interruption
 2. Second Priority
 - a. Move to amend
 - b. Move a substitute motion
 - c. Move to divide (Division of the Question)
 - d. Move to consider ad seratium (i.e., one after the other)
 - e. Move to refer (e.g., back to a committee)
 - f. Add an item to the agenda
 - g. Move to adjourn – non-debatable (requires a simple majority)
 - h. Move to table (or “lay on the table”) – non-debatable (requires a simple majority)
 - i. Move to postpone (to a specific time, or indefinitely) – debatable
 - j. Challenge ruling of the Chair (Debatable, but only as to whether to sustain the Chair’s ruling, not the issue ruled upon)
 - k. Call the Question/Move the Previous Question
 1. To force a vote on an item (i. e., bring about a vote when there are still names on the speaker’s list), a member must first be recognized by the Chair (usually by rising to the top of the speaker’s list) and then move to close debate (or “move the previous question.”) This is non-debatable and requires a 2/3 vote.
- C. The Senate Chair may appoint an Academic Senate Parliamentarian.
- D. Normally, all members shall attend all scheduled meetings of the Academic Senate. The presence of a majority of the voting members of the Academic Senate shall constitute a quorum.

Senate Bylaws

Approved/Revised XXXX_XX

- E. By the second meeting of the academic year, each member shall designate an alternate who may substitute for that member when the member must be absent. A member may be represented by an alternate at no more than five meetings. Proxies are not permitted. A member who does not attend or have an alternate attend, without excuse or notification, three consecutive meetings of the Academic Senate will be replaced by an election conducted by the appropriate constituency.

- F. All meetings of the Academic Senate shall be open with the provision that the Senate may, by a two-thirds vote, go into closed session to consider matters which are required to be held confidential (such as appointments, recommendations concerning the naming of campus facilities, or other similar items) or to maintain order.

SECTION II: ACADEMIC SENATE MEETING TIMES AND DATES

- A. Regular meeting dates and times for the next academic year shall be fixed by a majority vote at the organizational meeting of the new Academic Senate in the Spring.

- B. The Academic Senate, by concurrence of a simple majority vote, may fix a different time for a regular meeting or call a special meeting.

- C. The Chair of the Academic Senate may, with the concurrence of a majority of the members of the Executive Committee, call a special meeting.

SECTION III: ORDER OF BUSINESS FOR ACADEMIC SENATE MEETINGS

- A. The regular order of business for Senate meetings shall be as follows, subject to change by a simple majority vote:
 - 1. Call to Order
 - 2. Approval of Minutes of Previous Meeting
 - 3. Announcements and Information
 - 4. Approval of Agenda
 - 5. Statewide Academic Senators' Report
 - 6. Provost's Report
 - 7. Committee Reports and Requests
 - 8. Resolutions
 - 9. Expressions of the Senate**
 - 10. Open Forum Items
 - a. Old Business
 - b. New Business
 - 11. Comments from the Floor
 - 12. Adjournment

- B. Fifteen minutes prior to the stated time of adjournment of each regular meeting, the Chair shall ask whether any members of the General Faculty present have matters which they wish to bring before the Academic Senate. Such matters take precedence during the final quarter hour of the meeting. If no such matters are brought to the Academic Senate, discussion will revert to the business at hand.

- C. The deliberative process shall be as follows:
 - 1. Business for consideration shall be addressed to the Chair, who will refer the item to committee, place the item on the Academic Senate Agenda, or consult with the Executive Committee in deciding the item's disposition.
 - 2. Executive Committee Minutes shall list all items and their disposition.
 - 3. Except for items added in consequence of Section III. B., items may be added to a distributed agenda only when the agenda comes up for approval at the beginning of the meeting. Such unscheduled agenda items will require a second reading except when waived by a two-thirds vote.
 - 4. Any changes in the Handbook or Bylaws will require a second reading.

