



Academic Senate: Executive Committee

Agenda

TUESDAY, NOVEMBER 5, 2024

10:00 A.M. – 11:30 A.M.

Location: BDC 134- BPA Conference Room

Zoom link: <https://csub.zoom.us/j/85314987321?pwd=o6bDT4nY6psG4A8Zhis3OtlN8OW3ty.1>

Members: M. Danforth (Chair), D. Solano (Vice-Chair), J. Rodriguez (Interim Provost), A. Hegde, C. Lam, N. Michieka, J. Deal, T. Tsantsoulas, D. Wu, Z. Zenko and K. Van-Grinsven (Senate Analyst).

Guests: President Harper

1. Call to Order
2. Announcements and Information
 - a. President Harper (**Time Certain: 10:10 AM**)
 - i. Search Committee for the Provost and VP for Academic Affairs
 - ii. Search Committee for the VP for University Advancement
3. Approval of Agenda (**Time Certain: 10:05 AM**)
4. Approval of EC Minutes
 - a. October 22, 2024 (handout)
 - b. October 29, 2024 (tabled)
5. Continued Items
 - a. AS Referral Log (handout)
 - i. AAC (J. Deal)
 - ii. AS&SS (T. Tsantsoulas)
 - iii. BPC (D. Wu)
 - iv. FAC (Z. Zenko)
 - b. Interim Provost Update (J. Rodriguez)

6. New Discussion Items **(Time Certain: 11:00 AM)**

- a. Time Sensitive Items for Senate:
 - i. Academic Master Plan (handout; expected from E. Adams Nov. 4) – AAC and BPC
 - ii. Academic Calendar – Any updates from BPC?
- b. Elections and Appointments (D. Solano)
 - i. Appointments: (handout)
 - 1. Transportation Committee
 - 2. Taskforce for Periodic Evaluation
 - ii. Review of committees' activity (HOLD; Senate Office to compile list)
 - iii. Provost Appointments or Recommendations needed:
 - 1. Instructionally Related Activities (IRA) faculty appointments
 - 2. Criteria for Proposing New Schools Taskforce
 - a. MPP: Deborah Cours, BPA Dean
 - b. Staff:
 - 3. Arts and Humanities Dean Search Committee
 - a. Faculty Elected: R. Weller, L. Sakomoto, A. Vazquez-Ramos, and M. Naser.
 - b. MPP: Jane Dong, NSME Dean
 - c. Student: Samuel Carrasco, AH Director
 - d. Staff: Andrea Weikel, Budget Analyst (*NEW needs discussion)
 - e. Additional members?
- c. Nursing PG-NEC Certification program ([handout](#)) - AAC
- d. CFA Report – possible addition to Senate Agenda.
- e. Time, Place, Manner Policy ([handouts](#))
- f. Handbook and Bylaws Project; create taskforce?
 - i. Updating Schools to Colleges
 - ii. Notation for revisions
 - iii. Standing Committees Composition:
 - 1. Clarify Handbook language about staff positions being non-MPP staff
 - 2. AS&SS Composition: Associate Dean of Undergraduate and Graduate Studies is not actually listed in the bylaws as an ex-officio member of AS&SS.
 - iv. Director of Assessment: Review position (Handbook 105.2 and 305.6.)
 - v. Council of Academic Deans: Review Composition and name (Handbook 105.2)

- vi. Public Affairs Committee: Committee in handbook but not bylaws (Handbook 107.1. Standing Committees of the Academic Senate)
- vii. Review committees listed (Handbook 107)
- viii. Update TEAC Description: Currently lists old college names (H&SS, SOE, and NSM) (Handbook 201.5)
- g. RTP:
 - i. Unit Review Committee Procedures ([handout](#))
 - ii. PAF Insertion/deletion
 - 1. Handbook Section 301.6.4 "Correction of Materials in the PAF" has current procedures
- h. Double-Major Policy: Timeline for Declaring ([handout](#))
- i. Faculty concerns about SSD Testing– AS&SS
- j. CSU Generative AI report and professional ethics ([handout](#))
- k. Cc List for Senate resolutions
- l. Work group for CSUB Communications Standards ([handout](#))
- m. ASCSU Interruption Practice Policy (AS-3551; [handout](#))
- n. Department Formation follow-up (HOLD follow up w/ Academic Programs)
- o. Resolution on CCC baccalaureate degrees [AB 927, SB 895] – EC (HOLD)
- p. Strategic Plan Group data gathering instrument(s) follow-up – BPC (HOLD 3/18/2024)

7. Agenda Items for Senate Meeting (Time Certain: 11:15 AM)

Academic Senate Meeting – Fall 2024

Thursday, November 7, 2024

Agenda

10:00 AM – 11:30 AM

Location: Dezember Leadership and Development Center, Room 409-411

Zoom Link: <https://csub.zoom.us/j/84996177015?pwd=NTRYNIJDNk4xUVY3VmhCNkpieTRiUT09>

Senate Members: Chair M. Danforth, Vice-Chair D. Solano, Senator A. Hegde, Senator C. Lam, Senator N. Michieka, Senator T. Tsantsoulas, Senator M. Naser, Senator D. Wu, Senator S. Sarma, Senator L. Kirstein, Senator A. Stokes, Senator Z. Zenko, Senator S. Roberts, Senator K. Holloway (virtual), Senator H. He, Senator A. Grombly (Sabb. F2024; alt. Jing Wang), Senator E. Correa, Senator J. Deal, Senator R. Dugan, Senator T. Salisbury, Senator J. Cornelison, Senator E. Pruitt, Interim Provost J. Rodriguez, Senator J. Dong and Senate Analyst K. Van Grinsven.

Guests: President V. Harper

- I. Call to Order
- II. Approval of Minutes
 - a. October 10, 2024 (handout)
 - b. October 24, 2024 (handout)
- III. Announcements and Information
 - a. President's Report – V. Harper **(Time Certain: 10:10 AM)**
 - b. GRaSP – I. Sumaya **(Time Certain: 10:20 AM)** (handout)
 - c. Elections and Appointments – D. Solano (handout)
- IV. Approval of Agenda **(Time Certain: 10:05 AM)**
- V. Reports
 - a. Interim Provost's Report – J. Rodriguez
 - b. ASCSU Report – Senators Lam and Michieka (handout)
 - c. ASI Report – Senator Pruitt
 - d. Staff Report – Senator Cornelison
 - e. Committee Reports:
 - i. Executive Committee – Vice-Chair Solano (handout)
 - ii. Standing Committees:
 1. Academic Affairs Committee (AAC)– Senator Deal (handout)
 2. Academic Support and Student Services Committee (AS&SS)– Senator Tsantsoulas (handout)
 - a. Memo: ITS Surveys on Generative AI – Faculty Survey, 2024-2025 Referral #16 (handout)
 3. Budget and Planning Committee (BPC) – Senator Wu (handout)
 4. Faculty Affairs Committee (FAC) – Senator Zenko (handout)
- VI. Resolutions **(Time Certain: 10:35 AM)**
 - a. Consent Agenda
 - b. New Business
 - i. ?
 - c. Old Business
 - i. RES 242501 Evaluation of Academic Administrators – FAC (handout)

- ii. RES 242507 Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies
Minors – AAC and BPC (handout)

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

VIII. Recognition (**Time Certain: 11:25 AM**) (handout)

IX. Adjournment

8. Open Forum Items

9. Adjournment

2024-2025 Academic Senate: Referral and Resolution Log

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
9/3/2024	2024-2025 #01 Proposal for New Concentration_BS in Biochemistry- ACS Certified	Complete	AAC	Whether to approve the proposal for a new concentration in —BS in Biochemistry certified by the American Chemical Society. Carry over referral: 2023-2024 #20 Proposal for emphasis in Biochemistry B.S.	RES 242506 New Concentration_Bachelor of Science in Biochemistry Certified by the American Chemical Society (ACS) Concentration	-	10/24/2024	11/1/2024	
9/3/2024	2024-2025 #02 Proposal to Discontinue AGBS Concentration in BSBA	Complete	AAC	Whether to approve the proposal to discontinue the Agricultural Business concentration in the BS in Business Administration program.	RES 242502 Discontinuation of AGBS Concentration in BSBA	-	9/26/2024	10/4/2024	10/10/2024
9/3/2024	2024-2025 #03 Proposal for New Degree- Bachelor of Music	Complete	AAC and BPC	Review the proposal for the New Degree – Bachelor of Music, Music Teacher Preparation Concentration Carry over referral: 2023-2024 #23 New Degree Program Proposal- Bachelor of Music in Music Education; RES 232416 Drafted- not passed.	RES 242504 Bachelor of Music Teacher Preparation Concentration	-	10/10/2024	10/21/2024	10/22/2024
9/3/2024	2024-2025 #04 Cal-GETC Changes	Complete	AAC	Consider changes to CSUB's lower division General Education (GE) program in relation to the new CSU GE policy, passed by the Board of Trustees in Spring 2024 to align with California General Education Transfer Curriculum (Cal-GETC).	RES 242503 Cal-GETC Changes	-	10/10/2024	10/21/2024	10/22/2024
9/3/2024	2024-2025 #05 Faculty Director Performance Reviews	RES IP	FAC	Review and address the Faculty Director performance review process; including which centers and positions need to be reviewed, review committee formation and composition, consideration of Faculty Board Committees to develop their own criteria. Carry over referral: 2023-2024 #08 GECCo Review and Appointment (2022-2023 #22) Carry over referral: 2023-2024 #27 Faculty Director Performance Reviews - Handbook Change	RES 242505 Faculty Director Reviews	Handbook Change	10/24/2024	11/1/2024	
9/3/2024	2024-2025 #06 Sixth-year Lecturer Review - Handbook Change	IP	FAC	Purpose and outcome(s) of the Sixth-year Lecturer Review, etc. <i>Carry over referral 2021-2022 #41 Sixth-year Lecturer Review - Handbook Change</i> Carry over referral: 2023-2024 #03 Sixth-year Lecturer Review - Handbook Change Update: FAC Drafted memo and recommendations - included in Senate Agenda packet 9/26/2024. On EC agenda 10/10/24		Handbook Change			
9/3/2024	2024-2025 #07 Evaluation of Academic Administrators- Handbook Change	RES IP	FAC	Review and consider changes to the Handbook 311 Evaluation of Academic Administrators: include the Chief Diversity Officer, review Academic Administrator titles to ensure they are consistent with current title; Review procedures to clarify review process and consistency of the role of the review committees.	RES 242501 - Evaluation of Academic Administrators (2nd reading scheduled 11/7/24)	Handbook Change 311			
9/3/2024	2024-2025 #08 Faculty Hiring Prioritization- Position Control		BPC	Discuss the administration's commitment to the hiring of tenured and tenure-track faculty to match the growth trends of student enrollments and the demographic make up of the student population, and to match or exceed growth in administrative positions (MPPs). Carry over referral: 2023-2024 #36 Faculty Hiring Prioritization- Position Control					
9/3/2024	2024-2025 #09 Need for an Academic Testing Center		AS&SS and BPC	Whether there is a need for the campus to have an Academic Testing Center to assist with proctoring exams and perhaps full-fledged entrance testing. Consider resources needed and what the structure might be to meet the needs of faculty and students. Carry over referral: 2023-2024 #31 Need for an Academic Testing Center					
9/13/2024	2024-2025 #10 Time Blocks		BPC	The need to reconsider Time Blocks for classes. During discussion, consider how to address meeting patterns that are not visualized in RES 1314059, whether the 50 minutes M/W/F time blocks are sufficient for pedagogical reasons, overlap between current time blocks of different types, effects of time blocks on space utilization. Carry over referral: 2023-2024 #04 Time Blocks and Space Utilization					
9/13/2024	2024-2025 #11 Space Utilization		BPC	The need to reconsider space utilization tactics; consider Assessment of space utilization such as highly used time blocks, poorly used time blocks, classes scheduled outside of time blocks, classes scheduled in non-classroom spaces, etc. Impact of space utilization on approval of future buildings, policies regarding classes scheduled outside of time blocks, and policies to encourage broad use of time blocks and higher space utilization. Carry over referral: 2023-2024 #04 Time Blocks and Space Utilization					
9/16/2024	2024-2025 #12 Proposal of New Minors- Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies	RES IP	AAC and BPC	Whether to approve the proposal for new minors in Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies Carry over referral: 2023-2024 #29 Proposal of New Minors- Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies	RES 242507 Proposal of New Minors - Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies (2nd reading scheduled 11/7/24)	-			
9/16/2024	2024-2025 #13 Reconsideration of the Role and Structure for the Committee on Professional Responsibility (CPR)		FAC	Reconsideration of the role and committee structure for the Committee on Professional Responsibility (CPR) including the role CPR plays in the new Faculty Affairs Discrimination, Harassment and Retaliation (DHR). The composition of CPR given the new Faculty Ombudsperson.		Handbook Change 303.8			
9/16/2024	2024-2025 #14 SOCI Process		AAC and FAC	Review the statewide report on the status of student evaluations in the CSU system. Carry over referral: 2023-2024 #35 Administering SOCIs		Possible Handbook Change			
9/16/2024	2024-2025 #15 Timeframe of SOCI Administration		AAC and FAC	Discuss the differences between paper and online SOCI administration considering; timelines and changes to the Academic Calendar. Carry over referral: 2023-2024 #35 Administering SOCIs. Update: FAC memorandum included in Senate packet 9/26/24 and sent to Brian Chen and Chris Diniz, ITS.		Possible Handbook Change			
9/30/2024	2024-2025 #16 ITS Surveys on Generative AI		AS&SS	Provide feedback on the two generative AI surveys proposed by ITS for students and faculty. Update: AS&SS Recommendations sent to ITS, Chris Diniz 10/11/2024.					
9/30/2024	2024-2025 #17 ITS Generative AI Governance Structure		AS&SS	To consider the implementation of one of the two governance structures proposed by ITS: the creation of three new stand-alone AI subcommittees, or combining current ITS governance structures, ITAC and ITC, with a generative AI committee.					
10/11/2024	2024-2025 #18 Revision of RES 232431 Search and Screening Procedures for Administrators		FAC and BPC	Revision of RES 232431 Search and Screening Procedures for Administrators addressing whether to add use of search firms, add language regarding exceptions, and add an option for university to retreat. RES 232431 Passed in Senate; not approved by President. EC discussed with President Harper in EC on October 8, 2024.		Handbook 309			



MEMORANDUM

DATE: August 23, 2024

TO: California State University Employees

FROM: Debbie Boschini, Associate Vice President 
Faculty Affairs

Lori Blodorn, Associate Vice President 
Chief Human Resources Officer

SUBJECT: The CSU's Commitment to Fostering an Inclusive Community and Workplace –
Introducing the New Interim Systemwide Time, Place and Manner Policy

Welcome to the start of a new academic year. The Office of the Chancellor has created systemwide standards to determine the “time, place, and manner” in which free speech activities may be conducted on university property. Individual universities have provided Addenda to the policy that identify the specific time, place and manner regulations for their respective campus. This interim systemwide policy fulfills a new requirement enacted by the California Legislature and is in effect immediately for all students and non-represented employees. The university's existing campus time, place and manner policy will continue to apply to represented employees until bargaining is complete for the interim time place, and manner policy and campus addendum.

