

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

**Thursday, November 4, 2021  
Zoom Video Conference  
10:00 a.m. – 11:30 a.m.**

1. Call to Order
2. Approval of Minutes  
October 21, 2021
3. Approval of Agenda (Time Certain 10:05)
4. Announcements and Information
  - President's Report – L. Zelezny (Time Certain 10:10)
  - Elections and Appointments – M. Danforth
5. ASCSU Report
6. Provost Report
7. Committee Reports and Requests  
(Minutes from [AAC](#), [AS&SS](#), [BPC](#) and [FAC](#) are posted on the Academic Senate Webpage)
  - a. Executive Committee (M. Danforth)
  - b. ASI Report (S. Magaña)
  - c. Academic Affairs Committee (J. Tarjan) (handout)
  - d. Academic Support & Student Services Committee (E. Correa) (handout)
  - e. Faculty Affairs Committee (M. Rees) (handout)
  - f. Budget & Planning Committee (C. Lam) (handout)
  - g. Staff Report (S. Miller)
8. Resolutions – **(Time Certain 10:30 a.m.)**
  - Consent Agenda
  - New Business
    - RES 212207 Formation of Ethnic Studies Department
    - RES 212208 Academic Master Plan 2022-23 through 2031-32

Old Business

9. Open Forum Items (Time Certain 11:15)
10. Adjournment

DRAFT

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**

**ACADEMIC SENATE**

**Minutes**

**Thursday, October 21, 2021**

**Zoom Video Conference**

**10:00 a.m. – 11:05 a.m.**

**Members: A. Hegde (Chair), M. Danforth (Vice-Chair), B. Frakes, R. Gearhart, A. Grombly, V. Harper, H. He, J. Kraybill, C. Lam, A. Lauer, J. Li (Alt.), S. Magaña, M. Martinez (Alt.), J. Millar, S. Miller, J. Moraga, M. Rees, A. Rodriguez, A. Sanchez, D. Solano, B. Street, J. Tarjan**

**Visitors: T. Anthony, D. Boschini, D. Cantrell, D. Horn, D. Jackson, A. Lomeli, M. Malhotra, H. McCown, M. Rush, L. Vega, K. Watson**

1. Call to Order

A. Hegde called the meeting to order. He read a statement acknowledging CSUB's stewardship of the land of the Tejon Tribe.

2. Approval of Minutes

E. Correa moved to approve the October 7, 2021 Minutes. B. Street seconded. Approved.

3. Approval of Agenda

E. Correa moved to approve the agenda. B. Street seconded. Approved.

4. Announcements and Information

- Elections and Appointments – M. Danforth

Assoc. Dean Undergrad & Grad Studies - (1) FT Tenured each:

A&H Anna Jacobsen – Biology elected

BPA Rebecca Larson – Mathematics elected

NSME Charles Lam – Mathematics elected

SSE Yvonne Ortiz-Bush - Advanced Education elected

At-Large Janet Millar – Counseling elected

Dean Antelope Valley (1) FT Tenured open to university to fill BPA position

K. Holloway - Librarian

Dean BPA - EC and Provost appointed FT Tenured for faculty majority:

Mahdy Elhousseiny – Finance

Dan Zhou - Finance

UPRC – (1) tenured elected position open to the university, two-year term

No Nominations

School Elevation Exploratory Committee (SEEC)

Department Chairs each school

A & H: Steven Frye – English, and Steven Gamboa – Phil. & Religious Studies

BPA: Aaron Hegde – Economics, and Dan Zhou – Public Policy & Administration

NSME: David Gove – Mathematics, and Luis Cabrales - Physics & Engineering

SS&E: Bre Santiago-Evans - Teacher Education, and Brian Street – Kinesiology

(2) School Deans

(2) Senate Executive Committee Members TBD

Representative Staff from Antelope Valley

(1) Representative from Library - Amanda Grombly elected

ASI President – Stephanie Magaña

Fall 2021 Call for Interest to be announced:

Academic Petitions Committee - (1) A&H FT faculty

Accessible Tech Initiative (ATI) Steering Committee - appointed by EC

Accessible Tech Initiative (ATI) Working Group appointed by EC

Alumni Associate Board appointed by EC

Campus Police Advisory Council - EC appoints

Diversity, Equity, & Inclusion Commission - EC appoints

Faculty Ombudsperson Tenured Full Professor – EC appoints

Student Recreation (SRC) Advisory Board - EC appoints

Intercollegiate Athletics Advisory Committee (IAAC) EC appoints

University Strategic Planning & Budget Advisory Committee (USP & BAC)

to complete John Stark's term – May 2022 - EC appoints

Comments:

- Three WTUs is not enough for all the work required on the UPRC. The recommendation is that it be increased or there won't be a volunteer. (A. Lauer)
- Having served on the URPC Task Force, it's very likely that the Senate will get a recommendation to request that Administration provide more support for people serving on the UPRC and for departments going under review. (J. Tarjan)
- Compensation in all forms is on the EC Agenda. (A. Hegde)

5. ASCSU Report - J. Millar

Interim Committee meetings held. Academic Affairs (AA) discussion focused on repopulation of campuses: safety and vaccine mandates and how it affects their teaching, etc. The passage of AB 927 discussed: the number and types of bachelor's degrees that community colleges can host, and its potential impact on programs and departments in the CSU. No ASCSU action taken, yet. The passage of AB 928 aims to provide pathways between CC and CSU. (J. Millar)

Q: Is there any contingency planning across campuses to work out a unified plan about how faculty are handling issues related to repopulation? Is there any data on how faculty handles situations where individuals are sick? For example, department chairs are working on schedules and if there are faculty unable to return due to the pandemic, how are other campuses handling this? (E. Correa)

A: The CSU will not impose a percentage required for campuses to repopulate. CSUB considered rural. Some faculty are back and some talk about returning to all remote delivery after Thanksgiving. There is as much variety as there are 23 campuses. Nothing system wide. (J. Millar)

6. Provost Report – V. Harper

- Dore Theater Live Performance –Directed by Senator Rees. (V. Harper) It's been eighteen months since the last in-theater performance. It's written by an alum, about our first-generation students. Students from every school are participating. It's very touching. (M. Rees)
- Pandemic Research Group – The Provost had asked for a scholarly agenda to focus on the pandemic. The group completed their work and submitted a proposal. Funds were allocated for it.
- Pandemic Research Symposium -This funded event and other grants and activities coming in Spring. The vision is that CSUB will be a regional, state, and national center of research related to the pandemic.
- Searches: AVP IRPA is underway. AVP GRaSP will be starting. BPA Dean search meets today. NSME Dean starting in the next couple days. Thank you to faculty serving on the search committees. There are 29 or more faculty serving on search committees. It's a sign that shared governance is working at CSUB.
- Vaccination – All faculty must post vaccination record or take exemption by October 27
- UC Merced Memo of Understanding (MOU) – the Provost signed an agreement regarding doctoral pathways to UC Merced. An announcement forthcoming. Thanks to D. Jackson for her leadership in developing those doctoral pathways.
- Graduation Initiative (GI) 2025 Symposium – It's virtual and everyone is invited. CSUB's progress on GI 2025 is #1 in Transfers and closing Equity Gaps. Thank you to faculty and students for their hard work and participation in improving CSUB graduation rates, improving student retention and close equity gaps. It's an amazing time to be at this institution.

7. Committee Reports and Requests

(Minutes from [AAC](#), [AS&SS](#), [BPC](#) and [FAC](#) are posted on the Academic Senate Webpage)

- a. Executive Committee (M. Danforth)  
Budget Forum follow-up

Discussions that resulted in five referrals:

- Search Committee Composition Handbook 309. FAC will be looking at clearing up the language on eligibility, and when to reconstitute the committee.
- Academic Master Plan (AMP) through 2031-32- BPC reviews CSUB's plan before the Senate approves it to be sent to the CO
- Task Stream access – what is the use and who has access - referred to FAC
- Academic Testing Center Feasibility - referred to AS&SS
- General Studies Department Formation sent with academic focus to AAC

Discussion on chair review in the RTP process will continue next meeting

Discussion on Search Committees' status

Discussion on AB 928 General Education (GE) pathway for transfer students; looking for update and the implications for CSUB.

b. ASI Report (S. Magaña)

- CSSA, the committee of system wide ASIs, met last weekend. The 2022 Policy Agenda was established. The priorities are access to reliable technology, student housing insecurity and homelessness, student food insecurity, support for students with dependents, support and equitable resources for AB 540, DACA and undocumented students, and system-wide sustainability. The board discussed how to execute priorities and how implement the comment system and whether to have Spring semester meetings in person or virtual.
- Student Trustee – Krystal Raynes, CSUB student, is serving 2020-2022. Applications for next student trustee being accepted. If you know student, encourage them to apply online on the CSSA website or submit form of encouragement.
- ASI interviewing candidates for Student Director BPA, Legislative Affairs, and International Relationship.
- Thank you to everyone who joined the LGBT+ Flag Raising
- Meeting with Health Student Center and the Veterans Center regarding veterans having difficulty accessing immunization records, resulting in a hold. There is a fee for students to upload their immunization and COVID records. It goes through a third party. The fee is not included in veterans' tuition. S. Magaña is working with J. Pacheco.

