Academic Senate: Executive Committee

AGENDA
TUESDAY, NOVEMBER 4, 2025
10:00 A.M. – 11:30 AM

Location: BPA Conference Room 134
Zoom Link: https://csub.zoom.us/j/88091986667?pwd=GOSakqXvulfaZihtNxTsAFBYwWqAJs.1&jst=1

Members: M. Danforth (Chair), D. Solano (Vice-Chair), D. Thien (Provost), C. Lam (ASCSU Senator), N. Michieka (ASCSU Senator), T. Tsantsoulas (AAC Chair), L. Kirstein (AS&SS Chair), A. Grombly (BPC Chair), Z. Zenko (FAC Chair), and K. Van-Grinsven (Senate Analyst).

Guests: Anthonio Reyes (ASI President), Marcos Ramirez (ASI VP of University Affairs and author of SB 104), and Mike Kwon, Executive Director of ASI.

1. <u>Call to Order</u>

2. <u>Announcements and Information</u>
   A. ASI President A. Reyes, ASI Vice-President M. Ramirez, and Executive Director of ASI M. Kwon **(Time Certain: 10:10 AM)**
      i. ASI Resolution: SB 104 ASI and Shared Governance (handout)
   B. Senate Guests:
      i. Upcoming:
         a. November 6 – GE Director, 2024-2025 GECCo Report, and Kris Grapendorf, The President's Commission
      ii. Future- Spring 2026:
         a. J. Watkins – Center for Accessibility and Essential Needs
         b. K. De Young – Facilities

3. <u>Approval of Agenda</u> **(Time Certain: 10:05 AM)**

4. <u>Approval of Minutes</u>
   A. October 21, 2025 (handout)
   B. October 28, 2025 (handout)

5. <u>Continued Items</u> **(Time Certain: 10:30 AM)**
   A. RES 252606 – Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics – 2nd reading scheduled for Thursday, November 6 (handout)
   B. AS Referral Log (see BOX folder; handout)
      i. AAC (T. Tsantsoulas)
      ii. AS&SS (L. Kirstein)

      iii.   BPC (A. Grombly)

      iv.   FAC (Z. Zenko)

           a.   Pending Referral: Sixth-year Lecturer Review (carry-over from 2024-2025; Hold for taskforce report)

C. Provost Report (D. Thien)

      i.   Academic Administrator Searches: (handout)

           a.   SSE Interim Associate Dean Appointment

           b.   Pending: AVP for Academic Affairs

      ii.   Academic Administrator Reviews: (handout)

           a.   Pending:

                i.   Associate Dean of EEGO

                ii.   AVP for Enrollment Management (2024-2025)

D. Reports and Recommendations

      i.   Task Force for Periodic Evaluation (Hold; waiting for report)

      ii.   Criteria for Proposing New Schools Taskforce (Hold; waiting for report)

E. ASI Resolution: SB 104 ASI and Shared Governance (handout)

F. Calendar Committee – A. Grombly, BPC Chair

G. Add "Statements of the Senate" Process to governing documents – EC

6. <u>New Discussion Items</u> **(Time Certain: 10:45)**

A. Academic Master Plan – AAC and BPC

B. Academic Calendar Fall 2026 through Summer 2027 - BPC

C. Elections and Appointments (D. Solano)

      i.   Open Calls: At-large Appointed

D. Participation in Senate/campus-wide committees by MPPs

E. Expanding Academic Administrator Review to dotted line reports to Academic Affairs (Handbook 311.2)

F. Policies on Approval of Course Coding Changes (handout) – AAC, FAC and AS&SS (?)

G. Department Name Change Request for HD-CAFS (handout) – AAC

H. Items from Provost Council (handout)

      i.   Software costs

      ii.   SOCI modality

      iii.   Email limits for faculty

I. Develop formal policy for General Faculty to bring a resolution to the Senate– EC

J. Items from Advising Council

      i.   OnBase vs. Runner Connect

      ii.   CSU-wide Degree Audit and Planner Tool – AS&SS?

      iii.   Faculty advising holds

K. New Degree Program Proposal – Environmental Science- AAC and BPC (handout)

L. New Degree Proposal for Bachelor of Science in Mechanical Engineering – AAC and BPC (handout)

M. Development of a Senate Recording Retention Policy for recordings that are intended to develop Minutes

N. Handbook and Bylaws Project – EC (See Box folder for handouts)

      i.   Updating Schools to Colleges

      ii.   Updating all references to quarters

      iii.   Standing Committees Composition:

           a.   Clarify Handbook language about staff positions being non-MPP staff

     b.   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). Discussion on if we want to create the committee or not.
- vii.   Review committees listed (Handbook 107)
- viii.   Update TEAC Description: Currently lists old college names (H&SS, SOE, and NSM) (Handbook 201.5)
- ix.   Update reference to Associate Vice President for Academic Affairs- association with Academic Advising and review other duties (Handbook 104.2.1)
- x.   Update position titles in 309.9 (Handbook 309.9)
- xi.   Update all references to the AVP of Enrollment Management- distinguish the VP of Strategic Enrollment Management from the new AVP of Enrollment Management
- xii.   Bylaws Section IV.A.4 Annual reports from committees- limit to specific committees?
- xiii.   Review and update the Standing Committees ex-officio positions due to the re-organization of university
- xiv.   Changes to bylaws that were approved by previous resolution but never posted (clarifying the edition of Robert's Rules of Order).
- xv.   Q2S Lingering Issues:
     a.   Deadline issue for stating one's intent to seek promotion to full professor
     b.   Discussions about whether we should change the Handbook to require classroom observations for tenured faculty.
- xvi.   Section 103.1 Statewide Organization Structure still states 23 CSU campuses- remove number?

7. <u>Agenda Items for Senate</u>

<div align="center">

Academic Senate Meeting – Fall 2025
Thursday, November 6, 2025
Agenda
10:00 AM – 11:30 AM

</div>

Location: Dezember Leadership and Development Center, Room 409-411
Zoom Link: https://csub.zoom.us/j/84669370314?pwd=gmLoywwMxQR4k7G0hUhv25vs0N8xr8.1

Senate Members: Chair M. Danforth, Vice-Chair D. Solano, CSU Senator C. Lam, CSU Senator N. Michieka, AH Senator T. Tsantsoulas, AH Senator M. Naser (F2025 alt. D. Stockwell), BPA Senator D. Wu, BPA Senator S. Sarma, NSME Senator L. Kirstein, NSME Senator A. Stokes, SSE Senator Z. Zenko, SSE Senator S. Roberts, AV Senator K. Holloway, At-Large Senator H. He, At-Large Senator A. Grombly, At-Large Senator A. Hays, At-Large Senator A. Lauer, At-Large Senator T. Salisbury, At-Large Senator R. Dugan, Lecturer Electorate Senator D. Horn, Senator H. Gonzalez – Staff Representative, Senator A. Reyes – ASI President, VP AA & Provost D. Thien, Senator J. Dong – Dean Representative, and Senate Analyst K. Van Grinsven.

Guests: President Harper, E. Montoya and K. Grappendorf.

I.   Call to Order and Tejon Tribal Land Acknowledgement

II.   Approval of Minutes

a. September 11, 2025 (handout)
b. September 25, 2025 (handout)
c. October 9, 2025 (deferred)

III. Announcements and Information
a. President's Report – V. Harper **(Time Certain: 10:10 AM)**
   i. The President's Commission on Intercollegiate Athletics – Co-Chair K. Grappendorf
b. GE Director – E. Montoya **(Time Certain: 10:20 AM)**
c. Elections and Appointments – D. Solano (handout)

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

V. Reports
a. ASI Report – Senator Reyes (handout)
b. Provost's Report – D. Thien
c. ASCSU Report – Senators Lam and Michieka (deferred)
d. Staff Report – Senator Gonzalez (handout)
e. Committee Reports:
   i. Executive Committee – Vice-Chair Solano (handout)
   ii. Standing Committees:
      1. Academic Affairs Committee (AAC) – Senator Tsantsoulas (handout)
      2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein (handout)
      3. Budget and Planning Committee (BPC) – Senator Grombly (handout)
      4. Faculty Affairs Committee (FAC) – Senator Zenko (handout)
f. CFA Report – Senator Salisbury; D. Solis, CFA Bakersfield Vice-President (handout)

VI. Resolutions **(Time Certain: 10:45 AM)**
a. Consent Agenda: No items.
b. Old Business:
   i. RES 252604 – Minor Policy Changes – AAC (handout)
   ii. RES 252606 – Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics – EC (handout)
c. New Business:
   i. RES 252610- Unit RTP and PTR Composition- Handbook Change- FAC (handout)
   ii. RES 252608- Sabbatical Rubric and Feedback- Handbook Change- FAC (handout)
   iii. RES 252609- Clarifying ASCSU Lecturer Electorate Procedures – FAC (handout)
   iv. RES 252611 – Minor in Applied Mathematics – AAC and BPC (handout)
   v. RES 252612 – Concentration in Nonprofit Management in MPA Degree – AAC and BPC (handout)
   vi. RES 252613 – Concentration in Healthcare Administration in MPA Degree – AAC and BPC (handout)

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

VIII. Adjournment

Katherine Van Grinsven

From:	Melissa Danforth
Sent:	Monday, September 15, 2025 1:58 PM
To:	Katherine Van Grinsven
Subject:	EC Agenda item - ASI resolution
Attachments:	SB 104 - ASI and Shared Governance_encrypted_.pdf

Hi Katie,

Please add the attached ASI resolution to the EC agenda as new discussion item "ASI resolution: SB 104 ASI and Shared Governance".

In addition to the Resolved section of the resolution, they ask the following in the signature block:

> "Acknowledgement:
> In the spirit of shared governance, and to show that you have read through this resolution and will commit to its contents, please sign below."

This is something Senate as a whole will need to have a resolution on, as the Resolved section has several asks and EC cannot commit without the full Senate weighing in. EC will need to decide if such a resolution comes from EC or from the standing committee(s).

Melissa

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Dr. Melissa Danforth (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/

SB 104
ASI and Shared Governance

WHEREAS: The Associated Students, Incorporated (ASI) of California State University, Bakersfield (CSUB) is the official representative body, and the voice of CSUB's approximately 11,000 students and is entrusted to represent the best interests of their constituencies; AND

WHEREAS: The Chancellor's Office passed Coded Memorandum AA-2009-02, the university is responsible for student participants; AND

WHEREAS: The coded memorandum requires "that associated student body organizations are involved in campus policy development as full participants"[1]; AND

WHEREAS: The coded memorandum also encourages that the "[university] presidents will provide these officially recognized associated student body organizations an opportunity to offer opinions and make recommendations about campus policy and procedures that have or will have an effect upon students"[1]; AND

WHEREAS: The coded memorandum states that there must be "accommodations [made] of the participating students' academic schedules when setting campus committee meetings"[1]; AND

WHEREAS: The CSU Board of Trustees passed the Student Participation in Policy Development resolution[2] that reaffirms the coded memorandum AA-2009-02; AND

WHEREAS: The CSU Board of Trustees resolution states that the university "presidents will provide these officially recognized associated student body organizations an opportunity to offer opinions and make recommendations about campus policy and procedures that have or will have an effect upon students"[3]; AND

WHEREAS: The California State Student Association (CSSA) Shared Governance Resolution defines shared governance as "the expectation of consistent collaboration among students, faculty, staff, and administration in making decisions that impact the campus and its community"[4]; AND

WHEREAS: The CSSA also notes that "students are key stakeholders on any university campus and as such are subject to direct and indirect impacts made by university policies, procedures, and decisions"[4]; AND

(cont.)