SECTION IV: STANDING COMMITTEES

- A. Regulations Governing Standing Committees
 - 1. Standing Committee Chairs shall be elected by the Academic Senate from its membership at the Organizational Senate meeting at the end of Spring semester. A call for nominations for Standing Committee Chair positions should be posted two weeks prior to the Organizational meeting. Eligible members include those who have served at least one year on the Academic Senate and have served at least one year on the Standing Committee, either presently or in the past, for which the Chair position is sought. Each nominee is expected to express their interest and identify their qualifications at the Organizational meeting (*revised 2023-2024*).
 - 2. The Summer Senate shall appoint members of each Standing Committee, which shall be subject to ratification at the first regular Senate meeting of the Fall semester.
 - 3. Standing Committee operating procedures shall be as follows:
 - a. At the request of the Academic Senate, each Standing Committee shall be responsible for formulating policy recommendations. All recommendations requiring a change in policy shall be presented in writing and in resolution form to the Academic Senate Executive Committee, which shall schedule items for the Senate agenda.
 - b. Standing Committee recommendations that do not require a change in policy shall be reported to the Executive Committee by a memorandum.

- c. Topics for policy recommendations come to a Standing Committee only on referral from the Academic Senate Executive Committee or the Senate Chair. Notice of referral shall be included in the Academic Senate Log, which shall be attached to the next Senate agenda.
 - d. Each Standing Committee Chair may appoint subcommittees without membership restrictions;
 - e. All Standing Committee meetings shall be open. Committees may, by a simple majority vote, go into closed session to consider matters that are required to be held confidential, such as but not limited to appointments, recommendations concerning naming of facilities, or other similar items. However, regular business of each committee shall be in open session.
 - f. The present of a majority of voting Committee members shall constitute a quorum. The exception to this shall be that a quorum requires a majority of voting members when the Academic Affairs Committee meets as the University Curriculum Committee.
 - g. The Executive Committee will replace a Committee member who does not attend, without excuse or notification, three consecutive Committee meetings.
 - h. Standing Committee Chairs shall provide progress reports on the work of their committees at the regular meeting of the Academic Senate.
 - i. Standing Committee members shall identify to the Committee Chair an alternate who will attend meetings in the members' absence.
4. All university-wide committees to which the Senate has major appointing responsibilities and on which there are designated Senate committee representatives will provide to the Senate an annual report of all actions taken by the committee.
5. The Executive Committee may organize university committees as necessary in coordination with other University segments.
- B. The Standing Committees, their membership, and responsibilities shall be as follows:
- 1. Academic Affairs (AAC)
 - a. The Academic Affairs Committee shall consist of the following voting members: seven faculty appointed, and one student representing ASI. In addition, the Faculty Director of General Education Curriculum Committee (GECCo), and (a) representative(s) from the Office of Academic Affairs with

responsibilities that include, but are not limited to, Peoplesoft, academic standing, academic master plan, course management activities, articulation agreements, general student program inquiries, graduate program coordination, and academic policies shall serve *ex officio* and non-voting.

- b. The Academic Affairs Committee functions shall be to review and report to the Academic Senate its recommendations regarding:
 1. All new academic policies, procedures, programs, and curricula having inter-school or all-university impact;
 2. Proposed changes to the University Catalog that have inter-school or all-university impact;
 3. The Academic Plan; and
 4. Proposed changes in the implementation of the General Education Program.
 5. In addition, the Academic Affairs Committee shall serve as the University Curriculum Committee for interschool programs that have required courses for majors and/or minors (i.e., not electives) in more than one school; and shall
 6. Recommend to the Academic Senate action to be taken when there is disagreement among faculty involved in proposed changes to the Catalog and/or to academic policies, procedures, programs and curricula having inter-school or all-university impact.
2. Faculty Affairs Committee (FAC)
 - a. The Faculty Affairs Committee shall consist of the following voting members: seven faculty, including at least one librarian. In addition, the Associate Vice President for Faculty Affairs and a CFA Representative (the CFA President, Vice President, or Faculty Rights Chair as determined by the CFA President) shall serve *ex officio* and non-voting.
 - b. The functions of the Faculty Affairs Committee shall be to
 1. make recommendations to the Academic Senate on all policies and procedures concerning appointment, promotion, tenure, retention, evaluation, and other closely related matters;
 2. review and propose revisions to all sections of the Handbook; and
 3. review and prepare recommendations concerning policies on faculty development, such as the University Research Council.
3. Budget and Planning Committee (BPC)
 - a. The Budget and Planning Committee shall consist of the following voting members: seven faculty, including at least one student services officer, one librarian, one staff member, and the President of the Associated Students or

