

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Statement on Campus Modality

RES 222331

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RESOLVED: That the Academic Senate, California State University, Bakersfield hereby makes a Statement on Campus Modality to highlight the campus philosophy toward education post-pandemic.

Preamble

CSU Bakersfield has a long and proud history of “meeting our students where they are” academically and maintaining a commitment to student success as our overriding and enduring value. In recent years, CSUB has been recognized nationally as a leader in student success, in particular, with facilitating the career success of first-generation, Pell-eligible students who reflect the diversity of our area. We have made great progress in reducing, and even closing achievement gaps. Indeed, we are consistently recognized as a regional and national leader in providing valuable educational experiences leading to career success for our students.

CSUB is primarily a face-to-face (FTF) institution of learning. As a dedicated campus community (faculty, administration, and staff), we affirm our support of student learning, holistic student development and growth. Face-to-face interactions can play a large part in promoting student success. Student development is fostered in multiple ways: in classes and courses; in classrooms, with group projects and discussions; in the library, with research and workshops; in study spaces, with peer interactions; as well as in faculty offices and hallways, in student organizations, clubs, and activities on campus and in the community. Faculty play a pivotal role in student development as instructors, mentors, advisors, counselors, and role models.

Approaches to Instructional Modality

The success of various instructional modalities varies across individual students due to learning needs, preferred learning styles and individual circumstances. Instructional modalities can also vary across courses and instructors. However, CSUB continues to be a primarily FTF institution.

The following principles can help guide department decisions in consultation with faculty regarding instructional modalities.

- Modalities should be identified based on learning and personal development in classes that complements co-curricular and extracurricular activities.
- Modalities should be chosen which support overall learning and development decisions.
- Modalities should be chosen which maximize accomplishment of course learning outcomes for students.
- Modalities should be consistent across sections of courses, except when student circumstances or program needs require multiple modalities to ensure access to all and/or achieve program goals.

Decisions Regarding Instructional Modalities

- The many important faculty roles listed above should be kept in mind as modality decisions are made within programs and across courses.
- Instructor circumstances can be taken into consideration but should not be determinative.
- While learning outcomes vary across courses, helping students develop necessary foundational and “soft” skills should be outcomes integrated into every program.
- Decisions about modality should be reached by consensus across program/department faculty.
- Decisions about modality must be in compliance with the program modality approved by the regional accreditor (WSCUC) and, if applicable, specialty accreditation bodies for the program.

RATIONALE: As we emerge from the pandemic, we the faculty, want to commit to our mission and to our strength as an institution that meets the needs of our student as a primarily face-to-face institution.

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