Q: Has the Director of Sustainability been appointed? (A. Hegde) Yes, a biology student. (S. Magaña)

c. Academic Affairs Committee (J. Tarjan)

COVID-19 experience – The Director of Health Services, E. Delamar, contacted him at 9 p.m. about a student who tested positive. Subsequently, J. Tarjan was able to pull up a sign-in sheet and clear a student for class. He encourages faculty who teach in

person to keep sign-in sheets and to work with the phenomenal E. Delamar. Referring to the sign-in sheet, faculty can see who's missing. J. Tarjan has scheduled make-up Zoom sessions Tuesday and Thursday night for students who were not cleared. E. Delamar was able to add the Zoom link with her communication to these students. Further, J. Tarjan encourages everyone to do things on Canvas. There is almost no disruption to students who couldn't be in class to make the transition to returning to class. It was seamless.

Referral # 21 Proposal for Ethnic Studies ETHS 1508 and Change to ETHS Curriculum - Acting as the interschool curriculum committee, AAC approved a new ETHS course and a proposed change to the Interdisciplinary Studies major, Ethnic Studies.

Referral # 24 BA Sociology Concentration Revision- Racial and Ethnic Dynamics – More information was requested of the proposers.

Referral # 09 Proposal to Employ High Impact Practice Tracking - It's a joint referral with Academic Support and Student Services. It's more complex than just listing things because of the threshold that would qualify for a designation. For example, student research and what group would decide HIPs.

Referral # 07 GECCo Reporting Structure – working with FAC and BPC.

Referral #08 withdrawn. A revised referral expected from EC on the formation of General Studies (GST) to look at how we can adequately supervise faculty teaching GE courses, FYS, and even perhaps thematic capstone within GE if they don't have an academic home and who would be responsible for the faculty observation and reviews.

Referral # 05 EEGO Summer Term Unit Limits is up for discussion, next meeting.

Referral #02 Department Formation Criteria Revision – the Task Force of BPC FAC AAC members did an excellent job. Their report will be discussed next meeting.

- d. Academic Support & Student Services Committee (E. Correa) Senator Lauer graciously stepped in during the chair's absence. A. Lauer gave the AS&SS report: Referral # 9 Proposal to Employ High Impact Practice (HIP) Tracking - L. Vega drafted recommendation following a productive discussion. Why are we doing it in the first place? Is it to show we are different than the for-profit universities and have active learning communities, accelerated faculty/student connections with undergrad research or is there more to it? It's problematic when thinking about improving curriculum and graduation numbers. Those are difficult to assess. AS&SS looked at peer review journals on HIPs. 100 universities employing HIPs were investigated, including many CSUs. Conclusion: In terms of the Graduation Initiative, HIPs do not graduate more students. It helps first generation students to increase their GPA, enabling them to graduate in six years instead of four years. Use peer review studies to show what does HIP bring in a positive sense for CSUB. Also, problems

are coming to light. Some of faculty don't want to return to campus to teach face-to-face. AS&SS needs to get with Faculty Affairs and make recommendation on the best way to solve the issue. (A. Lauer) Thank you to A. Lauer for phenomenal job of stepping in and reporting. (E. Correa and A. Hegde)

e. Faculty Affairs Committee (M. Rees)

Referral #14 Proposal for the Creation of Ethnic Studies Department – Recommendation on how to improve their proposal sent. FAC got it back and reviewed and sent a response. Conclusion soon.

Referral # 03 Electronic RTP as Application Standard – The results of the RTP on Box survey showed that the main complaint is the confusion over the way files are organized. It was so difficult to review – organization of the file is an issue. Others are the timely access to files and a possible change to calendar. Currently it's based on paper. Look at security and tech support.

Q: Since review of the department files with the President is not part of regular RTP review process, there is more time to consider where the two-three weeks for the second-year review at the beginning of the semester could be modified. The suggestion is to move the timing so there could be similar time to review the file to that of the third year or the first year. B. Street requested to change the review period at the unit level to four weeks as the other levels get four weeks. (B. Street)

A: That's a great suggestion. Thank you. (M. Rees)

f. Budget & Planning Committee (C. Lam)

The meeting consisted of looking at the Budget Book in preparation of the Budget Open Forum. Thank you for attending the Budget Forum. (C. Lam) C. Lam did an excellent job and the recording can be found on the Budget Central webpage, [here](#). (A. Hegde)

g. Staff Report (S. Miller) – nothing to report. (See Open Forum)

8. Resolutions None

9. Open Forum Items

Topic: October 27, CSUB will host Dr. Gina Garcia, an expert in Spanish-serving institution, to give her hands-on virtual workshop. CSUB is 60%+ Spanish serving.

Topic: Acknowledge behind-the-scenes-work in the Senate: Thank you to Beth Bywaters, Melissa Danforth and those who stepped in during her absence. (E. Correa)

Topic: Data Summit - Thank you to those who attended. Certain areas expressed a need for tutoring. Go to [csub.edu/tutoring](http://csub.edu/tutoring) to find who is where. Some subject areas are more challenging than others. If there are issues, contact D. Cantrell. The Data Summit was recorded and it will be sent to Senators (D. Cantrell)

Q: Hire graduate students as tutors? (J. Tarjan)

A: Yes. Plus, there is a virtual tutoring service. (D. Cantrell)



Topic: Mid-term progress reports - If faculty is seeing low averages for face-to-face courses, please reach out to D. Solano to share experience. (D. Solano)

Topic: Zoom recording deletion agreement – The DCLC, with the help of D. Gove and the CFA, resolved that the Provost will fund the storage of faculty’s instructional recordings the rest of the semester only. Faculty Teaching and Learning Center (FTLC) guidance will come from a learning module on how to get videos out of Zoom into TechSmith or Box so there won’t be data overage. (V. Harper)

Topic: Close captioning file does not auto transfer to Techsmith Knowmia. One has to go into Knowmia and have it generate a new set of closed captioning. Go link to the recording and then go to the accessibility tab to add captioning. Knowmia’s internal AI is a little better and the transcription is more accurate than Zoom. (M. Danforth)

Topic: Grad Slam, also known as the Three-Minute Thesis, begins October 29. If you have grad students doing cool research, please ask them to attend workshop on October 29 to help prep them for competition. (D. Jackson)

Topic: SOCI period coming up. Courses online will be online SOCIs. Inquire with school SOCI coordinator if your course had been entirely face-to-face. It’s easier to go from paper to online. There is a tool. Encourage everyone to check that. If there are any missing courses, contact ITS. (S. Miller)

Q: Paper SOCIs choice of days – with the electronic SOCI, faculty doesn’t have choice. Is there any way to control when electronic SOCIs become accessible? (M. Rees)

A: The problem is that we have 1200-1300 courses. It becomes an issue customizing the distribution. ITS works them by the school whereby the courses are scheduled at one time. Faculty doesn’t have the control to set when electronic SOCIs are accessible. (S. Miller)

Topic: Transition Back to Campus – It is the feature of the today’s Colleague Café. (A. Hegde)

10. Adjournment

A. Hegde adjourned the meeting at 11:05.

ACADEMIC SENATE LOG – NOVEMBER 2, 2021

**Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits		AAC Consider Summer Session as a single term with a cumulative student workload and what is the maximum number of units which enables student success.			
	2020-2021 23 MA INST Moratorium		AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium	10/7/21	10/15/21	
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 Proposal for the Formation of a General Studies (GST) Department	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can de & deliver HIPs, need for training guide for analysis & reporting.			
10/5/21	2021-2022 21 Proposal for Ethnic Studies ETHS 1508 and Change to ETHS Curriculum	Complete	AAC in its capacity as the interschool curriculum committee, approved the ETHS 1508 course proposal for Introduction to Chicana/Chicano/Chicanx Studies and approved the proposed changes to the Ethnic & Area Studies concentration.			
10/5/21	2021-2022 24 BA Sociology Concentration Revision – Racial and Ethnic Dynamics		AAC Review rationale and impact.			
10/19/21	2021-2022 25 General Studies (GST) Department Formation		AAC Lack of home for GST, whether GST more suited as a program, mechanism for GST faculty review, GST report to EC annually			
10/19/21	2021-2022 26 AMP 2022-23 through 2031-32	First Reading 11/04/21	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32			

ACADEMIC SENATE LOG – NOVEMBER 2, 2021

**Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
11/2/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	First Reading 11/4/21	AAC BPC RES 212207 Formation of Ethnic Studies Department			

ACADEMIC SENATE LOG – NOVEMBER 2, 2021

**Academic Support and Student Services: Elaine Correa/Chair, meets 10:00 via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 26 Testing Center	Complete	AS&SS RES 202123 Academic Testing Center approved by Senate 3/18/21. Not by President pending Fall '21 enrollment, need, resources.			
9/28/21	2021-2022 Referral 10 Faculty Advising Structure		AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. See report from Faculty Fellow & AVP AP.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting			
10/19/21	2021-2022 28 Academic Testing Center Exploratory Sub-Committee		AS&SS Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path			
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			

ACADEMIC SENATE LOG – NOVEMBER 2, 2021

**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021		FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist.			
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
8/24/21	2021-2022 03 Electronic RTP as Application Standard		FAC Whether use of vendor with electronic RTP application platform is viable for CSUB			
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process		FAC Research CSU campus' rubrics & applications and establish improvement and consistency to application & screening.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards		FAC Define meritorious, pressure from senior faculty, confidentiality of process			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYS	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time		FAC Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.			
8/31/21	2021-2022 Referral 14 Proposal for the Creation of Ethnic Studies Department	AAC & BPC approved. FAC carry over to 2021-2022	AAC, BPC, FAC Consider how creation of new dept. affects current RTP process for impacted faculty, and the unit's response to FAC's recommendations of May 6, 2021.			