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[1] https://calstate.policystat.com/policy/9823399/latest/
[2] https://www.calstate.edu/csu-system/board-of-trustees/resolutions/bot-resolutions-jul2001.pdf
[3] https://www.calstate.edu/bot/agendas/jul01/edpol.pdf
[4] https://www.calstate.edu/csu-system/board-of-trustees/resolutions/bot-resolutions-jul2001.pdf

WHEREAS: The CSUB Core Values emphasize "promoting active and informed engagement in shared governance of students, faculty, and staff"[5]; AND

WHEREAS: The CSUB Budget Book defines shared governance as "the collaborative process used to inform and affect decisions related to the university strategic planning and budget advisory committee process and recommendations to the president on the prioritization of available budget resources"[6]; AND

WHEREAS: The CSUB University Handbook states "the basic concepts of shared governance are crucial to the development of trust and communication among staff, faculty, administration, and students"[7]; AND

WHEREAS: ASI, and other student leaders, have perceived that their voices during meetings are not appreciated and they are there to "check the box" that a student was present; THEREFORE, LET IT BE

RESOLVED: That ASI stresses the importance of shared governance and calls for active inclusion of students as equal partners in university policies, procedures, and decisions; AND LET IT BE FURTHER

RESOLVED: That all campus committees must include a section on shared governance in their governing documents and must clearly outline how students, faculty, and staff participate in the decision-making process; AND LET IT BE FURTHER

RESOLVED: That a student representative shall sit on every campus committee, and that such student representatives must be appointed by ASI to sit on the committee; AND LET IT BE FURTHER

RESOLVED: That if the appointed student cannot attend a committee meeting due to an academic schedule conflict, the committee chair shall defer to ASI before the committee meeting takes place so that an appropriate student can be found to ensure that the student voice is captured; AND LET IT BE FURTHER

RESOLVED: That all campus departments shall include verbiage on their official website highlighting CSUB's Core Value of shared governance, emphasizing the role of students in policies, procedures, and decision-making; AND LET IT BE FURTHER

RESOLVED: That CSUB administration, faculty, and staff honor the principles of shared governance by accommodating students' academic schedules when scheduling meetings and by ensuring full transparent communication regarding decisions that directly or indirectly affects students; AND LET IT BE FINALLY

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[5] https://www.csub.edu/about/mission.shtml
[6] https://www.csub.edu/budget/_files/budgetbook/2018-19/2018-19-UBB-Chapter-9-Glossary.pdf
[7] https://www.csub.edu/senate/_files/University__Handbook_2024.pdf

RESOLVED: That copies of this resolution be distributed to the following: University President – Dr. Vernon B. Harper Jr., Provost and Vice President for Academic Affairs – Deborah Thien, Vice President for Student Affairs and Strategic Enrollment Management – Dr. Dwayne Cantrell, Vice President for Business and Administrative Services – Dr. Kristen Watson, Vice President for University Advancement – Heath Niemeyer, Vice President of People and Culture – Lori Blodorn, Dean of Extended Education and Global Outreach and Special Assistant to the President for External Affair – James Rodriguez, Interim Director of Athletics – Dr. Sarah Tuohy, and Academic Senate Chair – Dr. Melissa Danforth.

Creation Date: 08.23.25
Approved by the ASI Board of Directors: 8.29.25
Approved by:

Marcos Ramirez
Marcos Ramirez (Sep 12, 2025 20:24:37 PDT)
Marcos Ramirez, Vice President of University Affairs

Anthonio Reyes
Anthonio Reyes (Sep 13, 2025 20:30:41 PDT)
Anthonio Reyes, ASI President

Acknowledgement:
In the spirit of shared governance, and to show that you have read through this resolution and will commit to its contents, please sign below.

_____
Dr. Vernon B. Harper Jr., University President

_____
Dr. Deborah Thien, Provost and Vice President for Academic Affairs

_____
Dr. Dwayne Cantrell, Vice President for Student Affairs and Strategic Enrollment Management

_____
Dr. Kristen Watson, Vice President for Business and Administrative Services

_____
Heath Niemeyer, Vice President for University Advancement

_____
Lori Blodorn, Vice President of People and Culture

_____
James Rodriguez, Dean of Extended Education and Global Outreach and Special Assistant to the President for External Affair

_____
Dr. Sarah Tuohy, Interim Director of Athletics

_____
Dr. Melissa Danforth, Academic Senate Chair

Academic Administrator Search and Screening Committees

2025-2026

[University Handbook](): 309 Search and Screening Procedures for Administrators; 309.5. Composition of the Search and Screening Committees for Academic Administrators positions.

Search and Screening Committee - Dean of the College of Social Sciences and Education				
		Name	**Department**	**Term**
Four (4) Full-time Tenured SSE Faculty Members	1	Zachary Zenko	Kinesiology	Duration of Search; 2025-2026
	2	Kyle Susa	Psychology	
	3	Kristina LaGue	Teacher Education	
	4	Adam Sawyer	Liberal Studies	
One academic administrator appointed by the Provost in consultation with EC.		Alicia Rodriquez	Dean; AH	
One student selected by ASI		TBD by ASI; Provost Office to follow-up		
One staff member jointly selected by the Provost and EC		Lisa Rey	College Analyst; SSE	

Status: *Ready to be convened and charged by the Provost.*

Search and Screening Committee - Associate Vice-President for Academic Affairs and Dean of Academic Programs			
	Name	**Department**	**Term**
One (1) AH Full-time Tenured Faculty Member	Joseph Florez	Philosophy and Religious Studies	Duration of Search; 2025-2026
One (1) BPA Full-time Tenured Faculty Member	Di Wu	Finance/ Accounting	
One (1) NSME Full-time Tenured Faculty Member	Charles Lam	Mathematics	
One (1) SSE Full-time Tenured Faculty Member	Gitika Commuri	Political Science	
One (1) Full-time Tenured Librarian	Ying Zhong	Web Services Librarian; Library	
One (1) Department Chair, elected by General Faculty	Jeff Mofitt	Kinesiology	
One (1) college dean appointed by Provost in consultation with EC	TBD by Provost and EC		
One (1) student selected by ASI	TBD by ASI: Provost Office to follow-up		
One (1) staff member jointly selected by Provost and EC	TBD by Provost and EC		

Status: *Waiting for Provost recommendations to be brought to EC.*

Academic Administrator Review Committees (AARCs)
2025-2026

References:

- University Handbook – [311 Evaluation of Academic Administrators](#)
- Provost Website: https://www.csub.edu/provost/evaluation-academic-administrators.shtml

Academic Review Committee (AARC) – Deborah Cours, Dean, College of Business and Public Administration		
Membership Qualifications:	**Name**	**Department**
Three (3) Tenured BPA Faculty Members	John Stark	Management/ Marketing
	Di Wu	Finance/ Accounting
	Chandra Commuri	Public Policy and Administration
Provost VPAA selects a college Dean	Jane Dong	Dean; NSME
Provost VPAA selects fifth member	Valari Kirkbride	College Analyst; BPA

***Status:** Ready to be convened and charged by the Provost.*

Academic Review Committee (AARC) - Karlo Lopez, Associate Dean, College of Natural Sciences, Mathematics, and Engineering			
Membership Qualifications:		**Name**	**Department**
Three (3) Tenured NSME Faculty Members	1	Charles Lam	Mathematics
	2	Dani Solano	Chemistry and Biochemistry
	3	Heidi He	Nursing
Provost VPAA selects a college Associate Dean		Lori Paris	Associate Dean; BPA
Provost VPAA selects fifth member		Maria Chavez	Administrative Coordinator; NSME

***Status:** Ready to be convened and charged by the Provost.*

Academic Review Committee (AARC) - Rhonda Dawson, Associate Dean, Extended Education and Global Outreach		
Membership Qualifications:	**Name**	**Department**
One (1) AH Tenured Faculty Member *(reverted to at-large)*	Chandra Commuri	Public Policy and Administration
One (1) BPA Tenured Faculty Member	Aaron Hegde	Economics
One (1) NSME Tenured Faculty Member *(reverted to at-large)*	Gloria Dikeogu	Library
One (1) SSE Tenured Faculty Member *(reverted to at-large)*	Zachary Zenko	Kinesiology
One (1) At-Large Tenured Faculty Member	Alice Hays	Teacher Education
Provost VPAA selects member of the Provost's Council	TBD; Provost	
Provost VPAA selects sixth member	TBD; Provost	

Status: *Provost's selections needed.*

Academic Administrator Review Committee (AARC) - Dwayne Cantrell, AVP Enrollment Management		
Membership Qualifications:	**Name**	**Department**
One (1) Tenured Faculty Member from AH	Mandy Rees	Music and Theatre
One (1) Tenured Faculty Member from BPA	Di Wu	Accounting/ Finance
One (1) Tenured Faculty Member from NSME	Charles Lam	Mathematics
One (1) Tenured Faculty Member from SSE	Alem Kebede	Sociology
President or Provost shall select a member of the Provost Council	TBD; Provost	
President or Provost shall select a sixth member of the committee	TBD; Provost	

Status: *Review scheduled for 2024-2025; did not occur. Provost's selections needed.*

From:	Melissa Danforth
Sent:	Thursday, September 25, 2025 3:31 PM
To:	Katherine Van Grinsven
Cc:	Danielle Solano
Subject:	Re: DNP course coding

Hi Katie,

Let's call it "Policies on Approval of Course Coding Changes". This will cover other situations beyond changing the CS#, like changing the number of units in a class.

And I too had to Google to find the course classification number (CS#) guide, which looks identical to what I recall from Q2S:
https://www.csub.edu/academicprograms/_files/Course_Classification_Numbers.pdf

Once I knew the filename, I was able to find it on https://www.csub.edu/academicprograms/new-catalogandcurriculum-process-8-12-25.shtml but not on the older Academic Planning Manual page.

Melissa

From: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Date: Thursday, September 25, 2025 at 3:11 PM
To: Melissa Danforth <mdanforth@csub.edu>
Cc: Danielle Solano <dsolano@csub.edu>
Subject: RE: DNP course coding

New discussion item for EC? Topic title – course coding?

–

KATHERINE VAN GRINSVEN
She/her/hers
Senate Analyst
Office of the Academic Senate
Direct Line: (661) 654-3128
Office: BDC A 252

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

www.csub.edu/senate

From: Melissa Danforth <mdanforth@csub.edu>
Sent: Thursday, September 25, 2025 2:04 PM
To: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Cc: Danielle Solano <dsolano@csub.edu>
Subject: Re: DNP course coding

Hi Katie and Dani,

Since we don't have a policy on changing WTUs associated with a course, I told Elizabeth that we'll have to follow prior precedent, which is to have the NSME Curriculum Committee review and approve/deny the request.

We should add discussing if a policy needs to be developed for changing the WTUs associated with a course to the Senate EC agenda. That would be different than auditing/reviewing the current CS#'s to see if they comply with CSU policy, as there could be other reasons to change CS#'s beyond course caps.

Thanks,
Melissa

From: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Date: Wednesday, September 24, 2025 at 1:28 PM
To: Melissa Danforth <mdanforth@csub.edu>
Cc: Danielle Solano <dsolano@csub.edu>
Subject: RE: DNP course coding
Hi,

The referral only had a link to the BOX folder in the attachments. I opened up the link and it is a pretty large list of documents which were all uploaded in October 2023. The document you shared is dated November 2023, so I don't think it would be in the BOX folder, but I did look and didn't find anything. Here is the link in case you wanted to look:
https://csub.app.box.com/s/ingu47wfahx5vyxp3kifvolncq30h4q2

I found the "New Degree Program Proposal Form" (attached). I did see mention of a "Substantive Change Screening Form," but it looks like it was submitted in Summer 2023 (see page 71). I included some screenshots. It doesn't look like it is the same document, which was titled "WSCUC Substantive Change, November 2023." I know there was some back and forth between the subcommittees and the Nursing Department. Maybe it was sent over to AAC or BPC directly, and not uploaded to the folder? If it bypassed me, I would not have uploaded it to the referral folder. I am not sure.

