



Academic Senate: Executive Committee- Extra Mtg

Agenda

Tuesday, September 1, 2026
10 – 11:30 AM

Location: BDC 134- BPA Conference Room and virtual

Zoom Information:

Meeting ID: 864 9278 1895
Passcode: 016790

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

Guest: Shaylyn Marks

1. Call to Order
2. Announcements and Information
 - a. Strategic Plan – S. Marks (handouts) **(Time Certain: 10:10 AM)**
 - b. Faculty Ombudsperson
 - c. Proposal to extend deadline to form Unit RTP Committees
 - d. Meeting Guests:
 - i) EC – Fall 2026
 - (1) September 8 – President Harper
 - (2) September 22 – V. Morris, Interim VP for People and Culture
 - ii) Senate- Fall 2026
 - (1) September 10 – K. Grappendorf, GE Director
 - (2) October 8 or 22 – D. Cantrell, VP for SASEM (after Census Day)
 - (3) Unscheduled:
 - i. Chief of Police (?)
 - ii. I. Sumaya, AVP for GRaSP
 - iii. K. Susa, FAR
 - iv. R. Weller, FTLC

- v. E. Adams, AVP for AA and Dean of Academic Programs, WSCUC Logistics and Updates

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

4. Approval of Summer Senate Minutes

- a. May 20, 2026 – Summer Senate Retreat (handout)
- b. August 25, 2026 (handout)

5. Continued Items **(Time Certain: 10:30 AM)**

a. Standing Committees

i) Senate Log (handout)

- (1) AAC – J. Deal
- (2) AS&SS – L. Kirstein
- (3) BPC – D. Wu
- (1) FAC – Z. Zenko

i. Returned Resolutions 2025-2026:

- (i) RES 252634 Establishing a Preferred Non-Contractual Academic Honorific Title
“Senior Lecturer– *President returned*
- (ii) RES 252648 Teaching Modalities (AAC/ FAC) – *Senate returned*

ii. Carry-over Referrals 2025-2026:

- (i) 2025-2026 22 President's Cabinet Structure and Officers of the University
- (ii) 2025-2026 24 First-Year Seminar (CSUB 1029) Concerns (AAC/ FAC)
- (iii) 2025-2026 46 Request for Chair/Director of the Year Award

(2) Referrals for Consideration:

- i. Classroom Observation Expectations / Teaching Expectations and Rigor
- ii. Department Chair Elections and Appointments / Program Director Elections and Appointments
- iii. Department Chair Reviews and Program Director reviews
- iv. Faculty Awards and Recognition Processes
- v. Faculty Mentorship and Professional Development
- vi. Authorship and Scholarly Ethics
- vii. Unit RTP Criteria Transparency
- viii. Lecturer Evaluation Process

b. Provost Report (D. Thien) **(Time Certain: 10:50 AM)**

- i) MOUs draft language
- ii) Naming Opportunity (deferred)
- iii) Academic Administrator Searches (deferred)

c. Calendar Committee – D. Wu

- i) Additional issues with calendar (handout)

- ii) Review membership, particularly the SASEM representatives
 - d. CA Legislation – C. Lam
 - i) AB 2694 – Community College Baccalaureate Degree Programs
 - ii) AB 2301 – Community Colleges Nursing Pilot Program
 - iii) AB 2212 – Updates to Student Training for Harassment & Intimidation Training (*ASCSU watching*)
 - iv) AB 2068 – CSU Campus President Hiring Process (*ASCSU watching*)
2. New Discussion Items (Time Certain: 11:00 AM)
- a. Elections and Appointments – T. Tsantsoulas
 - i) Faculty Rosters – in progress
 - ii) Urgent/ Vacant Calls – working on list
 - b. Curriculum: (AAC/BPC)
 - (1) Bilingual/ Bicultural Education Concentration
 - (2) Mathematics, BS, Data Science Concentration (HOLD; need info from NSME CC)
 - (3) Environmental Science (HOLD; need info from AVP Adams)
 - c. Clarifying the implementation of online SOCs (RES 252620) – FAC (handout)
 - d. Handbook & Bylaws Summer Working Group
 - i) Updates to Handbook & Bylaws
 - ii) New Referral Discussion Items (handout):
 - (1) Potential inconsistencies with the CBA
 - (2) Appendix D (graduate grievance procedure and definition for student ombuds)
 - (3) Appendix E (refers to Banner)
 - (4) Academic Integrity Violations Committee (see email from E. Callahan)
 - (5) Subcommittee Membership
 - (6) Committee List
 - (7) Committee proliferation (how committees are formed/ disbanded) (also carry-over)
 - (8) Officers of the University
 - (9) Faculty Coordinator of Online Instruction
 - (10) Four colleges to “all colleges”
 - (11) Schools and School Directors
 - (12) Executive Director of AV campus
 - (13) Staff representative on Senate (also carry-over)
 - e. Carry Over from 2025-2026:
 - i) Academic Tuition/ Scholarship Waiver (handout)
 - ii) Instructional Budget Model and Faculty Participation

- iii) Senate Release time
 - iv) Faculty recruitment/ involvement for the Student Success Framework
-
- f. Creation of a Service-Learning University-wide Committee – AAC (?) (handout)
 - g. Academic Senate / CPR / Faculty Affairs "Summit" – FAC (handout)
 - h. IACUC and HSIRB Updates (HOLD; more information needed)
-
- 3. Agenda Items for Senate (deferred)
 - 4. Adjournment

CSUB Integrated Operations Council Functions

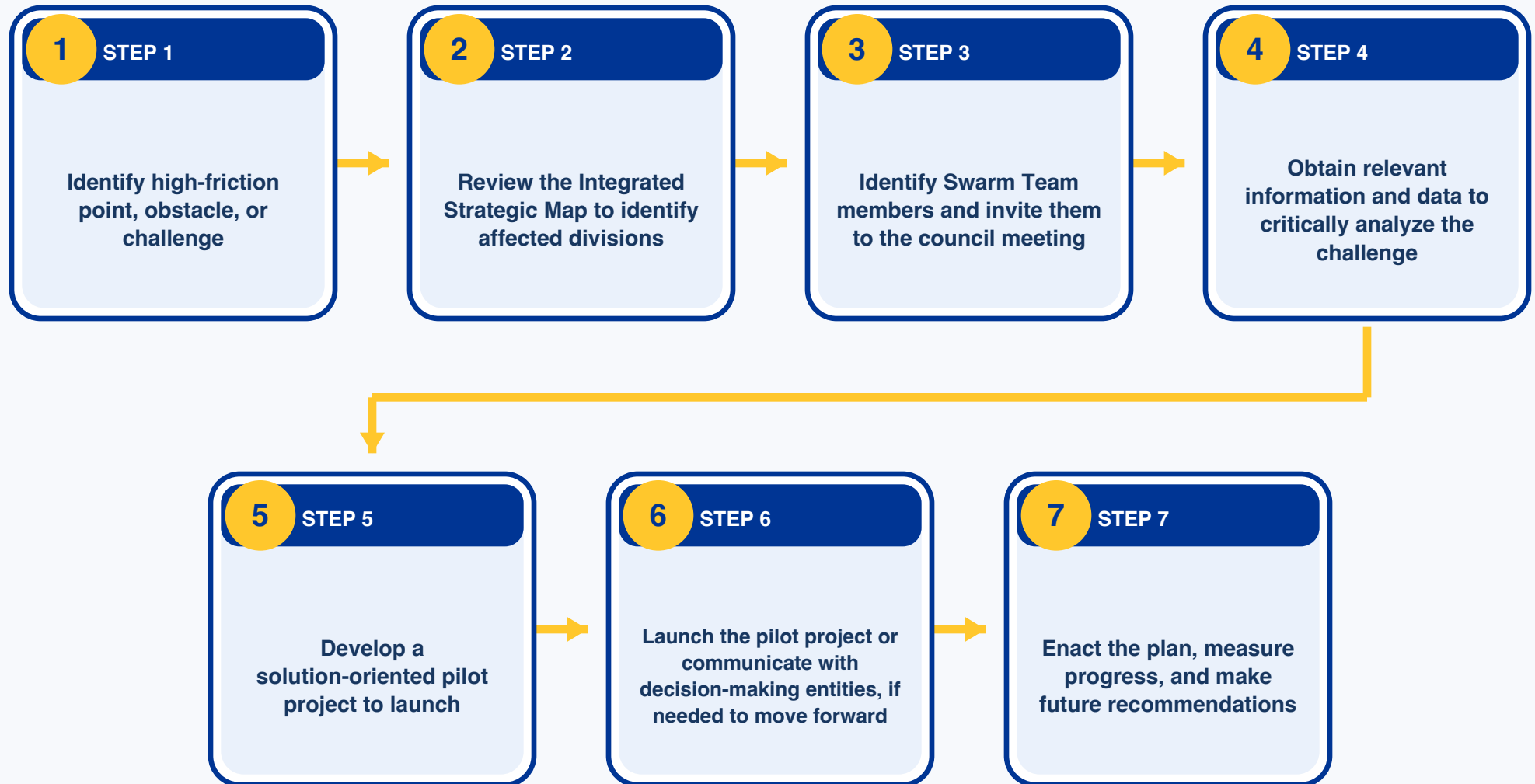
Operating responsibilities and practical meaning

The Integrated Operations Council can operate as either an advisory council or a small, decision-oriented operating body. The IOC operates as an advisory committee when shared decision making needs to occur in conjunction with decision making entities (i.e. Academic Senate, cabinet, etc.). The IOC operates as a small, decision-oriented council when decisions and action items do not require the shared decision making with other campus entities.