ACADEMIC SENATE LOG – NOVEMBER 2, 2021

**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference**

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 17 Sabbatical Application Process Improvement	Carry over to 2021-2022	FAC Identify what is different or extra between the 1) Faculty Information Bulletin 2) Application Cover Sheet, 3) Handbook with directions for the applicant and 4) directions for the evaluating committee and then make consistent between them.			
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty		FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure	9/23/21	10/1/21	10/4/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 27 Composition of Search and Screening Committees – Handbook Change		AAC Handbook 309.5: clarify candidate eligibility, add “General Faculty”, reconstitute committee > 18 months.			

ACADEMIC SENATE LOG – NOVEMBER 2, 2021

**Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
9/29/21	2021-2022 16 Institutional Research in Response to WSCUC Report		BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report			
	2020-2021 20 UPRC Changes	Pending Task Force. Tabled to 2021-2022	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 18 CSUB Policy on Use of sUAS – GraSP Update		BPC Consider whether documents submitted by GraSP are informational or need action. RES 212205 CSUB Policy on Use of sUAS – GRaSP Update	10/7/21	10/15/21	
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
9/21/21	2021-2022 22 Summer 2022 Schedule EEGO		BPC Whether unequal days between two summer sessions, eliminate break, reinstate two five-week terms in future. RES 212206 Winter Intersession 2021-2022 Calendar Update	10/7/21	10/15/21	
10/19/21	2021-2022 26 AMP 2022-23 through 2031-32	First Reading 11/04/21	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32			
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives.			

ACADEMIC SENATE LOG – NOVEMBER 2, 2021

**Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference**

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
11/2/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	First Reading 11/4/21	AAC BPC RES 212207 Formation of Ethnic Studies Department			



## **Committees Report Summary November 4, 2021**

### Executive Committee (Melissa Danforth, Vice-Chair)

### Academic Affairs Committee (John Tarjan, Chair)

1. We welcomed Ms. Tiffany James as the new ASI representative to the committee for the remainder of the seminar.
2. We continued our discussion of issues surrounding the tracking of High Impact Practices (HIPs) in courses in a joint meeting with AS&SS. It appears that our committees have differing perspectives on the referral and may wish to address different aspects of the issue.
3. In our capacity as interschool curriculum we approved a change to the sociology concentration that will now be known as Racial and Ethnic Dynamics after receiving statements from other potentially impacted programs.
4. We received an update from an Ethnic Studies faculty member about the progress of the Ethnic Studies Department formation proposal which the committee had previously reaffirmed its support for based upon last year's committee's recommendation.

### Academic Support and Student Services committee (Elaine Correa, Chair)

AS&SS discussed Referral 10 - Faculty Advising Structure after the Chair identified concerns that were raised at the Council of Faculty Advisors Committee Meeting that she was invited to attend. Members of AS&SS discussed the concerns that were raised and decided to review the previous recommendations that were identified from this referral which was carried over from last year. AS&SS also participated in a joint meeting with AAC to discuss Referral 09- High Impact Practices. AS&SS had begun documenting concerns in the form of a recommendation that was posted to AS&SS as a google doc to ensure full participation in the document creation. After discussion with AAC, the identification of two processes were deemed important to separate and review from the HIP referral: 1.) implementation and support (AS&SS) and 2.) tracking (AAC). Confirmation of this understanding would be confirmed at the next Executive Academic Senate Meeting with Dr. Hegde (Senate Chair).

### Budget and Planning Committee (Charles Lam, Chair)

1. Discussion of AB1460 funding allocation. Provost presented draft 5-year ETHS budget.
2. Referral #26 – Academic Master Plan. The Committee discussed and approved master plan.
3. Referral #16 Institutional Research in Response to the WSCUC Report –

Committee collected question for discussions in the next meeting

4. Referral #19 DEI Faculty Fellows Exploratory Group Report -- discussed items to be addressed.

Faculty Affairs Committee (Mandy Rees, Chair)

1. The committee reviewed the draft of the "Department Formation Criteria" submitted by the Taskforce and provided feedback.
2. The committee discussed a reply to questions submitted by the Interdisciplinary Faculty regarding their proposal for an Ethnic Studies Department.

ASCSU (M. Martinez, J. Millar)

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
ACADEMIC SENATE

AAC, BPC

**Formation of the Ethnic Studies Department**

RES 212207

**RESOLVED:** That the Academic Senate recommends to the President the approval of the Formation of the Ethnic Studies Department.

**RATIONALE:** The Senate Academic Affairs Committee and the Budget and Planning Committee have reviewed the proposal and find it to be both academically and fiscally sound.

Attachments:

The Formation and Modification of Academic Departments  
Proposal to Create an Ethnic Studies Department  
Campus ETHS Prop\_Rev4\_12\_21rev2[19927]  
ETHS 5 Year Budget DRFT  
Ethnic Studies Recommendations\_final 2021-05-06  
Dean SS&E approval of ETHS  
Provost Letter of Support – Ethnic Studies Department  
Bozarth Library eths letter of support  
Memo Response to FAC re INST Department proposal Fall 2021 (D. Jackson)  
CSUB ES Advisory Council acceptance – Buenavista  
CSUB ES Advisory Council acceptance - Burroughs  
CSUB ES Advisory Council acceptance - Cargile  
CSUB ES Advisory Council acceptance - Danforth  
CSUB ES Advisory Council acceptance - Dugan  
CSUB ES Advisory Council acceptance - Grombly  
CSUB ES Advisory Council acceptance - Montano  
CSUB ES Advisory Council acceptance - Robertson  
CSUB ES Advisory Council acceptance – Sanchez  
CSUB ES Advisory Council acceptance – Toombs  
LAC – Letter of Support for Dept of Ethnic Studies

## **THE FORMATION AND MODIFICATION OF ACADEMIC DEPARTMENTS: PRINCIPLES AND PROCEDURES**

### **PRINCIPLES:**

1. Requests to change the structure of a department should usually emerge from the concerns of the faculty and/or the dean directly involved. However, other individuals of the university may suggest that the faculty examine the effectiveness of the present departmental structure.
2. A new department may be formed as an entirely new entity, as a result of dividing an existing department, or as a result of combining two or more existing departments.
3. If the change affects more than one school, then more than one dean will be involved, so any references to a dean in this policy statement imply more than one dean if the situation so indicates.
4. 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.

### **PROCEDURES**

1. If someone suggests a change in departmental structure, the relevant faculty, the appropriate academic dean and the Provost and Vice President for Academic Affairs should engage in considerable informal discussion. These people should solicit advice from other potentially interested parties, possibly including faculty in other departments or schools as well as the Academic Senate.
2. When informal discussions appear to have elicited all of the relevant issues and concerns, the faculty who wish to form the new department should write a proposal that addresses the following points:
  - (a) How and why the change will better serve institutional needs;
  - (b) How the change will affect the governance and delivery of curriculum and degree programs;
  - (c) How the change will affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload;
  - (d) How the change will affect the need for financial support, including operating expenses, equipment, facilities and staffing;
  - (e) What impact the plan will have on Information Resources (Library books and subscriptions, computing equipment and support) and what is the source for additional funding; and
  - (f) A plan for effecting the change.
3. The proposal must pass through the following levels of review in the order indicated. The individual(s) at each level shall review the proposal, consult with others as seems appropriate, and then either forward it to the next level with a positive recommendation or return it to the previous level with a written explanation of the reasons for withholding approval:
  - (a) The appropriate academic dean, who shall inform any potentially interested faculty and invite their consultation;
  - (b) The Provost and Vice President for Academic Affairs, who shall inform the Council of Deans and invite their consultation;

(c) The Academic Senate, through the Executive Committee, shall forward this proposal to Standing Committees or to the Full Senate at its reasoned discretion before taking final action; and

(d) The President, who shall inform the Cabinet and invite their consultation before delivering his/her final decision regarding the proposal.