The CSU is committed to fostering an inclusive CSU community. As a part of this commitment, we uphold freedom of speech and expression as essential to our educational mission. Institutions of higher education have a special obligation to encourage and support the free expression of ideas, values, and opinions, even where they may be unpopular or controversial. Freedom of expression, however, coexists with other rights such as the need to preserve public order and safety and to maintain the ability of the CSU to fulfill its educational mission. The exercise of freedom of expression and assembly rights must still comply with all applicable federal, state and local laws, as well as university policies.

FACULTY AFFAIRS AND HUMAN RESOURCES

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

The Office of the Chancellor has created a systemwide [website \[calstate.edu\]](#) that serves as a hub of information on these matters. This website includes all CSU campus-based policies and resources meant to foster healthy discourse and bring together community members with different viewpoints, as well as educational activities and programs that support the balance of free speech activities, our educational mission and campus safety.

**Academic Senate
of the
California State University**

Resolution on the Interim Time, Place and Manner Policy

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) oppose the 2024 California State University Interim Time Place and Manner (TPM) Policy issued by California State University Chancellor García on August 15, 2024 as developed and currently written; and be it
- 2. RESOLVED:** That the ASCSU express profound disappointment about the lack of meaningful consultation with the ASCSU and with the California Faculty Association (CFA) during the development of the Interim TPM Policy as would be required in the spirit of shared governance; and be it
- 3. RESOLVED:** That the ASCSU express grave concerns about misleading communications (e.g., "This directive is in effect immediately for all students and employees, and all other members of the community, including represented employees", Email Correspondence, August 2024) from the Chancellor and/or campus administrators regarding how the Interim TPM policy, campus specific addenda and related "directives" apply to faculty before the meet and confer is completed with the CFA as mandated by California labor law; and be it
- 4. RESOLVED:** That the ASCSU oppose the restrictions on academic freedom embedded within the Interim TPM policy consequently removing decision making about course content from faculty prerogative; and be it

- 5. RESOLVED:** That the ASCSU oppose the Interim TPM policy's unconstitutional restrictions of protected freedoms of assembly and speech for faculty, students, staff, and community members while on campus; and be it
- 6. RESOLVED:** That the ASCSU express grave concerns about the uneven and discriminatory way the Interim TPM policy is being and will be enforced (in the few weeks since the interim policy was imposed we have already seen such instances)¹; and be it
- 7. RESOLVED:** That the ASCSU oppose the increased level of policing and surveillance of faculty, students and staff, arising from the Interim TPM Policy, which is a burden disproportionately imposed upon Black and brown members of our community; and be it
- 8. RESOLVED:** That the ASCSU oppose restrictions on face coverings, which violate the religious freedoms and health and safety recommendations for many members of our campus communities; and be it
- 9. RESOLVED:** That the ASCSU oppose the restrictive hours of operation for buildings and public spaces on campuses that interfere with faculty, staff and students participating fully in campus life, research and creative activities, and just generally their jobs; and be it

¹<https://www.calfac.org/the-effects-of-the-draconian-anti-free-speech-policy-are-becoming-visible/>

10. RESOLVED: The ASCSU, in opposition to the Interim TPM Policy, support the

students, faculty and community members who, in exercising their rights to

academic freedom, free speech, and freedom of assembly, find themselves in

violation of this interim policy; and be it

11. RESOLVED: That the ASCSU request a written response from the Chancellor's

Office providing explanation and rationale for the content, process of

development, and necessity of the Interim TPM Policy that will be shared with all

CSU campuses; and be it

12. RESOLVED: That the ASCSU urge the Chancellor put any enforcement of the

Interim TPM Policy into abeyance until such time as the concerns above are

addressed; and be it finally

13. RESOLVED: That the ASCSU call upon the Chancellor to appoint a committee of

ASCSU, CSSA, CSU labor unions, and CO representatives to co-author a new,

viable, TPM "framework"—as instructed by law—that will keep our campuses safe

without violating the rights and freedoms of faculty, staff, and students.

14. RESOLVED: That the ASCSU distribute this resolution to:

CSU Board of Trustees

CSU Chancellor

CSU campus Presidents

CSU campus Senate Chairs

CSU campus Senate Executive Committees

CSU Provosts/Vice Presidents of Academic Affairs

CSU campus articulation officers

California Faculty Association (CFA)

California State Student Association (CSSA)

CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

Academic Senate for the California Community Colleges

Academic Senate of the University of California
California Community Colleges' Board of Governors
University of California Board of Regents CSU Employees Union (CSUEU)
CSU Academic Professionals of California (APC)
UAW Local 4123 representing CSU Graduate Students
Teamsters Local 2010 representing CSU Skilled Trades workers
Assemblymembers
State Senators

Rationale

The ASCSU is the means by which the Chancellor of the CSU consults with faculty in the system on matters of system-wide concern in accordance with the historic academic tradition of shared governance (and backed by California State law). The Chancellor's Office notified the public of its newly crafted Interim TPM Policy in August, without perceptible consultation with the authorized bargaining agents for any of the represented employee groups and without consultation with the ASCSU, faculty in general, the California State Students Association, or students in general.

The American Association of University Professors' (AAUP) has condemned the wave of similar policies being implemented on campuses across the U.S.² At least four CSU university senates (Fresno, San Diego, Sonoma, and Stanislaus) have passed resolutions condemning the policy or requesting investigation of and information on the rationale and development process of the policy.³ The CFA has filed an unfair labor practice [charge](#) with the California Public Employment Relations Board (PERB) alleging that management has applied the new policy to faculty (or any represented employees) before a formal meet and confer with management is completed.

The Interim TPM Policy incorporates chilling restrictions on free speech and academic freedom at CSU universities. We should make clear the difference between "...but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject" being in the academic freedom policy vs the Interim TPM. The shift is how who decides what is and is not controversial and what is and is not relevant to a course from the professional judgment of faculty. It also means that faculty who "violate" what the administration believes are the boundaries of academic freedom, could be punished and charged with a misdemeanor under the Interim TPM. The

²<https://www.aaup.org/news/aaup-condemns-wave-administrative-policies-intended-crack-down-peaceful-campus-protest>

³ University resolutions appended to this document.

introduction to the Interim TPM policy states “every person who violates or attempts to violate these rules and regulations is guilty of a misdemeanor“

A recent article in CFA’s Headlines⁴ outlines additional concerns including the restrictive new “hours of operation” on campus buildings, restrictions on face-masking that provide an unsafe environment for faculty, staff and students who may be immuno-compromised or sick, and potentially violating freedoms of religious expression for those who wear face or head coverings. Additionally, the Interim TPM may also place undue restrictions on faculty (and other represented employee groups) ability to mount collective action up to and including a strike as we did in the lead up to our Jan 22, 2024 strike.⁵

Furthermore, the strict prohibition of certain items on campus actively limits our instructional and pedagogical mission. For example, the ban on the storing of "personal property for camping" limits instructors' ability to take students on long-standing environmental science field trips, and it also impacts the ability of the campus rec centers to run adventure trips for students. Although these limitations on outdoor learning may be unintentional, it demonstrates how the Interim TPM Policy fails to account for the complexity of the situation at-hand.

The ASCSU recognizes that there are legitimate reasons for protest. The Interim TPM Policy as written allows too much power to campus authorities (administrators, campus police, etc.) to decide what is legitimate, and what serves local or national maneuvering for political control. In fact it is the job of the university and faculty to expose students to content that stretches students’ intellectual growth, in order to create the foundation for an educated citizenry and a thirst for life-long learning. Students, faculty and community members may frequently gather, spontaneously or not, to speak out on current matters of concern. On November 3, 2023, the ASCSU approved [AS-3659-23/JEDI](#): “Condemning Acts of Terrorism, War Crimes, Crimes Against Humanity, and Genocide Against all People, and Support for the California State University Community and Conversations” in which the ASCSU recognized that the “CSU community includes intersecting groups of heritage communities, scholars, and political activists who must be protected and nurtured in safe and secure campus environments” and that the ASCSU encouraged “each campus to foster the CSU mission of building and maintaining spaces for critical thinking, healthy intellectual communities, and nuanced discussions about the broad historical complexities”.

⁴ [CFA Headlines Sept 5, 2024](#)

⁵ [Sound amplification at Long Beach](#)

SB 108 (appended below) requires only a “systemwide framework to provide for consistency with campus implementation and enforcement”, not this specific Policy. Additionally, the law requires that the Chancellor’s Office, “shall submit a report to the Legislature by October 1, 2024, in compliance with Section 9795 of the Government Code, describing the campus climate notifications and any and all efforts to ensure consistent enforcement of institutional policies, and state and federal law, that protect safety and access to educational opportunities and campus spaces and buildings.” The timeline does not require that the Interim TPM be finalized by Oct 1. Instead the law allows for time to constitute a truly *shared governance* approach to crafting a policy that will keep our campuses safe without violating the rights and freedoms of faculty, staff, and students.

As stated in the CFA Headlines piece, “By implementing drastic measures that go beyond what is necessary to maintain order, this new policy will certainly discourage public discourse and civil engagement, as students and faculty will feel more threatened and less safe on their campuses.”⁶

SB 108 Section 220 Item 7 (State Action to which CSU Responded)

7. It is the intent of the Legislature that the California State University foster freedom of expression and the free exchange of ideas that comply with state and federal law and campus policies while also protecting student, staff, and faculty safety and access to educational opportunities. Each campus of the university shall prepare a campus climate notification by the beginning of the Fall 2024 term. The California State University Chancellor’s Office will develop a systemwide framework to provide for consistency with campus implementation and enforcement.

(a) Each campus shall provide notification of the following to students before the start of each academic year:

- (1) The campus’s time, place, and manner policy, which identifies the allowable parameters of free speech activities and the campus.
- (2) The Student Code of Conduct, which identifies acceptable student behavior, and relevant state and federal laws, which delineate legal and illegal activities.

⁶ [Long Beach protests](#)

- (3) The systemwide Nondiscrimination Policy, which ensures compliance with Title VI and Title VII of the Civil Rights Act of 1964.
- (4) The process by which the campus will resolve any complaint of a violation of relevant institutional policies, state law, or federal law, including complaints against individuals not affiliated with the campus.
- (5) The range of consequences possible for students, faculty, or staff who violate relevant institutional policies, state law, or federal law, including, but not limited to, discrimination based on shared ancestry under Title VI of the Civil Rights Act of 1964.
- (6) How the campus may respond to activities that threaten the safety of students, faculty, or staff, and disrupt their ability to access the campus or buildings, the educational process, or activities on campus. The notification will include strategies consistent with current law for how the university intends to ensure students can safely access buildings and activities on campus.
- (7) How the campus intends to foster healthy discourse and bring together campus community members, and viewpoints that are ideologically different, in order to best promote the educational mission of the institution and the exchange of ideas in a safe and peaceful manner.
- (8) Identify educational programs and activities for faculty, staff, and students to support the balance between free speech activities, educational mission, and student safety.
- (9) A list of the resources available on campus for faculty, staff, and students to receive mental health and trauma support.

(b) The Chancellor's Office of the California State University shall submit a report to the Legislature by October 1, 2024, in compliance with Section 9795 of the Government Code, describing the campus climate notifications and any and all efforts to ensure consistent enforcement of institutional policies, and state and federal law, that protect safety and access to educational opportunities and campus spaces and buildings.

Resolution summary

This articulates the ASCSU's opposition to the Interim Time Place and Manner Policy (TPM), concluding with calls to the Chancellor to appoint a committee of ASCSU, CSSA, CSU labor unions, and CO representatives to co-author a new, viable, TPM "framework",

as instructed by law, that will keep our universities safe without violating the rights and freedoms of faculty, staff, and students.

Katherine Van Grinsven

From: Melissa Danforth
Sent: Monday, September 23, 2024 3:34 PM
To: Zachary Zenko; Danielle Solano
Cc: Katherine Van Grinsven
Subject: RE: FAC Referral Request

Hi Zack,

Katie will add this to the agenda, although I'll note that at our current rate of tackling EC business and length of the EC agenda, it'll likely be the end of the semester before we get to this.

And my unit elects different committees to distribute the load across the tenured faculty, so that each tenured individual doesn't have to review as many files. As a younger department, we have had a lot of people to review in recent years, so that helps manage the workload.

We're also really two departments in one administrative unit, so we tend to have an "engineering" committee for the ECE faculty and a "computing" committee for the CMPS faculty. I imagine other blended departments with sufficient tenured faculty in each discipline might take a similar approach. And if the budget situation gets truly dire, we might have more blended departments in the future.

Melissa

From: Zachary Zenko <zzenko@csub.edu>
Sent: Monday, September 23, 2024 3:25 PM
To: Melissa Danforth <mdanforth@csub.edu>; Danielle Solano <dsolano@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: FAC Referral Request

Dear Melissa and Dani,

I'd like to request that the FAC takes up a referral to clarify the procedures of electing a Unit RTP Committee. It has come to my attention that different units handle this very differently, and the handbook is not clear on this.