Function	What It Means
Cross-unit coordination	Make sure student-facing and operational work is designed across offices, not inside isolated units.
Workflow redesign	Identify and fix high-friction processes such as admissions-to-enrollment, financial aid resolution, advising handoffs, major changes, graduation checks, communication flows, documentation, and approval processes.
Decision rights	Clarify who decides, who executes, who escalates, and who must be consulted.
Performance management	Use shared metrics, dashboard reviews, and common definitions to track whether changes are working.
Swarm team commissioning	Launch short-term cross-functional teams for specific problems, then absorb what works into normal operations.

Integrated Operations Council Workflow

From challenge identification to implementation and continuous improvement



Outcome: Coordinated action, measurable progress, and informed future recommendations

Strategic Plan Launch: Weeks 0-4

August - September 2026 (With Official Senate Approval)

WEEKLY ACTION LIST

Week 0 August 17-21

- Faculty report back to campus
- Launch strategic plan at University Day (8/18)

Week 1 August 24-28

- First day of classes (8/24)
- First Senate Meeting (8/27)
- Obtain Academic Senate approval to send call for Faculty Integrated Operations Council members
- Send out call for Integrated Operations Council members

Week 2 August 31-September 4

- Strategic plan information sessions
- Present Strategic Plan information to ASI

Week 3 September 7-11

- Select Faculty Integrated Operations Council members
- Announce Integrated Operations Council members

Week 4 September 14-18

- First Integrated Operations Council Meeting

Launch focus: University-wide introduction, academic-year activation, and Integrated Operations Council formation

Strategic Plan Year 1

Phase 1: Install the Core Infrastructure

Year 1 Focus

Within the first phase of implementation, CSUB will focus on establishing the core systems, structures, and governance required to support an integrated institution. This includes defining decision rights, implementing shared tools and data standards, and launching initial initiatives that demonstrate how the strategy will operate in practice. The focus is to leverage existing structures to yield small wins and identify opportunities for integration that produce a fluid and efficient system.

What success looks like

Core systems are in place, visible, and beginning to guide work.

Key Accomplishments

- 1 Inventory CSUB's existing organizational structure to identify what is already fit for purpose and what assets are under-leveraged.
- 2 Map student, faculty, and staff experience along the Achievement Pipeline.
- 3 Launch the first wave of collaborative project teams (integrated action teams) to address near-term opportunities.
- 4 Install a method to capture insights pertaining to the student experience and complete the first wave of data collection.
- 5 Install a single communications and collaboration platform.
- 6 Install feedback loops for key initiatives to provide intelligence for necessary pivots in Phase 2.

'RUNNERS FORWARD 2026



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Our Strategic Intention for CSUB's Future.

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CSUB's Five-Year Strategy.

PRESIDENT'S MESSAGE

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MISSION, VISION & STRATEGIC INTENTION

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When I was appointed the sixth president of CSUB in 2025, my first priority was the creation of a new strategic plan — a vision for this university that reaffirms our commitment to academic excellence and student success, enunciates our highest aspirations, affirms the student-centered core philosophy that has always guided us and offers a clear blueprint to convert our ambitions into workable solutions to maintain relevance moving forward.

I enlisted the expertise of Dr. Shaylyn Marks, who leads CSUB's Campus Belonging initiatives, to design a process that would democratize the undertaking and ensure that every constituency on our campus, as well as CSUB's alumni, community of supporters and regional leaders, would be integral architects of the five-year plan.

For the better part of a year, our strategic planners have engaged with 1,000-plus members of this campus and region, collecting more than 3,000 stories and focus group insights. The strategic plan team met with people from both the campus and greater community to capture the emotions behind these stories, from pride

and satisfaction to frustration and discouragement. Those conversations were a necessary starting point to achieve a new framework that prioritizes transparency and the inclusion of all voices in our assessment of CSUB today and our construction of what CSUB will become in the future.

To help make sense of the torrent of data, we partnered with TGN Consulting, a respected industry leader in the development of strategic initiatives. The TGN consultants worked with Dr. Marks and our team to gather data and lived experiences, identify common themes and analyze the way our structures work – or don't work – to achieve CSUB's student-focused aims and fulfill our educational mission. In the pages that follow, you will see how we have synthesized our collective voices to create the four strategic pillars that will serve as our framework and guide us in maintaining relevance and continuing to meet the needs of our community as we move into the future.

The new strategic plan is designed to illuminate how we can collectively work together to provide outstanding service and opportunities to our students and community while strengthening the academic enterprise that defines who we are as a university. This statement of vision and values will serve as our north star, guiding us toward strengthened integrated efforts, meaningful collaborative engagement and intentional community support and outreach.

As the president of this beacon of progress, knowledge and job creation in the heart of California, I want to thank everyone who contributed their time, energy and personal experience as a CSUB student, faculty, staff or community member. This plan represents more than words on paper; it captures the wisdom, struggles, aspirations and prescriptions for success of this diverse and growing family of ours and reflects the shared belief that higher education transforms lives and communities.

Dr. Vernon B. Harper Jr.



PRESIDENT'S MESSAGE

Our Mission

California State University, Bakersfield is a comprehensive public university offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. We emphasize student learning through our commitment to scholarship, ethical behavior, diversity, service, global awareness and lifelong learning. The university collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life and support its economic development.

Our Vision

CSUB will be a model for supporting and educating students to become knowledgeable, engaged, innovative and ethical leaders in the regional and global community.

Our Strategic Goal

To produce graduates resilient and adaptable to changing workforce realities by designing a cross-disciplinary, regionally-integrated experience. This requires CSUB to operate as an integrated system - one that is coherent, predictable and responsive to student and community needs.

Our Approach

Out of the set of assets CSUB has today, we can strengthen what we already do well and shore up areas of weakness, by connecting them - academic, operational and regional capabilities - into a cohesive system.

MISSION, VISION & STRATEGIC INTENTION

RECRUIT

Make CSUB everyone's first choice for a degree or a career.

PREPARE

Give everyone tools for success at work and school.

RETAIN

Make CSUB a place everyone wants to stay.

ACHIEVE

Empower everyone to personal success.

RECRUIT

PREPARE

RETAIN

ACHIEVE

The Achievement Pipeline

CSUB maintains a foundation of high-quality academic excellence that offers a cross-disciplinary, regionally-integrated student experience by guiding students through critical phases of transition. Importantly, the experiences of students and CSUB faculty and staff run parallel to one another along the Achievement Pipeline journey.

Why Transitions Matter

The highest risk of fragmentation lies between phases: admitted but not enrolled; enrolled but under-supported; preparing for graduation but disconnected from career pathways; alumni who leave without a durable relationship to the university. These transitions are where students most need a coherent institution. These same transitional phases are also present in the experiences of our faculty and staff. CSUB's personnel go through their own forms of recruitment and job-related preparation, are also benefited by robust retention efforts and achieve professional outcomes that ultimately benefit this community if supported sufficiently.

The Achievement Pipeline gives CSUB a shared frame for seeing those transition points, assigning ownership and designing proactive support before students and personnel experience confusion, delay or disengagement.



Our four pillars will be supported by the strategic foundation of an integrated campus that is deeply rooted in the community and will create success for our students, faculty, staff and region.

Strategic Foundation: Integrate Campus **OPERATIONS** and Community Engagement

STRATEGIC FOUNDATION

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- **Operations Goal 1:**
Maintain institutional integrity to uphold ethical standards, comply with laws, reduce potential liability and maintain stakeholders' trust.
- **Operations Goal 2:**
Ensure CSUB fiscal responsibility by monitoring financial health to ensure long-term stability and responsible stewardship of public resources.
- **Operations Goal 3:**
Advance CSUB's cultivation of public and private support.
- **Operations Goal 4:**
Demonstrate operational excellence and readiness to support the system through shared services and skilled personnel.
- **Operations Goal 5:**
Demonstrate and enhance commitment to advancing academic quality, operational efficiency and leadership development through collaboration, shared services and mutual support across all universities and with the Chancellor's Office.



STRATEGIC PILLARS

Pillar 1:

Increase **RECRUITMENT** and Enrollment Efforts

- **Recruitment Goal 1:**
Increase student recruitment and enrollment efforts to enrich the campus community.
- **Recruitment Goal 2:**
Strengthen student onboarding and advising efforts to provide user-friendly navigation and support.
- **Recruitment Goal 3:**
Expand CSUB partnerships and presence with K-12 school districts and community colleges.
- **Recruitment Goal 4:**
Match recruitment efforts of faculty to align with student, program and regional demands.
- **Recruitment Goal 5:**
Improve faculty early career support and development.
- **Recruitment Goal 6:**
Match recruitment efforts of staff to align with student demands as they intersect with university operations.

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Pillar 2:

PREPARE student, faculty and staff for success

STRATEGIC PILLARS

2

- **Preparation Goal 1:**
Support transition to rigorous relevant coursework and programming to close equity gaps.
- **Preparation Goal 2:**
Enhance intentionality to align academic programs with career preparation.
- **Preparation Goal 3:**
Enhance student advising experiences.
- **Preparation Goal 4:**
Implement and scale high-impact practices across CSUB academic courses and programs to close equity gaps.
- **Preparation Goal 5:**
Enhance onboarding process for faculty to cultivate strong scholarly and pedagogical support.
- **Preparation Goal 6:**
Enhance onboarding process for staff that facilitates seamless transitions so that staff can more readily provide student-centered services and support.