4. If the proposal fails to receive approval at any level, those involved may choose to revise and resubmit it.

APPROVED BY ACADEMIC SENATE APRIL 10, 1997

APPROVED BY PRESIDENT ARCINIEGA MAY 5, 1997

TITLE MODIFIED BY THE ACADEMIC AFFAIRS COMMITTEE 2012

PROCEDURES MODIFIED AND APPROVED BY ACADEMIC SENATE OCTOBER 24, 2013

APPROVED BY THE PRESIDENT ON NOVEMBER 14, 2013

## **1. Ethnic Studies Department Proposal for CSUB**

### **a. How and why elevating the Ethnic Studies concentration in Interdisciplinary Studies to an Ethnic Studies Department will better serve institutional needs:**

The California State Legislature's passage of AB1460, a bill that required a three-unit ethnic studies graduation requirement of students graduating from the California State University, Governor Gavin Newsom's signing the bill into law, and the CSU's own subsequent revision of its Title 5 General Education Breadth Requirements to include as part of General Education a minimum of three semester units of "lower-division study designed to understand ethnic studies." At CSUB, the new mandate, with input from the Ethnic Studies Task force and in consultation with the General Education Committee, resulted in the adoption of a new GE requirement, Area F. The sum of these events marked a watershed moment in the history of California higher education.

In addition to this momentous change that will fundamentally alter higher education in California and have a ripple effect across the nation, the current national discussion on race relations, inequality, and discrimination among racialized groups are external forces that help make the moment right for the creation of an Ethnic Studies Department at CSU Bakersfield. There are, however, campus-specific pressures and considerations that compel CSUB to embrace the creation of a new Department of Ethnic Studies. These include 1) addressing curriculum needs and providing sections of Area F course in sufficient numbers to allow students to graduate expeditiously, in line with Graduation Initiative 2025, 2) engaging in practices that respect the discipline of Ethnic Studies and support the faculty who teach in the area, and 3) providing students interested in ethnic studies with the opportunity to learn from dedicated specialists and partake in university-wide academic programs afforded to students in other programs.

First, regarding the new GE Area F requirement, this requirement translates into the need for as many as 14 sections of GE Area F Ethnic Studies courses in Academic Year 2021-2022, the first year that the requirement goes into effect, and approximately 34 sections each year in the years that follow. This estimate was reached in consultation with Dr. Debra Jackson, Interim Associated Vice President of Academic Affairs and Dean of Academic Programs. Simply put, there will high student demand for courses that meet the Area F requirement and it makes no sense from an institutional and organizational standpoint, to not have an academic home where specialists in the field determine the area's course offerings, not unlike the GE American Institutions-History courses being seated in the Department of History and taught by historians.

Second, the discipline of Ethnic Studies and the faculty who teach in it must be afforded the respect of faculty in other established disciplines. Understanding the genesis of the discipline of Ethnic Studies and its unique role as a field that embraces activism is important in appreciating why the faculty who teach courses in the discipline deserve a home department. In 1969, the San Francisco campus of the California State University became the birthplace of the academic discipline of Ethnic Studies. The discipline, which recently celebrated fifty years since its establishment, has grown into a robust,

complex, and diverse area of study that seeks to provide a holistic and thorough examination of the histories and experiences of the traditionally underrepresented, racialized groups in the United States: Native Americans, African Americans, Chicano/a/x/Latina/o/x Americans, and Asian American/Pacific Islanders. In the context of exploring the experiences of these groups, the discipline seeks to provide a critical examination and analysis of racism and white supremacy in this country. Furthermore, as a discipline born from activism, it seeks to help students understand and promote participatory democracy, community responsiveness, and social justice. Ethnic Studies is not simply the study of race and ethnicity. The unique lens with which it studies these groups is unlike disciplines such as sociology, anthropology, or history, which use their own methods for exploring race and ethnicity.

The global pandemic and the murder of George Floyd have given rise to the current national conversation on race and ethnic relations and have highlighted systemic inequality and discrimination across the educational, employment, judicial, health care, and economic systems in the United States. To members of the groups that have experienced discrimination, the current climate has produced a new, vibrant, and perhaps unparalleled fiery wave of social justice activism. In addition, many White Americans are awakening to the depths of these inequities and likewise calling for change. Now is the time for CSUB to do its part in addressing the problems that racialized Americans face by not only offering Ethnic Studies courses, but by establishing an Ethnic Studies Department.

Further, it should be noted that CSUB has long been laying the foundation for the establishment of an Ethnic Studies Department. In 2014, Chancellor Timothy White formed a statewide CSU Task Force on the Advancement of Ethnic Studies. While serving as President of CSUB, Dr. Horace Mitchell chaired the task force, which released its recommendation in January 2016, calling for the expansion of Ethnic Studies at the CSU. That document led to the hiring, in 2017, of two new faculty members trained in Ethnic Studies, Dr. Jorge Moraga and Dr. Tracey Salisbury.

An effort that paralleled President Mitchell's Ethnic Studies Task Force chairmanship was the planning, application, awarding, and implementation of a National Endowment for the Humanities Grant, "Crossing Borders, Making Connections: Interdisciplinarity, Humanities, and Ethnic Studies," under the co-direction on Dr. Dustin Knepp, Associate Professor of Modern Languages and Literature and then Director of Interdisciplinary Studies, and Dr. Liora Gubkin-Malicedem, Associate Dean of Arts and Humanities and Professor of Religious Studies at CSUB. The grant funded an on-campus discussion group that explored the discipline of Ethnic Studies, engaged in community outreach efforts, and worked to create an awareness among the CSUB campus community and its service region of the purpose and need for the anticipated Ethnic Studies Department.

Therefore, given that (1), former CSUB President Mitchell chaired the CSU Task Force on Ethnic Studies and that (2), CSUB received a National Endowment for the Humanities grant intended to further Ethnic Studies visibility and its preparation, it is our belief that this campus has a special history of its own when it comes to developing Ethnic Studies.

We need to see these two localized and statewide efforts as the momentous victories that they were; without these two events, it is doubtful that this proposal would be able to find traction on this campus today.

It should be highlighted that within the Interdisciplinary Studies Program there exists an Ethnic Studies Concentration. Being housed under INST has not served the concentration well. Faculty in INST must serve both the concentration and the broader programs housed under the INST umbrella, which results in faculty serving students in the INST BA capstone and internships courses who have no connection to the Ethnic Studies concentration. Creating an Ethnic Studies Department and migrating the Ethnic Studies Concentration to the new department will improve the university's ability to administer the concentration and cultivate students for it, as well as allow INST to focus on developing other aspects of this important program. In essence, it will be beneficial INST and to the Ethnic Studies Concentration.

Given the new CSU and State of California Ethnic Studies mandates, CSUB's central role in promoting the expansion of Ethnic Studies, as represented by President Horace Mitchell's service on the Ethnic Studies Task Force, and the stage set by the "Crossing Borders," grant, now is the time for CSUB to act in earnest and honor its commitment to our students, the faculty who will teach the new Ethnic Studies courses, and the community that the university serves. The folly of hiring faculty without providing them with a designated home academic department has been an injustice to those faculty and will be so to new faculty hired to meet the Ethnic Studies requirement.

Should CSUB be content with only offering courses to meet the letter of the law and not proactively create a Department of Ethnic Studies, this inaction would undermine the sincerity of university's commitment to Ethnic Studies and would reduce the requirement to mere tokenism. It will be viewed by the broader public, particularly by people of color, as the university sanctimoniously declaring that ethnic studies is important, yet being content to prescribe Ethnic Studies specialists second-class status.

Finally, an Ethnic Studies Department in addition to providing students with a space to interact socially, it will serve as a place to educate students and as a center for frank discussions that will promote positive social change in our region. Exposure to the discipline's teachings and explorations of systemic racism and discrimination, as well as its emphasis on activism, will help shine the harsh light of reality on the shortcomings and problems not only affecting the nation, but on those affecting our community. Furthermore, the CSUB's Academic Master Plan includes a planned program for an Ethnic Studies Bachelor of Arts degree. The creation on an Ethnic Studies Department will facilitate a degree program's development by building a foundation of key lower-division program components from which a degree program can rise.

The opportunity to take Ethnic Studies courses that fulfill General Education requirements will serve all students – regardless of race or ethnicity – in the modern, diverse workplace and world in which they live. The awareness of the complex histories and experiences of these racialized groups – and of the lingering legacy of white



supremacy in our community, and how it may insidiously manifest itself in everyday life – provides students with the opportunity to better serve and work with those with whom they might not share cultural experiences.

Furthermore, in an effort to fully support students interested in the discipline of Ethnic Studies, it is imperative that the university move from a program staffed with lectures to one staffed by tenure-track faculty, because a program staffed with a majority of lecturers will be a grave disservice to students. Without a guarantee of permanent work, and with the heavier teaching load required of lecturers, lecturers may not be willing or able to commit to sponsoring students interested in participating in initiatives such as the Student Research Scholars Program or the Sally Casanova Predoctoral Program. Developing a timeline for hiring tenure-track faculty in consultation with Administration is a step in the plan for effecting change.