Here are the screenshots from the *CSUB DNP Program Proposal with MOU* pdf:

j. Substantive Change Screening Form:

The WASC Senior College and University Commission Substantive Change Screening F
submitted in Summer 2023. See Appendix P. If a full Substantive Change Review is requ
the proposal will be submitted by no later than November 2023 to provide adequate time
review.

k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

CSU CIP: 51.3818
CSU Degree Program Code: 12033 Doctor of Nursing Practice

WASC Senior College and
University Commission

WSCUC Substantive Change Program Screening Form

Directions: Institutions planning to implement new degree programs beginning on or after July 1, 2017 should submit this screening form to WSCUC to determine if a Substantive Change review and approval necessary prior to implementation. A determination on the necessity of review is made after submission the form and any further information requested by WSCUC. The form should be submitted to John Hausaman (jhausaman@wscuc.org).

Institution: California State University, Bakersfield (CSUB)
ALO Name and contact information: Dr. Debra Jackson
Date: 7/10/2023
Proposed program name, modality, and CIP code:

Currently, the Department of Nursing (DON) at CSUB offers a Master of Science in Nursing, Family Nurse Practitioner (MSN/FNP) program, which is designed to prepare Family Nurse Practitioners for the region. However, the emerging national standards in Nurse Practitioner (NI education require a Doctor of Nursing Practice (DNP) degree for all entry level NPs by 2025. Unless CSU Bakersfield transitions its NP program to a DNP degree, our MSN/NP graduates n not be qualified to take national certification examinations and may be unable to compete with other DNP prepared graduates in the professional job market. Elevating our existing MSN/FNP a DNP program becomes a necessity. The DON is proposing two Doctor of Nursing Practice (D degree programs:

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration (DNP-NP).
  The purpose of the DNP-NP program is to produce doctorally prepared nurse practitioners t address the critical shortage of primary care providers in the region and to meet the emergin educational and scholarly standards for Nurse Practitioners. This three-year, eight- semester program is designed for registered nurses (RNs) who have a Bachelor of Science (BS) or Master of Science (MS) in Nursing, and who aspire to become doctorally prepared Nurse Practitioners. Currently, our DNP-NP program only offers the Family Nurse Practitioner (FI concentration.

KATHERINE VAN GRINSVEN
She/her/hers
Senate Analyst
Office of the Academic Senate
Direct Line: (661) 654-3128
Office: BDC A 252

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: 20 BDC

Katherine Van Grinsven

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

Hi Katie,

Here's an item for the EC agenda.

Melissa

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

Dear Melissa,

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

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

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

Thank you for your time.

Sincerely,

Alexander

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

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

Dear Colleagues,

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

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

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

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

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

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

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

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

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

Bakersfield, CA 93311

www.csub.edu/senate

From: Melissa Danforth <mdanforth@csub.edu>
Sent: Wednesday, September 24, 2025 10:49 AM
To: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Cc: Danielle Solano <dsolano@csub.edu>
Subject: FW: DNP course coding

Hi Katie,

Can you check the referral for the DNP program made to AAC and BPC to see if this document was included?

Thanks,
Melissa

From: Elizabeth Adams <eadams6@csub.edu>
Sent: Wednesday, September 24, 2025 10:44 AM
To: Melissa Danforth <mdanforth@csub.edu>; Tiffany Tsantsoulas <ttsantsoulas@csub.edu>
Cc: Heidi He <hhe@csub.edu>; Jane Dong <jdong2@csub.edu>
Subject: DNP course coding

 Hi all,

I had a chance to speak with Dr. He today and it's clear to me that the course forms for the Didactic courses for the DNP were submitted with the incorrect C/S number. If you look at the attached WSCUC substantive change document on p.23, you'll see that they clearly intended those courses to have a 1.5 K factor, which is only associated with C-15.

What I'd like to suggest that either AAC or Senate be briefed on this and asked to approve a correction to the C/S number for these courses so that the faculty teaching them can get the appropriate compensation this term (and to prevent the current APDB errors). If that won't work, I'm open to other idea about how to solve this issue.

Elizabeth

Katherine Van Grinsven

From:	Elizabeth Adams
Sent:	Friday, October 3, 2025 4:09 PM
To:	Melissa Danforth; Katherine Van Grinsven
Subject:	Re: Degree proposal for Senate consideration

Hi—

The easiest way to do is to go to this link:
https://next-catalog.csub.edu/programadmin/

and enter 518 in the search box.

Their system really likes its own assigned numbers in search.

Elizabeth

From: Melissa Danforth <mdanforth@csub.edu>
Date: Friday, October 3, 2025 at 2:36 PM
To: Elizabeth Adams <eadams6@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Re: Degree proposal for Senate consideration

Hi Elizabeth,

Yes, that would be helpful. At the very least, it will help the committees get familiar with the platform, even if they prefer to review the PDF.

Melissa

From: Elizabeth Adams <eadams6@csub.edu>
Date: Friday, October 3, 2025 at 2:34 PM
To: Melissa Danforth <mdanforth@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Re: Degree proposal for Senate consideration

I downloaded the pdf from CIM but it can also be viewed in CIM. Do you want the link for EC?

From: Melissa Danforth <mdanforth@csub.edu>
Date: Friday, October 3, 2025 at 2:33 PM
To: Elizabeth Adams <eadams6@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Re: Degree proposal for Senate consideration

Hi Elizabeth,

We'll add it to the EC agenda, but it may take us a while to refer it out.

And I assume this is in CIM from the format of the PDF, but just to confirm, is this something that should be routed through CIM? If so, we'll make sure the committees know that.

Melissa

From: Elizabeth Adams <eadams6@csub.edu>
Date: Friday, October 3, 2025 at 2:02 PM
To: Katherine Van Grinsven <kvan-grinsven@csub.edu>, Melissa Danforth <mdanforth@csub.edu>
Subject: Degree proposal for Senate consideration

Hi—

NSME has approved the attached proposal for a new baccalaureate degree. I'm forwarding it your way for referral.

Elizabeth

49011 : ENVIRONMENTAL SCIENCE

In Workflow

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

Approval Path

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

History

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

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

Viewing: 49011 : Environmental Science

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

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

Changes proposed by: Anthony Rathburn (001502085)

Contact

User ID
000695916

Proposer Name
Anthony Rathburn

Proposer E-mail
arathburn@csub.edu

Proposer Department
Geology

Program Information

Program Type
Bachelor of Science

Propose Program Moratorium?
No

Effective Catalog
2026-2027

Effective Term
Fall 2026

College
Natural Sciences, Mathematics, and Engineering

Department
Geology

Program Title
Environmental Science

Program Code
49011

CIP Code
30.4101 - 30.4101

Academic Career
Undergraduate

Support Type
State Support

Delivery Format
Hybrid

Is the proposed program subject to WASC Substantive Change?
No

Program Overview and Rationale

Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.
PURPOSE AND STRENGTHS
The purpose of the proposed BS in Environmental Science is to fill an important gap in science, technology, engineering, and mathematics (STEM) programs offered at CSUB, and to offer students the opportunity to obtain the interdisciplinary skills and knowledge necessary for employment infields related to environmental science. The BS in Environmental Science would be designed for students interested in environment-related issues, including water, energy, climate change, natural resources, and pollution. This degree program would focus on interdisciplinary, experiential learning in the natural sciences. The proposed program thus provides an essential, rigorous foundation in the scientific skills needed for environmental science careers. It also provides the greatest flexibility in elective courses of any environmental science program offered in California. This flexibility allows students to shape their coursework and experiences to reflect their interests and career goals.

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

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

Program Description (i.e. Catalog Description)

Program Description

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

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

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

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

Program Requirements

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

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

[1]
- Some General Education requirements are covered within the major and cognates.
  - Subject Area 2, 5A, 5B, and 5C
- Some Campus Requirements are satisfied in the major and cognates.
  - Capstone

[2] General Education courses for Upper Division Areas 3 and Upper Division Area 4 that are particularly relevant to the Bachelor of Science in Environmental Sciences:
- Upper Division Areas 3 (3 units are required for GE)
  - COMM 3089 Communication and the Environment
  - ENGL 3268 Writing Nature: Literature and the Environment
  - HIST 3258 The American Environment
  - PHIL 3368 Environmental Philosophy
- Upper Division Area 4 (3 units are required for GE)
  - ECON 3418 Energy Economics and Policy
  - ECON 3508 Environmental Economics
  - SOC 4008 Society and the Natural Environment

[3]
- Select a minimum of 20 units in any combination of:
  - natural science (GEOL, BIOL, CHEM, PHYS), mathematics (MATH), engineering (ENGR), computer science (CMPS), or public health (PH) disciplines, with at least 12 units from upper division courses.
- Students should check with their advisors about prerequisites for interdisciplinary elective courses. GE courses are not acceptable as interdisciplinary electives. Courses required for the Environmental Science B.S. degree (including cognates) cannot be counted as interdisciplinary electives. A maximum of four (4) units of research may be applied toward interdisciplinary elective requirements.

[4] The minimum acceptable GPA for these 73 units is 2.0
[5] American Institution - Government (American & Constitutional Ideals) satisfies one course of the two required in Subject Area 4.

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

Program Learning Outcomes

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

PLO 1: Utilize the scientific method and integrate the fundamental principles of geology, biology, chemistry, and physics to address complex environmental issues.
- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 6. Goal 6: Students will develop a well rounded skill set.

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

PLO 2: Be able to work individually and collaboratively in the collection, organization, analysis, and interpretation of environmental datasets in both field and laboratory settings.
- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

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

PLO 3: Recognize the interactions and feedbacks between human activities and the natural environment at the local, national, and global scales.
- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

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

PLO 4: Communicate effectively about environmental issues to both scientific and general audiences in written, oral, and visual formats.
- 1. Goal 1: Critical reasoning and problem solving skills
- 2. Goal 2: Oral and written communication
- 6. Goal 6: Students will develop a well rounded skill set.

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

PLO 5: Demonstrate interdisciplinary knowledge and skills appropriate for graduate school or a career in environmental science.
- 1. Goal 1: Critical reasoning and problem solving skills
- 2. Goal 2: Oral and written communication
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

Learning Outcomes Display (show only)

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

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

Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map
Curriculum Map Matrix.pdf

Attach 5 Year Assessment Plan
Comprehensive Assessment Plan and 5-yr Schedule.pdf

Does the program use courses offered by other programs?
Yes

Affected Departments

Department
Biology
Chemistry and Biochemistry
Mathematics
Physics and Engineering
Public Health
Economics
Computer & Electrical Engr & Computer Science

Attach letter of support from relevant department(s)
Letters of support from relevant Departments .pdf

The total number of units required for graduation (not just the total for the major):
120

Does this baccalaureate program require more than 120-semester units?
No

Does this program have any concentrations or emphasis planned under the proposed major?
No

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

NONE

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

3-yr Teaching Plan.pdf

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

0

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

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

Academic Roadmap Attachment

Roadmaps Environmental Science.pdf

Does this program change create new alignment with an ADT?

No

Is this program:

Currently accredited

Describe how accreditation requirements will be met, if applicable.

No specialized accreditation is required for this program.

Student Demand

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

Included among other strong evidence for student interest in a BS in Environmental Science is the data from a similar program that was recently launched at the CSU campus closest to CSUB: CSU Northridge, 99 miles to the south of CSUB. The Department of Geological Sciences at CSU
Northridge started a BA in Environmental Science in Fall 2022. They proceeded to triple the number of majors in the department over the next three years, from 46 total majors in Geology (31), Geophysics (6), and Environmental Science (9) programs combined in Fall 2022, to 144 total majors (104 in the Environmental Science program) in Fall 2024. Applicants to the program increased from 75 in Fall 2022 to nearly 300 in Fall 2024. The enrollment data are shown in the figure below. The BS in Environmental Science at CSUB is anticipated to have similarly high student demand.

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

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

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

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

Describe professional uses of the proposed degree program.

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

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

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

Anticipated Student Demand (Majors)

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

Attach documentation as needed:

Student demand graph.pdf

Societal and Public Need for the Proposed Degree Major Program

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

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

CSU San Marcos (213 mi)
Sonoma State (317 mi)

Describe differences between the proposed program and programs listed above.