Pillar 3:

RETAIN students, faculty and staff

STRATEGIC PILLARS

- **Retention Goal 1:**
Ensure academic offerings align with workforce needs and student demand while maintaining healthy academic programs.
- **Retention Goal 2:**
Provide continuous rigorous and relevant coursework and programming throughout students' educational experience.
- **Retention Goal 3:**
Enhance career readiness and major-to career alignment by providing job-relevant, early and ongoing career experiences.
- **Retention Goal 4:**
Provide culturally responsive and sustaining student programming to cultivate students' sense of belonging.
- **Retention Goal 5:**
Engage students in high-impact opportunities.
- **Retention Goal 6:**
Increase student persistence rates to minimize disruptions towards degree attainment.
- **Retention Goal 7:**
Increase student 2, 4 and 6-year graduation rates.
- **Retention Goal 8:**
Ensure intercollegiate athletic experiences that cultivate a sense of campus and community pride and long-term success.
- **Retention Goal 9:**
Enhance scholarly opportunities for faculty career advancement.
- **Retention Goal 10:**
Provide job-relevant professional development opportunities for faculty and staff.
- **Retention Goal 11:**
Provide clear pathways for faculty and staff job advancement.

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Pillar 4:

ACHIEVE campus success

STRATEGIC PILLARS

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- **Achieve Goal 1:**
Coordinate the student journey across critical transition points to graduation and a meaningful career.
- **Achieve Goal 2:**
Align institutional decisions, resources and accountability to strategic priorities.
- **Achieve Goal 3:**
Build cross-functional capacity to solve strategic challenges.
- **Achieve Goal 4:**
Strengthen institutional learning and knowledge-sharing across campus.
- **Achieve Goal 5:**
Strengthen CSUB's ability to understand and respond to the student experience.
- **Achieve Goal 6:**
Strengthen proactive student support and navigation from admission to graduation and alumni engagement.
- **Achieve Goal 7:**
Strengthen CSUB's ability to identify and respond to regional needs.
- **Achieve Goal 8:**
Strengthen employer and community connections that create visible student opportunity.
- **Achieve Goal 9:**
Extend CSUB's role as a place for lifelong learning and as an alumni mobility partner.

CSU Forward Direction

How 'Runners Forward Advances CSU Forward

Economic Mobility Engine

CSUB's designed student experience will connect recruitment, preparation, retention, employment exposure and preparation so students graduate with clear pathways into professional and civic life.

Sustainable Affordability

CSUB's performance dashboard, workflow redesign and proactive student navigation and communication systems will reduce avoidable friction, delay, duplication and late intervention, all of which positively impact time and cost.

Employer of Choice

CSUB's collaboration systems, 'integrated action teams' and clearer decision rights will create a more coherent environment for faculty and staff to do effective work.

Statewide Impact

CSUB's regional and employer integration operating principle will position the university as Kern County's hub for workforce development, civic life, lifelong alumni development and regional problem-solving.

Student-Centered Experience

CSUB will operate from its Student Achievement Pipeline framework, and employ a student experience listening system to understand student needs and improve the student journey.

Continuous Improvement and Accountability

CSUB's strategy uses phased implementation, performance indicators, feedback loops and student-experience data to learn, adjust and report progress over time.

System-wide Collaboration and Operational Excellence

CSUB will build an Integrated Operations Leadership Council to support coordination across the campus, cross-unit management routines, data governance and institutional performance systems to make collaboration operational.

CSUB'S ROLE IN CSU FORWARD

CSU Forward calls on the California State University system to strengthen its role as California's engine of economic mobility by becoming more student-centered, more coordinated, more accountable and more responsive to the changing needs of California's communities. CSUB's five-year strategy advances that system-wide direction in the context of Bakersfield and Kern County.

This plan translates CSU Forward into campus-level action. Where CSU Forward calls for flexible learning pathways, operational excellence, student success, workforce durability, regional impact and continuous improvement, CSUB's strategy builds the local systems needed to deliver those outcomes: a designed student experience, integrated operations, proactive student navigation, stronger collaboration across campus and durable employer and community partnerships.

PHASE 3 • YEARS 4-5 Institutionalize What Works

FOCUS: The systems and practices established through the strategy are fully embedded into CSUB's ongoing operations. SUCCESS = Reliably deliver a designed student experience, supported by durable partnerships and integrated internal operations.

PHASE 2 • YEARS 2-3 • Test, Learn and Scale New Possibilities

FOCUS: The systems installed in year 1 are turned to address the opportunities that emerged in sensemaking in the community. SUCCESS = Systems are actively used to solve real problems, and institutional behavior and culture begins to shift.

PHASE 1 • YEAR 1 • Install the Core Infrastructure

FOCUS: Establishing the core systems, structures and governance required to support an integrated institution. SUCCESS = Core systems are in place, visible and beginning to guide work.

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HOW THE STRATEGY UNFOLDS OVER TIME



CALIFORNIA STATE UNIVERSITY
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2025-2026 Academic Senate: Referral and Resolution Log

Updated: August 26, 2026

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
3/2/2026	2025-2026 45 Request Help with Remediation of Course Materials for Accessibility	Complete	AS&SS	To review and address the request from ATI about how faculty would request help for course remediation and how students would report concerns about accessibility in a course. Memorandum sent out (Complete).	-	-	-	-	-
9/11/2025	N/A	Complete	EC	Rename the Faculty Leadership and Service Award to "Jacquelyn Kegley Faculty Leadership and Service Award" in recognition of Dr. Kegley's decades of service to and leadership at CSUB, including her role in the creation of CSUB's Academic Senate and service as CSUB Senate Chair.	RES 252601 Renaming of the Leadership and Service Award	Handbook 308.3.2	9/25/2025	10/6/2025	10/15/2025
9/23/2025	N/A	Complete	EC	AB 1400 of 2025 Opposition; Academic Senate of CSUB requests that the Governor of California veto Assembly Bill 1400 of 2025 Community colleges; Baccalaureate Degree in Nursing Pilot Program.	RES 252602 Assembly Bill 1400 of 2025 Opposition	-	9/25/2025	10/6/2025	10/15/2025
9/2/2025	2025-2026 02 Academic Degree Policies	Complete	AAC	Review the academic policies about double majors and double counting courses. Consider: Timeline for declaring a double major, double counting courses between the major and the minor, and double counting courses between both majors for a double major. Carry-over referral: 2024-2025 #37 Academic Degree Policies	RES 252603 Double Major Policy Changes RES 252604 Minor Policy Changes	-	RES 252603, 10/23/2025; RES 252604, 11/06/2025	10/31/2025 12/1/2025	RES 252603 11/5/2025; RES 252604, 01/14/2026
10/7/2025	N/A	Complete	EC	RES 252605 Reaffirming Shared Governance and the University Handbook as Policy	RES 252605 Reaffirming Shared Governance and the University Handbook as Policy	No Handbook changes/ but save in Governing Docs	10/23/2025	10/31/2025	11/5/2025
10/7/2025	N/A	Complete	EC	RES 252606 Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics	RES 252606 Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in	-	11/6/2025	12/1/2025	1/14/2026
10/21/2025	N/A	Complete	EC	Commendation for CSUB CAMP and HEP Programs	RES 252607 Commendation for CSUB CAMP and HEP Programs	-	10/23/2025	10/31/2025	11/5/2025
9/16/2025	2025-2026 17 Sabbatical Application Process	Complete	FAC	Review the handbook guidelines on sabbatical applications. During your discussion, please consider: potential revisions to Sections 307.2 and 307.3 of the University Handbook; consistency with the Collective Bargaining Agreement for Unit 3; whether an application rubric should be developed.	RES 252608 Sabbatical Rubric and Feedback	Handbook 307.2, 307.3	12/4/2025	1/5/2026	1/14/2026
9/2/2025	2025-2026 01 Clarify ASCSU Lecturer Electorate Procedures	Complete	FAC	Clarify ASCSU Lecturer Electorate Procedures. During your discussion, please consider the following: whether non-tenure track, non-teaching faculty can be eligible; what term the elected representative serves on CSUB Academic Senate; encoding the nomination and election procedures in CSUB Senate Bylaws or University Handbook.	RES 252609 Clarifying ASCSU Lecturer Electorate Procedures	-	12/4/2025	1/5/2026	1/14/2026
9/2/2025	2025-2026 05 Unit RTP Committees	Complete	FAC	For FAC to review the University Handbook sections related to Unit RTP Committees. Handbook 305.6.1, 301.6.4 Revised Referral 2024-2025 #34 Unit RTP Committees and PAF Content; drafted RES 242557 (not approved by Senate)	RES 252610 Unit RTP and PTR Composition	Handbook 305.4.1, 305.6.1, 305.6.2, 305.6.3, 305.6.4, 306.3	2/12/2026	2/27/2026	3/12/2026
10/29/2025	2025-2026 25 Inconsistency with Previous Handbook Changes to Unit Committee Evaluations	Complete	FAC	FAC to review the two resolutions from 2022-2023 related to section 305.6.3 Evaluation and Recommendation by the Unit Committee of the University Handbook. During your discussion, please consider the following: Any language from RES 222309 that may have been accidentally excluded from RES 222335 and will need to be incorporated in the handbook; Incorporating recommendations from	RES 252610 Unit RTP and PTR Composition	Handbook 305.4.1, 305.6.1, 305.6.2, 305.6.3, 305.6.4, 306.3	2/12/2026	2/27/2026	3/12/2026
9/4/2025	2025-2026 09 Proposal for New Minor in Applied Mathematics	Complete	AAC and BPC	Review the proposal for New Minor in Applied Mathematics.	RES 252611 New Minor in Applied Mathematics	-	12/4/2025	1/5/2026	1/14/2026
9/15/2025	2025-2026 12 Proposal for New Concentration HCM_Healthcare Administration	Complete	AAC and BPC	Review and approve the proposal for a New Concentration in Healthcare Administration (HCM) in the Master of Public Administration (MPA) degree.	RES 252612 New Concentration in Nonprofit Management in MPA Degree	-	12/4/2025	1/5/2026	1/14/2026
9/15/2025	2025-2026 13 Proposal for New Concentration NPM_Nonprofit Management	Complete	AAC and BPC	Review and approve the proposal for a New Concentration in Nonprofit Management (NPM) in the Master of Public Administration (MPA) degree.	RES 252613 New Concentration in Healthcare Administration in MPA Degree	-	12/4/2025	1/5/2026	1/14/2026
9/15/2025	2025-2026 11 Proposal for New Minor in Creative Writing	Complete	AAC and BPC	Review and approve the proposal for a New Minor in Creative Writing; Department of English.	RES 252614 Minor in Creative Writing	-	1/29/2026	2/9/2026	2/17/2026
9/4/2025	2025-2026 07 Proposal to Rename the Computer Science Information Security Concentration	Complete	AAC and BPC	Review the proposal to rename the Computer Science Information Security Concentration to Computer Science Cybersecurity Concentration.	RES 252615 Renaming of Computer Science Cybersecurity Concentration	-	1/29/2026	2/9/2026	2/17/2026