**b. How the change will affect the governance and delivery of curriculum and degree programs:**

The Interdisciplinary Studies faculty who are expected to migrate to an Ethnic Studies Department anticipate that the new home for the department will be in the School of Social Sciences and Education (SSE). Currently, Interdisciplinary Studies, in which the Ethnic Studies Concentration lay, is housed in Academic Programs. Interdisciplinary Studies will remain in Academic Programs and after any student who is pursuing the Ethnic Studies Concentration completes the program under the university's teach out policy, the concentration will be dissolved. Interdisciplinary Studies will continue to offer its degree program and special minors under it that are served by multiple academic programs on campus.

**c. How will the change affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload:**

The existing INST faculty who are expected to be the founding faculty of the Ethnic Studies Department currently have the option of undergoing review using the Modern Languages and Literature RTP criteria under which they were hired or using the INST RTP criteria, which exceptional criteria, adopted in May 2020. During the period in which they are probationary faculty, they may continue to undergo review using either the MLL criteria or the INST criteria when the new program is established. Once the Department of Ethnic Studies is created, new criteria will be adopted in Academic Year 2021-2022, in consultation with tenured Ethnic Studies faculty at other CSUs. After earning tenure, the existing tenure-track faculty will be expected to undergo review using the new Ethnic Studies criteria. Lecturers hired in the 2021-2022 Academic Year will undergo review using the INST RTP criteria adopted in Spring 2020. Any faculty (lecturers or tenure track) who are hired for the 2022-2023 Academic Year will be expected to use new Ethnic Studies Department criteria.

In addition to the existing INST faculty who are expected to migrate to the new Department of Ethnic Studies, additional faculty, at the minimum rank of lecturer, must

be hired to meet the demand created by the new Ethnic Studies requirement. An insufficient number of qualified faculty will mean an inadequate number of sections offered, resulting in bottlenecks that will hinder students' academic progress and negatively affect graduation rates.

Assuming a 4% increase each fall semester in first-time freshmen, the projected enrollments will be:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>Total FTF</b>	1,423	1,472	1,529	1,590	1,653	1,719	1,787

The projected increase in first-time freshmen enrollments translates into the need for as many as 14 sections of approved Ethnic Studies courses in Academic Year 2021-22, and in subsequent years, 34 sections annually. Therefore, this expected demand anticipates the need to hire two full-time lecturers beginning in Fall 2020, and an additional lecturer in Fall 2021. The need for yet another full-time lecturer is expected in the program's five year of operation, AY 2025-2026.

That said, a program cannot thrive when it is staffed only by a majority of lecturers. Marshaling sufficient support from the broader CSUB faculty, the faculty in the Department of Ethnic Studies will expect commitments from Administration to support expansion of tenure-track lines as enrollments merit. Without tenure-track faculty, a department's ability to expand will be shackled and committees that require service from tenured faculty only, such as those pertaining to RTP, will dilute the influence that the department will hold and strain existing tenure-track faculty.

With regard to workload, it is expected that the department chair would receive six (6) WTUs of reassigned time each semester, for a total of twelve (12) WTUs of reassigned time each academic year. Aside from the reassigned time for the department chair, faculty workload and assignments will conform to the contract in effect between the California Faculty Association and the California State University.

**d. How the change will affect the need for financial support, including operating expenses, equipment, facilities, and workload:**

It is anticipated that the two Interdisciplinary Studies tenure-track faculty, Dr. Jorge Moraga and Dr. Tracey Salisbury, will leave that program and become the inaugural faculty of the new Ethnic Studies Department. With the exception of support for library materials identified below, because these are currently supported through Interdisciplinary Studies, the greatest expense that will be incurred will be in the need for support staff. Support staff in Academic Programs currently serve the Interdisciplinary Studies Program, but as the Ethnic Studies Program will be housed in an academic school, it will need a new Administrative Support Coordinator within the school. Please see the accompanying Five-Year Budget Projection document for details on costs.

Lastly, as noted above, with the implementation of AB 1460, in Academic Year 2021-2022, our campus will need to offer 14 sections of introductory courses that satisfy the GE Area F Ethnic Studies requirement. Therefore, the need to hire full-time faculty trained in Ethnic Studies (or related fields) will remain of vital importance. Fortunately, the grim budget realities anticipated as a result of the global pandemic have not been borne out; indeed, according to a March 1, 2021, *New York Times* article, between April 2020 and December 2021, California witnessed a 1.2% increase in tax revenues compared with the same period in 2019, thus negating arguments that budgetary woes will stifle growth. Therefore, institutional support will be paramount in the advancement of an Ethnic Studies Department.

**e. What impact will the plan have on Information Resources (library books and subscriptions, computing equipment and support) and what is the source for additional funding:**

Interim Dean of the Library, Sandra Bozarth, has indicated that while the full-time faculty who teach in Interdisciplinary Studies (and who are expected to teach in the Ethnic Studies Program), have not requested additions to the existing databases or new journal subscriptions, the costs could change if new courses are added that will require additional support. Below are the costs that could be incurred should the existing faculty request additional support once the program is approved. It is worth noting that the faculty who are expected to teach in the new Department of Ethnic Studies are current CSUB faculty whose current needs are supported with existing resources, and that costs for current existing courses can fluctuate each semester, depending on the media needed to support a course. The below represents an estimate of the possible costs that would be involved, should the faculty need new materials.

**JOURNALS:**

1. Title-by-title subscriptions will cost about \$3000-\$10000 per year OR
2. additional journal databases between \$2000 and \$8000 per year per

**BOOKS & MONOGRAPHS:**

\$3000 – \$4000 to purchase subject specific books (print and/or electronic; electronic are more expensive but allow greater access to students) related to the specific courses that are going to be offered.

**MEDIA:**

3-year subscriptions to videos with the possibility of maybe purchasing some in perpetuity. This can get up to \$6000 per class for perpetual (prices tend to be between \$375 and \$1200 perpetual) or \$150 per video per year on either a 1 or 3 year license. This would be where a significant amount of money would be spent in the first 2-3 years of the program.

Minimum suggested startup costs: \$5000 - \$15000

Sandra Bozarth writes, “If this funding is not available at the start of the academic year, the department could likely be sustained with current materials but faculty requests for new materials may not be approved and will be combined with other library materials requests as is normal practice.”

In addition, Bozarth indicated that the program should plan on an annual increase in costs of approximately 5-7 percent each year. Please see the accompanying Five-Year Budget Projection for an estimation of costs.

In sum, in terms of overall costs, as the included Five-Year Budget Projection indicates, the new program represents a significant investment by CSUB, the CSU, and the people of the State of California. The value of this program cannot, however, be measured by a spreadsheet. The creation of an Ethnic Studies Department and the platform that it will provide for expanding course offerings will create a new lens through which students view the world and engage in the communities in which they live. Ethnic Studies courses will underscore that all people, regardless of color, are part of the social fabric. The value of moving toward a society that recognizes and accepts all as equals will help demolish the underpinnings of inequality, the conflicts that are borne from it, and the social costs it incurs. Indeed, if the CSU is to live up to its moniker, “The People’s University,” CSUB will do well to support a program that is truly inclusive of all the people of California.

#### **f. Plan for effecting the change:**

Creating a new department is a massive undertaking that requires time and energy, and commitment to provide resources to support the effort. As both the Dean of the School of Social Sciences and Education and the Provost have signaled a robust commitment to supporting the effort, the faculty would work closely with these administrators, as well as with the Academic Programs, Academic Operations and Support, as well as faculty groups, including the Academic Senate, the General Education Curriculum Committee, and the Curriculum Committee of the School in which Ethnic Studies will be housed. This plan for implementation includes but is not limited to:

1) Working with the Dean of Social Sciences and Education to identify office space in SSE for the Ethnic Studies faculty and the new department’s Administrative Support Coordinator, if additional space is needed for the ASC. In addition, the new department chair will be selected in accordance with the University Handbook.

2) Working closely with Academic Programs and Academic Operations to ensure that all Ethnic Studies subject-coded courses, which are currently housed in the Interdisciplinary Studies Program along with the Ethnic Studies Concentration, will migrate to the new Department of Ethnic Studies. The course numbering system that INST has developed for Ethnic Studies was created with an eye toward facilitating the transition.

3) Engaging in discussions with the Dean of Social Sciences and Education, the AVP of AP, and the Provost regarding a commitment to hire additional tenure-track faculty to serve the new department. With one eye on the issue of tenure density and another on cultivating an autonomous department with a full opportunity to participate in shared governance and serve students, hiring additional tenure-track faculty is a necessity.

4) At their prerogative, the Ethnic Studies faculty may seek “sounding board” guidance from senior faculty and department chairs in Social Science and Education regarding process, as the program grows and develops.

October 13, 2020

Revised: February/March 2021.

Revised: April 12, 2021.