Specifically, I believe the FAC should consider:

1. Whether all interested tenured faculty should be automatically considered for the election, or whether the size of the committee should be determined first.
2. Clarifying whether one Unit RTP Committee should be formed per unit, and then consistent for all faculty in that Unit (unless there are unique considerations, such as the additional member requested by the faculty member under review).

This is not an urgent priority, but I wanted to put it on your radar as I know that different faculty have approached me asking about these processes.

Thank you,
Zack

ZACHARY ZENKO, PH.D., FACSM, PAPHS

He/Him/His
Associate Professor
Graduate Program Director, [MS in Kinesiology](#)
Department of Kinesiology
(661) 654-2799
Office: EDUC 149
[Zoom Link](#)

Fall 2024 Office Hours

Mondays and Wednesdays: 2:20 pm to 3:50 pm
Thursdays: 1:45 pm to 3:45 pm
By appointment

California State University, Bakersfield

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Essentials of Exercise and Sport Psychology: An Open Access Textbook



CALIFORNIA STATE
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I am a proud member of the California Faculty Association; if you are not already a proud member of CFA, [join here](#).

From: [Melissa Danforth](#)
To: [Yize Li](#); [Danielle Solano](#)
Cc: [Tracey Salisbury](#); [Sarana Roberts](#); [Zachary Zenko](#); [Katherine Van Grinsven](#)
Subject: RE: Resolution regarding Removing Memo in Faculty's PAF
Date: Sunday, August 25, 2024 11:07:06 AM

Hi Yize,

An email to the Senate chair is sufficient for referring a concern to the Executive Committee. I'm CCing Katie so she can add this to the EC agenda.

Thanks,
Melissa

From: Yize Li <yli11@csb.edu>
Sent: Sunday, August 25, 2024 9:11 AM
To: Melissa Danforth <mdanforth@csb.edu>; Danielle Solano <dsolano@csb.edu>
Cc: Tracey Salisbury <tsalisbury1@csb.edu>; Sarana Roberts <sroberts21@csb.edu>; Zachary Zenko <zzenko@csb.edu>
Subject: Resolution regarding Removing Memo in Faculty's PAF
Importance: High

Dear Melissa and Danielle,

It was nice seeing both of you at the General Faculty Meeting on Friday. Thank you very much for organizing the meeting, especially the Q&A session with President and Provost and the open forum.

After asking my question regarding memo in Faculty's PAF, a number of colleagues chatting with me. Some of them thought that a most straightforward solution would be talking with the Academic Senate to see whether a resolution regarding removing memo in Faculty's PAF after 3 years could be developed and passed.

As shared during the Q&A session, the rationales are:

- (1) A reprimand letter is removed from Faculty's PAF after 3 years. A memo is an informal letter which could be a result of retaliation or arbitrary action, so it does not make any sense if a memo stays in Faculty's PAF for more than 3 years.
- (2) A memo in Faculty's PAF could have serious impact to faculty's career and professional reputation, especially for faculty being reviewed for tenure and/or promotion (including range elevation for lecturers).

I am Ccing this email to CFA President Tracey Salisbury, Vice President Sarana Roberts, and Faculty Rights Chair Zachary Zenko. Sarana and Zachary attended and presented in

the General Faculty Meeting, and Tracey participated in earlier discussions regarding administrators' placing memo in Faculty's PAF. They can probably provide more relevant information, including genders and races of faculty members whose PAF include memos that were placed by administrators.

This is my first time bringing up an issue officially to the Academic Senate, so I am not quite sure about the exact procedure. If I need to complete any paperwork or send this email to all members of the Academic Senate, please advise. Please also feel free to forward this email to other senators.

Best Regards,

Yize

Yize Stephanie Li, PhD
Professor of Physics
Department of Physics and Engineering
California State University, Bakersfield

From: [Janine Cornelison](#)
To: [Melissa Danforth](#)
Cc: [Katherine Van Grinsven](#)
Subject: Re: Senate Recommendation
Date: Monday, September 23, 2024 10:52:35 AM
Attachments: [Outlook-California.png](#)

Thank you, Melissa.

We want a specific policy like Long Beach. We are seeing so many students who have completed one major, they are ready to graduate, decide to add a second major. In those conversations, a majority of the time, students tell us they are not ready to leave. Since there is no policy indicating when a student is allowed to declare, we submit the declaration of major. We need a policy that indicates a timeline for declaring.

Advisors have had countless conversations with Dr. Harper regarding this, especially when he asks us why we aren't "getting the students graduated?"

JANINE CORNELISON, M.S.
Academic Advisor
College of Arts and Humanities
(661) 654-2221

www.csub.edu/ah/studentcenter



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From: Melissa Danforth <mdanforth@csub.edu>
Sent: Monday, September 23, 2024 10:26 AM
To: Janine Cornelison <jcornelison1@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: RE: Senate Recommendation

Hi Janine,

We will add this to the Exec agenda once we get further information from Dr. Adams about systemwide policy. Do note that the Exec agenda is already packed, and we might not get to this specific item until closer to the end of the term.

A point of clarification though. We do have a Double Major policy in the catalog (<https://catalog.csub.edu/policies-procedures/academic-policies/undergraduate/academic-affairs-academic-programs/>):

“Double Majors

Students graduating with a double major are required to complete all components of each major, including the Senior Seminars. Although double-counting of courses from one major to the other is possible, the student must accumulate a minimum number of unduplicated units in each major. For the BA major, the minimum is 24 semester units; for the BS major, the minimum is 36 semester units.”

How specifically are the advisors wishing this policy to be updated?

Thanks,
Melissa

From: Janine Cornelison <jcornelison1@csub.edu>
Sent: Monday, September 23, 2024 10:11 AM
To: Melissa Danforth <mdanforth@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Senate Recommendation

Dear Senate Chair,

I hope this message finds you well. On behalf of the professional academic advisors, I am writing to formally request the development of a comprehensive double major policy for our campus.

Currently, our campus is one of only six within the system that does not have a specific policy regarding double majors. As a result, we have observed a growing number of students opting to pursue multiple majors, which has, in many cases, led to extended periods of enrollment and the postponement of their graduation. While we encourage academic exploration, the absence of clear guidelines can lead to challenges in advising and an overall delay in students' progress toward degree completion.

To assist with this effort, I have attached examples of the current double major policies from other campuses within our system. These can serve as a useful reference and starting point for developing our own policy. A well-defined double major policy would help to ensure that students are making informed decisions about their academic paths, while also promoting timely graduation. Such a policy could outline criteria such as credit requirements, eligibility, and time-to-degree limits, providing clarity and consistency for both students and advisors. We believe it will enhance the academic experience for our students and contribute to the overall efficiency of our institution.

Please let me know if you have any questions or need anything else from me.

Thank you.

JANINE CORNELISON, M.S.
Academic Advisor
College of Arts and Humanities

From: [Elizabeth Adams](#)
To: [Melissa Danforth](#)
Cc: [Katherine Van Grinsven](#)
Subject: Re: Double majors
Date: Monday, September 23, 2024 3:48:35 PM

Hi Melissa,

There isn't a systemwide policy on double majors, but the general guidance in the past has been that double majors should not cause a student to extend their time to degree by very much. That guidance was issued during a time (and has not been updated since) when many campuses were over-enrolled and they were enforcing the "forbidden four" policy including exclusion of lower division transfer and second bacc admits. Now we're in a very different landscape.

All that said, the feds do limit the number of units a student can exceed the basic degree requirements to 20% of the total in awarding aid. In other words, they'll usually cut off aid at 150 units for a 120 unit degree. That 150 unit upper limit is usually the guiding principal behind various campuses allowing up to 140ish units to complete the second major (Humboldt, LB, LA, MB, Northridge).

The only policies from the CO are the minimum units for majors (BA: 24, BS: 36) and the requirement that we award all the earned degrees at the same ceremony. (Same degree, two majors like B.A. in English and Psychology or different degrees different majors like B.A. English and B.S. Computer Science).

The double counting thing is up to the campus, especially vis a vis minors. There are campuses that allow overlap with minors, but won't allow majors and minors in the same field. That tends to help students in interdisciplinary majors get a minor.

I think the 24/36 unit thing does make sense for double majors to ensure the quality and integrity of the degree (a WASC thing).

Always happy to discuss this kind of thing at length.

Elizabeth

From: Melissa Danforth <mdanforth@csu.edu>
Date: Monday, September 23, 2024 at 10:28 AM
To: Elizabeth Adams <eadams6@csu.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csu.edu>

Subject: Double majors

Hi Elizabeth,

The Senate Office received a request to consider updating the double-major policy for CSUB. The requestor included the attached document with policies around the system, but I think that information was gathered from the campus catalogs, rather than looking at systemwide policies. For example, impacted campuses may have more restrictive policies than unimpacted ones.

Is there a systemwide policy on double majors and/or maximum units attempted, perhaps as related to the campus's impactation status?

Relatedly, another complaint Senate frequently hears is the CSUB policy on double-counting courses between two majors or between the major and the minor.

Specifically for double-majors, the catalog says: "Although double-counting of courses from one major to the other is possible, the student must accumulate a minimum number of unduplicated units in each major. For the BA major, the minimum is 24 semester units; for the BS major, the minimum is 36 semester units."

And for minors, the catalog says: "The 12 units (normally four 3-unit courses) used in a minor cannot be drawn from those used to satisfy the major requirements. However, in the case of majors requiring extensive lower division cognates (e.g., Business Administration), students may count one of the cognate courses as one of the four required in the minor."

Is there a systemwide policy on double-counting courses between two majors and/or between the major and minor?

Thanks,
Melissa

--

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

CSU Campuses with No Double Major Policy

- Bakersfield
- Chico
- East Bay
- Sacramento
- San Bernardino
- San Marcos – No double major policy, but does have an excess unit policy

Channel Islands

Multiple Majors

- Students may declare more than one major. If all majors completed lead to the same degree, BA or BS, they will all appear on the diploma. If the majors lead to different degrees, the policy on double degrees applies. Double counting of courses shall conform to the policy in Senate Resolution 34-01.

Dominguez Hills

Double Major or Minor

- A student may complete an additional minor or second major. Units used to satisfy the requirements for an additional major or minor cannot have been used in the first major or minor. The student shall declare the second major or minor at the time the Application for Graduation is filed and have the appropriate advisement form submitted. Whenever a double major is used to satisfy graduation requirements, the upper division courses must not overlap. The completion of an additional major or minor will be noted on the official transcript. A student who completes requirements for two majors under a single degree, BA or BS, may have both majors recorded on the diploma. A student who completes two majors leading to different degrees, for example, philosophy (BA) and public administration (BS), must declare one major as the degree major, in order to determine the appropriate degree to be awarded and notation for the diploma. A student will not be granted two diplomas and two degrees, as distinguished from two majors, at the same time. Note: The residency requirement for a second major is the same as for the primary major: 12 upper division units at CSU Dominguez Hills.

Fresno

Double (Concurrent) Major Requirements

- Undergraduate students may desire to complete the requirements for more than one major at the time of completion of the baccalaureate degree (i.e., graduate with a double major). All requirements for each degree must be met. When students apply for graduation, they must designate which is the primary degree major. Minimum requirements and exceptions for double majors are as follows:
 - Double B.A. majors must include a minimum of 24 units exclusive of the other major, 12 of which must be upper-division.
 - Double B.S. majors must include a minimum of 36 units exclusive of the other major, 18 of which must be upper-division.
- Units may be double-counted for both majors above 24 mutually exclusive units (12 upper-division) in B.A. programs and 36 units (18 upper-division) in B.S. programs.
- Courses in General Education may be used to fulfill major or minor requirements.
- Students may not earn a special major as a double major.
- One Degree with More than One Major and/or Minor: Two majors leading to the same baccalaureate degree (such as a B.A. or B.S.) do not constitute separate baccalaureate degrees. Only one degree and one diploma will be awarded. Only one application fee is required for one degree, regardless of the number of majors and minors. A student may earn a maximum of two majors and two minors so long as all work can be completed within 144 units.
- Graduating with Two Degrees: A student may be awarded more than one baccalaureate degree (such as a B.A. & B.S., B.S. & B.F.A., etc.) at the same time provided that requirements of all degree programs have been completed. Students who complete two different baccalaureate degrees must apply for all degrees in a single degree period by submitting separate applications simultaneously. A fee is required for each application submitted. Students who concurrently complete the requirements for two baccalaureate degrees will be acknowledged on separate diplomas for each degree earned.
- Note: Students may not pursue a baccalaureate and master's degree concurrently.

Fullerton**Multiple Majors and Second Baccalaureate Degrees**

- Within the units required for the baccalaureate, it is possible for a student to complete the requirements for more than one major within one degree (for example, a B.A.) when the additional major is within the same degree (in this case, another B.A.). At least 24 units, including 12 at the upper-division level, in each Bachelor of Arts major, or 36 units, including 18 at the upper-division level, in each Bachelor of Science major, must be applied exclusively to the respective major and may not be used to meet requirements in other majors. The student shall declare the additional major with the appropriate department no later than the beginning of the student's final year of study.
- The completion of additional majors will be noted at the time of graduation by appropriate entries on the academic record and in the commencement program.
- Students seeking two bachelor's degrees concurrently (i.e., in two different degree programs such as B.S. and B.A.) may qualify for graduation with the approval and recommendation of the faculty upon completion of the following:
 - minimum of 60 units in residence (30 units for each degree);
 - minimum of 48 upper-division units among the 60 residence units mentioned above;
 - a minimum of 12 upper-division units in residence in courses offered by each of the major departments in which the two degrees are being sought; and
 - all requirements in major fields of study, general education, scholarship (minimum grade-point average), and all other minimum unit requirements.

Humboldt**Second Major (Double Major)**

- Students may earn a bachelor's degree with two majors by completing the requirements for both programs. Although both majors appear on the permanent record, the student receives one degree.
- Students may declare and complete a second major only if they meet the following criteria:
 - Declare second major before earning 90 units; and
 - Demonstrate that they can graduate with both majors completed in fewer than 140 total units.
 - Students who choose to complete a second major and cannot complete the required courses in less than 140 units may submit a request for an exception to the department chair and college dean.