2025-2026 Academic Senate: Referral and Resolution Log

Updated: August 26, 2026

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
11/3/2025	2025-2026 29 Academic Calendar, Fall 2026 - Summer 2027	Complete	BPC	Approval of Academic Calendar, Fall 2026, Winter session, Spring 2027 and Summer 2027; correction identified 1/28/2026- RES 252623 on consent agenda for Senate 1/29/2026	RES 252616 Academic Calendar Fall 2026 - Summer 2027 RES 252623 Changes to Fall 2026 Academic Calendar	-	RES 252616 12/4/2025; RES 252623 1/29/26	RES 252616 1/5/2026;RES 252623 2/9/2026	RES 252616 1/14/2026; RES 252623 02/17/2026
11/3/2025	2025-2026 30 Academic Master Plan 2026-27 through 2035-36	Complete	AAC and BPC	Academic Master Plan; 2026-27 through 2035-36	RES 252617 Academic Master Plan 2026-27 through 2035-36	-	12/4/2025	1/5/2026	1/14/2026
9/17/2025	2025-2026 18 Special Review Committee for Anthropology	Complete	AAC and BPC	Review and address the recommendations provided by the Special Review Committee for Anthropology with respect to the proposed discontinuation of the Anthropology MA and BA programs.	RES 252618; RES 252618-REVISED Special Review Committee for Anthropology	-	1/29/2026; 03/06/2026	2/9/2026; 03/23/2026	4/1/2026
12/2/2025	N/A	Complete	EC	Commencement - Fall 2025	RES 252619 Commencement- Fall - 2025	-	12/4/2025	1/5/2026	1/14/2026
11/25/2025	2025-2026 35 SOCI Modality	Complete	FAC	Review the request from Provost Council to eliminate paper SOCIs and move entirely to online SOCIs. During discussion, consider: Costs of administering paper SOCIs, Low response rates for online SOCIs and how to address, ITS support for online SOCIs.	RES 252620 Transitioning to Online SOCIs	Handbook 305.4.4, 305.4.5	2/26/2026	3/6/2026	3/12/2026
10/29/2025	2025-2026 28 Term Limits for Department Chairs and Program Directors	Complete	FAC	FAC to review the term limit language in section 312.3 Selection and Appointment Procedures of the University Handbook, specifically relating to department chairs, program chairs, and program directors.	RES 252621 Department Chair Terms	Handbook 312.3	2/12/2026	2/27/2026	3/12/2026
9/2/2025	2025-2026 03 Academic Policies and Academic Advising in SASEM	Tabled	AAC and AS&SS	To discuss shared governance with respect to the academic policies and advising housed in the Division of Strategic Enrollment Management Expanded Carry-over of: 2024-2025 #31 Academic Policies House in the Registrar's Office and 2024-2025 #25 Academic Advising Structure and Report; RES 242518 Academic Advising Structure as an Academic Endeavor	RES 252622 Academic Advising Structure Is an Academic Endeavor (Tabled)	-	-	-	-
2/3/2026	N/A	Complete	EC	Expressions of the Senate - Bylaws Changes	RES 252624 Expressions of the Senate - Bylaws Changes	Bylaws III, IV, V	4/30/2026	5/8/2026	8/10/2026
2/3/2026	N/A	Deferred to 2026-2027	EC	RES 252625 Term for ASCSU Lecturer Electorate Representative - EC agreed to cancel this resolution (EC 02/10/2026) <i>Note: Later resolution will be needed to discontinue CSU with ASCSU term requirements.</i>	RES 252625 Canceled	-	Deferred to 2026-2027	-	-
1/20/2026	2025-2026 41 AS&SS Membership – Bylaws Change	Complete	AS&SS	Review and address the request from Information Technology Services (ITS) to add the Chief Information Officer as an ex-office non-voting member to AS&SS	RES 252626 AS&SS Membership- Bylaws Change	Bylaws- Section IV	2/26/2026	3/6/2026	3/12/2026
9/29/2025	2025-2026 21 Policy on Use of Informational Banner Space in Canvas	RETURNED TO SENATE; see President's Memo 07/13/2026	AS&SS	Discuss developing a policy on what information can be posted to the banner space on Canvas.	RES 252627 Policy on Use of Informational Banner Space in Canvas	-	4/16/2026	4/28/2026	RETURNED TO SENATE; see President's Memo 07/13/2026
10/29/2025	2025-2026 26 Inventory of Automated Decision-making Software for the Classroom	Complete	AS&SS	Inventory of AI and other automated software; A new state law requires CSU campuses to inventory automated decision-making systems. It was suggested that ATI-IM also participate	RES 252628 Inventory of Automated Decision-Making Software for the Classroom	-	4/30/2026	5/8/2026	5/28/2026
11/7/2025	2025-2026 33 Academic, Curricular, and Student Support Software Concerns	Complete	AS&SS	AS&SS discuss academic, curricular, and student support software needs with ITS. Consider: Consulting with ITS about rising software costs for academic, curricular, and student support software, and assisting ITS with determining acceptable replacements and/or non-renewals; Whether AS&SS (via bylaws change), another existing committee (such as ITC), or a new committee (created by resolution), should serve as the shared-governance consultants with ITS for software selection in these areas.	RES 252629 Academic, Curricular, and Student Support Software Governance	-	4/30/2026	5/8/2026	5/28/2026
9/15/2025	2025-2026 10 Proposal for New Minor in Medical Spanish	Complete	AAC and BPC	Review and approve the proposal for a New Minor in Medical Spanish; Department of Modern Languages and Literatures.	RES 252630 New Minor in Medical Spanish	-	3/12/2026	3/23/2026	4/1/2026
9/15/2025	2025-2026 15 Proposal for New Minor, HD-CAFS, Early Childhood Development (ECD)	Complete	AAC and BPC	Review and approve the proposal for 2025-2026 15, Proposal for New Minor in Early Childhood Development; Department of Human Development and Child, Adolescent and Family Studies (HD-CAFS).	RES 252631 New Minor in Early Childhood Development	-	3/12/2026	3/23/2026	4/1/2026