# ETHS Program Five-Year Budget Projection

Year 1 - 2021-22    Year 2 - 2022-23    Year 3 2023-24    Year 4 2024-25    Year 5 - 2025-26

Source of Funds (assumes no increase in funding received from CO)						
AB 1460	672,000	672,000	672,000	672,000	672,000	672,000
<b>Total Source of Funds</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>	<b>672,000</b>
Use of Funds						
Salaries & Benefits	316,087	685,094	816,141	954,433	983,066	
Advising	0	42,144	43,408	44,710	46,052	
Administrative Support	15,000	111,828	99,775	98,246	99,103	
Student Support and Success Initiatives	0	30,000	30,000	10,000	10,000	
<b>Total Use of Funds</b>	<b>331,087</b>	<b>869,066</b>	<b>989,323</b>	<b>1,107,389</b>	<b>1,138,221</b>	
<b>Available Funds / (Additional Needed)</b>	<b>340,913</b>	<b>(197,066)</b>	<b>(317,323)</b>	<b>(435,389)</b>	<b>(466,221)</b>	

<b>Fund Balance</b>	340,913	143,847	(173,476)	(608,865)	(1,075,086)
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Personnel - Salary and Benefits						
<b>Current Salaries &amp; Benefits ***</b>						
	316,087	325,570	335,337	345,397	355,759	
<b>Expansion Salaries</b>						
SSP II - half-time/12 month	0	27,500	28,325	29,175	30,050	
ASC I - 12 month	0	55,000	56,650	58,350	60,100	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	70,000	72,100	74,263	76,491	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	70,000	72,100	74,263	76,491	
new TT line (6 courses/yr for 2 years, then 8 courses/yr)	0	0	72,100	74,263	76,491	
new Full-time Lecturer (10 courses/yr)	0	70,000	72,100	74,263	76,491	
new Full-time Lecturer (10 courses/yr)	0	0	0	74,263	76,491	
new Part-time Lecturer (2 courses/yr to replace assigned WTUs for program director/chair)	0	20,000	20,600	21,218	21,855	
Chair/Director summer stipend	0	4,600	4,738	4,880	5,027	
<b>Total Expansion Salaries</b>	<b>0</b>	<b>317,100</b>	<b>398,713</b>	<b>484,937</b>	<b>499,486</b>	
53.25% Expansion Benefits	0	168,856	212,315	258,229	265,976	
<b>Total Salaries &amp; Benefits</b>	<b>316,087</b>	<b>811,526</b>	<b>946,365</b>	<b>1,088,564</b>	<b>1,121,221</b>	
<b>Equipment and Supplies</b>						
Office Supplies	2,500	5,000	5,000	5,000	5,000	
Desk and chair	0	4,000	0	0	2,000	
Computer	0	14,420	3,715	3,825	0	
Recruitment	12,500	4,120	4,244	0	0	
Library	0	10,000	10,000	10,000	10,000	
Curriculum Development	0	20,000	20,000	0	0	
<b>Total Equipment &amp; Supplies</b>	<b>15,000</b>	<b>57,540</b>	<b>42,959</b>	<b>18,825</b>	<b>17,000</b>	
<b>Total Expenses</b>	<b>331,087</b>	<b>869,066</b>	<b>989,323</b>	<b>1,107,389</b>	<b>1,138,221</b>	

\*\*\* Note: Current Salaries/Benefits grouped together for privacy purposes.

## **FAC Recommendations on Creation of a New Department of Ethnic Studies**

**May 2021**

### **Intent and goals**

The goals of the Faculty Affairs Committee (FAC) in conducting our review of this request are to protect current and future faculty and ensure that the unit is able to meet faculty obligations and needs, especially as these affect recruitment, appointment, review, promotion and tenure, faculty assignments, and workload. We are supportive of faculty and strive to provide comments and recommendations that will promote a productive and successful future department and academic unit.

### **Background**

In considering the potential issues and key requirements for new departments, recent precedent is a valuable guide. There have been few new departments in recent years, and most of these involved the restructuring of existing disciplines and faculty, such as with the Department of Music and Theatre. The most relevant recent formation of a new department at CSUB was the creation of a new engineering program and associated department, which added an entirely new discipline to the school and is analogous to the current request. In forming this new department, and to meet the need to have tenured members of the department at the rank of Professor, a department structure and membership was established that ensured that senior faculty were part of the new department. From the prior department of "Geology and Physics" two departments were created that included the "old" department of "Geological Sciences" and a new department of "Physics and Engineering." The new department included senior faculty who were reassigned to be wholly within the new department (Physics faculty), some senior faculty that were jointly appointed between the old and new departments (Geology and Physics & Eng. jointly appointed Faculty), and new faculty hired exclusively in the new program discipline of Engineering. This departmental structure was developed over approximately two years and with a fixed timeline that was also associated with developing and initiating pilots of new degree programs.

### **Recommendations and justification**

FAC makes the following recommendations regarding the formation of a new Department of Ethnic Studies. These recommendations are based on university policy, prior precedent, and principles of shared governance and collegiality.

**► Recommendation**

**Develop, as a first step, a group of associated faculty to serve as an Advisory Council to coordinate the development of the department, course scheduling, and faculty assignments.**

**Rationale:**

An advisory council can aid in the development of key policies and procedures as outlined below. If courses are taught by instructors across different units, coordination of faculty is key. This is especially important in the context of assessment of student learning outcomes, program development, course scheduling, and individual faculty assignments (across all impacted units). Some of these activities could likely be supervised by the Department Chair and fall within the duties of chair (104.2.4.1).

**► Requirement**

**Identify founding members of the new department faculty from among current programs and faculty, including enough tenured ("full") Professors (≥3) to meet minimum departmental requirements for the composition of search and performance review committees.**

**Rationale:**

The larger the pool of tenured founding faculty who are part of the unit, the less the workload on any individual member in serving on search, performance review, and other committees within the unit, school, or university that may require unit representation.

University policies that govern performance review require at least three (3) tenured members within the unit (see below). These faculty may have joint appointments between two departments (302.12). This is a minimum recommendation, and the department would be strengthened by the inclusion of more faculty within the unit.

In the creation of a new department, it is important to remember that CSUB recognizes joint appointments across more than one department unit (302.12). Members of the unit may be cross-listed with their current departments, while also formally serving as members of the founding faculty of a new department. This enables the population of the new department with sufficient voting members of rank to meet committee membership requirements and to provide experienced leadership and diverse perspectives to the department.

Units are responsible for recruitment, appointment, review, promotion, and tenure of faculty. These require the formation of committees of tenured faculty from the unit and may require the formation of committees of tenured Professors, depending on the review cycle. Additional information on these requirements is included below.

Units are responsible for constituting Search Committees for the selection of new probationary or full-time temporary faculty (304.2). The search committee must consist of at least three (3) full-time faculty members. All search committee members must be tenured or probationary faculty members elected by the department, but participation of probationary faculty is limited and requires approval. The department may request the P&VPAA to allow probationary members to serve on the search committee. If probationary faculty members are elected to the committee, the Hiring Handbook recommends they may not constitute more than 1/3 of the committee (Hiring Handbook, Composition and selection of the Search Committee). A majority of this committee shall be faculty members with major teaching responsibilities. Search Committee policies require at least two (2) full-time tenured



faculty (if a request to have a probationary member is approved) and most commonly require a minimum of three (3) full-time tenured faculty to populate Search Committees.

Units are responsible for RTP evaluations (305.6.1), Periodic Evaluation (306.2.2), and Post-tenure Review (306.3). The unit RTP committee shall consist of no fewer than three (3) full-time tenured faculty (305.6.1). Except in cases of probationary faculty already at the top rank (Professor or equivalent), in promotion and tenure considerations, members of the unit RTP committee must have a higher rank than those being considered for promotion or tenure. The PTR committee shall consist of no fewer than three (3) full-time tenured faculty. These faculty must be of higher rank than the individual being evaluated, except for in review of Professors when committee members must be of equal rank to the individual being evaluated. Review committee policies require at least three (3) full-time tenured faculty within the unit that could populate performance review committees. These must be at the rank of “full” Professor for review of any unit members at ranks of Professor or Associate Professor. Because faculty who are themselves undergoing review in a cycle cannot also serve on review committees (305.4.1), it is recommended that a unit have more than the minimum necessary faculty.

Units shall also develop policies and procedures for classroom observation (305.4.2.7). Depending on the policies for classroom observation, additional faculty may be required within the unit.

**► Requirement**

**Develop a timeline of important milestones in the formation of the department and development and approval of new department policies and procedures. This is a key step to ensure that all requirements have been met prior to the formal founding of the new department. A timeline also ensures that sufficient time has been built into the process for necessary shared governance dialogues.**

**Rationale:**

RTP Criteria (304.4.2.4), Classroom observation policies (305.4.2.7), and Criteria and Procedures for the periodic evaluation of temporary faculty (306) need to be developed by the department and be reviewed and approved by the school dean and the P&VPAA. These criteria and policies need to be approved prior to the formal initiation/start of the department, especially in the event that any new faculty are hired to be part of the new unit.