Long Beach**Declaring a Second Major**

- Students may be allowed to complete the requirements for two baccalaureate programs concurrently in accordance with the Timely Graduation Policy. Students wishing to add a second major must meet the major-specific criteria for the new major as defined in Major Specific Declaration Requirements for CSULB Students.
- While students are encouraged to pursue their academic interests, all degree objectives (e.g., majors, minors, certificates) must be completed within 120% of the units allowed for the primary degree as stipulated in CSULB's Timely Graduation for Undergraduate Students policy. Students must declare all degree objectives before reaching 90 units.
- Also note that CSULB's Academic Progress Rules for Undergraduate Programs policy stipulates that if any one of a student's three GPAs is below 2.5, the student must have the approval of their primary major advisor to add any additional degree objectives. Please note that students whose major GPA is near or below a 2.0 are unlikely to be allowed to pursue additional degree objectives until they have improved their major GPA.
- Before the student satisfies the specified criteria, the student should meet with the department academic advisor to discuss the possibility of adding the additional major. If the major advisor supports the request, the advisor will electronically submit the request to Enrollment Services. Be aware that additional information may be requested to ensure compliance with the policies mentioned above prior to processing the request. One diploma will be issued reflecting both majors. A course, or courses, may be used to satisfy the individual requirements of both majors, without limit, as long as the required pattern of course work is completed for each major.

Los Angeles

Changing your Major or Declaring a Second Major

- Students may change their major or add a second major if they will be able to complete their baccalaureate degree in no more than 120% (144 units for a standard 120-unit program) of the units required by their primary degree program, including a second major or any minors. Undergraduates may declare up to (a) two majors without a minor (b) one major and two minors.
- If you are considering changing your major or declaring a second major, be aware that you must meet any major-specific criteria in the new major. To determine whether your desired major has major specific criteria, see the list of Major Specific Declaration Requirements. You can check how your academic course work applies to the proposed new major's admission requirements or degree requirements by creating a 'What-if Report' available in the 'Academics Section' of the GET Student Center. If you want to see your progress towards meeting the admission requirements, select the 'pre-major' code under the Area of Study drop down, such as Pre-Criminal Justice. If you want to see all of the degree requirements for the major, select the actual major in the Area of Study drop down such as Criminal Justice.
- Once you have satisfied the specified criteria, meet an advisor from the College Advising and Student Success Center to explore the possibility of changing your major. If the advisor supports your request, the advisor will electronically submit your request to Enrollment Services. Be aware that additional information may be requested to insure compliance with the policies mentioned above prior to the processing of the request.
- Note: Due to special requirements, PaGE and Second Baccalaureate students are not allowed to change their degree objective nor are they eligible to declare additional bachelor-level majors or minors.

Maritime Academy

Declaring Double Major Procedures

- Students interested in completing double majors must follow the procedures detailed on the "Application for Double Major" form and meet the minimum standards provided therein. Application for a double major will take into consideration numerous factors including, but not limited to, student academic progress, space restrictions, competitive standards, and time to degree completion.
- Requirements of double majors include:
 1. Each of the two majors must consist of a minimum of 36 non-overlapping major units.
 2. A student who began at Cal Maritime as a freshman must complete coursework for both degrees within five academic years.
 3. A student who began at Cal Maritime as a transfer or second baccalaureate student must complete coursework for both degrees in no more than four years.
 4. The second major of a double major may not be an impacted major.
 5. Approval of double majors is not guaranteed.
 6. Double majors, if granted, are considered conditional and subject to change if: a student fails to meet academic requirements in the first or second major; a student has a change of academic and/or disciplinary status; or, a student fails to enroll in the approved courses as outlined by academic advisors each term for each major.
- In accordance with CSU Executive Order 971, if a student has completed the requirements for two or more majors leading to the same baccalaureate degree, those majors shall be acknowledged on the diploma. If a student has completed the requirements for two or more majors leading to different baccalaureate degrees, those degrees and the completed major or majors leading to each degree shall be acknowledged on the diploma. If more than one major or degree is to appear on the diploma, the student shall be consulted regarding the order in which the student prefers the degree(s) and major(s) to appear.

Monterey Bay**Declaring a Second Major**

- Students may declare a second major (i.e., double major) only if they can complete both the requirements for both majors within 144 units. Students must have a minimum cumulative GPA of 2.5 to add additional degree objectives, unless approved by the advisor for their current primary academic program. Students may not declare a second major after completing the requirements of their first major.
- Student requests to declare a second major must be approved by the advisors of both majors. If the student seeking to declare a second major has 90 or more earned units, the request must also be approved by the AVP for Academic Programs. All requests to declare a second major must be accompanied by an advisor-approved educational plan demonstrating that the additional major requirements can be completed within 144 units. When a student completes two majors, both majors will be documented on the transcript, and appropriate diploma(s) will be issued.
- For majors leading to a Bachelor of Arts, 24 units (of which at least 12 units are upper-division and taken in residence at CSUMB) shall only be used for fulfillment of the requirements of one major. Units completed in addition to the 24 units may be used for fulfillment of the requirements of the second major (i.e., double counted).
- For majors leading to a Bachelor of Science, 36 units (of which at least 18 units are upper-division and taken in residence at CSUMB) shall only be used for fulfillment of the requirements of one major. Units completed in addition to the 36 units may be used for fulfillment of the requirements of the second major (i.e., double counted).

Northridge**Adding a Second Major**

- Students may add a second major (double major) only if they can complete both majors within 140 units. Students may not add a second major after completing the requirements for their first major. Student requests to add a second major must be approved by the department chairs of the existing major and the second major. If the student seeking to add a major has 90 or more earned units, the request also must be approved by the associate dean (or college designee) of the new major. All requests to add a second major must be accompanied by a plan demonstrating that the additional major can be completed within 140 units. When a student completes two majors, both majors will be recorded on the diploma. Courses taken to satisfy the requirements for one major may be double counted if they satisfy requirements in the second major.
- Double majors in the same department are permitted unless specifically excluded in the University Catalog.

Changing Major or Option

- Students seeking to change majors/options must be able to complete the new major/option within 140 units. Student requests to change a major/option must be approved by the department chair of the new major/option. If the student has 90 or more earned units, the request also must be approved by the associate dean (or college designee) of the new major/option. Requests to change majors/options must be accompanied by a plan demonstrating that the new major/option can be completed within 140 units.

Pomona**Declaration of Minors and Additional Majors**

- Students may declare up to two minors in addition to their primary major if all academic programs can be completed within 36 units above the number of units required for their primary major. Students must receive the approval of the chair of the department offering the proposed academic program.
- Students may declare one major in addition to their primary major if all academic programs can be completed within 48 units above the number of units required for their primary major. Students must receive the approval of the chair of the department offering the proposed academic program.
- Minors or double majors may be declared at any time in a students' career but students are strongly encourage to declare minors and double majors early in their career. After earning 135 totals units, students may declare a minor or additional major only if they are in good academic standing and have the approval of the chair of the department offering the proposed academic program.
- Credits from transfer units, non-traditional college-level work (including AP, IB, and CLEP examinations, and credit by challenge examinations), and military service in excess of 90 quarter units shall be excluded from the unit count for the purposes of the minor and double major policies.*
- Students may request exceptions to the minor and double major policy by filing a general academic petition.
- *Students often have credits from these sources that are not applicable to their Cal Poly Pomona degree program for a variety of reasons, including unfamiliarity with how tertiary education works (especially first generation college students), poor advising at Community College, exploration/change of career direction, credits for sports, etc. The intention of this policy is to count up to 90 quarter units that likely fulfill GE and academic program requirements at Cal Poly Pomona without prohibiting transfer students from minoring or double majoring if they have a large number of units that do not further their Cal Poly Pomona degree.

San Diego

Multiple Majors

- Some students may wish to complete up to three majors. In such a case, each major must be declared with the Office of the Registrar, and all requirements for each major must be fulfilled.
- In the case where the same class is required for each major, the class can only be counted towards one of the major requirements. Therefore, you must substitute another class for one of your majors, as approved by your major advisor.

San Marcos

Excess-Units Seniors

- Students seeking a first baccalaureate degree who have earned 150 or more units and who have not yet graduated are considered to be “excess-units seniors” (exception: Nursing majors and Integrated Credential Program students are not subject to this policy). The records of such students will be reviewed and advising will be provided in order to facilitate their graduation. This may include such actions as
 - Automatic graduation of students who have met all graduation requirements;
 - Identification of possible course substitutions that would make it possible for students to graduate;
 - Early priority registration for the purpose of being able to register in courses needed for graduation; and
 - Additional advising and the development of a graduation plan that the student would be expected to follow.
- Students choosing to appeal their automatic graduation must submit a Degree Conferral Appeal. The appeal must include a narrative statement elaborating how excess units were accumulated, their educational intent, and completion timelines. The appeal will be reviewed by a committee consisting of Dean or Designee from the College of the student’s major, a designated academic advisor from the student’s major, and an appropriate faculty representative from the student’s academic department/program.
- Students with more than 130 attempted units may only change their majors if the change of major allows for graduation at a date no later than the earliest date possible with the current major. Similarly, students with more than 130 attempted units may only declare additional majors or minors if the additional majors or minors allow for graduation at a date no later than the earliest date possible with the first major. In these cases, approval from a staff advisor in Advising Services will be needed. Exceptions can be granted by an appropriate faculty advisor such as the department chair or designee.

San Francisco

Double Major

- With careful academic planning, it may be possible for students to complete two majors. When possible, students are encouraged to complete both degrees without exceeding 120 units. Students who are significantly over 120 units may be monitored and required to meet with an academic advisor to track their degree progress. Students who complete two majors may apply for both degrees in a single commencement by submitting one degree application with approval from both major departments. No additional fee is required for the second application.

San Jose

Double Major

- If a student has completed the requirements for two or more majors leading to the same baccalaureate degree (e.g., two B.A. degrees or two B.S. degrees) for the same graduation application period, those majors shall be acknowledged on a single diploma and on the student’s transcripts. Each major, not including courses in preparation for the major, must consist of at least 36 units for Bachelor of Science degree majors, or at least 24 units for Bachelor of Arts degree majors, units that are completely separate and distinct from the other degree. The University has the right to restrict students from pursuing double majors, particularly when resources must be equitably distributed among all students.

Topic: CSU Generative AI report and professional ethics

From: [Melissa Danforth](#)
To: [Katherine Van Grinsven](#)
Subject: Generative AI request for EC
Date: Friday, October 4, 2024 2:25:05 PM

Hi Katie,

I received a request by a faculty member who wishes to remain anonymous. They'd like EC to discuss whether the campus should develop a policy for faculty use of generative AI for grading student work.

This somewhat aligns to the systemwide generative AI committee report at <https://genai.calstate.edu/csu-generative-ai-committee> although they were more focused on compliance (e.g., not violating FERPA) instead of professional ethics.

That report was part of the motivation for ITS wanting to form governance structures, and it might inform the faculty survey, so it does add more dimensions to the referrals to AS&SS, but this concern doesn't directly fall under the existing AS&SS referrals.

Can you add this to the new items in the EC agenda as "CSU Generative AI report and professional ethics"?

Thanks,
Melissa

--

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

From: [Melissa Danforth](#)
To: [Richard Nelson](#); [Deborah Cours](#); [Jane Dong](#); [Alicia Rodriguez](#); [Luis Vega](#); [Sandra Bozarth](#); [Elizabeth Adams](#)
Cc: [Katherine Van Grinsven](#)
Subject: Re: Request - Work group for CSUB communications standards
Date: Thursday, October 24, 2024 12:27:41 PM

Hi Richard,

Similar to how the adoption of Canvas went through the Academic Senate in 2019/20, this discussion should also involve Senate. We'll add it to the Executive Committee agenda to see which standing committee(s) should be involved.

Thanks,
Melissa

From: Richard Nelson <rnelson16@csub.edu>
Date: Thursday, October 24, 2024 at 11:10 AM
To: Deborah Cours <dcours@csub.edu>, Jane Dong <jdong2@csub.edu>, Alicia Rodriguez <arodriquez@csub.edu>, Luis Vega <lvega@csub.edu>, Melissa Danforth <mdanforth@csub.edu>, Sandra Bozarth <sbozarth2@csub.edu>, Elizabeth Adams <eadams6@csub.edu>
Subject: Request - Work group for CSUB communications standards

Colleagues,

I'm writing to ask if you would like to be part of, or would like to designate someone to participate on your behalf, in a group that will ultimately recommend standards for communication across the campus.

Currently the campus uses multiple forms of communication which can become costly and distracting when trying to manage so many different forms of communication. For example, there are Zoom Video/Phone/Chat, Teams Video/Chat, Slack Chat, standard email, and Canvas. Many of the aforementioned products also integrate with Canvas.

I've attached a "draft charter" for this group hereto. All of this is open and up for discussion/changes.

If you believe I've missed anyone who should be included, please feel free to forward or reply with names and I'll be sure to include them.

Thank you in advance,

Richard (Richie) Nelson

Director of IT Support Services & Reprographics

Information Technology Services

(661) 654-3522

rnelson16@csub.edu



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<https://www.csub.edu/its/>

<https://twitter.com/itscsub>

Working Group Charter for Communication Standards

Purpose:

The purpose of this working group is to evaluate and recommend communication standards for the CSUB campus. The focus will be on usage, best practices, cost efficiency, and integration into the campus learning management system, Canvas.

Objectives:

1. Assess the current communication tools used on campus, including Zoom, Teams, Slack, MS Outlook, and Canvas.
2. Identify best practices for communication in an academic setting.
3. Evaluate the cost efficiency of each communication tool.
4. Recommend a standardized set of communication tools that integrate seamlessly with Canvas as well as provide for exceptions based on unique needs.
5. Develop guidelines for the effective use of the recommended communication tools.

Scope:

The working group will focus on:

1. Evaluating the usage and effectiveness of current communication tools.
2. Identifying and recommending best practices for communication.
3. Analyzing the cost efficiency of communication tools.
4. Ensuring integration with Canvas.
5. Providing a comprehensive report with recommendations to the campus leadership.