2025-2026 Academic Senate: Referral and Resolution Log

Updated: August 26, 2026

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
11/3/2025	2025-2026 32 Clarification of Unit Criteria for Faculty Review	Complete	FAC	FAC to review the Handbook language related to Unit RTP, PTR and PEF Criteria. During your discussion, please consider the following: The following Handbook sections related to Unit Criteria, including any changes made in RES 252610 "Unit RTP and PTR Composition": 305.4.2.4 "Unit RTP Criteria," 306.2.2 "Criteria for Periodic Evaluation of Faculty," 306.3 "Post-Tenure Review," Definition of "exceptional" for Early Promotion at different ranks (i.e. Assistant to Associate and Associate to Full), Developing a checklist of required criteria elements to assist units in revising their Unit Criteria. Referral revised and sent to FAC 3/13/2026.	RES 252632 Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision	Handbook 305.3.1, 305.3.4, 305.4.2.4, 305.4.2.8., and 305.4.2.9.	4/16/2026	4/28/2026	6/16/2026
2/18/2026	2025-2026 43 Review of the Research, Scholarship, and Creative Activity Reports	Complete	FAC	Review the submitted reports and recommendations from the Scholarship and Creative Activities Task Force and the Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA). During your discussion, please consider: Which recommendations for changes to the Handbook, if any, should be formally adopted through the Senate resolution process; The impact of the report and recommendations on other referrals and resolutions currently before FAC. Note: per FAC Chair. Z. Zenko, this referral will likely require multiple resolutions and continued work over future academic years.	RES 252633 Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities	-	3/26/2026	4/10/2026	6/16/2026
2/18/2026	2025-2026 44 Consideration of Senior Lecturer Honorific	RETURNED TO SENATE; see President's Memo 07/13/2026	FAC	Consider the request for the honorific "Senior Lecturer" for entitled lecturers under a 3-year contract (CBA Article 12.12 Appointments). During your discussion, please consider: Whether to adopt such an honorific for 3-year lecturers; What process would be used for determining if a lecturer qualifies for the Academic Honorific Title "Senior Lecturer"; Other existing honorific processes, such as the Emeriti status, Handbook section 308.2, that could be used to inform this process.	RES 252634 Establishing a Preferred Non-Contractual Academic Honorific Title "Senior Lecturer"	Handbook 304.7.3,	3/26/2026	4/10/2026	RETURNED TO SENATE; see President's Memo 07/13/2026
1/20/2026	2025-2026 39 Proposal for New Minor in Migration, Population, and Globalization	Complete	AAC and BPC	Review and address the proposal for a new minor in Migration, Population, and Globalization (MPG).	RES 252635 New Sociology Minor in Migration, Population and Globalization	-	3/26/2026	4/10/2026	4/27/2026
1/20/2026	2025-2026 36 New Degree Proposal for Bachelor of Science in Environmental Science	Complete	AAC and BPC	Review and address the new proposal for a Bachelor of Science in Environmental Studies.	RES 252636 New Bachelor of Science in Environmental Science	-	3/26/2026	4/10/2026	4/27/2026
9/29/2025	2025-2026 20 Disqualification and Readmission Policies	Complete	AAC and AS&SS	Review and discuss the policies related to academic disqualification and readmission to the university.	RES 252637 Academic Standing Policy Update: Summer Disqualification Removal; RES 252641 Readmission Requirements Following Academic Disqualification	-	RES 252637, 3/26/2026; RES 252641, 4/30/2026	RES 252637, 4/10/2026	RES 252637, 4/27/2026; RES 252641, 05/218/2026
1/20/2026	2025-2026 37 New Degree Proposal for Bachelor of Science in Mechanical Engineering	Complete	AAC and BPC	Review and address the new proposal for a Bachelor of Science in Mechanical Engineering.	RES 252638 New Bachelor of Science in Mechanical Engineering	-	4/30/2026	5/8/2026	5/28/2026
1/22/2026	2025-2026 38 New Degree Proposal for Bachelor of Arts in Human Development and Family Studies	Complete	AAC and BPC	Review and address the new proposal for a Bachelor of Arts in Human Development and Family Studies.	RES 252639 Program Name Change from a Bachelor of Arts in Child, Adolescent, and Family Studies (CAFS) to a Bachelor of Arts in Human Development and Family Studies (HDFS)	-	4/30/2026	5/8/2026	5/28/2026
1/20/2026	2025-2026 40 Department Name Change Request for HD-CAFS	Complete	AAC and BPC	Review and address the new proposal Department name change from Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to Human Development and Family Sciences (HDFS).	RES 252640 Department Name Change from Human Development and Child, Adolescent, and Family Studies (HD-CAFS) to Human Development and Family Studies (HDFS)	-	4/30/2026	5/8/2026	5/28/2026
10/14/2025	2025-2026 23 PERC Timing Concerns	Returned to subcommittees; Deferred to 2026-2027	AAC and AS&SS	Investigate the timing of the Post-Enrollment Requirements Checking (PERC) report generation.	RES 252642 Post-Enrollment Requirement Checking (PERC) Timing Alignment for Prerequisite Verification and Enrollment Stability	-	Returned to subcommittees; Deferred to 2026-2027	-	-
3/23/2026	N/A	Complete	EC	In response to: "Policies & Procedures for Establishing New Schools," as submitted by the Criteria for Proposing New Schools Task Force	RES 252643 - Policies & Procedures for Establishing New Schools	-	5/7/2026	5/18/2026	7/29/2026

2025-2026 Academic Senate: Referral and Resolution Log

Updated: August 26, 2026

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
11/3/2025	2025-2026 31 Clarify Handbook Language Related to Faculty Reviews	Complete	FAC	FAC to review the Handbook language pertaining to timelines for Post-Tenure Review (PTR) and WPAF length for all faculty reviews. During your discussion, please consider the following: The language in Handbook section 305.4.2.10 "RTP File" related to expected contents and maximum length for the following types of reviews... Multiple timeline issues with Handbook section 305.3.3 "Promotion of Tenured Faculty"; FAC attached a memorandum with RES 252644 for Senate 4/30/2026	RES 252644 Guidance on WPAF Contents and Timelines for Review	Handbook 305.3.3., 305.5.2., 305.5.3., 305.4.2.10, and Appendix G	4/30/2026	5/8/2026	6/16/2026
11/7/2025	2025-2026 34 Review of the Report and Recommendations from the Task Force for Periodic Evaluation of Temporary Faculty	Complete	FAC	FAC review the submitted report and recommendations from the Task Force for Periodic Evaluation of Temporary Faculty. Consider: Which recommendations for changes to the Handbook, if any, should be formally adopted; The impact of the report and recommendations on other referrals and resolutions . <i>Carry over referral 2021-2022 #41, 2023-2024 #03 and 2024-2025 #06</i>	RES 252645 Periodic Evaluation of Temporary Faculty	Handbook 306	4/16/2026	4/28/2026	6/16/2026
4/7/2026	N/A	Complete	EC	Research Misconduct Policy changes	RES 252646 Research Misconduct Policy	-	4/16/2026	4/28/2026	5/28/2026
10/29/2025	2025-2026 27 Handbook Policies on Acting and Interim MPPs	Complete	FAC	FAC to review the University Handbook sections, 309.7 through 309.11, regarding appointments of interim administrators. During your discussion, please consider the following: Whether language should be added to define the title "Acting" and provide guidelines for appointing and length of term; Whether the consultation processes for interim appointments should be clarified with respect to entities that are consulted prior to appointment and renewal.	RES 252647 Acting Appointments Handbook Changes	Handbook 309.7 through 309.11	4/30/2026	5/8/2026	6/16/2026
9/29/2025	2025-2026 19 Teaching Modality	Returned to subcommittees; Deferred to 2026-2027	AAC and FAC	Review and discuss section 203 "Instructional Policy" of the University Handbook, particularly the sub-sections related to course modality and online and hybrid courses. Section 303.1also has references to online teaching.	RES 252648 Teaching Modality-Handbook Changes	Handbook 203 and 303.1	Returned to subcommittees; Deferred to 2026-2027	-	-
2/18/2026	2025-2026 42 DLC membership and Description	Returned to subcommittees; Deferred to 2026-2027	AAC	Distributed Learning Committee (DLC) Membership & Description; review and address the request and proposed resolution submitted by the Distributed Learning Committee regarding DLC's membership and description.	RES 252648 Teaching Modality-Handbook Changes	Handbook 203 and 303.1	Returned to subcommittees; Deferred to 2026-2027	-	-
4/14/2026	N/A	Complete	EC	Commencement - Spring 2026	RES 252649 Commencement, Spring 2026	-	4/30/2026	5/8/2026	5/28/2026
5/4/2026	N/A	Complete	EC	Commendation - Heath Niemeyer, VP for University Advancement	RES 252650 Commendation for Heath Niemeyer, VP for UA	-	5/7/2026	5/18/2026	-
5/4/2026	N/A	Complete	EC	Commendation - Dina Ebeling	RES 252651 Commendation for Dina Ebeling	-	5/7/2026	5/18/2026	5/28/2026
9/2/2025	2025-2026 04 Time Blocks	Memo 4/30/2026; Taskforce recommended; Follow up in 2026-2027	BPC	The need to reconsider Time Blocks for classes. During discussion, consider how to address meeting patterns that are not visualized in RES 1314059, whether the 50 minutes M/W/F time blocks are sufficient for pedagogical reasons, overlap between current time blocks of different types, effects of time blocks on space utilization. Carry over referral: 2023-2024 #04 and 2024-2025#10 Time Blocks; <i>Memo included in Senate Agenda 04/30/2026 recommended the creation of a task force.</i>					
9/16/2025	2025-2026 16 Catalog Language Inconsistency with Title 5	Complete	AAC	Review the inconsistencies between CSUB Academic Catalog language and Title 5 requirements with respect to upper-division units required for BS degree completion. Memo (included in Senate Agenda 02/12/2026). No further action. Complete					
9/4/2025	2025-2026 08 Proposal to Change the MS in Computer Science from Self-support to Stateside Support	Canceled; Returned to dept.	AAC and BPC	Review the proposal to Change the MS in Computer Science from Self-support to Stateside Support. <i>Note: Per M. Danforth, MS CS is returned to department for substantial edits 2026-02-24.</i>					
9/4/2025	2025-2026 06 Proposal to Elevate the Concentration of Computer Information Systems (CIS) to a Degree Program.	Canceled; Returned to dept.	AAC and BPC	Review the proposal to elevate the Computer Science Computer Information Systems (CIS) Concentration to a new Degree Program. <i>Note: A. Grombly, BPC chair confirmed the proposal was returned to department for substantial edits 2026-05-05 .</i>					
9/15/2025	2025-2026 14 Proposal for Public Personnel Services Credential	Canceled; Returned to dept	AAC and BPC	Review and approve the proposal for a Pupil Personnel Services Credential in Advanced Educational Studies. <i>Note: T. Tsantoulas, AAC chair confirmed the proposal was sent back to college/department for substantial edits 2026-02-24.</i>					
10/7/2025	2025-2026 22 President's Cabinet Structure and Officers of the University	Deferred to 2026-2027	FAC	Update section 103.2.3 and 104 of the University Handbook to be consistent with the current structure of the President's Cabinet, President's direct reports, and other officers of the University.		Handbook 103.2.3 and 104			
10/14/2025	2025-2026 24 First-Year Seminar (CSUB 1029) Concerns	Deferred to 2026-2027	AAC and FAC	Investigate concerns related to the curricular content and oversight of First-Year Seminar (CSUB 1029) and the assignment of instructors for CSUB 1029.					
4/7/2026	2025-2026 46 Request for Chair/Director of the Year Award	Deferred to 2026-2027	FAC	Consider the request for a Chair/ Director of the Year award and consider whether such an award should be created and if so, what would be the process for nomination and selection.					
4/15/2026	2025-2026 47 Proposal for New Master of Science in Applied Analytics	Deferred to 2026-2027	AAC and BPC	Review and address the proposal for a new Master of Science in Applied Analytics.					