a designee. In addition, the Academic Senate Chair, the Provost, and Business and Administrative Services (BAS) Chief Financial Officer (CFO) or designee shall serve as ex officio and non-voting.

- b. The functions of the Budget and Planning Committee shall be to make recommendations to the Academic Senate on all policies and procedures related to:
 1. setting institutional priorities,
 2. allocating and utilizing University resources,
 3. jointly with the Academic Affairs Committee, approving the Academic Plan and new academic programs and reviewing existing programs, and
 4. responding to the needs of the University's service region. The committee shall monitor the University's planning processes and coordinate revisions to the Mission and Goals Statement.
4. Academic Support and Student Services Committee (AS&SS)
 - a. The Academic Support and Student Services Committee shall consist of the following voting members: seven faculty, including at least one librarian, one student services professional, one staff member and the Vice President of the Associated Students, Inc. or designee. In addition, the Vice President for Student Affairs, the Dean of Libraries, the Associate Vice President for Enrollment Management and the Executive Director of the Associated Students, Inc. or a designee shall serve ex officio, and nonvoting.
 - b. The Academic Support and Student Services Committee functions shall be to make policy recommendations to the Academic Senate concerning the library, media services, student services, international students, the cafeteria, the bookstore, the computer center, and the campus police. In the performance of this function, the committee shall monitor the University's academic support and student services programs and make recommendations to the appropriate administrator.

Section V: Expressions of the Senate

Expressions of the Senate represent statements of opinion, concern, recognition, or perspective adopted by the Academic Senate. Because these statements reflect the collective voice of the Senate rather than a policy action, Expressions of the Senate do not require approval by the President. The President may, at their discretion, choose to endorse the statement or issue a separate response.

A. Statements of the Senate

A Statement of the Senate is a formal expression of the collective view of the Academic Senate on matters affecting the University, the California State University system, higher education, or issues of academic concern.

Statements of the Senate may be brought forward by the Executive Committee, which retains the authority to place such items on the Senate agenda. Members of the Senate may also request that the Executive Committee consider bringing forward a Statement of the Senate, or request that the proposed Statement of the Senate be added to the agenda for consideration (see Section III. C. 3).

Individuals who are not members of the Senate, including faculty, staff, students, or administrators, may propose a Statement of the Senate by submitting the proposed statement to the Executive Committee. The Executive Committee will review such submissions and determine whether the item is appropriate to place on a future Senate agenda for consideration by the full Senate.

Statements of the Senate:

- a. **May be advisory in nature.**
- b. **Do not amend University policy unless expressly stated.**
- c. **Shall be presented in written form.**
- d. **Shall follow the same notice and second-reading requirements as resolutions unless waived by a two-thirds vote.**
- e. **Shall require a majority vote of those present and voting.**