Membership:

The working group will consist of representatives from various departments, including IT, academic staff, administrative staff, and student representatives. The committee will be chaired by a committee member appointed by vote of the charter membership.

Responsibilities:

1. Conduct surveys and gather data on the current usage of communication tools.
2. Research best practices in communication within academic institutions.
3. Analyze the cost implications of each communication tool.
4. Develop a set of recommendations for communication standards.
5. Present the recommendations to the campus administration for approval.

Meetings:

The committee will meet monthly to discuss progress and findings. Additional meetings may be scheduled as needed.

Deliverables:

1. **Assessment Report:** A detailed report on the current communication tools, their usage, and effectiveness.
2. **Best Practices Guide:** A guide outlining best practices for communication in educational institutions.
3. **Cost Efficiency Analysis:** A report analyzing the cost efficiency of current communication tools and potential alternatives.
4. **Integration Plan:** A plan for integrating recommended communication tools with Canvas.
5. **Final Recommendations:** A comprehensive report with recommendations for communication standards.

Timeline:

The working group will aim to complete its work within six months, with the following milestones:

- **Month 1-2:** Assess current communication tools and identify best practices.
- **Month 3-4:** Conduct cost efficiency analysis and explore integration with Canvas.
- **Month 5:** Develop draft recommendations and seek feedback.
- **Month 6:** Finalize recommendations and submit the report to campus leadership.

Approval:

This charter will be reviewed and approved by the campus administration.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3551-21/FA/AEDI (Rev)
March 17-18, 2022

ESTABLISHING AN INTERRUPTION PRACTICE FOR THE ASCSU

- RESOLVED:** That the Academic Senate of the California State University (ASCSU) acknowledge that establishing an environment which values and prioritizes equity, diversity and inclusion requires attention to the impact of our discourse, regardless of intent; and be it further
- RESOLVED:** That the Academic Senate of the California State University (ASCSU) adopt a Standing Rule of Order – Interruption Statements (Attachment A); and be it further
- RESOLVED:** That the ASCSU adopt a Special Rule of Order -Point of Interruption (Attachment B); and be it further
- RESOLVED:** That the ASCSU urge campus Senates to consider adopting similar policies in pursuit of our joint goals of equity, diversity and inclusion; and be it further
- RESOLVED:** That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Senate Executive Committees, California Faculty Association (CFA), California State Student Association (CSSA), and the CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

***RATIONALE:** The impact of our words can sometimes be quite different from that intended by the person speaking. This is recognized in a wide variety of policies concerning hate speech (e.g. <https://items.ssrc.org/disinformation-democracy-and-conflict-prevention/classifying-and-identifying-the-intensity-of-hate-speech> and ALA publication <https://www.ala.org/advocacy/intfreedom/bate>). An integral part of anti-racism work involves acknowledging those impacts and seeking to minimize the number of occasions where our words reify racial or gender-based narratives. The process of thoughtfully and kindly interrupting the meeting to draw the issue to one another's attention is an effective mechanism for raising the issue without engaging in shaming or blaming – in the vernacular, Calling In rather than Calling Out.*

The intentionality of our efforts toward equity, diversity and inclusion and to address issues of racism and misogyny are reflected in the following formal statements of this body:

[AS-3404-19/EX \(Rev\): Creation Of An Ad Hoc Committee To Advance Equity, Diversity And Inclusion Within The Academic Senate Of The CSU](#)

This resolution urges the creation of a committee to examine ASCSU practices to provide recommendations to the Executive Committee about ways to increase equity, diversity and inclusiveness in the ASCSU. (Approved Unanimously January 23-23, 2020).

AS-3404-19/EX (Rev) Rationale: *in light of the anti-bias training in which the ASCSU participated during the previous academic year and the interrupting racism training during the first plenary of this academic year, a conversation arose among many senators encouraging a theme of inclusiveness and anti-bias be adopted for the current academic year. It was suggested that one way the ASCSU can advance this agenda is by moving beyond individual actions, interactions and attitudinal changes, but also striving for appropriate changes in institutional policies and procedures. Approved unanimously - January 23-24, 2020*

[AS-3370-19/FA/EX \(Rev\): Request That The ASCSU Schedule An Interrupting Racism Training Session In September 2019](#) - Approved Unanimously – May 16-17, 2019

The ASCSU encourages the 2019-2020 ASCSU executive committee to allocate sufficient time at the September 2019 plenary for a complete session of the interrupting racism training offered by the California faculty association (CFA), or equivalent training, to help provide an effective learning environment for our students, especially students from historically marginalized communities

[AS-3518/2022 EX \(Rev\): Increasing the Membership of the Ad Hoc Committee to Advance Equity, Diversity, and Inclusion \(AEDI\) Within the ASCSU](#) - Approved Unanimously January 20-21, 2022

That the Academic Senate of the California State University (ASCSU) increase the membership of the ad hoc committee to Advance Equity, Diversity, and Inclusion (AEDI). The Committee will consist of at least seven (7) Senators appointed by the Executive Committee, with at least one member from the Executive Committee.

Approved – May 19-20, 2022

Attachment A

Standing Rule of Order – Interruption Statements

All agendas of the ASCSU and its committees shall include the following:

Interruption Practice Statement

As part of our continuing commitment to an environment where equity, diversity and racial/social justice may thrive, when we experience examples of racial narratives, racism, whiteness or misogyny in our meetings, or as we conduct our business, we will speak up. This means we can interrupt the meeting and draw the issue to one another's attention. We will do this kindly, with care and in good faith. Further, as we engage interruptions we will take an intersectional approach, reflecting the fact that white supremacy, racism and misogyny operate in tandem with interlocking systems of oppression of colonialism, class, cisheteropatriarchy, and ableism, among others.

Attachment B

Special Rule of Order – Point of Interruption

When any communication by any speaker during a meeting involves invidious racial narratives, racism, misogyny, or other forms of bias, any member may raise a Point of Interruption to draw attention to the issue.

Usage

The concerned member calls out 'Point of Interruption'. The speaker pauses. The chair recognizes the concerned member and asks them to state the issue. The concerned member gives a polite and brief explanation. The chair returns the floor to the speaker.

Technical details

This device is a form of Raise a Question of Privilege pertaining to the privileges of the assembly as a whole (§19).

Takes precedence over all other motions, including other Questions of Privilege, except the higher-ranked privileged motions to *Recess*, to *Adjourn*, and to *Fix the Time to Which to Adjourn*.

In order when another has the floor

A Point of Interruption cannot provide the basis for a Question of Privilege pertaining to the privileges of the interrupted speaker.



2024-2025 Referral #16

ITS Surveys on Generative AI – Faculty Survey

FROM Kristine Holloway

Academic Support and Student Services Vice-Chair

TO Dr. Melissa Danforth

Academic Senate Chair

cc: Katie Van Grinsven, ASC

DATE October 31, 2024

At its October 17, 2024 meeting, AS&SS committee members discussed referral #16 in relation to the survey of California State University, Bakersfield (CSUB) faculty's use of generative Artificial Intelligence (AI). The committee reviewed a survey crafted with Information Technology Services (ITS), the Academic Senate, and with the assistance of Microsoft 365 CoPilot, a generative AI tool. The survey was intended to encourage faculty to share their experiences with, pedagogical use of, and concerns related to generative AI.

After some discussion, the committee concluded that the information being sought was not effectively communicated by the draft survey. While many of the questions were relevant to generative AI, it was felt that the questions could have been organized in a manner that would make it more clear why the question was being asked and how the question fit with the knowledge being sought as was done with the earlier student survey. Additionally, the answers provided did not always capture what members of the committee had themselves experienced when using generative AI which made it seem likely that other survey participants would have a similar issue with the survey as written.

Recommendations:

Based on this discussion, the committee recommends that the survey be restructured. It would be advisable to divide the survey into specific topic headings with some explanation as to why the information is being collected. It would also be worthwhile to edit the survey so that there is greater clarity in the questions themselves and so that

there are more answers given to specific questions that allow for both positive and negative experiences. Below are more specific recommendations:

- Include a preamble that indicates the purpose of the survey, where and how data will be used, and how data will be shared with faculty. We suggest using the recent staff survey preamble as a model for this.
- Divide survey into sections. Perhaps: Demographics, AI for classroom instruction and course design, AI for grading and assessment, AI ethics, AI supports
- Capture more detailed demographics information. Allow faculty to specify course modalities taught. AI use and concerns may differ drastically for online courses vs. in person courses.
- Provide links to CSUB's current AI policies
- Edits to specific questions:
 - #3: Add response – “Using AI tools for grading”
 - #4: Add response – “There is an increase in workload due to academic integrity issues”
 - #5: Edit question – “... that you teach”
 - #8: Make question open ended
 - #9: Add response – “No, I discourage students from using AI as part of their coursework”
 - #11: Specify authorized vs. unauthorized student use of AI
 - #12-14: The aim of these questions is unclear. Perhaps specify AI-generated content incorporated in lesson plans or classroom instruction (if that is the intention)
 - #13: If only asking about the faculty's use of AI, then add in a separate question asking about the impact on student's use of AI on SLO's.
 - #14: Specify some ethical and privacy concerns. Allow for “Other” open-ended response. Ex. English-language learners are more often falsely flagged for using AI writing tools.
 - #17: Add in sub-question – “If yes, how do you communicate best practices to students?”

- Remove question #19
- Add in questions about supports faculty need from CSUB, gauge usefulness of existing supports, knowledge about current CSUB AI policies, concerns with current CSUB AI policies.



Evaluation of Academic Administrators

RES 242501

FAC

RESOLVED: That the Academic Senate recommend revisions to the University Handbook language regarding the evaluation of academic and university-wide administrators. (Deletions in ~~striketrough~~, additions in **bold underline**.)

RATIONALE: The University recently elevated schools to Colleges and school-formation criteria are not yet developed. This resolution changes “Schools” to “Colleges” to be up-to-date with current titles. These changes also address practices related to soliciting feedback from constituents, including using modern technology such as survey software to collect data. This resolution also adds clarity to the process of identifying constituencies and the evaluation process.

This resolution also outlines broad areas under review that are anticipated to be relevant to different administrators in unique ways, but aligned with the University's Strategic Plan. The administrator is expected to discuss their contributions to advancing these areas as appropriate for their role. These changes are intended to enhance efficiency and effectiveness for both the administrator under review and the academic administrator review committee.

311.1 General Guidelines

Each academic administrator shall be evaluated according to these procedures at three-year intervals. The President will initiate the review process for the Provost **in writing**, and the Provost's office, **in writing**, will initiate the review process for all academic administrators. In August of each academic year, the Provost's office will send to the Executive Committee of the Senate a schedule of which administrators will undergo review in the current academic year and the next academic year. The President or Provost may, if they believe it is appropriate, call for an evaluation of an individual before a scheduled evaluation. **Academic administrators who are retiring or who have left the administrative role shall be reviewed upon exiting the respective role; this review shall also apply to academic administrators who are promoted or temporarily move into interim roles.**

311.2 Academic Administrators

The following positions shall be subject to this policy:

- Provost and Vice President for Academic Affairs (P&VPAA)
- AVP Academic Affairs/Dean of Academic Programs
- AVP Enrollment Management
- AVP Faculty Affairs
- AVP Grants, Research, and Sponsored Programs (GRaSP)
- AVP Institutional Research, Planning, and Assessment (IRPA)
- Dean, ~~School~~ **College** of Arts and Humanities
- Dean, ~~School~~ **College** of Business and Public Administration
- Dean, ~~School~~ **College** of Natural Sciences, Mathematics & Engineering
- Dean, ~~School~~ **College** of Social Sciences and Education
- Dean, University Library
- Dean, Division of Extended Education and Global Outreach (EEGO) (~~revised 07-10-17~~)
- Dean, California State University, Bakersfield Antelope Valley **Campus** (~~Revised Name Change 6-28-18~~)
(~~Section Revised 12-01-16, XX-XX-23~~)

The Academic Administrator Review Committee (AARC) is formed in the Spring of the administrator's second year, and the review process begins in the Fall of the third year. The supervisor for each administrator undergoing **review** is responsible for providing the criteria for evaluation to the administrator and to the AARC.

311.3 Review Committee Membership

For review of the P&VPAA, Academic Affairs/Dean of Academic Programs, AVP Enrollment Management, AVP Faculty Affairs, AVP GRaSP, AVP IRPA, and Dean of EEGO, the review committee shall be as follows:

- A. The faculty of each ~~school~~ **college** shall elect one tenured faculty;
- B. The President or Provost shall select a member of the Provost Council; and (~~Revised 12-01-16~~)
- C. The President **or** Provost shall choose a sixth member of the committee.

For review of the Dean of Arts and Humanities, Dean of Business and Public Administration, Dean of Natural Sciences, Mathematics & Engineering, Dean of Social Sciences and Education, Dean of University Library, and Dean of the CSU Bakersfield Antelope Valley **Campus**, (~~Revised Name Change 06-28-18~~) the review committee shall consist of five members. (~~Revised 12-01-16~~)

- A. The faculty of the **college** ~~school~~-dean being reviewed, or the librarians in the case of the Dean of University Library, shall elect three (3) tenured faculty members or librarians. In the case of the Antelope Valley Campus Dean, an election shall be held to select three (3) representatives from the faculty, staff, and librarians who are at the ~~Dean of the~~ Antelope Valley Campus. (~~Revised 12-01-16~~)
- B. The P&VPAA shall select a **college** ~~school~~-dean; and

C. The P&VPAA shall choose the fifth member of the committee.

Any prospective committee member with an active grievance (or other legal proceeding) against the specific Administrator under review at the time of review is not eligible for election or selection and cannot serve on the review committee.