**Establishing a Preferred Non-Contractual Academic Honorific Title of “Senior Lecturer”
– Handbook Change**

RES 252634

FAC

- RESOLVED:** The Academic Senate of California State University, Bakersfield approves the adoption of “Senior Lecturer” as a preferred, non-contractual academic honorific title for lecturers who (a) hold entitlement status with an entitlement of at least 18 Weighted Teaching Units (WTUs), (b) have six or more years of consecutive service, and (c) hold three-year appointments under the Collective Bargaining Agreement.
- RESOLVED:** The preferred title “Senior Lecturer” shall be voluntary and may be used in campus directories, syllabi, websites, email signatures, correspondence, and other public-facing materials.
- RESOLVED:** The preferred title shall not modify contractual classification, appointment type, rank, salary, workload, evaluation procedures, benefits, or any rights defined in the Collective Bargaining Agreement.
- RESOLVED:** The preferred title shall not create a new faculty rank, promotion pathway, tiered system, or governance eligibility category.
- RESOLVED:** The preferred title shall be campus-specific, non-transferable, contingent upon continued entitlement status at CSU Bakersfield, and shall cease to apply if entitlement status is lost.
- RESOLVED:** This policy shall be rendered null and void if future amendments to the Collective Bargaining Agreement establish a conflicting contractual title structure.
- RESOLVED:** The Academic Senate expresses appreciation for Senator Dirk Horn, an entitled lecturer and dedicated faculty member, for initiating this effort.
- RESOLVED:** The following changes be made to the University Handbook (additions in underline, deletions in ~~strike through~~).

304.7.3 Temporary Faculty with Six or More Years of Service

Temporary faculty employed during an academic year and having six or more years of consecutive service to the campus shall be offered a three-year appointment according to the following provisions:

- a. The six-year eligibility period need not have been continuous as long as it was served in a single department;
- b. The time base of appointment shall be consistent with 304.7.2 and paragraph three of 304.7.1;
- c. The P&VPAA shall determine the type and extent of course offerings consistent with policies and procedures for the campus.

Temporary faculty holding three-year appointments and having six or more years of consecutive service may expect subsequent three-year reappointments except in instances of documented unsatisfactory performance or serious problems of conduct. If there is insufficient work to support the reappointment at the previous time base, the time base of the successor three-year appointment may be reduced to reflect available work for which the temporary faculty member is qualified.

Temporary faculty with three-year appointments, an entitlement of at least 18 Weighted Teaching Units (WTUs), and six or more years of consecutive service may use the honorific “Senior Lecturer” as a preferred, non-contractual academic honorific title to recognize their long-term dedication to the institution.

Rationale:

Our University relies heavily on lecturers who provide sustained, high-quality instruction and long-term service to students and academic programs. Under Article 12.12 of the Collective Bargaining Agreement, temporary faculty unit employees who have six (6) or more years of consecutive service on a campus and who have been evaluated as having performed satisfactorily, and absent documented serious conduct problems, shall be offered a three-year temporary appointment. This provision formally recognizes continuity of service, instructional effectiveness, and institutional need.

Lecturers who meet the criteria outlined in Article 12.12 and receive three-year appointments represent a distinct category of faculty within the lecturer classification. Their sustained service, repeated positive evaluations pursuant to Articles 15.20(d) and 15.28, and multi-year contractual appointments demonstrate stability and institutional commitment beyond short-term temporary employment. These faculty members often provide curricular continuity, student mentorship, program support, scholarship and creative activities, and institutional knowledge that meaningfully contribute to the University's academic mission.

For the purposes of this "Senior Lecturer" honorific, eligibility is limited to lecturers holding an entitlement of at least 18 WTUs, reflecting sustained and substantial instructional contributions.

However, the contractual title "Lecturer" does not distinguish between newly appointed temporary faculty and those who have earned entitlement and hold three-year appointments under Article 12.12. Further, "temporary" faculty is a broad term that does not distinguish between lecturers with long-term, full-time service or short-term, part-time status. As a result, students, external partners, accrediting bodies, and members of the campus community may not readily recognize the experience, continuity, and institutional role of long-serving entitled lecturers.

Importantly, the creation of a preferred honorific title is consistent with existing campus practice. The University Handbook already recognizes several non-contractual, honorific, or designation-based titles that operate alongside contractual classifications without modifying them. For example:

- Emeriti status (Section 308.2) confers an honorific designation recognizing distinguished service after retirement.
- Graduate Faculty designation (Section 308.7) recognizes eligibility and experience for graduate instruction without altering underlying faculty rank.

These examples demonstrate that the University routinely recognizes distinctions in service, contribution, and eligibility through campus-level designations that do not alter contractual status or violate collective bargaining provisions.

Moreover, precedent for such a title exists in the California State University System. San Jose State University (S21-2, University Policy, Appointment, Evaluation, and Range Elevation for Lecturer Faculty) defines Senior Lecturer as an “honorific title that may be used as a subset of the lecturer designation of the CBA. SJSU bestows this honorific title to a lecturer faculty member with a three-year appointment and six consecutive years of experience in a single department at SJSU” (p. 21). This also suggests that this is a campus-driven policy, rather than a system-level policy, which implies that the Academic Senate at CSUB has the authority and autonomy to adopt such a preferred, non-contractual academic honorific title.

The proposed honorific title “Senior Lecturer” addresses this structural gap by providing recognition to lecturers who have earned entitlement and received three-year appointments under Article 12.12. The designation:

- Is non-contractual and honorific in nature
- Is voluntary
- Is cost-neutral
- Is fully compliant with the Collective Bargaining Agreement
- Is based solely on objective eligibility already defined in the CBA

Importantly, this proposal does not create a new rank, promotion pathway, tiered evaluation system, or change in governance eligibility. It does not modify salary, workload, evaluation standards, benefits, or appointment terms. The contractual title “Lecturer” remains unchanged for all official employment and CBA purposes. Adopting this title is by convention and an honorific; it does not require changes to existing policy.

In the United States, the title “Senior Lecturer” is widely recognized in higher education and signals experience and continuity without implying tenure-track status or professoriate rank. Adoption of this preferred title offers appropriate recognition to long-serving lecturers with entitlement and three-year appointments, while preserving contractual integrity and remaining administratively simple and cost-neutral.

Distribution List:

President

Provost and VP for Academic Affairs

AVP for Faculty Affairs

Academic Senate

College Deans

Dean of the Library

College Associate Deans

General Faculty

Campus Staff

Campus Students

Approved by the Academic Senate: March 26, 2026

Sent to the President: April 10, 2026

Returned to the Academic Senate: July 13, 2026



MEMORANDUM

DATE: July 13, 2026

TO: Dr. Melissa Danforth, Chair
Academic Senate

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


[Vernon Harper \(Jul 13, 2026 08:54:03 PDT\)](#)

SUBJECT: RES 252634 Establishing a Preferred Non-Contractual Academic Honorific Title of "Senior Lecturer" – Handbook Change

Following a discussion with Provost Thien, I am returning resolution 252634 Establishing a Preferred Non-Contractual Academic Honorific Title of "Senior Lecturer" – Handbook Change to the Academic Senate for further evaluation.

The concerns and considerations raised during our review suggest that additional discussion may be beneficial. I encourage the Academic Senate to consult with the Provost in evaluating the resolution and identifying an appropriate path forward.

I appreciate the Senate's thoughtful work on this matter and look forward to continued collaboration as we work toward a resolution that best serves the interests of the university community.

c: Deborah Thien, Provost & Vice President for Academic Affairs
Deborah Boschini, Associate Vice President for Faculty Affairs
Elizabeth Adams, Associate Vice President for Academic Affairs and Dean Academic Programs
Alicia Rodriguez, Dean for the College of Arts and Humanities
Deborah Cours, Dean for the College of Business and Public Administration
Jane Dong, Dean for the College of Natural Sciences, Mathematics, and Engineering
Bohsiu Wu, Dean for the College of Social Sciences and Education
Sandra Bozarth, Dean of Libraries
James Rodriguez, Dean Extended Education and Global Outreach
Katherine Van Grinsven, Academic Senate Analyst
College Associate Deans
General Faculty



2025-2026 REFERRAL #22

President's Cabinet Structure and Officers of the University- Handbook Change

Date: October 7, 2025

From: Melissa Danforth, Academic Senate Chair

To: Zachary Zenko, Faculty Affairs Committee (FAC) Chair

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on October 7, 2025, the Academic Senate Executive Committee requested that Faculty Affairs Committee (FAC) discuss updates to the University Handbook to reflect the Cabinet changes, current direct reports to the President, and other changes to Section 104 "Officers of the University" to align with current structure.