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

• Focus on the geoscience aspects of environmental science. Many of the required courses in the proposed degree program are geological science courses (e.g., covering hydrogeology, soil science, geochemistry, energy issues). In contrast, the existing environmental science programs include geosciences but often focus more on the biological, chemical, and/or social science aspects of the field. To emphasize the focus on geoscience, CIP code 30.4101 (Environmental Geoscience) is suggested for the proposed program. According to nces.ed.gov, the only other institution in California using the Environmental Geoscience CIP code for their program is University of the Pacific.

• Flexible choice of interdisciplinary elective courses. Environmental science is an extremely broad, interdisciplinary, and applied field. The curricula for existing environmental science programs are likewise broad, but often include only a narrow suite of course offerings, limiting student choice and disciplines covered (see the previous point). However, having the option to explore a wider array of appropriate scientific topics related to environmental science beyond the core requirements can enhance student interest and result in a more broadly trained cohort. To accommodate the interests of as many students as possible and to generate a broadly trained workforce with a rigorous core of skills and training, the proposed program allows students to select from a wide list of elective courses in related fields. This program design allows students to customize their experience to best achieve their career goals, match their topical interests, and enhance their individual strengths, while having robust interdisciplinary qualifications for environmental science jobs and graduate programs.

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

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

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

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

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

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

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

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

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

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

California Department of Conservation

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

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

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

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

Daniel Steward
Iron Horse Consulting

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

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

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

Grant Obenshain
Senior Oil and Gas Engineer
California Department of Conservation

Provide applicable workforce demand projections and other relevant data.

Workforce demand.docx

Existing Support Resources for the Proposed Degree Major Program

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

Department of Geological Sciences Faculty with primary Environmental Science responsibilities:

• Jason Cotton, Lecturer, MS Geology 2018, BSIT 2004, CSUB faculty since 2019, specializes in data science, geographic information systems

• Robert Crewdson, Lecturer, PhD Geophysics 1976, CSUB faculty since 1991, specializes in geology, geophysics, geochemistry, hydrogeology

• Anna Cruz, Assistant Professor, PhD Geosciences 2016, CSUB faculty since 2021, specializes in environmental geochemistry, paleoclimatology

• Larry Drennan, Lecturer, MS 1979, CSUB faculty since 2017, specializes in petroleum geology, unconventional resource development

• Junhua Guo, Professor, PhD Geology 2012, CSUB faculty since 2014, specializes in sedimentology, paleoclimatology, geohazards

• Matthew Herman, Associate Professor, PhD Geosciences 2017, CSUB faculty since 2020, specializes in geodynamics, seismology, plate tectonics, numerical modeling

• Melissa Frank, Lecturer, JD 2004, CSUB faculty since 2011, Assistant General Counsel – Government Affairs at The Wonderful Company

• Alyssa Kaess, Lecturer, MS Geology 2016, CSUB faculty since 2020, specializes in reservoir analysis, mineralogy, sedimentology

• William Krugh, Professor, PhD Geosciences 2008, CSUB faculty since 2012, specializes in surface processes, tectonics, geomorphology, structural geology

• Katie O'Sullivan, Associate Professor, PhD 2013, CSUB faculty since 2015, specializes in mineralogy, petrology, planetary geology, volcanology

• Anthony Rathburn, Professor, PhD Geology 1992, CSUB faculty since 2016, specializes in micropaleontology, biogeochemistry, oceanography

• Liaosha Song, Associate Professor, PhD Geology 2018, CSUB faculty since 2018, specializes in carbon and hydrogen storage, petrophysics, geochemistry

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

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

• Centers of Research Excellence in Science and Technology (CREST) Lab: Modern, multi-purpose lab space for meetings, sample analysis, and computation

• Other Multi-Purpose Labs: Two additional lab rooms contain space for discussions, talks, equipment, sample analyses, and more

• Sample Preparation Lab: Multi-user lab for the preparation and analysis of rock, mineral, and soil samples

• Crushing Lab: Lab for cutting, crushing, and grinding of rock samples to liberate constituent minerals and particles

• Computer Lab: Room with (recently refreshed) computers for teaching and research

• Individual Research Labs: Labs designed for specialized equipment and analyses

• California Well Sample Repository: Well samples and data for applied courses and research

• Environmental Study Area: Outdoor classroom and outreach area on CSUB campus

• Energy Innovation Building: Labs for water and energy research, to be completed in 2027

• Cold Room Core Facility: Archive for sediment cores, used for education and outreach

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

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

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

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

• Zeiss Sigma 300 Field Emission Scanning Electron Microscope and Hitachi S3400N Variable Pressure Scanning Electron Microscope: chemical and microstructure characterization

• Panalytical Empyrean X-Ray Diffractometer: crystallographic and mineralogical analysis

• Rigaku Supermini200 X-Ray Fluorescence Analyzer: elemental characterization

• ICAP RQ Single-Quad Inductively Coupled Plasma Mass Spectrometer with ASX-560 Autosampler: isotopic and trace element analysis

• ABEM Terrameter SAS 300C Electrical Resistivity Meter: subsurface direct-current conductivity/resistivity analysis

• Emriver Em3 Stream Table with Adjustable Single-Tilt Base, K500 Advanced Flow Controller, and Color-Coded Media: teaching hydrologic processes including erosion, sediment transport, and deposition

• Wave Maker for Emriver Em3 Stream Table: teaching shoreline/wave processes including longshore drift, sediment delivery, and grain size sorting

• Augmented Reality Sandbox: teaching topography and surface flow processes

• Petrographic & Stereographic Microscopes: mineral, microstructural, and micropaleontological analysis

• Thin Section Lab: samples production for microscope analysis

• Computational Resources: workstations for high-performance computing tasks including image analysis, reservoir simulations, finite element modeling, and data inversion

• Geoscience Software: professional and research-grade GIS, petroleum reservoir, general computing, and other software

• Fossil Specimen, Rock, Mineral, and Map Collections

• Gilson Co. Direct Shear Machine: soil direct shear testing for quantification of soil mechanical properties

• Leica GS18 and GS18T Global Navigation Satellite System (GNSS) Receivers, Leica TS10 Manual Total Station, and Topcon Optical and Laser Levels: survey-grade equipment and software for precise geodetic positioning

• Sensefly eBee X Fixed Wing Unmanned Aerial System with Photogrammetric Camera: advanced 3D surface modeling

• DJI Mavic 2Pro Quadcopter Unmanned Aerial System: high-resolution photogrammetry

• Giddings Trailer Mounted Hydraulic Soil Sampling, Coring, and Drilling Machine: direct push and rotary drilling capabilities

• Malvern Mastersizer 2000: analysis of soil and sediment particle size distributions

• Worden Gravity Meter: subsurface density analysis

• Campus Water Well: hydrological teaching activities and research

• HP DesignJet T1700 PostScript Printer: map and poster printing

Additional Support Resources Required

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

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

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

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

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

Letter from CSUB Librarian.pdf

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

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

Self-Support Program Information

Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
No

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

The courses or program are primarily designed for career enrichment or retraining;
No

The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
No

The course or program is offered through a distinct technology, such as online delivery;
No

For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
No

For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
No

Specify how all required EO 1099 self-support criteria are met.
Not a self-supported program.

The proposed program does not replace existing state-support courses or programs.
No

Academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs.
No

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

Student per-unit cost:
0

Number of units producing revenue each academic year:
0

Total cost a student will pay to complete the program:
0

Revenue

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

Additional Revenue Sources

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

Direct Expenses

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

Indirect Expenses

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

Additional Questions

Is this program an accredited educator preparation program?
No

Do you want email notification when the course is fully approved?
No

Supporting Documentation
ENVI New Degree Proposal w Attachments - FINAL.pdf
Environmental Science BS.pdf
Support letter for BS in Enviromental Science.pdf

Key: 518

From:	Melissa Danforth
Sent:	Tuesday, October 7, 2025 9:01 PM
To:	Zachary Zenko; Senate Executive Committee Group
Subject:	RE: Possible Senate business from Provost's Council

Hi all,

When talking to Katie earlier, I realized I may have misheard when Chris said the current Qualtrics license cost, and maybe it was only a 10k increase, instead of the massive increase I thought I'd initially heard. In any case, the Tableau license renewal proposal is more than 3x the cost of the Qualtrics one, and talking to Chris, it sounded like he's asking for more budget to keep Qualtrics as academically necessary for the March 2026 renewal. That gives us time to discuss alternatives with a wider audience, if ITS can renew through March 2027.

For the online SOCIs, I only received the summary report for my summer online class. I did not receive the individual responses for Summer 2025, although looking further back, I did receive the individual responses for my Fall 2024 class. We'd requested that both the summary report and individual reports be returned to faculty members when we ok'd the new paper forms, but it looks like there are still issues to work out with that process.

Melissa

From: Zachary Zenko <zzenko@csub.edu>
Sent: Tuesday, October 7, 2025 7:53 PM
To: Melissa Danforth <mdanforth@csub.edu>; Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>
Subject: Re: Possible Senate business from Provost's Council

Hi all,

That is very concerning regarding Qualtrics. Dr. Marianne Wilson would know more, but I would estimate that about 80% of research with human participants (including graduate student research) involves Qualtrics. Maybe more. Most of my research would come to a halt.

Perhaps there are other options to explore, like different license types, or open source statistical analysis software (e g., JASP, Jamovi, r) instead of SPSS. I am not sure if that is a csub license or chancellor's office license.

Regarding online SOCIs, I thought ITS is now in the practice of sharing individual responses as well as the overall summaries?

Just some thoughts. I am sure some of this can wait as we address other pressing concerns.

Thank you

ZACHARY ZENKO, PH.D., FACSM, PAPHS
He/Him/His

Associate Professor
Graduate Program Director, MS in Kinesiology
Department of Kinesiology
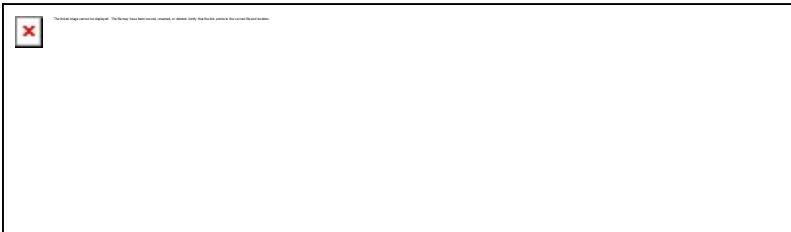(661) 654-2799
Office: EDUC 149
Zoom Link

Fall 2025 Office Hours
Mondays: 2:30 to 3:30 pm
Tuesdays and Thursdays: 1:30 to 3:30 pm
or by appointment

California State University, Bakersfield
Mail Stop: 22 EDUC
9001 Stockdale Hwy
Bakersfield, CA 93311

Essentials of Exercise and Sport Psychology: An Open Access Textbook

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 <mdanforth@csub.edu>
Sent: Tuesday, October 7, 2025 3:45 PM
To: Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>
Subject: Possible Senate business from Provost's Council

Hi all,

I just came out of Provost's Council and there were several items we'll need to discuss in future EC meetings to see if a referral is needed.

SOCI modality:
Paper SOCIs are becoming increasingly expensive, both in terms of costs for purchasing the materials and people-hours in processing the materials. I said that online SOCIs aren't a substitute for paper SOCIs since the individual responses are not preserved. ITS will look into the SOCI report to see if they can generate the individual responses along with the summary. There was also discussion about the low response rate for online SOCIs, and how that would need to be addressed.

Rising software costs:

Multiple software packages up for renewal are having drastic increases in costs. The full group primarily discussed Qualtrics, which is quadrupling in costs for the March renewal. I spoke with Chris afterwards and he also said that the costs for Slack and Tableau are going up. Along with this would probably need to be a discussion with the Library about database costs.