B. Votes of No Confidence

- a. **A Vote of No Confidence is an extraordinary and serious expression of the Academic Senate indicating that it has lost confidence in the leadership of a specified administrator or administrators.**
- b. **A Vote of No Confidence shall not be initiated solely on the basis of policy disagreements, differences in administrative judgment, or personal or political disagreement.**
- c. **Initiating a Vote of No Confidence Resolution**
 - i. **A proposed Vote of No Confidence initiated by the Executive Committee of the Academic Senate may be brought forward as a resolution adopted by a majority vote of the Executive Committee. The resolution shall include a clear statement of the grounds upon which it is based and a rationale supporting the proposal. Upon adoption by the Executive Committee, the proposed resolution shall be placed on the agenda of a regular Academic Senate meeting.**
 - ii. **A petition for a proposed Vote of No Confidence initiated by members of the General Faculty shall begin with a written notice of intent submitted to the Executive Committee. This notice shall indicate that signatures will be collected in support of a petition and shall include a clear statement of the grounds upon which the proposed Vote of No Confidence is based.**

1. **Following submission of the notice of intent, the petition for a Vote of No Confidence shall be developed in the form of a proposed resolution with a supporting rationale.**
 2. **The petition must bear the dated signatures of at least fifteen percent (15%) of the General Faculty within the relevant constituency of the University.**
 3. **The signature collection period shall begin on the date the notice of intent is submitted to the Executive Committee.**
 4. **All required signatures must be collected within thirty (30) working days of this notification. Only signatures dated within this 30-working day period shall be counted toward the required total.**
 5. **The petition, with dated signatures, shall be submitted to the Executive Committee for review of procedural compliance.**
- iii. **Review for Procedural Compliance**
1. **The Executive Committee shall review proposals submitted under subsection (ii) solely for compliance with the procedural requirements of this section. If the procedural requirements are satisfied, the Executive Committee shall place the item on the agenda of a regular Academic Senate meeting. The Executive Committee shall not make determinations regarding the substantive merits of the proposal.**
 2. **The confidentiality of the dated signatures shall be maintained.**
- iv. **Distribution**
1. **The proposed motion shall be distributed to the Academic Senate membership at least one regular meeting prior to consideration.**
- d. **Senate Action and Ratification**
- i. **The Academic Senate shall deliberate and determine the merits of the Vote of No Confidence. Because such action carries significant institutional implications, a Vote of No Confidence should be considered only in exceptional circumstances. Appropriate grounds may include, but are not limited to:**
 1. **Demonstrated misconduct;**
 2. **Actions that bring material disrepute to the University;**
 3. **Sustained dereliction of duty;**
 4. **Failure to perform the fundamental responsibilities of the office;**
or
 5. **Conduct that substantially impairs the effective functioning of the University.**
 - ii. **Adoption by the Academic Senate shall require:**
 1. **A quorum of the total voting membership;**
 2. **A two-thirds (2/3) vote of the voting members of the Academic Senate; and**
 3. **The resolution for a Vote of No Confidence must have two readings, and the first reading shall not be waived.**

iii. Ratification by the General Faculty.

- 1. If approved by two-thirds (2/3) of the voting members of the Academic Senate, the motion shall be forwarded to the General Faculty for consideration. Ratification shall require a majority vote of the General Faculty members voting.**

SECTION VI: AMENDMENTS

Amendments to these Bylaws must be offered at the regular meeting prior to the regular meeting at which the vote is taken, and this requirement cannot be suspended. A majority vote of the total Academic Senate membership is sufficient to amend these Bylaws.



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.~~

~~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.~~

According to the California Department of Technology (2026), an Automated Decision System (ADS) is defined as a computational process derived from machine learning, statistical modeling, data analytics, or artificial intelligence that to generate an outcome, such as a score, classification, or recommendation, that impacts people and is meant to assist or replace human discretionary decision making.