FAC notes that lecturers beginning in the fall of 2021 will be under the INST periodic evaluation and classroom observation criteria, and is glad to see this immediate need being addressed. Though completed evaluation criteria are not expected in the department proposal, a plan and timeline for the development, approval and adoption of departmental criteria and policies should be in place and included.

Once the founding faculty are designated (see above), these faculty need to develop evaluation policies and criteria for the new department. These policies and criteria need to be developed so that they are consistent with and align with university policies. Developing policies related to performance evaluation and criteria for evaluation requires consultation and approval from both the dean and provost; this makes this a potentially time-consuming process and one that needs to be conducted prior to hiring and formally populating the unit. Current faculty who will be appointed within the new unit will have the right to be reviewed under either the criteria of their prior unit or their new unit, so approved criteria must be in place prior to any current faculty being assigned to the new unit. New faculty are hired under

the criteria of the new unit, so approved criteria must be in place prior to hiring new faculty. Formally approved evaluation criteria need to be in place and available to faculty within the unit no later than 14 days after the first day of instruction of the academic term (CBA 15.3).

A suggested timeline with important milestones:

### Year 1

#### Fall 2021

- Establish founding membership of department (following recommendations and requirements above); designate future full-time members of the department and joint department appointments
- Faculty vote to recommend a chair-elect and consult with dean to formally designate the in-coming chair
- Initiate development of RTP, periodic review, and classroom observation policies and criteria
- Work with the Academic Senate to receive formal approval of the new department

#### Spring 2022

- Form a search committee and hire a departmental ASC
- Request new faculty lines, based on projected needs of program
- Finalize approval of RTP, periodic review, classroom observation policies and criteria
- Chair - Work with impacted departments and academic units to develop a course schedule and course assignments for the following AY

### Year 2

#### Fall 2022

- Formally 'start' the new unit
- Distribute approved RTP criteria and periodic evaluation criteria to all faculty with 14 days of the start of classes
- Schedule and conduct classroom observations
- Form evaluation committees as required for faculty within the department who are scheduled for review
- Form search committees and conduct faculty hires (if new lines are approved)

#### ► Recommendation

**Although not required, we strongly recommend the development of departmental "rules of governance." The "Rules of Governance" should, at minimum, specifically address the following items:**

- Voting procedures, including proxy voting (specifying whether it is allowed, under what circumstances, etc.)
- Department committees (scope, responsibilities, structure, membership)
- Advisory committees (scope, responsibilities, structure, membership)
- Frequency of department meetings

#### **Rationale:**

Developing formal departmental policies will strengthen the unit and will prevent difficulties that may arise in the functioning of the unit.

## Beth Bywaters

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**From:** James Rodriguez  
**Sent:** Thursday, October 08, 2020 5:28 AM  
**To:** Vernon Harper; Debra Jackson  
**Subject:** Re: SSE Resolution on Ethnic Studies

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Vernon and Debra,

The following resolution was unanimously passed by the SSE department chairs, program directors, and associate dean on September 21, 2020. In addition, there was a second opportunity during the Dean's Advisory Council meeting on October 7, 2020 for changes and discussion of the resolution when the minutes for the meeting were reviewed and unanimously approved.

Resolution: The leadership is in favor of SSE developing a proposal or creating a structure to facilitate the Ethnic Studies Department being within the school.

We support development of a letter from the School [via Dean Rodríguez] in support of establishing the department of Ethnic Studies to be housed in SSE acknowledging there are details to be worked out as the process moves forward.

Furthermore, we acknowledge this is a natural fit [for Ethnic Studies] in the School, it [Ethnic Studies] connects very well with other majors in the School, the students we serve have an interest in Ethnic Studies and would have a connection with it, and a number of School faculty are trained and would connect [to Ethnic Studies]. Therefore, we are very much in favor of moving forward and establishing the department while acknowledging there are details and mechanics that need to be worked out.

Motion to approve: Stark (first); Martinez (second)

Voting: Unanimous (11 Chairs/Directors) in favor, 0 opposed, and 0 abstained.

Please let me know if you have questions or would like to discuss.

Best,

James

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James L. Rodríguez, Ph.D.  
Dean, School of Social Sciences and Education  
Professor of Child, Adolescent, and Family Studies  
California State University, Bakersfield  
Email: jlrodriguez@csub.edu



November 2, 2021

To whom it may concern,

I am pleased to provide this letter of support in the formation of a new Department of Ethnic Studies (ETHS) at California State University, Bakersfield.

The ETHS Department will provide ETHS faculty with institutional support and important resources that they need to serve our students well. Kern County has changed dramatically over the years and when viewing our campus demographics, you can clearly see the great need for a Department of Ethnic Studies. Our students would benefit significantly from an entire department focused on teaching students about the history and experiences of nonwhite communities and to ensure that all students have access to curriculum that looks like them.

I am in full support of the development of the Department of Ethnic Studies.

Fondly,

A handwritten signature in blue ink, appearing to read "Vernon B. Harper Jr.", is positioned above the typed name.

Vernon B. Harper Jr.  
Provost and Vice President for Academic Affairs



# CSU Bakersfield

Walter W. Stiern Library

Office of the Dean

Mail Stop: 60 LIB  
9001 Stockdale Highway  
Bakersfield, California 93311-1022  
(661) 654-3042  
(661) 654-3238 FAX  
[www.csu.edu/library](http://www.csu.edu/library)

**Date:** March 1, 2021  
**To:** Dr. Alicia Rodriguez  
**From:** Sandra Bozarth  
Interim Dean, University Library

**Subject:** Letter of Support for the Ethnic Studies Department Proposal

The Ethnic Studies Department proposal at CSUB would be well supported through a broad range of existing scholarly monographs, journals, and electronic resources currently available at the Walter W. Stiern Library. However, upon reviewing core research tools at other CSU-campuses with Ethnic Studies Departments/programs, the Library finds that additional library resources may be of need. To begin this new department with a substantial and robust collection, recommended startup costs for new library resources range from \$5,000 to \$15,000 depending on the types and amount of resources acquired. Additional annual costs may range from \$3,000 to \$10,000 per year with an average increase of 5% each year. Without this funding, Ethnic Studies faculty requests for new or additional library resources may not be approved and will be combined with other faculty library material requests from across campus, as is normal practice, based on library budgets.

The Library supports the Ethnic Studies Department Proposal at CSUB, and we look forward to partnering together in the years to come.

## MEMORANDUM

**DATE:** September 23, 2021

**TO:** Dr. Aaron Hegde / Chair, Academic Senate

**CC:** Ms. Mandy Rees / Chair, Faculty Affairs Committee  
Beth Bywaters / Administrative Analyst, Academic Senate  
Dr. Jorge Moraga / Assistant Professor, Interdisciplinary Studies  
Dr. Tracey Salisbury / Assistant Professor, Interdisciplinary Studies  
Dr. Jeremiah Sataraka / Lecturer, Interdisciplinary Studies

**FROM:** Debra Jackson / AVP for Academic Affairs, Dean of Academic Programs

**SUBJECT:** Response to FAC Recommendations re: INST Department Proposal

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On behalf of the faculty of the Interdisciplinary Studies program, I am submitting to the Faculty Affairs Committee a response to its May 2021 document titled “FAC Recommendations on Creation of a New Department of Ethnic Studies.” This response was written by and approved by the Interdisciplinary Studies faculty—Dr. Jorge Moraga, Dr. Tracey Salisbury, and Dr. Jeremiah Sataraka—on September 23, 2021.

**Attachments:**

- FAC Response 09-23-21
- CSUB ES Advisory Council acceptance - Buenavista
- CSUB ES Advisory Council acceptance - Burroughs
- CSUB ES Advisory Council acceptance - Cargile
- CSUB ES Advisory Council acceptance - Danforth
- CSUB ES Advisory Council acceptance - Dugan
- CSUB ES Advisory Council acceptance - Grombly
- CSUB ES Advisory Council acceptance - Montañó
- CSUB ES Advisory Council acceptance – Robertson
- CSUB ES Advisory Council acceptance – Sanchez
- CSUB ES Advisory Council acceptance – Toombs


Tracy Lachica Buenavista  
Jerome Richfield 340D  
18111 Nordhoff Street  
Northridge, CA 91330-8251  
tracy.buenavista@csun.edu

September 17, 2021

To Whom It May Concern,

I write this letter to formally accept the invitation to serve on the external Ethnic Studies Advisory Council for CSUB's Ethnic Studies program faculty. I understand that commitment to such an advisory role may include assisting the faculty with the development of an effective Ethnic Studies department, curricula, mentorship, and empowering ethnic studies faculty leadership capabilities.