Email limits:
I spoke with Chris after the meeting, and he said that students are limited to 50 recipients on an email, but there are no limits for faculty members. Chris said the idea has been brought up before to address cybersecurity concerns (such as someone's account being compromised and use to mail out spam), but there was push-back on limiting how many recipients could be on an email from a faculty member. We discussed certain cases where a faculty member might need to email a large group, such as emailing a large class or all students in a specific major. For the later, Chris was open to ITS creating mailing lists for students in each major, similar to what they have created for colleges to facilitate academic administrator reviews.

On a purely informational front, WASC did change their accreditation standards to remove DEI language. And there have been some inconsistencies with how ASCs have done schedule build (putting specific section information into myCSUB), which includes inconsistencies in overriding the default CS#, so they're looking into providing more training for ASCs in this area.

Melissa

--
Dr. Melissa Danforth (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/

Katherine Van Grinsven

From:	Melissa Danforth
Sent:	Monday, October 27, 2025 5:14 PM
To:	Elizabeth Adams; Katherine Van Grinsven
Subject:	Re: BS Mechanical Engineering proposal for Senate consideration
Follow Up Flag:	Follow up
Flag Status:	Flagged

Hi Elizabeth,

Is Jane wanting this available for Spring 2027 applicants in CSU Apply? I don't think that timeline will be feasible. CSUApply for Spring term usually opens in August of the preceding year, but needs to be active a few months before that for CSU Apply to pick it up (I forget the exact turn-around time).

I don't see this making its way through all the way through Chancellor's Office approval by Spring. Maybe there's a waiver to recruit while waiting for CO approval though. Even Fall 2027 will be a tight turn-around time, given that it will open on CSUApply in October 2026.

The mention of ABET though makes me wonder if NSME Curriculum Committee evaluated the degree with respects to the ABET curriculum requirements for a Mechanical Engineering program. They are different than the requirements for an Engineering program, and not really something Senate should be having to check (other than to ask if the lower levels confirmed compliance).

Melissa

From: Elizabeth Adams <eadams6@csub.edu>
Date: Monday, October 27, 2025 at 4:43 PM
To: Melissa Danforth <mdanforth@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: BS Mechanical Engineering proposal for Senate consideration

Hi—

The BS in Mechanical Engineering has passed the NSME processes and is ready for referral to Senate/Standing Committees.

Jane Dong did let me know that the ABET accreditation would benefit from this proposal being available to new transfer students in Spring 2027. I don't know how realistic it is for the proposal to be approved this term, but wanted to let you know of her request to expedite.

https://next-catalog.csub.edu/programadmin/

Proposal 09101

Elizabeth

Report from the Budget and Planning Committee of the Academic Senate

The Budget and Planning Committee (BPC) met October 30, 2025. N. Hayes presented on the University Budget Book which, with exception of the ongoing financial audit of Athletics, is now available on the Budget Central website via the link at the bottom of the campus homepage.

The committee devoted the majority of their time to discussing draft resolutions for the following referrals before forwarding them to the Academic Affairs Committee:

- Referral #2025-2026 18 Special Review Committee for Anthropology
- Referral # 2025-2026 12 Proposal for New Concentration MPA HCM
- Referral #2025-2026 13 Proposal for New Concentration MPA NPM
- Referral #2025-2026 07 Proposal to Rename the Computer Science Information Security Concentration
- Referral #2025-2026 09 Proposal for New Minor in Applied Mathematics

The committee also began its review of the draft Academic Calendar for 26/27.

Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics

RES 252606

EC

RESOLVED: That the Academic Senate of California State University, Bakersfield calls for a CSU Chancellor's Office Investigation into the sequence of events surrounding recent incidents within the Department of Athletics;

RESOLVED: that the investigation shall focus on due process and fact-finding and the verification of a complete and accurate timeline of events, including administrative response, related to the recent incidents in Athletics and associated personnel within the past twelve months;

RESOLVED: that the investigation shall include, but not be limited to, determining when the University President and other administrators became aware of potential criminal activity, whether University policies were followed, and whether adequate and timely reporting of incidents occurred;

RESOLVED: that, to the extent legally and ethically possible and permissible, findings of the investigation shall be transparent and publicly reported to ensure institutional accountability and restore trust in the integrity of University governance and Athletics oversight.

RATIONALE: Accurate, verifiable information is essential for the Academic Senate and the University community to make fully informed decisions regarding accountability and institutional integrity. Incomplete or inaccurate information undermines confidence in leadership and the shared governance process. Incomplete or inaccurate information creates an environment where rumors and speculation can flourish.

A Chancellor's Office investigation—free from internal influence—is necessary to establish a clear, factual record of what occurred, when it occurred, and who was informed. Administrators and personnel who failed to fulfill their duties must be held accountable; however, such actions must not be rushed or driven by speculation, rumor, or bias. Only a thorough, impartial investigation can ensure fairness, transparency, and the restoration of trust in University processes.

Distribution List:

CSUB President
Provost and VP Academic Affairs
Campus Faculty
Campus Staff
Campus Students
CSU Board of Trustees
Chancellor Garcia
The Academic Senate of the California State University

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

The Unit RTP and PTR Committee Composition Process and Related Handbook Changes

RES 252610

FAC

RESOLVED: That the Handbook sections in this resolution replace sections <mark>305.6.1, 305.6.2, 305.6.3, 305.6.4, 306.3.</mark>

RESOLVED: The following changes be made to the University Handbook (additions in bold underline, deletions in strikethrough).

RATIONALE:

This resolution makes comprehensive revisions to University Handbook Sections <mark>305.6.1, 305.6.2,</mark> <mark>305.6.3, 305.6.4, and 306.3</mark> to clarify, modernize, and harmonize the processes governing faculty evaluation, promotion, tenure, and post-tenure review (PTR). The changes address several longstanding issues identified in three Academic Senate referrals spanning 2024–2026, which called for clearer election procedures, consistent expectations, and correction of omissions introduced by prior revisions.

Referrals 2024–2025 #34 and 2025–2026 #05 requested that the Faculty Affairs Committee review ambiguities in the election process for Unit RTP Committees. The FAC discussed:

- Whether all eligible faculty appear on ballots,

- Who is eligible to vote,

- How candidates may influence committee composition,

- The voting and composition process, and

- What to do when a committee cannot be amicably constituted

The revised language addresses these issues by establishing candidate-specific committees. Each faculty member under review (the "candidate") will have a separate Unit RTP Committee constituted for their individual case. This ensures fairness, avoids conflicts of interest, and prevents the invalidation of multiple reviews when one committee is improperly formed. The new structure enables flexibility (since membership can overlap across candidates), while reinforcing accountability (each committee is formally constituted and documented separately).

The revisions also codify:

- Ballot transparency: All eligible tenured faculty must appear on ballots.

- Voting eligibility: All probationary and tenured faculty may vote in their unit's RTP elections.

- Candidate agency: Candidates may appoint one additional eligible faculty member to their own committee for unstated reasons, creating a limited but meaningful mechanism to ensure trust and fairness.

- Conflict resolution: The University Review Committee (URC) now serves as the arbiter if a unit cannot form a compliant committee, ensuring continuity and preventing procedural gridlock.

These provisions create consistency across colleges and departments and protect both candidates and evaluators from potential conflicts, procedural invalidations, and perceptions of inequity.

The new model introduces workload equity expectations, recognizing that in larger departments, some faculty may be disproportionately burdened by multiple committee assignments while others serve rarely or not at all. The revised language clarifies that:

- All eligible tenured faculty not in FERP or on sabbatical are expected to serve on at least one Unit RTP Committee, if elected.

- Service obligations should be distributed equitably across faculty members.

- Faculty on FERP or sabbatical may serve but are not required to.

This codifies a principle of shared governance with equitable service, balancing institutional needs with faculty workload fairness.

Section 306.3 (Post-Tenure Review) is revised to align with the new RTP framework. Like RTP, PTR now uses candidate-specific committees and applies identical eligibility, election, and conflict resolution rules. This ensures procedural consistency across all faculty review processes and reduces confusion.

PTR committees now:

- Follow the same rank and eligibility requirements as RTP committees.

- Allow people who are undergoing PTR to serve on other committees.

- Allow one candidate-appointed member.

- Use identical evaluation standards and confidentiality expectations.

- Utilize the same appeal process through the URC.

This harmonization corrects inconsistencies between RTP and PTR processes and simplifies policy administration for deans, faculty affairs staff, and reviewers.

Referral 2025–2026 #25 identified that language adopted in RES 222309 (The Personnel Action File and the Working Personnel Action File) was unintentionally excluded from the version that was created by RES 222335 (RTP Evaluation Letters)

This resolution reincorporates the omitted provisions by requiring:

- Each committee member to review the WPAF and sign the WPAF access sheet.

- All evaluations to be based solely on the materials contained in the PAF, WPAF, and approved Unit RTP Criteria.

This correction aligns University policy with the Collective Bargaining Agreement (CBA), which stipulates that personnel recommendations and decisions must be based on the Personnel Action File (CBA 15.12c).

To eliminate ambiguity, the revisions explicitly prohibit individuals serving in administrative roles—including deans, associate deans, assistant deans, MPPs, or members of the URC—from serving on Unit RTP or PTR Committees.

This maintains independence of review and avoids any perception of administrative influence over peer evaluations.

The revision also reinforces rank requirements: committee members must hold a higher academic rank than the candidate under review (except when the candidate is already at the top rank). This preserves hierarchical fairness

Language in 305.6.3 and 305.6.4 (Evaluation and Recommendation) codifies professional expectations of:

- Confidentiality in deliberations,

- Fairness and impartiality in evaluation,

- Majority vote rules (with abstentions counting as negative votes),

- Requirements to base evaluation on the contents of the PAF and WPAF,

- Requirements for minority reports and collective certification of their review, and

- Candidate rights to rebuttal and inclusion of responses in the official PAF.

  These standards are reinforced across RTP and PTR processes, ensuring uniformity and procedural justice. The revised sections establish clear procedural deadlines and administrative responsibilities:

- Department chairs must submit lists of all Unit RTP and PTR Committees to the college dean two weeks before each review cycle begins.

- Faculty Affairs will define the start of the review cycle as the date when committees gain access to WPAFs.

  This creates a predictable, auditable timeline that helps ensure compliance and prevents review delays or invalidations caused by unclear or inconsistent administrative practices.

  Over time, multiple resolutions (RES 222309, RES 222335, RES 242515, etc.) introduced overlapping or partially inconsistent revisions to Sections 305 and 306. The present resolution consolidates these disparate changes into a comprehensive, internally consistent policy that reflects the current best practices of faculty evaluation.

  By revising Sections 305.6.1, 305.6.2, 305.6.3, 305.6.3, 306.3, this resolution:

- Corrects internal inconsistencies across units and committees,

- Clarifies expectations for both faculty and administrators,

- Improves Handbook organization and clarity,

- Incorporates previously approved but omitted language,

- Ensures alignment with the CBA and campus-level policy,

- And establishes a sustainable framework for equitable and fair evaluation

Distribution List:
    President
    Provost and VP for Academic Affairs
    AVP for Faculty Affairs
    University Review Committee
    College Deans
    Dean of Libraries
    Department Chairs
    General Faculty

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

305.6.1   Election and Composition of the Unit RTP Committee *(revised 2023-2024)*.
The academic deans will be responsible for ensuring that departments are in compliance with this section. To ensure that the unit committee is appropriately constituted, the department will submit to the dean, at least three weeks before the beginning of a review cycle, a list of members of the Unit RTP Committee.