The following are not considered ADS, including but not limited to: a spam email filter, firewall, antivirus software, identity and access management tools, scripts that do not perform inference, calculator, database, dataset, or other compilation of data; and be it further

A high-risk ADS is defined as an automated decision system that is used to assist or replace human discretionary decisions that have a legal or similarly significant effect, including decisions that materially impact access to, or approval for, housing or accommodations, education, employment, credit, health care, and criminal justice; and be it further

That examples of high-risk ADS include, but are not limited to:

- **Automated systems that assess student work (e.g., essays or short responses), attendance or participation without instructor review**
- **Online proctoring systems that infer potential incidents of academic misconduct**
- **AI-driven tools that infer student risk, academic standing, or progression and materially influence decisions regarding academic opportunities, dismissal, program eligibility, or access to resources**
- **Conversational systems that provide academic advising or instructional guidance that materially influences student decisions, without advisor review**
- **Systems integrated into institutional platforms that evaluate or flag student performance in ways that materially influence grading or academic standing without meaningful instructor oversight; and be it further**

That systems used solely for administrative efficiency, content delivery, or low-stakes support (e.g., spell checkers, grammar suggestions, non-evaluative learning tools, or systems that do not influence grading or academic standing) shall not be considered high-risk ADS under this policy; and be it further

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 the use of artificial intelligence and ADS in instructional settings shall align with California State University, Bakersfield data classification standards, recognizing that such systems may process or generate data classified as Level I (confidential) or Level II (internal use), including student records, performance data, and personally identifiable information; and therefore, the use of these systems must ensure appropriate safeguards, transparency, and compliance with institutional, state, and federal data protection requirements.

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. **These risks are further compounded when such systems process institutional data subject to campus data classification standards, reinforcing the need for transparency, oversight, and alignment with existing data protection policies.**

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:



Teaching Modality - Handbook Changes

RES 252648

AAC, FAC

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

203.11 **Distributed Learning Committee**

University faculty have adopted a distributed learning policy for online and **flex hybrid** instruction (Academic Senate Resolution 1213028). The Distributed Learning Committee (DLC) is responsible to monitor for issues that arise with regards to the distributed learning policy and to **improve ensure** the quality of online and **flex hybrid** instruction, including the **development of guidance for certification of faculty wishing to teach online and/or flex hybrid** courses.

The DLC consists of (1) one faculty member from each of the academic **colleges schools**; (2) **one faculty member at-large** ~~the Faculty Coordinator of Online Instruction from the Faculty Teaching and Learning Center (FTLC);~~ (3) the Faculty Director of the FTLC; (4) a student representative from ASI; and (5) one staff member with direct responsibilities related to CSUB's learning management system (ex-officio). Additional members may be appointed as ex-officio members by the Provost and Vice President of Academic Affairs, at the recommendation of the current DLC members. **The Faculty Director of the FTLC convenes the first meeting of the year, during which the committee elects a chair.**

Faculty members on the committee are expected to have experience with the designing and teaching of online/**flex hybrid** courses and should **have received CSU approved training in** ~~be certified by CSUB for online/~~**flex hybrid** instruction. Faculty members are elected in accordance with the election procedures in Sections 202.6 and 202.7 and serve on staggered two-year terms. The student representative will be selected by ASI on an annual

basis. The staff member will be appointed by the Provost and Vice President of Academic Affairs on an annual basis.

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

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

The DLC shall develop and maintain guidance for online and/or flex instruction, including but not limited to professional development pathways, instructional support recommendations, and quality standards. The Committee shall conduct a review of this guidance at least once every two years and revise it as necessary to ensure continued relevance.

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

303.1.1 Teaching Assigned Courses

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

The assignment of courses includes responsibility for the mode of instruction (e.g., face-to-face, flex, or online). The determination of course modality is primarily a departmental or program-level decision, made through established curricular and

scheduling processes and grounded in pedagogical appropriateness, disciplinary standards, and student learning outcomes. [Departments and programs shall ensure that a sufficient proportion of courses are offered in face-to-face format, recognizing that face-to-face instruction is the primary and expected mode of instruction at CSUB.](#)

Departments and programs shall ordinarily determine the modality of their courses independent of administrative preference, except as provided below. [They shall ordinarily determine the qualifications of their faculty who teach online courses and are responsible for ensuring the faculty are in compliance with the applicable accreditation and other requirements for that program.](#)

College Deans retain a [managing](#) role to ensure that instructional offerings within the college are consistent with the University mission, student access needs, and resource constraints. Any decision that departs from the department's or program's recommendation shall be documented in writing and grounded in academic, operational, or resource-based considerations. Changes to course modality after registration begins shall require approval of the College Dean or designee.