The administrator under review may request that the supervisor of the review dissolve the review committee if one of its members is ineligible due to an active grievance (or other legal proceeding) against them, and the Senate will initiate a new election. *(Added June 28, 2018)*

311.4 Review Procedures and Constituencies

The procedures for review committees of academic officers are as follows:

A. The President and P&VPAA shall maintain a schedule showing the year in which the regular review of each administrative officer is due, and shall complete the committee selection and initiate the review process prior to the end of the academic year preceding the actual academic year **in which** the review takes place. A schedule for an evaluation should then be constructed with April 1 as the target date for completion of the process. **A list of academic officers to be reviewed with review timelines shall be made available on the Provost's website. The Provost and Vice President for Academic Affairs is charged with maintaining and updating this list.** *(Revised 12-01-16)*

B. At the time of initial appointment and immediately following each review, the supervisor will review with the administrator being evaluated the areas (i.e., academic leadership, program development, management, diversity initiatives, etc.) in which ~~his or her~~ **their** performance will be assessed. In all cases, the areas to be evaluated will include **aspects of the position outlined in the job description and the following, as relevant:**

- ~~1) The individual's effectiveness in commanding respect as an academic administrator and, if appropriate, as a scholar;~~
- ~~2) The individual's effectiveness in creating an educational environment conducive to excellence in teaching, scholarship, and mutual respect;~~
- ~~3) The individual's effectiveness in fulfilling their assigned role in achieving the mission and goals of CSUB.~~

- 1. Leadership and Strategic Vision (e.g., ability to set clear goals, make informed decisions, and inspire faculty, staff, and students toward achieving institutional objectives)**
- 2. Resource and Financial Management (e.g., effective oversight of budgets, personnel, and operational resources, ensuring sustainability and efficiency in daily operations)**
- 3. Academic Program Development and Quality Assurance (e.g., support for curriculum innovation, academic standards, and research initiatives while ensuring compliance with accreditation and quality benchmarks)**

4. **Student Success and Support Services (e.g., implementation of policies that enhance student retention, graduation rates, and equitable access to academic and support services)**
5. **Faculty and Staff Development and Support (e.g., promoting professional development, fostering an environment of excellence, and ensuring that faculty and staff are well-supported in fulfilling their roles and achieving success)**
6. **External Relations and Fundraising (e.g., building partnerships with external stakeholders, enhancing the institution's reputation, and securing external funding for institutional growth)**
7. **Diversity, Equity, and Inclusion (e.g., contributing to the creation of an inclusive campus environment that values diversity, promotes equity, and ensures all members of the community feel respected and supported)**

In setting up the review process, the supervisor will solicit advice from the administrator under review as to any additional areas that should be included in the evaluation and what constituencies should be sampled. In all cases, the appropriate faculty, librarians and staff shall be given the opportunity to participate in the evaluation.

The supervisor will complete the process of academic administrator review committee formation by October 1st of the academic year in which the review takes place. The supervisor will provide the review committee information regarding the additional areas where the administrator's performance is to be assessed and recommend constituencies to be sampled. **The academic administrator review committee shall elect its own chair.**

In the case of University-level administrators, including the Provost and Vice President for Academic Affairs, Associate Vice Presidents, Dean of the University Library, Dean of the Division of Extended Education and Global Outreach, and Dean of the California State University, Bakersfield Antelope Valley Campus, the constituents shall include faculty, staff, and students from the entire University community. Constituents participating in the review process shall be connected to the work of the administrator who is actively under review. These constituents shall be given an opportunity to participate in the evaluation. The administrator's supervisor may recommend additional constituencies to be sampled.

In the case of College-level administrators, including the College Deans, School Deans, and Associate Deans, constituents shall include faculty, staff, and students from the respective College, or School (if applicable). Constituents participating in the review process shall be connected to the work of the administrator who is actively under review. These constituents shall be given an opportunity to participate in the evaluation. The administrator's supervisor may recommend additional constituencies to be sampled.

The areas of assessment should not be changed once the supervisor has reviewed them with the administrator being evaluated unless the administrator and supervisor agree and **provide written justification for the changes in assessment to the academic administrator review committee.**

Throughout the review process, all parties shall bear in mind that the purpose of the administrator review is developmental as well as evaluative, in keeping with the essential mission of the University.

C. The review committee shall request from the administrator under review a ~~concise~~ **thorough and detailed self**-study. The self-study will focus on areas to be evaluated, major accomplishments, problems and issues related to the responsibilities of the position (e.g. job description), future goals and plans, and personal professional development and accomplishments. **The self-study shall include evidence and documentation to support evidence of major accomplishments, and evidence of the administrator's roles, contributions, and support of faculty and staff under their supervision. The review committee shall review evidence of accomplishments provided by the administrator. The administrator under review should provide evidence of their own contributions. Administrators with oversight of faculty and staff projects or activities should acknowledge the contributions of other administrators, faculty or staff responsible for the project/activities. A clear distinction should be identified between administrator accomplishments and those of the faculty/staff under their supervision.** This self-study shall be completed and submitted to the review committee and the supervisor.

D. The review committee shall survey various performance appraisal systems to determine the appropriate guidelines and instruments for the evaluation process. The evaluation shall cover a three-year period; therefore, the guidelines and process should be constructed to reflect this time frame. The committee, in consultation with the supervisor and the person being reviewed, shall develop the specific format for the appraisal. ~~(Revised 12-01-16)~~

E. In the case of evaluation of ~~School~~ **College** Associate Deans, during the third year, all ~~School~~ **College** Deans, including those in their final year of service as ~~School~~ **College** Associate Dean and those who are retiring, shall be reviewed by the ~~School~~ **College** faculty. The Dean shall meet with the faculty to discuss how they wish to proceed with the review. In preparation for the review, ~~School~~ **College** Associate Deans, may, at their own initiative, submit to the ~~School~~ **College** faculty and the Dean a brief self-evaluation of their performance for the period under review. In addition, the appropriate Dean shall offer the opportunity to all faculty of the ~~School~~ **College** to give individual, confidential advice, orally, or in writing. This review shall assess the ~~School~~ **College** Associate Dean's effectiveness based on the criteria established at the time of appointment. The review must occur during the fall semester of the third year. The written review of the ~~School~~ **College** Associate Dean should be submitted to the ~~School~~ **College** Dean by April first (1st) of that year. The Dean and the ~~School~~ **College** Associate Dean shall then meet to discuss the report by April 15th.

~~(Added 06-06-17)~~

F. ~~The P&VPAA in consultation with the review committee and administrator to be evaluated, shall determine the individuals and/or groups to be consulted. In all cases, the faculty concerned shall be given~~

the opportunity to participate in the evaluation. **The review committee shall issue calls for feedback and comments at multiple times in the review process and shall remind constituents that the process is confidential.** Individuals participating in the evaluation of administrators shall ~~enclose~~ **submit** their written comments ~~on~~ **in a confidential survey that does not collect identifiable information (e.g., names, email addresses).** **This survey shall include quantitative and qualitative (i.e., open-ended) assessments, including questions about constituency type so that data can be disaggregated and reviewed by the committee.** **The review committee may work with Information Technology Services to develop the survey and build processes for ensuring confidentiality, fairness, and validity.** ~~in a sealed envelope, signed across the seal.~~ The enclosed comments will then be coded, **deidentified, and aggregated by the review committee** to ensure the person's confidentiality in the review process. Examination of the **deidentified and aggregated** documents by the administrator under review may occur in the event of a protested personnel action. Comments will be collected, and the confidential coding maintained in the office of the P&VPAA **administrator's supervisor.**

G. **While conducting their review, the review committee may request a meeting with the administrator under review to request additional evidence, context, and documentation related to the self-study and the areas under review to be used in finalizing their final report.** The review committee shall consolidate all evaluations and forward the final report, which will include the administrator's self-study, to the appropriate supervisor, ~~and the administrator being evaluated.~~ In most cases, this shall be the P&VPAA who **The administrator's supervisor** will review the evaluation, self-study, and any written response, discuss these with the administrator under review, and forward the package with appropriate comments/recommendations to the President with a copy to the administrator under review by April 15th **of that year.** In cases where there is a supervisory level between the administrator under review and the P&VPAA, the evaluation shall pass through that level for comments and go forward to the P&VPAA. The supervisor's written comments and recommendations should include components related to future goals and plans in addition to the expected review and comments on the evaluation.

In the case of the P&VPAA, the same process as outlined above will be followed except that the review committee's report shall be forwarded directly to the President.

H. In all cases the final review level will be the President.

I. In the case of the review of the P&VPAA, the President and P&VPAA shall meet to discuss the report before acknowledging to the campus that the review process has been completed by May 1st of that year. In the case of the review of the AVPs and Deans, the P&VPAA and administrator under review shall meet to discuss the report before acknowledging to the campus that the review process has been completed by May 1st of that year.

The President or the administrator under review may elect to have a meeting about the report. In this case, The President, P&VPAA, and the administrator under review will meet before releasing a comprehensive, explanatory report to the campus by May 1st;

J. In the event the administrator under review **does** not agree with any aspect of the evaluation, a written commentary may be submitted, and it shall accompany the report. The administrator under review shall have ten working days after receiving a copy of the final evaluation to prepare his/her **their** reaction and commentary. ~~The administrator under review shall have complete access to all evaluation materials, with confidentiality of all reviewers being preserved. In the event of a protested personnel action, the coded comments may be assessed as required by current state law. In this event, persons who had submitted written comments will be notified of the action.~~ Such individuals **The Academic Administrator Review Committee and all respondents** are protected from any form of reprisal, not only by the expectation of high ethical behavior from all University personnel, but by Executive Order No. 929 and California Government Code Section 8547.12.

~~H~~**K.** Provisions governing campus personnel files such as confidentiality, disclosure, and rebuttal shall apply to the evaluation process. The consolidated report and all data collected for this report will become a part of the personnel file and will reside in the office of the P&VPAA **administrator's supervisor.**

Distribution List: (update as needed)

President
Provost and VP for Academic Affairs
AVP Academic Affairs and Dean of Academic Programs
AVP Enrollment Management
AVP Faculty Affairs
AVP GRaSP
AVP IRPA
College Deans
Dean of Libraries
Dean of Antelope Valley Campus
Dean of EEGO
Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



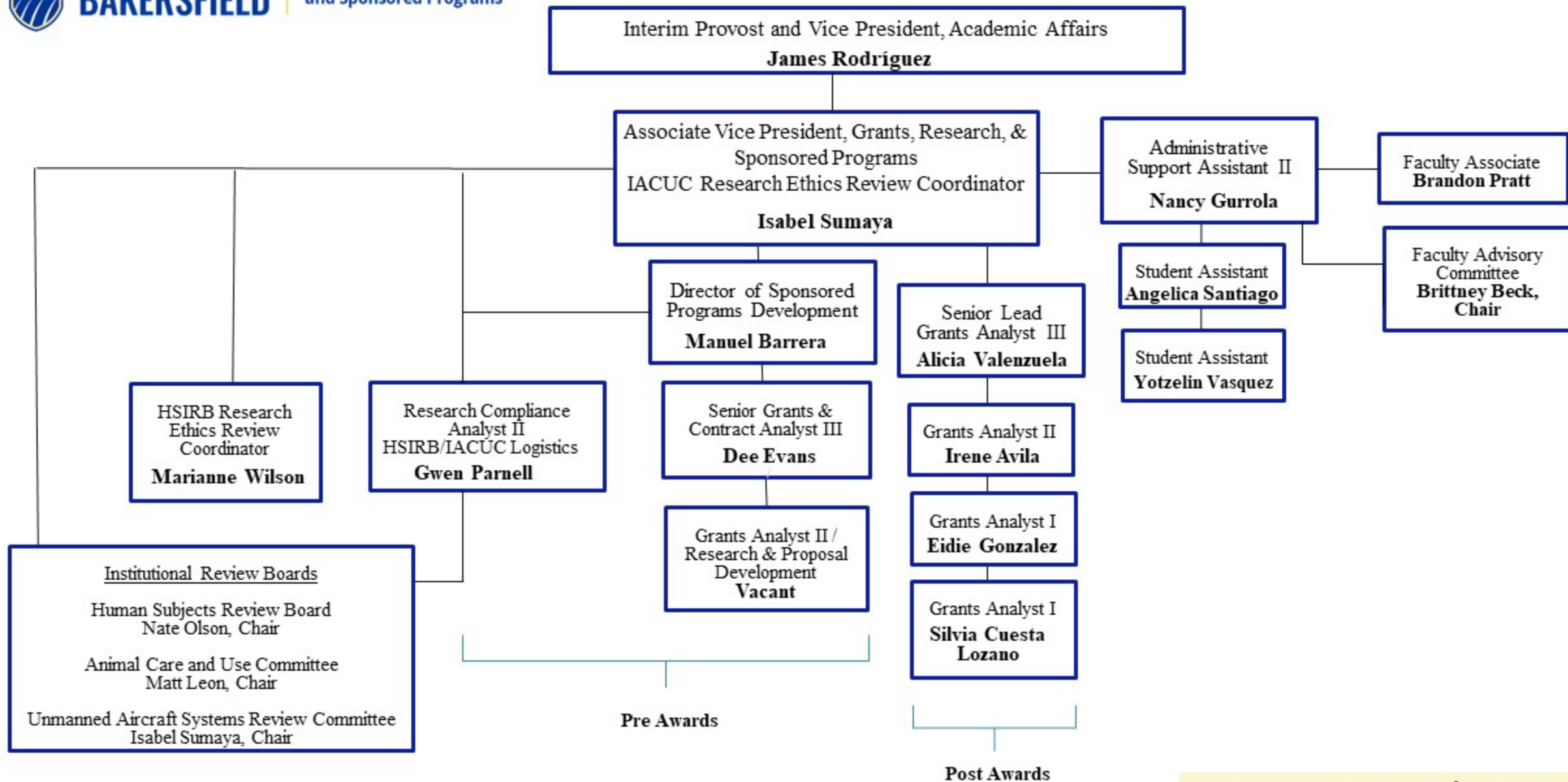
CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Office of Grants, Research
and Sponsored Programs

Senate Update

November 7, 2024

Isabel Sumaya, AVP Grants, Research and
Sponsored Programs



ORGANIZATION CHART for GRaSP

Some Priorities for GRaSP

Priority - Increase Efficiency

Automated Proposal Intake System – Expectations, Timelines, Procedures

- Has changed the culture – fewer last minute submissions (Began Early 2023)
- Routing first then submission – Using CAYUSE as intended