During your discussion, please consider:

- Section 103.2.3 "CSUB Cabinet" (under "Organizational Structure of the University")
- Section 104 "Officers of the University"
- Other related sections that may need updating.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachment:

- Link to University Organizational Charts: <https://www.csub.edu/president/organizational-charts.shtml>

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

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



ACADEMIC SENATE
CSU BAKERSFIELD

2025-2026 REFERRAL #46

Request for Chair/Director of the Year Award

From: Melissa Danforth, Academic Senate Chair 
To: Zachary Zenko, Faculty Affairs Committee Chair
Date: April 8, 2026
c: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on April 7, 2026, the Academic Senate Executive Committee requested that the Faculty Affairs Committee consider the request for a Chair/Director of the Year award.

During your discussion, please consider:

- Whether such an award should be created
- If so, what would be the process for nomination and selection.

Please take up this matter with your committee and get back to me with your recommendations. If your recommendations require Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachment: Topic_Chair-Director of the Year_20260302.pdf

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

California State University, Bakersfield

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

academicsenatechair@csub.edu csub.edu/senate

THE CALIFORNIA STATE UNIVERSITY

From: Melissa Danforth
Sent: Tuesday, June 9, 2026 4:17 PM
To: Katherine Van Grinsven
Cc: Zachary Zenko; Deborah Thien
Subject: Referral request to add to Fall EC agenda

Hi Katie,

During discussions between me, FAC Chair Zenko, and the Provost about the Senate approved resolutions from FAC in Spring term, one consistent theme the Provost noted was that the current faculty review/evaluation process in the Handbook comingles the T/TT review process with the lecturer review process. The Provost noted that the CBA for Unit 3 uses the phrase “reappointment” for lecturers, and that the phrase “retention” was only used in the context of probationary T/TT faculty.

Separating the two processes is beyond the scope of the Summer Senate or the Handbook/Bylaws project. It is better discussed by EC as a referral to FAC in Fall.

Please add this to the Fall EC agenda under the new business items, titled “Lecturer evaluation process – FAC”.

Thanks,
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/>

Katherine Van Grinsven

From: Deborah Thien
Sent: Wednesday, August 26, 2026 3:39 PM
To: Katherine Van Grinsven; Executive Committee
Cc: Leslie Williams; Deborah Boschini
Subject: MOU draft language

Dear EC colleagues,

Following up on our conversation yesterday morning, below is some drafted language for EC members' MOUs for release time to outline confidentiality expectations.

This arises from the conversations we had last year and would serve to provide clarity both to EC and to the wider community about the EC role and expectations therein (I have copied Dr. Boschini for any FA insights).

Draft text for your consideration:

Upholding confidentiality is a fundamental duty of leadership that ensures candor in consultation, protects individual privacy, and sustains trust in shared governance. As members of the Academic Senate Executive Committee, faculty leaders may be entrusted with information that is confidential or sensitive in nature. This may include matters under development or in process, personnel discussions, or other issues shared in confidence by colleagues, administrators, or other parties. Executive Committee members must refrain from disclosing or discussing such information outside authorized settings, consistent with Robert's Rules of Order.

Robert's Rules of Order Newly Revised, 12th ed. (PublicAffairs, 2020), 9:26–27:

<http://www.phdf.org/R.Rules.pdf>

Best,

Deb

--

DEBORAH THIEN, Ph.D.

she / her / hers

Provost and Vice President

Academic Affairs

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 59 ADM

Bakersfield, CA 93311

From: Di Wu
Sent: Saturday, August 29, 2026 8:46 AM
To: Elizabeth Adams; Melissa Danforth
Cc: Deborah Boschini; Katherine Van Grinsven; Tiffany Tsantsoulas
Subject: RE: RES 262701 - Updates to the Academic Calendar

Hi all,

I think this makes sense. Moving forward, when engaging the Calendar Committee and the BPC in developing academic calendars, I will ensure that committee members understand this issue and the rationale behind any necessary adjustment as well as pass on their concerns if there exists.

Thanks,

Di

From: Elizabeth Adams <eadams6@csb.edu>
Sent: Thursday, August 27, 2026 3:29 PM
To: Melissa Danforth <mdanforth@csb.edu>
Cc: Di Wu <dwu2@csb.edu>; Deborah Boschini <dboschini@csb.edu>; Katherine Van Grinsven <kvan-grinsven@csb.edu>; Tiffany Tsantsoulas <ttsantsoulas@csb.edu>
Subject: Re: RES 262701 - Updates to the Academic Calendar

Hi—

The problem is that "PBAC" equals too many categories. It's inclusive of grad students, credential students, and 2nd baccs. I don't think we should or need to do anything about those first two groups, but that last group is clogging things up for first baccs.

Do you all have a concern, given the way the calendar is currently written, about moving the P2BACs (those are the actual group I'm talking about) after the new students?

Either way, I'd like to make sure it gets sorted for the 27-28 catalog so it's clear that they're last in line.

Elizabeth

From: Melissa Danforth <mdanforth@csb.edu>
Date: Wednesday, August 26, 2026 at 5:42 PM
To: Elizabeth Adams <eadams6@csb.edu>
Cc: Di Wu <dwu2@csb.edu>; Deborah Boschini <dboschini@csb.edu>; Katherine Van Grinsven <kvan-grinsven@csb.edu>; Tiffany Tsantsoulas <ttsantsoulas@csb.edu>
Subject: Re: RES 262701 - Updates to the Academic Calendar

Hi Elizabeth,

It looks like someone discussed the PBAC issue it with the new Senate-led Calendar Committee, but maybe we didn't get the full picture. I see "Registration for New Postbaccalaureate Students" on the Fall 2026 calendar, with the same date as registration for new transfer students, but I don't see any categorization for continuing PBAC students. And they're registering before the new first-time, first-year students too.

We'll need to review the registration categorization labels with Calendar Committee. I can't recall if you are on that committee or not, but we are reviewing the membership of the committee at a future EC meeting to make sure we have the right stakeholders involved.

Melissa

From: Elizabeth Adams <eadams6@csub.edu>
Date: Wednesday, August 26, 2026 at 5:05 PM
To: Melissa Danforth <mdanforth@csub.edu>
Cc: Di Wu <dwu2@csub.edu>; Deborah Boschini <dboschini@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>; Tiffany Tsantsoulas <ttsantsoulas@csub.edu>
Subject: Re: RES 262701 - Updates to the Academic Calendar

Thanks Melissa.

The issue with the registration dates is that the calendar only distinguishes between continuing and new students. Second baccs are technically post baccalaureate (how we refer/cluster to them in Fall) or continuing students (how we refer to/cluster them in Spring), but we should move them behind the new students. I don't have any problem with SASEM doing that on the back-end, but wanted to make sure it was ok given the phrasing of the wording on the calendar. See attached with highlights.

As far as winter is concerned, I gather we can call it "winter session" but can't call it "winter intersession" because it's technically part of the Spring term. Looking at other campuses, I don't see it in most of their campus calendars, so it may not need to get changed in ours. It's probably good to insert something with the dates into the calendar for future years, but we're probably ok for this year, given the lack of direct reference to it one way or another.

From: Melissa Danforth <mdanforth@csub.edu>
Date: Wednesday, August 26, 2026 at 4:47 PM
To: Elizabeth Adams <eadams6@csub.edu>
Cc: Di Wu <dwu2@csub.edu>; Deborah Boschini <dboschini@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>; Tiffany Tsantsoulas <ttsantsoulas@csub.edu>
Subject: Re: RES 262701 - Updates to the Academic Calendar

Hi Elizabeth,

Adding Tiffany, as vice chair, and Di, as BPC chair, to the CC list.

Registration dates and which student groups get which dates are not part of the academic calendar. That is purely set up by SASEM, by my understanding. I don't even recall this being in the catalog, but please let me know if there is catalog language that needs updating. Senate could put a resolution together to update catalog language, but otherwise this is a conversation to be had with SASEM and whomever programs the enrollment dates in myCSUB.

And do you have an example of how another CSU puts their Winter Intersession on their Spring academic calendar, so we can use that as a template for updates? That is unlikely to make it into the current resolution by tomorrow, and may need to be a future, further, revision to the calendar. I am hesitant to delay the current resolution since ITS will need to adjust the SOCI window in Fall to be in compliance with the SOCI resolution from last term, and it will take several weeks to get the resolution fully through the process.

Thanks,
Melissa

From: Elizabeth Adams <eadams6@csub.edu>
Date: Wednesday, August 26, 2026 at 4:25 PM
To: Deborah Boschini <dboschini@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>;
Melissa Danforth <mdanforth@csub.edu>
Subject: Re: RES 262701 - Updates to the Academic Calendar

Hi all,

Thanks. Yes, there are two urgent issues that need calendrical attention for this year. The first is that we need to indicate that Winter is part of Spring term. We've been out of compliance with state and federal rules around this, specifically regarding financial aid for students.

The second is that we need to move the student who are doing a second baccalaureate to the end of the registration queue. Right now they register with the other graduate students and before students who are doing their first baccs. This, too, is in violation of CSU rules. They're both "minor" changes in the sense that just require language tweaks, but both need to happen this term and preferably before students start registering for Spring classes.