RATIONALE: Referral 2025-2026-19 calls for clarification of instructional policy and teaching modality authority, particularly with respect to departmental autonomy and the role of administration in modality decisions.

This resolution affirms that teaching modality is fundamentally a pedagogical matter best determined by departments and programs, while also recognizing the responsibility of College Deans to ensure that instructional offerings align with institutional mission and student expectations, including the University's emphasis on face-to-face instruction as its primary mode of delivery.

The resolution further responds to the prolonged inactivity of the Distributed Learning Committee by reinforcing expectations for its operation and oversight role. The Distributed Learning Committee (DLC) policy has not been updated in more than a decade, and the Faculty Coordinator of Online Instruction position has been discontinued. During this period, instructional modalities have evolved substantially. Online and flex teaching are now

integral components of many faculty members' regular teaching assignments, and CSUB no longer requires certification for online instruction. These handbook revisions redefine the role and scope of the DLC to reflect current institutional practices. Maintaining clear, functional, and faculty-driven policies for online and flex instruction is essential to instructional quality, shared governance, and institutional coherence.

Distribution List:

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

Approved by the Academic Senate:

Sent to the President:

President Approved:



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:

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

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.

Signature: 
Email: yko@csub.edu


Signature: 
Email: lbishop@csub.edu

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

Signature: 
Email: rdugan2@csub.edu

Signature: 
Email: hhe@csub.edu

Signature: *Amber Stokes*
Email: astokes2@csub.edu

Signature: 
Debbie Wilson (Dec 9, 2025 15:15:27 PST)
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Post-Enrollment Requirement Checking (PERC) Timing Alignment for Prerequisite Verification and Enrollment Stability
RES 252642

AS&SS, AAC

- RESOLVED:** That Post-Enrollment Requirement Checking (PERC) report generation be scheduled following the semester grade submission deadline and no later than nine business days after the semester grade submission deadline, to allow sufficient time for departments to review prerequisite fulfillment and notify affected students; and be it further
- RESOLVED:** That the initial PERC process apply only to students identified through the initial report run, and that additional late grade postings or updates be managed through regular departmental advising practices rather than repeated PERC cycles; and be it further
- RESOLVED:** That, while PERC reports shall be generated no later than nine business days after grades are due, departments and advisors shall receive PERC results no later than six business days after the PERC report is generated to support proactive advising and schedule adjustments; and be it further
- RESOLVED:** That students identified through PERC as not having met prerequisite requirements be provided with a minimum notification period of five business days before any administrative drops are processed, and that no student be dropped without an opportunity to meet with an academic advisor, to support appropriate advising intervention, (except for extreme circumstances) and be it further
- RESOLVED:** That the Office of Academic Programs publish the PERC processing timeline each semester and communicate it to department chairs, faculty, advisors, and students, including (1) confirmation of grade submission completion, and (2) expected dates for PERC distribution and follow-up; and be it further
- RESOLVED:** That this timeline and process be included in Academic Affairs procedural guidance and referenced in department chair onboarding and semester-start communications.
- RATIONALE:** Aligning the timing of Post-Enrollment Requirement Checking (PERC) with the period immediately following the Registrar's confirmation of grade submission allows departments adequate time to verify prerequisite completion and support students in adjusting their schedules. Establishing a nine-business day PERC deadline provides



ACADEMIC SENATE
CSU BAKERSFIELD

departments with practical flexibility while helping to minimize last-minute schedule disruptions.

Requiring that students receive at least five business days of notice before administrative drops and ensuring that no student is dropped without the opportunity to

meet with an advisor, promotes equitable access to academic guidance. These changes enhance clarity, predictability, and consistency in the prerequisite verification process and support student enrollment stability.

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
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