Processes to streamline and remove roadblocks (On going)

- Reviewing & Revising Desk Book for Post Awards (2023)
- Working Committee with HR (Began Summer 2024)
- Working Committee with BAS (Began 2023)
- Working with Procurement on P2P issues for Reqs and Pos, Subawards (2024)
- Assessment for Pre, Post Awards & HSIRB (Spring 2025)
- **Pre & Post Awards now working in tandem – Wholistic Viewno more silos (2023)**

Priority – Faculty Focused - Collaboration with Faculty

GRASP is Faculty Driven

- FAC for RSCA – AVP Advisory Committee (Began 2022)
- Faculty Associate for GRaSP (Began 2022)

Priority – Increase Revenue

- Deliberate submissions
- Expand and redefine sponsored program portfolio



Pre Award

- Proposal Development
- Budget Preparation
- Proposal Submission
- Award Negotiation

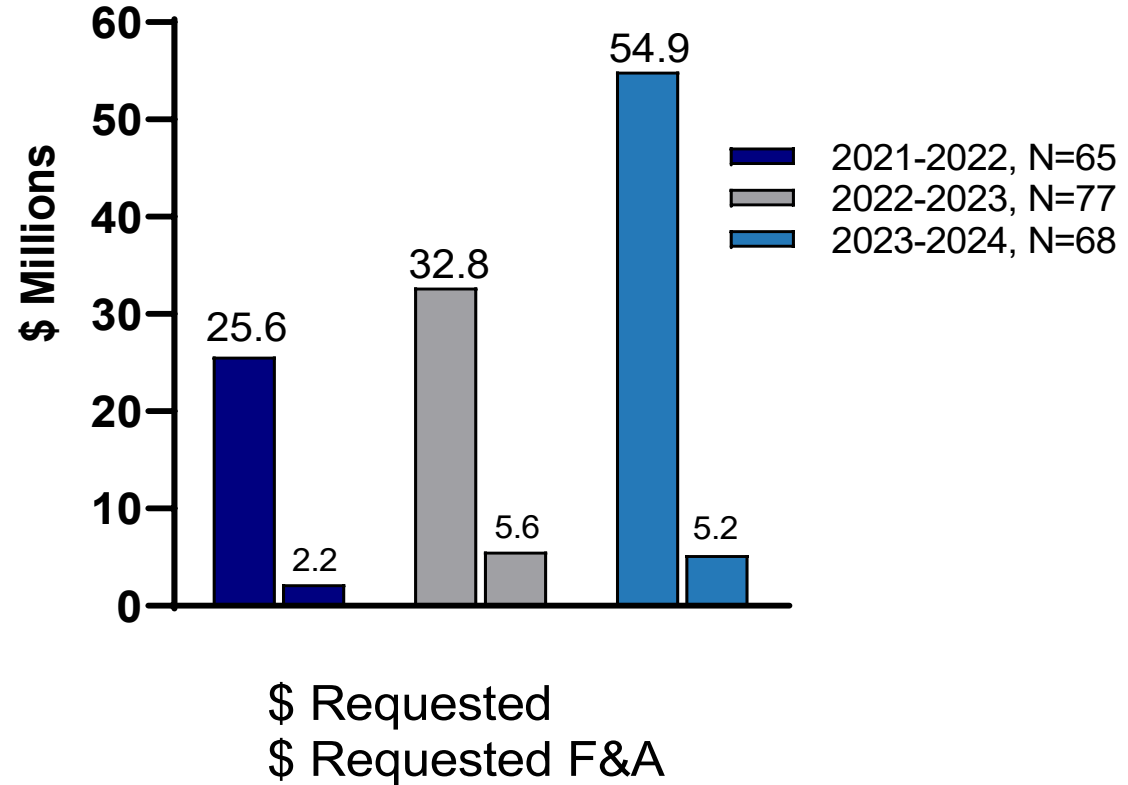
Increase \$ submissions

2022-2023: 28%

2023-2024: 67%

(first compared to baseline year 2021-2022, then prior year thereafter)

Pre Award Activity by Year





Post Award

- Compliance
- Budget Management
- Reporting
- Closeout

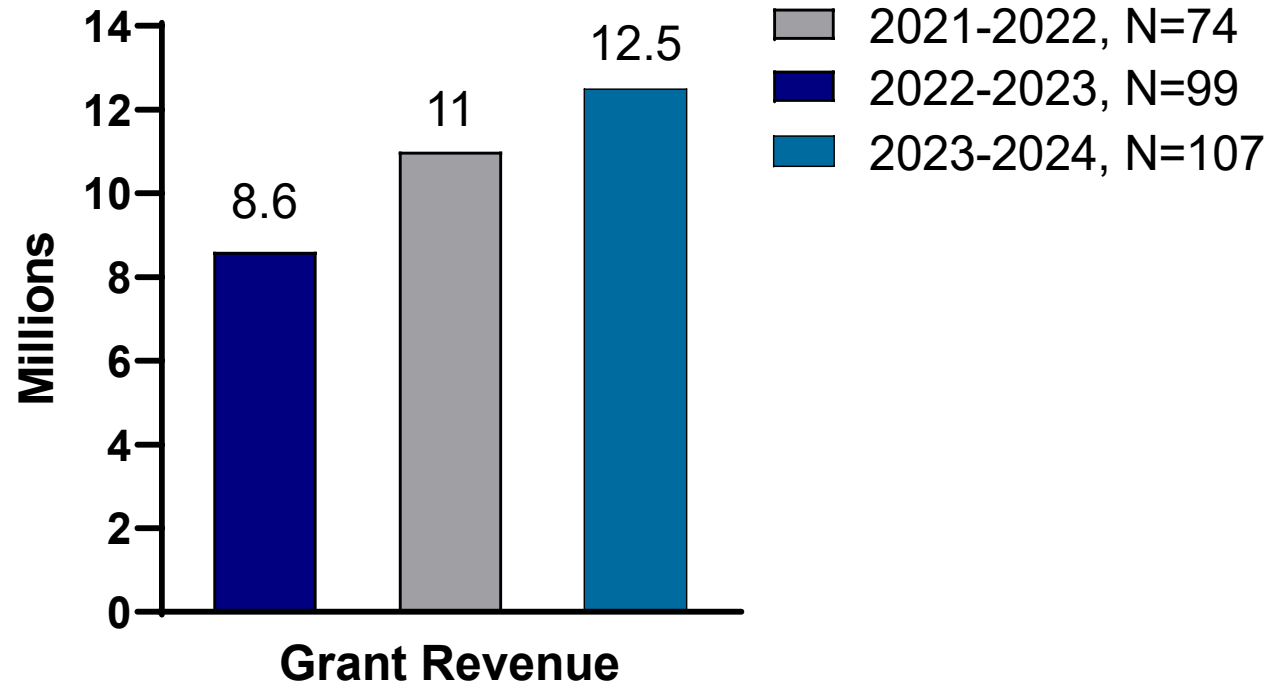
Increase \$ in Awards

2022-2023: 28%

2023-2024: 14%

(first compared to baseline year 2021-2022, then prior year thereafter)

Post Award Activity by Year





Post Award

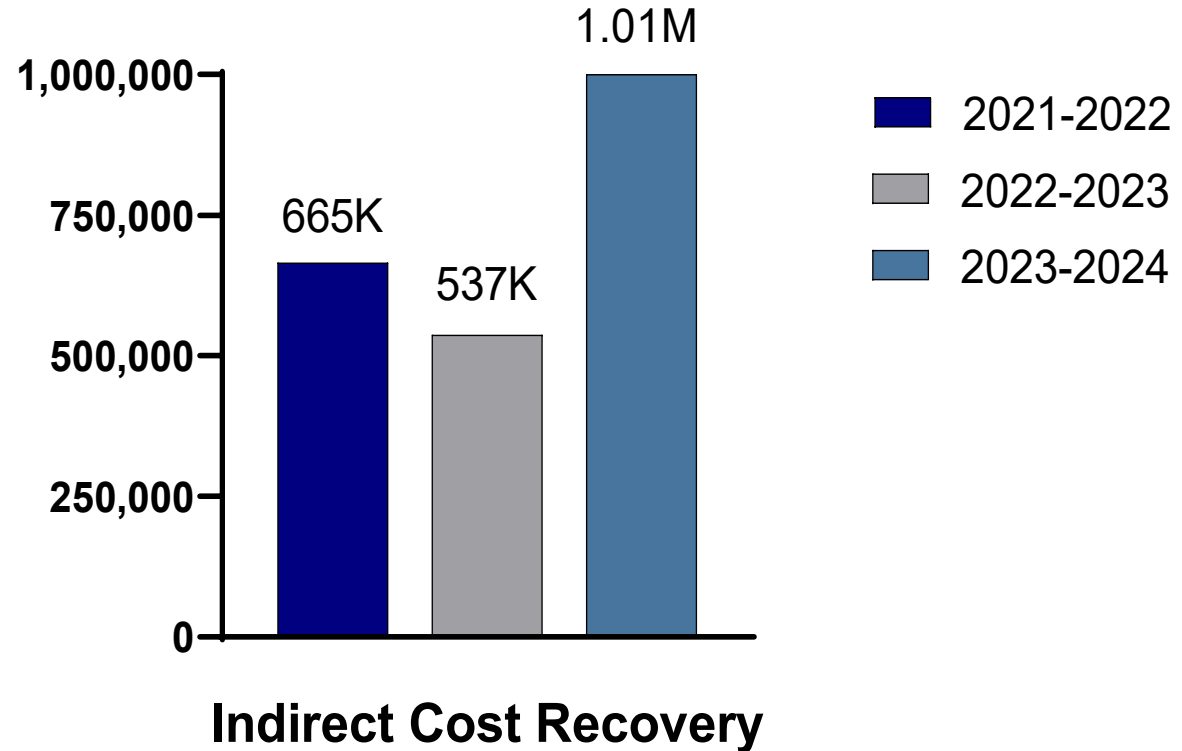
Indirect Cost Recovery

89% Increase from
2022-23 to 2023-24

100K Distribution in 2024

- 40% Colleges
- 10% Departments
- 10% PIs
- 15% GRaSP
- 25% Provost

Post Award Activity





GRASP & Provost - Internal Support

Program	2022-2023		2023-2024		2024-2025		
Provost's Development Award	n=5	\$55,000	n=3	\$31,829	n=3	\$ 39,239	Spring 2025
Provost's Scholar Award	n=3	\$25,851	n=4	\$57,501	n=5	\$ 57,158	Spring 2025
GRaSP RCU	n=9	\$56,320	n=9	\$43,720	n=10	\$ 50,000	Fall 2024
GRaSP SONG Program	n=11	\$22,000	n=10	\$20,000	n=10	\$ 20,000	Summer 2025
GRaSP - FAC for RSCA Mini Grants					n=12	\$ 98,491	Fall 2024
TOTAL	N=28	\$159,171	N=26	\$153,50	N=40	\$264,888	

New Program: \$ Support for Publication Fees, N=7, \$10,000



Some Student Impacts



~70K

- Travel Support for Student Research (TSSR Program)
- Student Research Competition
 - Now \$800/student

148

Students Employed on Grant
Funded Projects 2023-24

\$666,381

Salaries/Benefits Paid to Students
on Grant Funded Projects 2023-24

19 grants provided \$1,673,925

Stipends Provided to Students From Grants 2023-2024



Human Subjects Institutional Review Board

Data on Types of Reviews

2022-2023

2023-2024

	<u>2022-2023</u>	<u>2023-2024</u>
RERC { Exempted from Full Board Review	80	79
Expedited Review	4	2
Full Board Standard Review (Full Board)	9	15
Waiver of Authorization (3PA)	2	3
RERC { External Investigator & Cooperatives	3	1
Section 118 Designation	1	1
NRRS	3	15
Admin Closures	<u>18</u>	<u>53</u>
Total Activity for New Submission	120	169

Board Members

- Nate Olson (PHIL): Non-Scientific Concerns, Chair
- Chris Livingston (WSL): Non-Scientific Concerns
- John Stark (MGMT): Non-Scientific Concerns
- Richard Wisman (DPEL): Non-Scientific Concerns
- Jessica Williamson (PSYC): Scientific Concerns, Vice Chair
- Chandra Commuri, (PPA): Scientific Concerns
- Brittany Sanchez (KINE): Scientific Concerns
- Grant Herndon (KCSS, Legal Counsel): Community Concerns
- Raj Cheshire (VP of Advancement, Bakersfield Christian High School): Community Concerns

Marianne Wilson, Research Ethics Review Coordinator (RERC)

Alternates

Isabel Sumaya, Scientific Concerns
Zachary Zenko, Scientific Concerns
Marianne Wilson, Scientific Concerns

- Now hold monthly board meetings to meet the needs of research community

- Have RERC that provides 20hrs/week + to review exempt from full board
- 7-10 day turn around time for first response



Questions ?