If a unit committee is inappropriately constituted, the review(s) performed by that committee is (are) null and void. The review level that discovers the violation will notify the department that it must reconstitute the Unit RTP Committee so that it can reevaluate the file(s).

a. The probationary and tenured faculty of each unit shall elect a committee from among its tenured members for the purposes of evaluating and recommending faculty for retention, the award of tenure, and/or promotion. Tenured faculty enrolled in the Faculty Early Retirement Program (FERP) are eligible to serve, in accordance with their FERP contracts but may decline such service. If elected, eligible tenured members not in the FERP are obligated to serve. Faculty serving as President of the CFA, Director of the Teaching and Learning Center, or Director of Assessment are not eligible to serve on a Unit RTP Committee.
b. At the candidate's discretion, for unstated reasons, the candidate may request a specific eligible member from within or outside the unit to serve as an additional member of the committee. This member serves in addition to the three or more faculty elected by the unit. The requested member shall serve as a voting member of the unit RTP committee for the requesting faculty case only. Such members shall not participate in the review of any faculty except those who have requested their service.
c. A faculty with a formal joint appointment shall have, at the time of appointment, designated the unit to conduct their review.
    i. A faculty with a formal joint appointment shall have the right to participate in the elections of both the unit RTP committee of the designated unit and that of the other unit.
    ii. When reviewing a faculty holding a formal joint appointment, one or two members selected by and from the secondary unit RTP committee shall augment the designated unit RTP committee.
d. The unit RTP committee shall consist of no fewer than three (3) full-time tenured faculty. If a unit has fewer than three members qualified to serve on the committee, all eligible members from the unit are expected to serve on the committee. The probationary and tenured faculty shall elect one or more eligible committee members from other units to fill the remaining positions on the unit committee up to a total number of 3 members. The outside member(s) shall have the same responsibilities as all such committee members.
e. With respect to librarians and counselors, the word "unit" as used in this section of the Handbook refers to the library and the counseling center, respectively, as the administrative unit for the election of a unit RTP committee.
f. Except in cases of probationary faculty already at the top rank (professor or equivalent), in promotion and tenure considerations, members of the unit RTP

committee must have a higher rank than those being considered for promotion or tenure.

g. Faculty may serve on the review committee of more than one unit during a given RTP cycle.

h. Faculty members undergoing post-tenure review may serve on RTP committees unless they are requesting promotion during that academic year.

i. A unit chair submitting a separate evaluation and recommendation shall not serve on the unit RTP committee. The unit chair review shall be conducted independently and in parallel with the unit committee review.

j. A faculty serving as a dean (including assistant or associate dean) or as a member of the University Review Committee (URC) shall not serve on any unit RTP committee.

k. The unit RTP committee shall elect its own chair, who participates in the evaluation and votes on the recommendation.

305.6.1 Election and Composition of the Unit RTP Committee

A. **Candidate Definition**
   For purposes of this section, each faculty member submitting a Working Personnel Action File (WPAF) for review shall be referred to as the *candidate*. Candidates may refer to temporary or probationary faculty seeking retention, or faculty eligible for tenure and/or promotion.

B. **Candidate-Specific Committees**

   A separate Unit RTP Committee shall be constituted for each candidate under review. If there are multiple candidates within a unit in a given review cycle, each candidate shall have a distinct committee. In practice, committee membership will overlap (i.e., one faculty member may serve on multiple Unit RTP Committees). Although each Unit RTP Committee is treated separately, they are not necessarily mutually exclusive in terms of membership. The following considerations necessitate this practice:

   I. **Conflicts of Interest**: Faculty members with a conflict of interest may be excluded from one committee without affecting the review of other candidates (see Handbook Section 301.4 and Appendix J).

   II. **Candidate-Appointed Members**: Each candidate may appoint one additional eligible member. This appointment is candidate-specific and requires distinct committee formation.

   III. **Rank Requirements**: Members must hold a higher rank than the candidate (except probationary faculty at the top rank). Eligibility may differ by candidate.

   IV. **Chair Restrictions**: A Unit Chair may not serve on a candidate's committee if submitting a separate chair evaluation. Eligibility is determined on a per-candidate basis.

   V. **Committee Size and Composition**: Minimum size and outside member requirements may vary depending on candidate appointments and availability.

VI. **Appeal Rights**: If the University Review Committee determines that a committee was improperly constituted, only that candidate's committee must be reconstituted.

VII. **Professional Expectations**: Deliberations, votes, and minority reports are to be based solely on the candidate's Personnel Action File (PAF), Working Personnel Action File (WPAF), and Unit RTP Criteria. Maintaining distinct committees ensures focused and equitable evaluations.

VIII. **Workload Equity**: Forming candidate-specific committees distributes service obligations more equitably across tenured faculty, particularly in larger units. Because it is unfair to obligate one faculty member to serve on many committees while others serve on none, it is recommended that units determine how to equitably distribute service on Unit RTP committees.

IX. **Shared Responsibility in Larger Units**: In departments with many tenured faculty, candidate-specific committees prevent the same individuals from serving on every review, thereby balancing workload.

X. **Equity in Additional Member Influence**: The impact of a candidate-appointed member differs depending on committee size. In a three-member committee, one additional member represents 25% of the vote; in a seven-member committee, that same additional member represents only 12.5%. Forming candidate-specific committees provides consistency and fairness in representation across small and large units.

C. **Submission of Committee Membership Lists**

The Department Chair shall submit to the college dean and the candidate under review a list of Unit RTP Committees and their members no later than two (2) weeks prior to the start of each review cycle, as defined by the Office of Faculty Affairs. The start date shall be defined as the date committees receive access to candidate files (WPAFs). The dean shall request chair appointment from the candidate; if there is no preference, the unit committee shall determine a chair from among the elected or appointed members.

D. **Eligibility to Serve**

I. All tenured faculty within a unit are eligible to serve on a Unit RTP Committee, with the exception of faculty on the University Review Committee (URC), who shall not serve on Unit RTP Committees.

II. Tenured faculty are eligible to serve on multiple Unit RTP Committees.

III. Faculty members in the Faculty Early Retirement Program (FERP) or on sabbatical may serve but are not required to do so.

IV. Tenured faculty not in FERP and not on sabbatical are obligated to serve on at least one Unit RTP Committee, if elected by the majority of probationary and tenured faculty from within the unit (see Handbook Section 305.6.1.G: Nomination and Election Process).

V. Faculty undergoing post-tenure review may serve on Unit RTP Committees and post-tenure review committees.

VI. The Unit Chair may not serve on the Unit RTP Committee if they also submit a separate chair evaluation.

VII. Faculty serving in any administrative capacity, including as a dean, associate dean, assistant dean, or Management Personnel Plan (MPP) employee, as well as members of the University Review Committee (URC), may not serve on a Unit RTP Committee.

VIII. For unstated reasons, the Associate Vice President for Faculty Affairs may determine that other faculty are ineligible to serve.

E. **Rank Requirements**
Except in cases where candidates are already at the top rank (Professor or equivalent), members of the Unit RTP Committee must hold a higher rank than the candidate under consideration.

F. **Composition**

I. A separate committee shall be constituted for each candidate under review. Membership of each committee shall be determined according to the eligibility and election procedures outlined in this Handbook.

II. If a unit has fewer than three eligible faculty, all eligible members of the unit must serve, and additional members shall be elected from other units until the committee reaches three (3) members.

III. Outside members shall have the same responsibilities and rights as all committee members.

G. **Nomination and Election Process**

I. Each Unit RTP Committee shall have three (3) elected members.

II. Any eligible faculty member may nominate themselves or be nominated by a candidate under review.

III. All eligible faculty members who are not participating in the Faculty Early Retirement Program (FERP) shall nominate themselves to serve on at least four Unit RTP Committees per review cycle, unless the Unit requires fewer than four committees. In such cases, eligible faculty shall nominate themselves to serve on all Unit RTP Committees established for that cycle.

IV. Faculty in FERP or on sabbatical are not obligated to nominate themselves or serve on a Unit RTP Committee, but may choose to serve (see University Handbook Section 305.6.1.D: Eligibility to Serve).

V. All probationary and tenured faculty in the unit may vote on committee membership.

VI. If more than three (3) eligible members express interest, the election shall be conducted by secret ballot.

1. One election shall be held per candidate.

2. The three members with the most votes shall be elected to the Unit RTP Committee.

3. The election shall be coordinated by an administrative support coordinator or the Dean's office.

VII. The candidate shall be given the choice to select the Unit RTP Committee chair from among the elected or appointed members. If there is no preference, the unit committee shall determine a chair from among the elected or appointed members. However, if a faculty member is already serving as Chair on four or more committees during the same RTP cycle (see Handbook Section 305.6.2), they may decline to serve as Chair for additional committees.

H. **Candidate-Appointed Member**

I. At their discretion, and for unstated reasons, a candidate may appoint one (1) additional eligible member from within the unit, college, or related discipline. This is optional, and not required. Members of the URC cannot be appointed.

II. This appointment raises the committee membership to four (4).

III. The appointed member shall serve as a voting member only for the case of the appointing candidate.

IV. A faculty member may decline appointment if they are the only tenured faculty member available to serve on their unit RTP Committee. All other eligible faculty members are obligated to accept appointment. Faculty candidates should engage in consultation with the potential appointee before appointing them.

I. **Conflict Resolution**
If a candidate believes that their Unit RTP Committee was improperly constituted, they may appeal to the Chair of the University Review Committee (URC). If the URC determines the committee was formed inappropriately, it shall direct the unit to reconstitute the committee following correct procedures.

If a Unit is unable to amicably establish a Unit RTP Committee in accordance with these guidelines, the University Review Committee (URC) shall determine the membership of the Unit RTP Committee. The URC may appoint eligible faculty members to serve as necessary to ensure the committee is properly constituted. Faculty shall be obligated to serve if appointed by the URC.

~~**305.6.2 Term of Service on the Unit RTP Committee**~~
~~The term of service on a unit RTP committee shall be for one (1) RTP cycle of the review process. There are three RTP cycles during each academic year:~~

- ~~Fall review of second-year probationary faculty;~~
- ~~Fall review of 3rd through 6th-year probationary faculty and tenured faculty requesting consideration for promotion; and~~
- ~~Spring review of first-year probationary faculty and temporary faculty. Refer to~~ https://www.csub.edu/facultyaffairs/RTP/index.html

305.6.2 Term of Service on the Unit RTP Committee

I. The term of service on a Unit RTP Committee is one (1) review cycle.

II. There are three review Unit RTP cycles each academic year:

1. **Fall 1:** Review of second-year probationary faculty.

2. **Fall 2**: Review of third- through sixth-year probationary faculty, and of tenured faculty requesting promotion.

3. **Spring**: Review of first-year probationary faculty and temporary faculty.

III. Faculty may serve on multiple Unit RTP Committees within a given year.

305.6.3   Evaluation and Recommendation by the Unit Committee
While faculty and students may contribute to the deliberations concerning a faculty, only unit RTP committee members shall participate in forming the written performance evaluation and recommendation.

A. The views expressed by individual members of the unit RTP committee during the committee's deliberations shall be confidential.
B. It is a professional expectation that each Unit RTP Committee member:
     I.   Reviews the candidate's Personnel Action File (PAF), Working Personnel Action File (WPAF), and the approved Unit RTP Criteria.
    II.   Signs the PAF and WPAF access sheet.
   III.   Bases their evaluation and votes solely on the materials presented in the Personnel Action File (PAF), the Working Personnel Action File (WPAF), and the approved Unit RTP Criteria (see University Handbook sections 305.4.2.4 and 305.4.2.5).
    IV.   Maintains fairness, impartiality, and confidentiality throughout the review process.
C. The unit RTP committee shall prepare a written evaluation and recommendation based on information in the PAF and WPAF. The evaluation shall address the criteria within the relevant unit RTP criteria document and clearly state whether expectations have been met within each area. When a committee determines expectations are not met in an area, an explanation for this evaluation shall be provided. The evaluation and recommendation shall be approved by a simple majority of the full committee. An abstention shall count as a negative vote.
D. All committee members shall sign the unit RTP committee evaluation and recommendation as an indication of their participation in the evaluation process. Any member of the unit committee may submit a minority report. If any minority reports are submitted, a cover sheet signed by all committee members shall be included to indicate that they have reviewed the minority report(s).
E. The RTP file, including evaluations and recommendations from the unit committee and from the unit chair (if provided), shall be forwarded to the dean.
F. Faculty candidates may submit written responses or rebuttals, in accordance with the Collective Bargaining Agreement.
G. All evaluations and any faculty response shall be placed in the candidate's Personnel Action File (PAF).