Sincerely,



Tracy Lachica Buenavista, Ph.D.  
Professor, Department of Asian American Studies  
Core Faculty Member, Doctoral Program in Educational Leadership  
California State University, Northridge





# CSU Bakersfield

School of Arts and Humanities

Department of Philosophy and Religious Studies

Mail Stop: 10 HOB  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

(661) 654-2291  
(661) 654-6904 FAX  
[www.csub.edu/philosophyrs](http://www.csub.edu/philosophyrs)

September 20, 2021

To the CSUB Faculty Affairs Committee:

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink that reads "Michael Burroughs". The signature is written in a cursive style with a long, sweeping flourish at the end.

Dr. Michael D. Burroughs  
Director, Kegley Institute of Ethics  
Associate Professor of Philosophy  
California State University, Bakersfield



# CSU Bakersfield

School of Social Sciences and Education

Department of Political Science

Mail Stop: 26 BDC  
9001 Stockdale Highway  
Bakersfield, California 93311-1022

(661) 654-2141  
(661) 654-6075 FAX  
[www.csub.edu/polisci/](http://www.csub.edu/polisci/)

9/23/2021

Dear Interdisciplinary Studies/Ethnic Studies Faculty Members,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

Ivy A.M Cargile  
Associate Professor  
Political Science  
California State University, Bakersfield

# CSU Bakersfield

September 22, 2021

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,



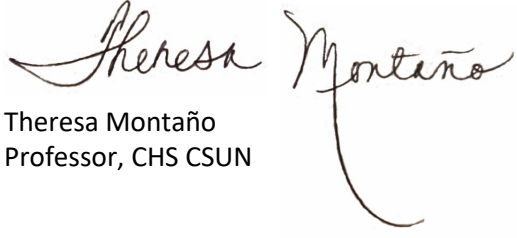
Dr. Melissa Danforth  
Professor of Computer Science  
Vice Chair, CSUB Academic Senate

Sept. 23, 2021

Dear CSUB Ethnic Studies Faculty and Supporters,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

A handwritten signature in black ink that reads "Theresa Montañó". The signature is written in a cursive style with a large, sweeping flourish at the end of the name.

Theresa Montañó  
Professor, CHS CSUN



## CALIFORNIA STATE UNIVERSITY, LONG BEACH

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### AMERICAN INDIAN STUDIES

September 14, 2021

Dear Dr. Moraga,

I write this letter to formally accept the invitation to serve on the external Ethnic Studies Advisory Council for CSUB's Ethnic Studies program faculty. I understand that commitment to such an advisory role may include assisting the faculty with the development of an effective Ethnic Studies department, curricula, mentorship, and empowering ethnic studies faculty leadership capabilities.

Sincerely,

A handwritten signature in black ink that reads "Kim Robertson".

**Kimberly Robertson (Mvskoke), Ph.D.**

Associate Professor

American Indian Studies

California State University, Long Beach

1250 Bellflower Blvd, Long Beach, CA 90840

[kimberly.robertson@csulb.edu](mailto:kimberly.robertson@csulb.edu)

323-217-7159

Co-Creative Director

Meztli Projects "Ready to Rise" Youth Program

[kimberlydawnrobertson.com](http://kimberlydawnrobertson.com)

pronouns: she/her/hers

9/20/21

Dear Faculty Affairs Committee,

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

Marisa E. Sanchez  
Associate Professor of Sociology



SAN DIEGO STATE  
UNIVERSITY

Department of Africana Studies  
College of Arts and Letters  
San Diego State University  
5500 Campanile Drive  
San Diego CA 92182 · 6032  
Tel: 619 · 594 · 6531  
Fax: 619 · 594 · 0728  
Email: [africana@mail.sdsu.edu](mailto:africana@mail.sdsu.edu)

September 24, 2021

Dear Interdisciplinary Studies/Ethnic Studies Faculty,  
California State University, Bakersfield

I write this letter to formally accept the invitation to serve on the Ethnic Studies Department Advisory Council to assist the faculty with the development of department policies and procedures, plans for the assessment of student learning outcomes, degree program development, course scheduling, and individual faculty assignments.

Sincerely,

Charles Toombs, Ph.D.  
Professor of Africana Studies  
San Diego State University  
[ctoombs@sdsu.edu](mailto:ctoombs@sdsu.edu)

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
ACADEMIC SENATE

ACADEMIC MASTER PLAN 2022-23 THROUGH 2031-32  
RES 212208

AAC & BPC

**RESOLVED:** That the Academic Senate recommend to the President the approval of the attached Academic Master Plan.

**RATIONALE:** Proposing a new degree is a two-stage process: (1) a very brief rationale for the degree is placed on the Academic Master Plan, and if approved by the CSU Board of Trustees, (2) the full degree proposal is developed and approved at the campus and system level.

The attached plan has been prepared by Associate Vice President for Academic Affairs, Dean of Academic Programs, Dr. Debra Jackson and reviewed by AAC and BPC of the Academic Senate.

**Attachment:**

Academic Master Plan 2022-23 through 2031-32.

**Distribution List:**

President  
AVP for Academic Affairs and Dean of Academic Programs  
AVP Faculty Affairs  
AVP Enrollment Management  
School Deans  
Interim Library Dean  
Interim Dean Antelope Valley  
Dean Extended Education and Global Outreach  
Department Chairs  
General Faculty



**ACADEMIC PLAN**  
**Existing and Projected Degree Programs**  
~~2021~~~~2022-22-23~~ through ~~2030~~~~2031-31-32~~  
California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
<b>School of Arts and Humanities</b>						
Art	BA					2023-24
Communications	BA^^@					2022-23
English	BA	MA				2022-23
History	BA	MA				2021-22
Latina/o and Latin American Studies					BA 2019	
Music	BA				BM 2022	2026-27
Philosophy	BA					2021-22
Religious Studies	BA					2026-27
Spanish	BA	MA				2025-26
Theatre	BA					2022-23
<b>School of Business and Public Administration</b>						
<u>Business Administration</u>	<u>BS</u>	<u>MBA</u>				2021-22
<u>Economics</u>	<u>BS</u>					2026-27
Environmental Resource Management	BS					2026-27
Health Care Administration		MS				2025-26
<u>Public Administration</u>	BA	<u>MPA</u>				2023-24
Agricultural Business	BS					2025-26
Accounting					MS 2020	
Finance					MS 2020	
Technology Management					MS 2021	

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\* Suspended program  
^ Offered only through self-support  
^^ Offered through both state-support and self-support  
@ Online program  
Note: Underlined programs are nationally accredited subject areas

**ACADEMIC PLAN**  
**Existing and Projected Degree Programs**  
~~2021-2022-23~~ through ~~2030-2031-32~~  
California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
Applied Economics and Analytics					MS 2019	
Logistics and Supply Chain Management					MS 2022	
<b>School of Natural Sciences, Mathematics, and Engineering</b>						
Biochemistry	BS					<del>2020-21-28</del>
Biology	BS	MS				2026-27
Chemistry	BS					<del>2020-21-28</del>
<u>Computer Engineering</u>	<u>BS</u>					2024-25
Computer Science	BS	MS				2023-24
<u>Electrical Engineering</u>	<u>BS</u>					2024-25
<u>Engineering Sciences</u>	<u>BS</u>					2024-25
<u>Environmental Sciences</u>					BS 2021	
Geology	BA, BS	MS				2026-27
Human Biological Sciences	BA					2026-27
Mathematics	BS	MAT*				<del>2016</del> 2026-27
Natural Sciences	BA*, BS					2023-24
<u>Nursing</u>	<u>BS</u>	<u>MS</u>			DNP 2023	2021-22
Physics	BS					2025-26
Public Health	<u>BS</u>				<del>BS-2019</del>	<u>2027-28</u>
<b>School of Social Sciences and Education</b>						
Anthropology	BA	MA*				2025-26
Behavioral Neuroscience					MS^ 2024	

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\* Suspended program

^ Offered only through self-support

^^ Offered through both state-support and self-support

@ Online program

Note: Underlined programs are nationally accredited subject areas

**ACADEMIC PLAN**  
**Existing and Projected Degree Programs**  
~~2021~~~~2022-22-23~~ through ~~2030~~2031-31-32  
 California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year for Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other		
Child Adolescent and Family Studies	BA					2023-24
<u>Counseling</u>		MS				2022-23
Counseling Psychology		MS				2025-26
Criminal Justice	BA					2022-23
Education		MA^^@				2022-23
Educational Administration		MA				<del>2020-21</del> <u>22-23</u>
<u>Educational Leadership</u>			EdD			2022-23
Kinesiology	BS	MS^@				2023-24
Liberal Studies	BA					<del>2020-21</del> <u>27-28</u>
Political Science	BA					2025-26
Psychology	BA					2025-26
<u>Social Work</u>		MSW^^				2022-23
Sociology	BA^^@	MA*				<del>2020-21</del> <u>27-28</u>
Special Education		MA				2022-23
<b>Interdisciplinary and Other</b>						
Administration		MS^@				2021-22
General Education						<del>2020-21</del> <u>27-28</u>
Honors						2023-24
Interdisciplinary	BA	MA*				2021-22

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\* Suspended program  
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 Note: Underlined programs are nationally accredited subject areas