SPA List of Grants September 2024, N=75

Fund #	Grant Title	Primary Investigator	College or Division	Sponsor	Project Start Date	Project End Date	Total Award Amount
SP054	SBDC Program Income	D. Cours/ K. Bearden	BPA	SBDC	1/1/2013	12/31/2024	additive
SP206	CSU-LSAMP (2018-2024) Main	K. Szick	NSME	University Enterprise, Inc. Sacramento State	9/1/18	8/31/2024	\$ 180,000.00
SP207	CSU-LSAMP (2018-2024) Participants	K. Szick	NSME	CSU Sacramento/CSU CO/Prime:NSF	9/1/18	8/31/2024	\$ 60,000.00
SP238	Catalyzing IDEA's for San Joaquin Valley	L.Talbert-PI, T. McBride-Co-PI	NSME	National Science Foundation	10/1/2019	9/30/2024	\$ 790,478.00
SP239	Collab Research: Correlating Optoelectric Properties	Y. Li	NSME	National Science Foundation	9/1/2019	8/31/2024	\$ 186,996.00
SP241	CERC Student Research Opportunity	A. Rathburn	NSME	California BioEnergy LLC	8/19/2019	8/18/2024	\$ 21,600.00
SP251	Increasing Hispanic STEM Related Degree Completion	A. Jacobsen	NSME	Department of Education	10/1/2019	9/30/2025	\$ 2,999,230.00
SP254	Save the Redwoods 147	K. Keller	NSME	Save the Redwoods League	4/1/2020	12/31/2025	\$ 21,000.00
SP270	HEP-High School Equivalency Program	L. Montano	EM	US Department of Education	7/1/2020	6/30/2025	\$ 2,195,730.00
SP272	College Assistance Migrant Program (CAMP)	O. Correa	EM	U.S. Department of Education	7/1/2020	6/30/2025	\$ 1,969,585.00
SP275	BRIXCAL: Building Research and Internship Experiences for Hispanics in CA's Central Valley	N. Michieka	BPA	NIFA and USDA	8/15/2020	8/14/2024	\$ 250,000.00
SP278	Pathway Adelante: A Model HIS Career Pathway to Health Sciences	T. McBride	NSME	US Department of Education	10/1/2020	9/30/2025	\$ 3,000,000.00
SP293	Capacity Building Agriculture Wastes	L. Zhongzhe L. Cabrales Co-P.I./J. Woods Co-P.I.	NSME	USDA	7/1/2021	6/30/2025	\$ 299,988.00
SP298	CSUB TRIO Talent Search Program	J. Quintanilla	EM	U.S. Department of Education	9/1/2021	8/31/2026	\$ 2,714,867.00
SP301	HSI Project: The MAESTRO Program	A. Cruz/A. Malekmohammadi-Co-P.I.	NSME	National Science Foundation	9/1/2021	8/31/2024	\$ 199,993.00
SP302	UP-LIFT California	E. Correa	SSE	University Enterprises, Inc. Prime: Third Sector New England, INC. (TSNE)	1/20/2021	6/30/2025	\$ 538,035.00
SP304	California Dreamin': Migration, Work, and Settlement in the "Other" California	A. Sawyer	SSE	National Endowment for the Humanities (NEH)	10/1/2021	9/30/2024	\$ 187,300.00
SP306	An Equitable Pathway to In-Demand STEM Careers	C. Lam	NSME	US Department of Education	10/1/2021	9/30/2026	\$ 4,999,578.00

SP316	SUPERSTAR: Sustainability Undergraduate Program for Extension and Research of Science and Technology in Agriculture Region	Z. Liu	NSME	USDA	1/1/2022	12/31/2025	\$ 599,999.00
SP319	Californians For All College Fellowship	K. Gilmore	CECE	OPR/California Volunteers (Prime: US Dept of the Treasury - SFRF)	2/1/2022	9/30/2024	\$ 1,821,041.00
SP328	Californians for All College Fellowship - State	K. Gilmore	CECE	OPR/California Volunteers	4/11/2022	9/30/2024	\$ 1,380,000.00
SP329	Public Health Pipeline Internship Project	T. McBride	NSME	Kern County Public Health	4/5/2022	6/30/2025	\$ 23,224.00
SP332	CA Dept of Water Resources	C. Thomson	SSE	California Department of Water Resources	7/1/2022	6/30/2027	\$ 15,000.00
SP335	Collaborative Research: A porewater perspective on benthic sources of neodymium to the North Atlantic	A. Rathburn	NSME	National Science Foundation	3/1/2023	2/28/2027	\$ 349,905.00
SP336	Undergraduate Research Initiative for Student Enhancement at CSUB	I. Sumaya	SSE	National Institutes of Health (NIH)	5/9/2022	3/31/2027	\$ 1,330,265.00
SP338	Cyber Resilient 5G Enable Virtual Power System	K. Kaur	NSME	National Science Foundation	10/1/2022	9/30/2025	\$ 144,994.00
SP339	CISE-MSI: SaTC: Ensemble of Countermeasures for Malicious Thermal Sensors Attacks	A. Malekmohammadi	NSME	National Science Foundation	8/1/2022	7/31/2025	\$ 139,946.00
SP340	MRI: Acquisition of a Field Scanning Electron Microscope for Interdisciplinary Research and Teaching at CSUB	L. Song	NSME	National Science Foundation	9/15/2022	8/31/2025	\$ 520,050.00
SP341	ADVANCE Catalyst: Organizational Change for Gender Equity in STEM Academic Professions	J. Rodriguez - PI; Co-PI's: M. Danforth, A. Medina, A. Kemp	Academic Affairs	National Science Foundation	8/15/2022	7/31/2025	\$ 299,950.00
SP345	Kern Regional K-16 Education Collaborative	K. Waston - L. Vega - Co-PI, J. Dong - Co-PI	President's Office	Kern County Superintendent of Schools/ Foundation for California Community Colleges	7/1/2022	6/30/2026	\$ 3,387,989.00
SP350	Faculty-Led Study Abroad Nursing Program to Develop Nations	K. Watson	EEGO	U.S Department of State Bureau of Educational & Cultural Affairs (ECA)	9/1/2022	8/31/2024	\$ 35,000.00
SP355	EDA University Center 2022-27	J. Woods	BPA	Department of Commerce	7/1/2022	6/30/2027	\$ 709,000.00
SP356	Puedes! Caminos, Carino Y Carreras in a Post-Pandemic Era	J. Florez	Academic Affairs	Department of Education	10/1/2022	9/30/2027	\$ 2,999,208.00
SP357	Allensworth-CSUB Relevancy and History Pilot	D. Dodd	A&H	State of California-Department of Parks and Recreation	10/20/2022	4/30/2025	\$ 123,499.00
SP358	CERC Student Research Opportunity 2022	A. Rathburn	NSME	California BioEnergy LLC (CalBio)	8/1/2022	7/31/2025	\$ 50,400.00
SP362	CSMP-CMP Bakersfield	J.Troup	NSME	UCOP	7/1/2022	6/30/2025	\$ 32,000.00
SP366	SBDC CEC BlueTechValley Energy Innovation Cluster	K. Bearden	BPA	CSU, Fresno Foundation/ Prime- CA Energy Commission	4/1/2022	3/31/2026	\$ 99,900.00

SP367	KCSOS - CTC Computer Science Supplementary Authorization Incentive Grant	B. Beck	SSE	KCSOS / Prime - CA Commission on Teacher Credentialing (CTC)	7/1/2022	6/30/2026	\$ 350,000.00
SP370	Assessing the Influence of Space Launch and Landing Noise on Species of Concern at Vandenberg Space Force Base	L. Hall	NSME	Brigham Young University; Prime: US Army Corp of Engineers	2/13/2023	2/12/2026	\$ 530,095.00
SP371	USGS 2023	M. Herman	NSME	US Geological Survey (USGS)	3/1/2023	9/30/2024	\$ 23,300.00
SP374	City of Bakersfield Entrepreneurship Ecosystem Technical Assistance and Grant Program - COVID	K. Watson	EEGO	City of Bakersfield	3/22/2023	10/31/2026	\$ 94,411.00
SP375	Nanopore Characterization for Geologic Storage of H2 and CO2	L. Song	NSME	U.S. Department of Energy	2/1/2023	1/31/2026	\$ 1,035,000.00
SP376	HCAI - SBRNC 23-24	D. Wilson	NSME	State of California, Department of Health Care Access and Information (HCAI)	6/30/2023	6/30/2025	\$ 810,000.00
SP377	Collab Researh: HSI Pilot Project SPACE	S. Hong	NSME	National Science Foundation	7/1/2023	6/30/2025	\$ 89,994.00
SP378	Global Citizen Science (Co) Design Toolkit: For the San Joaquin Valley & Beyond	B. Beck	SSE	National Geographic Society	4/5/2023	8/31/2024	\$ 20,000.00
SP379	CSU Transfer Success Pathways Program and Collective Planning Grant	K. Grappendorf	Acadmeic Affairs	CSU San Marcos, Corporation; Prime: College Futures FDN	1/1/2023	12/31/2024	\$ 15,000.00
SP382	POP THE CAP (Pathways of Possibilities for Transforming Higher Education Curriculum Alignment Program	E. Correa	SSE	U.S. Department of Education	9/1/2023	8/31/2026	\$ 1,253,296.00
SP385	Understanding the Value Proposition for Thermal Processes to Mitigate PFAS in Biosolids	Z. Liu	NSME	Black & Veatch Corp; Prime: Water Research Foundation	1/15/2023	12/14/2024	\$ 19,000.00
SP386	HRSA ANEW IHOS3	H. He	NSME	DHHS - HRSA	7/1/2023	6/30/2027	\$ 2,571,439.00
SP388	Orchestration of Network Slicing for 5G-Enabled IoT Devices Using Reinforcement Learning	K. Kaur	NSME	National Science Foundation	10/1/2023	9/30/2025	\$ 157,299.00
SP389	NCTR - Black Educators Initiative FY23-24	B. Maddern	SSE	National Center for Teacher Residencies	7/1/2023	12/1/2024	\$ 152,300.00
SP391	Jumpstart:Children First 2023-2024	E. Correa	SSE	JumpStart for Young Children, Inc., and AmeriCorps (Corporation for National and Community Services)	9/1/2023	8/31/2024	\$ 127,428.00
SP392	2023 GenCyber - CSUB	K. Kaur	NSME	Department of Defense (DOD) - National Security Agency (NSA)	7/31/2023	7/31/2025	\$ 69,928.00
SP393	America's Newest Cities: Housing and "red Lining" in California's Central Valley	C. Livingston	Univ Libraries	California Humanities; National Endowment for the Humanities (NEH)	9/1/2023	8/31/2024	\$ 5,000.00

SP395	Collaborative Capacity Building on Biodegradable Soil Sensors for Sustainable Agriculture	Y. Li; N. Michieka - Co-PI	NSME	USDA/NIFA	9/1/2023	8/31/2026	\$ 299,997.00
SP396	HRSA NEPQR-SET Workforce for the Future	H. He	NSME	DHHS - HRSA	9/30/2023	9/29/2026	\$ 1,499,976.00
SP397	Runner PRIDE: Prevention, Inclusion, Diversity, Excellence Program	C. Catota	President's Office	US Department of Justice (DOJ) - Office on Violence Against Women (OVW)	10/1/2023	9/30/2026	\$ 399,323.00
SP398	The 3E Study: Economic and Educational Contributions to Emerging Adult Cardiometabolic Health	A. Lopez	NSME	Fordham University; Prime - National Institutes of Health (NIH)	9/1/2023	12/31/2025	\$ 272,482.00
SP399	The Lonesome Trail: Arborglyphs and Basque Shepherders in the Far West	C. Livingston	Univ Libraries	Institute of Museum and Library Services (IMLS)	9/1/2023	8/31/2025	\$ 45,988.00
SP401	Detection of <i>Coccidioides Immitis</i> in Soil Samples - Educating K-12 Students and CSUB Undergraduates on the Topic of Valley Fever	A. Lauer	NSME	Valley Fever Americas Foundation Board	10/1/2023	9/30/2024	\$ 5,000.00
SP402	CA International Trade Center Digital Marketing Project	D. Cours	BPA	UC Merced	6/1/2023	6/30/2027	\$ 40,000.00
SP403	Slingshot 2023-2024 Expansion of 2892 Azimuth	B. Beck	SSE	National Geographic Society	9/1/2023	12/31/2024	\$ 128,000.00
SP404	e-FARMS: Education Reform in Food and Agriculture using Reactive Molecular Dynamic Simulations and Science Pedagogy	S. Hong	NSME	Cal State LA UAS; Prime: NIFA/USDA	9/15/2023	9/14/2024	\$ 49,992.00
SP405	MSW Field Placement	A. Leon	SSE	Penny Lane Centers; CA Dept of Health Care Services (DHCS)	10/1/2003	12/31/2024	\$ 12,500.00
SP406	SBDC Capital Infusion Program 2023	D. Cours	BPA	The Regents of the UC, Merced/Prime-Governor's Office of Business and Economic Development	10/1/2023	9/30/2024	\$ 65,000.00
SP407	SBDC TAP 2023-24	D. Cours	BPA	The Regents of the UC, Merced/Prime-Governor's Office of Business and Economic Development	10/1/2023	9/30/2024	\$ 155,000.00
SP408	SSJVIC - Historic Preservation Fund 23-24	C. Thomson	SSE	The CA State Historic Preservation Officer (SHPO)-CA Department of Parks & Recreation; Prime: National Parks Service (NPS)	10/1/2023	9/30/2024	\$ 1,000.00
SP411	MSW Field Education 2023-24	A. Leon	SSE	Center for Sexuality & Gender Diversity/ Prime: CDHCS	10/1/2023	12/31/2024	\$ 62,300.00
SP412	The Next Step: Building Career Readiness Among Graduate Students across the CSU	E. Adams	Academic Programs - AV	Council of Graduate Schools (CGS) and Educational Testing Service (ETS)	1/1/2024	12/31/2025	\$ 20,000.00

SP413	EA: Acquisition of an X-ray Fluorescence Spectrometer for Research, Undergraduate Education, and STEM Outreach	J. Guo	NSME	National Science Foundation	3/15/2024	2/28/2026	\$ 237,772.00
SP415	Providing Aid for STEM Success (PASS)	M. Danforth	NSME	National Science Foundation	4/1/2024	3/31/2030	\$ 2,472,238.00
SP418	SBDC Core Funding 2024	D. Cours	BPA	UC Merced / U.S. Small Business Administration (SBA)	1/1/2024	3/31/2025	\$ 240,000.00
SP419	SSBCI Technical Assistance for Capital Readiness 2023: Capital Readiness Coaches	D. Cours	BPA	UC Merced; Prime: California Governor's Office of Business and Economic Development; US Department of Treasury - American Rescue Plan	3/1/2024	2/28/2027	\$ 119,587.00
SP420	MEAP-4-0095 Guinea-Bissau's Sound Archiv	M. Dhada	A&H	The Regents of UCLA; Prime: Arcadia Charitable Trust	1/1/2024	12/31/2025	\$ 50,000.00
SP421	Culturally and Linguistically Appropriate Educational Materials on Pesticide Illness	C. Thao	NSME	California Office of Environmental Health Hazard Assessment (OEHHA)	6/17/2024	4/15/2026	\$ 49,990.00