305.6.4   Evaluation and Recommendation by Unit Chair

The chair may make a separate written evaluation and recommendation as part of the performance review. If such is the case, the chair shall not serve as a member of the candidate's unit RTP committee. The separate chair evaluation shall be based solely on the materials presented in the PAF and WPAF.

306.3 Post-Tenure Review

a. For the purpose of maintaining and improving a tenured faculty's effectiveness, tenured faculty shall be subject to periodic performance reviews at intervals of no greater than five (5) years.

b. Each unit shall determine explicate criteria for post-tenure review of faculty (including Associate Professors, Associate Librarians, or Associate Counselors) provided that, at minimum, the criteria include faculty teaching performance, scholarship, service (as appropriate to their appointment), and currency in the field appropriate to university-level expertise. Those units that do not specify criteria for evaluation shall follow the campus criteria used for retention, tenure, and promotion reviews.

c. A performance review for the purposes of promotion shall serve as the post-tenure periodic review.

d. Subject to approval by the appropriate dean, a faculty member may request an early review.

e. The PTR evaluation process shall be initiated by the Provost's Office by notifying faculty who are scheduled for post-tenure review. PTR Review shall be conducted during the fall semester.

f. The probationary and tenured members of the unit shall elect a post-tenure review committee to carry out the periodic review. The committee shall consist of no fewer than three (3) full-time tenured faculty of equal or higher rank than the individual being evaluated. If a unit has fewer than three members qualified to serve on the committee, all eligible members from the unit are expected to serve on the committee. The probationary and tenured faculty shall elect one or more eligible committee members from other units to fill the remaining positions on the committee up to a total number of 3 members. The outside member(s) shall have the same responsibilities as all such committee members.

g. At the candidate's discretion, for unstated reasons, the candidate may request a specific eligible member from within or outside the department to serve as an additional member of the committee. This member serves in addition to the three or more faculty elected by the unit. The requested member shall serve as a voting member of the unit PTR committee for the requesting faculty case only. Such members shall not participate in the review of any faculty except those who have requested their service.

h. The unit PTR committee shall elect its own chair, who participates in the evaluation and votes on the recommendation.

i. The committee evaluation and file shall be forwarded to the appropriate dean.

j. The unit chair may submit an evaluation as part of the post-tenure review, but then shall be ineligible to serve on the unit committee. The unit chair review shall be conducted independently and in parallel with the unit committee review.

k. Faculty who are undergoing post-tenure reviews shall not serve on any post-tenure review committee during that academic year.

l. A copy of each level's evaluation shall be sent to the faculty member who may comment on it in writing using the rebuttal process.

m. The school dean shall prepare a summary of the evaluations prepared during the periodic review. The school dean and the unit committee review chair shall meet with the faculty to discuss the evaluations and the summary. The faculty may submit a response to the written summary.

n. The written summary and the evaluations shall be placed in the faculty member's Personnel Action File (PAF) that is kept in the appropriate Dean's office. *(Revised 2023-2024)*

306.3 Post-Tenure Review

A. Purpose and Frequency

Post-tenure review (PTR) is conducted to maintain and enhance tenured faculty effectiveness. Reviews occur at intervals of no more than five (5) years.

I. Post-tenure review committees are responsible for evaluating tenured faculty candidates who are undergoing post-tenure review *without promotion.*

II. Promotion of tenured faculty shall ordinarily occur at the beginning of the sixth year after appointment to their current rank or classification.

1. If a candidate is requesting promotion, including early promotion, then they shall submit their WPAF to a Unit for review by a Unit RTP Committee; the Unit RTP Committee shall evaluate candidate's requesting promotion in accordance with the Unit RTP Criteria.

III. For purposes of this section, each tenured faculty member submitting a Working Personnel Action File (WPAF) for post-tenure review shall be referred to as the _candidate_.

B. **Candidate-Specific Committees**
A separate Post-Tenure Review (PTR) Committee shall be constituted for each tenured faculty member under review. If multiple tenured faculty are scheduled for PTR within a unit during a given cycle, each shall have a distinct committee. In practice, committee membership will overlap (i.e., one faculty member may serve on multiple Unit PTR Committees). Although each Unit PTR Committee is treated separately, they are not necessarily mutually exclusive in terms of membership. The rationale mirrors that of RTP committees and includes conflicts of interest, candidate-appointed members, rank requirements, chair restrictions, committee size and composition, appeal rights, workload equity, shared responsibility, equity in additional member influence, and the need for professional expectations to remain focused on a single case (see University Handbook Section 305.6.1.B).

C. **Criteria**
Criteria for Post-Tenure Review shall be in accordance with Handbook sections 305.4.2.4 and 305.4.2.5.

D. **Timing and Initiation**

I. The Provost's Office shall notify faculty scheduled for review during the fall semester of the academic year prior to when the review will take place. Notification shall clearly indicate whether faculty are eligible for promotion consideration, in which case a Unit RTP Committee will conduct the review for promotion consideration.

II. PTR reviews shall be conducted during the fall semester.

III. A review for promotion shall satisfy the five-year PTR requirement.

IV. With college dean approval, faculty may request an early review.

E. **Submission of Committee Membership Lists**
The Department Chair shall submit to the college dean and the candidate under review a list

of Unit PTR Committees and their members no later than two (2) weeks prior to the start of each review cycle, as defined by the Office of Faculty Affairs. The start date shall be defined as the date committees receive access to candidate files (WPAFs). The dean shall request chair appointment from the candidate; if there is no preference, the unit committee shall determine a chair from among the elected or appointed members.

F. **Eligibility to Serve and Rank Requirements**

    I.   The probationary and tenured faculty of each unit shall elect a PTR Committee consisting of no fewer than three (3) full-time tenured faculty. Except in cases where candidates are already at the top rank (Professor or equivalent), members of the Unit RTP Committee must hold a higher rank than the candidate under consideration.

    II.   All tenured faculty of appropriate rank within a unit are eligible to serve on a Unit PTR Committee, with the exception of faculty on the University Review Committee (URC), who shall not serve on Unit PTR Committees.

    III.   All eligible faculty members who are not participating in the Faculty Early Retirement Program (FERP) or on sabbatical shall nominate themselves to serve on at least four Unit Post-Tenure Review (PTR) Committees per review cycle, unless the Unit requires fewer than four committees. In such cases, eligible faculty shall nominate themselves to serve on all Unit PTR Committees established for that cycle. Faculty who are on FERP or sabbatical are not required to nominate themselves.

    IV.   Faculty undergoing post-tenure review may serve on Unit RTP Committees and post-tenure review committees.

    V.   The Unit Chair may not serve on the Unit PTR Committee if they also submit a separate chair evaluation.

    VI.   Faculty serving in any administrative capacity, including as a dean, associate dean, assistant dean, or Management Personnel Plan (MPP) employee, as well as

members of the University Review Committee (URC), may not serve on a Unit Post-Tenure Review (PTR) Committee.

VII.   For unstated reasons, the Associate Vice President for Academic Affairs may determine that other faculty are ineligible to serve.

G. Composition

I.   A separate committee shall be constituted for each candidate under review. Membership of each committee shall be determined according to the eligibility and election procedures outlined in this Handbook.

II.   All probationary and tenured faculty in the unit may vote on committee membership.

III.   If fewer than three members are eligible, outside members shall be elected until the committee reaches three (3). If a unit has fewer than three eligible faculty, all eligible members of the unit must serve, and additional members shall be elected from other units until the committee reaches at least three (3). Outside members shall have the same responsibilities and rights as all committee members.

IV.   If more than three (3) eligible members express interest, the election shall be conducted by secret ballot.

    1.   One election shall be held per candidate.

    2.   The three members with the most votes shall be elected to the Unit PTR Committee.

    3.   The election shall be coordinated by an administrative support coordinator or the Dean's office.

V.   The candidate shall be given the choice to select the Unit PTR Committee chair from among the elected or appointed members. If there is no preference, the unit committee shall determine a chair from among the elected or appointed members. However, if a faculty member is already serving as Chair on four or more personnel

committees during the same PTR cycle, they may decline to serve as Chair for additional committees.

H. Candidate-Appointed Member
At their discretion, and for unstated reasons, candidates may appoint one (1) additional eligible member from within the unit, college, or related discipline, raising the total to four (4). This is optional, and not required. Members of the URC cannot be appointed. The appointed member shall serve as a voting member only for the case of the appointing candidate. A faculty member may decline appointment if they are the only tenured faculty member available to serve on their unit RTP Committee. All other eligible faculty members are obligated to accept appointment. Faculty candidates should engage in consultation with the potential appointee before appointing them.

I. Conflict Resolution
If a candidate believes that their Unit PTR Committee was improperly constituted, they may appeal to the Chair of the University Review Committee (URC). If the URC determines the committee was formed inappropriately, it shall direct the unit to reconstitute the committee following correct procedures.

If a Unit is unable to amicably establish a Unit PTR Committee in accordance with these guidelines, the University Review Committee (URC) shall determine the membership of the Unit PTR Committee. The URC may appoint eligible faculty members to serve as necessary to ensure the committee is properly constituted. Faculty shall be obligated to serve if appointed by the URC.

J. Reports and Minority Opinions

I. It is a professional expectation that each Unit PTR Committee member:

1. Reviews the candidate's Personnel Action File (PAF), Working Personnel Action File (WPAF), and the approved Unit PTR Criteria.

2. Bases their evaluation and votes solely on the materials presented in the Personnel Action File (PAF), the Working Personnel Action File (WPAF), and the approved Unit PTR Criteria.

3. Maintains fairness, impartiality, and confidentiality throughout the review process.

II. Any committee member who disagrees with the majority recommendation may submit a minority report.

III. If minority reports are submitted, a cover sheet signed by all committee members shall be included to certify that all members have reviewed the minority report(s).

IV. Faculty candidates may submit written responses or rebuttals, in accordance with the Collective Bargaining Agreement.

V. All evaluations and any faculty response shall be placed in the candidate's Personnel Action File (PAF).

VI. The Dean shall prepare a written summary of evaluations and meet with the faculty member, accompanied by the PTR Committee Chair, to discuss the findings.

Establishing a Rubric for Sabbatical Applications

RES 252608

FAC

RESOLVED: The Academic Senate approves revisions to the University Handbook regarding Sabbatical Leave Applications. Deletions are in ~~strikethrough~~, and additions are in **bold and underlined.**

RESOLVED: The Office of the Provost and Office of Faculty Affairs will ensure that sabbatical application materials are made available at least 30 days prior to the application deadline for sabbatical leave and difference-in-pay leave.

RESOLVED: Application materials shall include the Faculty Information Bulletin, Application Cover Form/Routing Sheet, Procedures for Preparation of the Application, Sabbatical Report Cover Sheet, and Rubric (Appendix A).

RESOLVED: A list of eligible faculty and their sabbatical award history, list of sabbatical and difference-in-pay leave awards, and sabbatical leave financial form shall also be made available on the Faculty Affairs webpage.

RESOLVED: The attached rubric (Appendix A) shall be available on the Faculty Affairs webpage and used to determine sabbatical awards. Future modifications to the rubric shall require Academic Senate resolution.

RESOLVED: The AVP for Faculty Affairs (or designee) shall work with the Faculty Honors and Awards Committee to keep application materials current and facilitate sabbatical review.

307.2 Procedures for Preparation of Sabbatical Leave Application

The applicant shall inform ~~his/her~~ **their** chair and ~~school~~ **college** dean of the application for sabbatical leave and the proposed dates of absence. The application for sabbatical leave shall be evaluated by the Honors and Awards Committee (FHAC) in accordance with the established criteria and must contain the following information:

    a. Proposed Project
        1. The proposed project shall be one or both of the following **categories. These categories shall be considered equally**:
           a) A project of high quality and importance. This includes, but is not limited to, original research, a creative project, or the development of new academic skills;

     b) A study or travel of a kind and in an amount that will improve and update the applicant's professional capabilities. If the emphasis is a study, it must be related to the University's curriculum or to the applicant's professional development.

    2. A clear and detailed explanation of the proposed project, including the nature, scope, and means of implementation.

    3. The inclusive dates requested for the leave and, where appropriate, a timetable for the implementation of the proposal.

    4. If relevant to project completion, the location(s) where the project will be conducted. If travel is part of the plan, its usefulness and necessity must be clearly presented.

  b. Professional Productivity and Preparation

    1. A current vita containing evidence, where appropriate, of relevant education or research in the field of the proposed project, publications, or other professional accomplishments in the field of specialization.

    2. Where appropriate, what preparatory work has been completed specifically for this project, such as background reading, development of techniques, personal contacts, and tentative facility arrangements.

  c. Benefits to the University (in at least one of the following):

    1. The tangible results to be expected from the project. These may be in the form of publication, creative presentations, participation in seminars, conferences, program or curricular development.

    2. Benefits of the proposed project to the applicant as a teacher and benefits to students.

307.3 The Role of the Faculty Honors and Awards Committee (FHAC)

The FHAC shall review all sabbatical leave proposals and make recommendations regarding the awarding of leaves to the P&VPAA.

The proposal shall involve one or more of the following: scholarly research, scholarly and creative activity, instructional improvement, or faculty retraining.

They shall consider the potential relevance of the proposal and the subsequent service of the faculty member at this University relative to institutional and departmental mission, goals, and obligations. Among the factors which may be considered are professional development and renewal, improvement of teaching skills, development of a new academic program, and enhancement of the reputation of the University which may result from the leave.

The FHAC shall evaluate the proposals using a two-step process: (1) distinguish meritorious from non-meritorious proposals. Those deemed non-meritorious shall not be ranked, but will be returned to the proposer with comments for the possibility of revision and consideration for the following year; (2) rank all remaining proposals only on merit, allowing no ties. In addition to the assessment of project's merit, the FHAC will also assess the following:

a. The proposed project shall be one for which the applicant has:
   1. Acquired professional capabilities adequate to the task;
   2. Completed preparation and planning to undertake the project.
b. Results of the sabbatical shall benefit the University by one or more of the following:
   1. ~~Advanced~~ **Advancement of** scholarship by such means as publication, presentation at conferences or meetings, public performance or exhibition;
   2. Improving curriculum, developing new course(s) or program(s);
   3. Improving teaching **effectiveness**;
   4. Renewing professional skills.

307.3.1 Rubric for Sabbatical Leave Application and Feedback

The FHAC shall apply the approved rubric when evaluating applications.

307.3.2.1 Feedback on Sabbatical Leave Application
All applicants, whether meritorious or non-meritorious, shall receive structured written feedback based on the rubric above. Feedback shall identify the number of applicants and the number of awards for the application cycle. This feedback shall identify strengths of the proposal and areas for improvement. Applicants not awarded a sabbatical may revise and resubmit in a subsequent year, with the benefit of this feedback for proposal strengthening. Revision in response to feedback shall not be assumed to result in automatic award of sabbatical application.

RATIONALE: Sabbatical leave is one of the most important mechanisms available to faculty for professional development, renewal, scholarly productivity, and the advancement of teaching and learning at the University. To ensure that proposals are evaluated fairly and consistently, it is essential that clear, transparent criteria guide the Faculty Honors and Awards Committee (FHAC). The development of a rubric provides a standardized framework for evaluation designed to promote equity and consistency across disciplines, and to strengthen the integrity of the review process.

Providing written feedback to applicants enhances faculty development by identifying strengths and areas for improvement. This process will encourage faculty to submit stronger proposals in future cycles, increase the quality and impact of sabbatical projects, and expand the benefits to the University. The proposed revisions are therefore designed to enhance transparency, fairness, and continuous improvement in sabbatical leave procedures, in alignment with the University's commitment to faculty excellence.

Distribution List:
President
Provost and VP for Academic Affairs
Academic Senate
Faculty Honors and Awards Committee
College Deans
Dean of the Library
College Associate Deans
General Faculty

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

Appendix A: Rubric

The FHAC shall apply the following rubric when evaluating applications (approved by Academic Senate on <mark>XX/XX/XX</mark>):

Rubric for Evaluating Sabbatical Applications

Category: Proposed Project

Subcategory	Description	Exemplary	Proficient	Developing
1.1 Originality & Innovation	How creative, distinctive, or novel the project is in concept or approach.	41–50: Project presents a unique, innovative idea or approach; advances the field meaningfully.	21–40: Sound idea but moderately conventional or lacks clear innovation.	0–20: Little originality or creative merit; unclear purpose.
1.2 Methods & Design	Clarity, rigor, and appropriateness of the project's design, methods, or creative process.	41–50: Methods are well-defined, rigorous, and align logically with goals.	21–40: Methods partially developed or missing key details.	0–20: Methods vague, incomplete, or infeasible.
1.3 Feasibility & Scope	Realistic scale, timeline, and potential for completion within constraints.	21–25: Clear, realistic plan; timeline and resources fully support success.	11–20: Mostly feasible but scope or time may be optimistic.	0–10: Unclear or unrealistic scope; feasibility in question.
1.4 Contribution & Impact	The scholarly, creative, or applied significance of the project.	21–25: Clear, meaningful contribution to the field or broader community.	11–20: Moderate contribution or potential impact not well articulated.	0–10: Limited or unclear contribution.

Category: Professional Productivity and Preparation

Subcategory	Description	Exemplary	Proficient	Developing
2.1 Prior Productivity	Evidence of previous scholarly, creative, or professional output.	33–40: Strong, consistent record of high-quality work (publications, performances, grants, etc.).	16–32: Some relevant productivity; output inconsistent or moderate.	0–15: Minimal record of productivity or engagement.
2.2 Preparatory Work	Steps taken to lay the groundwork for the proposed project.	25–30: Substantial preparatory work completed; shows readiness and planning.	15–24: Some preparatory effort evident but with gaps.	0–14: Little or no preparatory work evident.
2.3 Skills & Competencies	Applicant's background, experience, and expertise relevant to the project.	13–15: Clearly possesses all necessary skills and experience.	8–12: Adequate skills; may need additional training or support.	0–7: Lacks key competencies or background.
2.4 Career Development Potential	Likelihood that the project will enhance the applicant's career trajectory.	13–15: Project strongly supports professional growth and future advancement.	8–12: Some potential for development; link to long-term goals not fully clear.	0–7: Minimal or unclear connection to professional advancement.

Category: Benefits to the University

Subcategory	Description	Exemplary	Proficient	Developing
3.1 Benefits to Students	Impact on student learning, mentorship, or research engagement.	41–50: Clear, substantial, and measurable student benefits.	21–40: Some student benefits described; modest scope or clarity.	0–20: Minimal or unclear student impact.
3.2 Benefits to Curriculum or Teaching	Integration of project outcomes into courses, pedagogy, or academic programs.	33–40: Strong plan to enhance teaching or curriculum with project results.	16–32: Some potential integration; limited detail or scope.	0–15: No clear teaching or curricular benefit.
3.3 Benefits to Scholarship or Reputation	Advancement of the university's academic or public reputation.	33–40: Likely to elevate university profile through publications, presentations, or partnerships.	16–32: Some potential for visibility or recognition.	0–15: No clear link to university reputation.
3.4 Alignment with Institutional Mission or Priorities	Consistency with the university's strategic goals (e.g., sustainability, justice, innovation, diversity).	17–20: Clearly aligned with institutional priorities; demonstrates shared values.	9–16: Partial or indirect alignment.	0–8: No apparent alignment.

Tiebreaking Procedures

In the event of a **tie in total points**, awards will be prioritized according to the following tiebreakers, in order:

1. **Seniority:** Greater number of years since the applicant's last sabbatical award (or since hire, if no sabbatical has been previously taken).

2. **University Impact:** Higher combined score in *Category 3 — Benefits to the University*.

3. **Professional Productivity:** Higher combined score in *Category 2 — Professional Productivity & Preparation*.

4. **Committee Deliberation:** If a tie remains after applying the above criteria, the Sabbatical Review Committee may consider qualitative distinctions and make a final recommendation by consensus vote.

Clarifying ASCSU Lecture Electorate Procedures

RES 252609

RESOLVED: That lecturer faculty shall be eligible to serve as a Lecturer Representative to the ASCSU if they are full-time or part-time with a time-base entitlement of at least 0.6 (e.g., 18 WTUs for the academic year) and are classified as lecturer employees under the Collective Bargaining Agreement (CBA). Eligible classifications currently include Unit 3 employees serving in temporary appointments for a specified period of time in the following classifications: **0357, 0360, 0361, 0364, 0365, 0393, 0557, 0560, 0564, 2158, 2308, 2358, 2359, 2369, and 2458**; and be it further

RESOLVED: That the Elections Committee of the Academic Senate shall ensure that Lecturer Representatives are eligible and elected by lecturer faculty. All full- and part-time lecturers are eligible to participate in the voting and election process; and be it further

RESOLVED: That the term of service for the Lecturer Representative to the ASCSU shall be consistent with that of Senate Representatives from each college, as specified in the Academic Senate Bylaws: "Senators shall serve for a term of two years (with the exception of the representatives to the Academic Senate CSU who are elected for three-year terms), with terms so arranged that one-half of the Academic Senate shall be elected each year"; and be it further

RESOLVED: That if the Lecturer Representative is subsequently elected to serve as the campus representative to the statewide Academic Senate of the California State University (ASCSU), they shall serve out the remainder of their statewide term, even if it extends beyond their local two-year Senate term.

RATIONALE: The purpose of this resolution is to clarify eligibility and term of service for the Lecturer Representative to the Academic Senate of the California State University (ASCSU).

First, this resolution reaffirms the eligibility criteria established in RES 242515, ensuring that lecturer faculty with at least a 0.6 time-base entitlement are eligible to serve and that all full- and part-time lecturers may participate in the election process.

Second, this resolution explicitly clarifies "lecturer faculty", which is aligned with the definition of "lecturer" in the Collective Bargaining Agreement. Listing these classifications ensures transparency and consistency across campus and avoids the inadvertent exclusion of qualified Unit 3 employees who hold lecturer status.

Finally, the resolution aligns the term of service for the Lecturer Representative with the standard two-year term for campus Senate Representatives, while acknowledging that election to the statewide ASCSU carries a distinct three-year term. This clarification ensures continuity of representation and avoids confusion regarding overlapping or extended service obligations.

Distribution List: (update as needed)
        President
        Provost and VP for Academic Affairs
        College Deans
        Associate Deans
        Department Chairs
        General Faculty

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

Minor in Applied Mathematics

RES 252611

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed new minor in Applied Mathematics.

RATIONALE: The minor in Applied Mathematics offers students a minor pathway in mathematics that does not require MATH 3000. The existing program resources are sufficient to support this new minor pathway.

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President
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VP for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
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Dean of Libraries
Dean of Antelope Valley
Dean of Extended Education and Global Outreach
Department Chairs
General Faculty

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

Concentration in Nonprofit Management in MPA Degree

RES 252612

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed new Nonprofit Management Concentration in the Master of Public Administration degree program.

RATIONALE: The new concentration formally recognizes longstanding student interest in a specialization in Nonprofit Management within the Master of Public Administration degree program. The Department of Public Policy and Administration already offers the necessary courses to support this area of study. Creating the new concentration in Nonprofit Management will allow students to publicize their specialized graduate study and will enhance their standing and job-market desirability. The existing program resources are sufficient to support this new concentration.

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General Faculty

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