Elizabeth

From: Deborah Boschini <dboschini@csub.edu>
Date: Wednesday, August 26, 2026 at 3:44 PM
To: Katherine Van Grinsven <kvan-grinsven@csub.edu>; Melissa Danforth <mdanforth@csub.edu>
Cc: Elizabeth Adams <eadams6@csub.edu>
Subject: RE: RES 262701 - Updates to the Academic Calendar

Melissa,

Regarding the Academic Calendar updates –

I heard just yesterday from Dr. Adams that there is an urgent concern that may require a calendar update for this year. I've included her so she can share the situation with you, and you can decide how you'd like to proceed.

Best,
Debbie

DEBORAH J. BOSCHINI, EdD, MSN, RN

she / her / hers

Associate Vice President, Faculty Affairs

Professor of Nursing

(661) 654-2155



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Calendar Committee			
Position	Name	Title	Department/Division
Budget and Planning Committee (BPC) Representative- Chair	Di Wu	BPC Chair; Professor	Academic Senate; Academic Affairs
Chancellor's Office Liaison	Dee Dee Price	Faculty Affairs Specialist	Office of the Provost; Academic Affairs
Undergraduate Staff Advisor	Janine Cornelison	Academic Advisor	Arts and Humanities; SASEM
Graduate Staff Advisor	Luis Hernandez	Graduate Programs Coordinator	Business and Public Administration; SASEM
Representative from Extended Education and Global Outreach (EEGO)	Jennifer Patino	Director, Professional & Cont. Educ	Extended Education and Global Outreach (EEGO); Academic Affairs
Representative from Academic Operations	Tonya Nixon	Academic Scheduling Analyst	Academic Operations; Academic Affairs
AVP for Enrollment Management or designee	Sonya Gaitan (<i>designee</i>)	Director of Enrollment Services and Assistant Registrar	Division of Student Success and Strategic Enrollment Management (SASEM)
Executive Committee (EC) Representative	Melissa Danforth	Senate Chair	Academic Senate
Representative from People and Culture	Bailey Freckleton	Assistant to the Vice President of People and Culture Coordinator for HR Strategic Initiatives	Division of People and Culture
Representative from Student Housing	Hilda Nieblas	Director of Student Housing	Division of Student Success and Strategic Enrollment Management (SASEM)
Commencement liaison	Alex Alva	Operational Support Coordinator; Commencement	Office of the Provost and VP for Academic Affairs
Administrative Support/ Scheduler:	Katherine Van Grinsven	Senate Analyst	Academic Senate

Katherine Van Grinsven

From: General Catalog Update <csub@notify.courseleaf.com>
Sent: Thursday, April 16, 2026 4:43 PM
To: Katherine Van Grinsven
Subject: [CIM Programs] Review Request: Senate Approval

This Message Is From an External Sender

This message came from outside your organization.

[Report Suspicious](#)

Hello, Katherine:

There are pending program change proposals awaiting your review, including 08994: Bilingual/Bicultural Education.

Please visit:

<https://next-catalog.csub.edu/courseleaf/approve/?role=Senate%20Approval>
to review the changes and provide your feedback.

For questions or information regarding this email, please reply to this email: Org-curriculum@csub.edu.

Thank you,

Academic Programs and Academic Operations



Transitioning to Online SOCIs – Handbook Change

RES 252620

FAC

- RESOLVED:** The Academic Senate approves revisions to the University Handbook regarding the administration of student opinions of curriculum and instruction (SOCIs). Deletions are in ~~strike through~~, and additions are in **bold and underlined**.
- RESOLVED:** The Academic Senate recommends transitioning to online SOCIs.
- RESOLVED:** The transition from paper-based SOCIs to fully online SOCIs shall occur over a two-academic-year implementation period, with fully online SOCIs anticipated beginning in the 2029-2030 academic year.
- RESOLVED:** During the transition, the Academic Senate, in consultation with Academic Affairs, shall explore, implement, and assess strategies to increase response rates to online SOCIs.
- RESOLVED:** The Academic Senate shall consider convening an ad-hoc task force, with majority faculty representation, for the purposes of improving the quantity and quality of SOCI responses.
- RESOLVED:** The University, through the AVP for Faculty Affairs, shall provide faculty with clear guidance and sample language for promoting student participation in SOCIs, including recommended in-class statements, written announcements, and reminders aligned with the Collective Bargaining Agreement.
- RESOLVED:** Students shall receive standardized instructions explaining the purpose of SOCIs, how responses are intended to be used in improving teaching and learning, how anonymity is protected, and why participation is important.
- RESOLVED:** The University shall develop and distribute consistent student-facing messaging to be used across courses to improve understanding of the value and impact of SOCI participation.

- RESOLVED:** The Academic Senate recommends that during the SOCI completion period, a standardized university-wide announcement shall be posted in the Learning Management System (Canvas) to encourage student participation.
- RESOLVED:** The Academic Senate recommends that this notification be displayed to students each time they log into Canvas during the SOCI completion period.
- RESOLVED:** The Academic Senate shall periodically review institutional practices for increasing SOCI response rates and may recommend adjustments to communication strategies, distribution methods, and instructional guidance as needed.
- RESOLVED:** Response rates for online SOCIs shall be monitored annually during the transition period, and findings shall be shared with the Academic Senate to inform future policy refinement.
- RESOLVED:** Faculty teaching face-to-face courses are required to provide structured in-class time for completion of online SOCIs during the designated period to support participation and continuity with prior paper-based practices.
- RESOLVED:** The Academic Senate recommends that Departments and Programs discuss, explore, and consider implementation of strategies to increase SOCI response rates among their students.
- RESOLVED:** The Academic Senate recommends that Associated Students, Inc. consider strategies for increasing SOCI response rates from their constituents.

305.4.4 Student Role in the Performance Review Process for Instructional Faculty

Student opinion of teaching by faculty is a required component of the performance review process. The Student Opinion on Curriculum and Instruction (SOCI) shall be the primary instrument used to collect student opinions of teaching.

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCI) as the primary instrument used to collect student opinions of teaching, this tool is to be considered as only one of many measures used to evaluate teaching; SOCIs should not be given more consideration than the other measures of teaching performance outlined in section 305.4.2.6 (Evaluation of Teaching Performance). Further, the trends in student responses should be the focus of the evaluation of SOCIs as a

measure of teaching performance.

The quantitative and qualitative (i.e., open-ended) items included on the instruments to gather student opinions shall be reviewed and open for potential revision every 10 years, or more frequently. More frequent reviews and revisions are at the discretion of the Executive Committee of the Academic Senate. Any revision process shall include broad consultation from faculty.

~~Except as limited below, f~~ Faculty members will administer SOCIs in all sections and place the results of all SOCIs in the RTP (WPAF) File for use by all levels of review.

By default, course sections with fewer than six (6) students shall not administer SOCIs. However, SOCIs may be requested by the faculty member teaching the course. Requests must be submitted to the AVP for Faculty Affairs, who is ultimately responsible for determining whether SOCIs are administered. All courses with six (6) or more students shall have SOCIs administered, except in the following cases:

The requirement for collection of SOCIs may be waived in the following cases:

~~The requirement for collection of SOCIs may be waived for sections with enrollments of fewer than 6 students or similar situations in which the anonymity of respondents would be compromised and sections in which the primary mode of instruction or the SOCI would not reasonably correlate with instructional methods.~~

- A. The requirement for collection of SOCIs may be waived for sections in which a faculty member went on leave and was replaced by another faculty member. This request shall be honored at the discretion of the replacement faculty member. **considered by the AVP for Faculty Affairs.**
- a. ~~The faculty member on leave shall not be subject to student opinions.~~

~~Within these guidelines, department chairs in consultation with their department shall determine which sections are eligible for waiver. Documentation of the department decision to grant a waiver shall be included in each section of the file for which SOCIs are waived.~~

The SOCI shall be anonymous and identified only by course and/or section. The format of the SOCI provides both quantitative information (ratings of course and instructor attributes) and qualitative information (comments about the course and instructor).

Faculty shall be provided course and/or section summaries of quantitative data. Means and standard deviations shall be provided for individual questions ~~as well as the overall SOCI.~~

Quantitative and qualitative data shall be linked in both online and physical SOCI reports. SOCI reports shall be clear such that faculty can associate individual-student comments with individual-student quantitative responses. **Faculty shall also receive a SOCI report even when there are no completed student responses. SOCI reports shall be available to faculty teaching in all terms (Fall, Winter, Spring, Summer). SOCI reports shall be provided to the individual faculty instructors, department chairs, and college deans.**

Some bias in student opinions may be present. Since SOCI reports are used in conjunction with other measures to evaluate teaching, the College Dean (or designee) should arrange for training for Unit RTP Committee members to be undertaken before the start of a faculty review. The training should include the following: (1) the purpose of the RTP review process and the responsibilities of Unit Committee members, (2) the identification of possible biases in student responses, and (3) the process to remove biased SOCI reports from an evaluation of teaching.

Faculty under review may request that the AVP for Faculty Affairs (or their designee) reviews and removes the SOCI(s) with discriminatory comments and quantitative responses. SOCI(s) that are received within the prior academic calendar year are eligible for consideration for removal. Requests to remove SOCI(s) must be made 21 days prior to the deadline to submit the Working Personnel Action File (WPAF, commonly called the RTP File) for the next review cycle.

The AVP for Faculty Affairs (or their designee) shall consider the merit of such requests based on many factors, including (but not limited to) the human dignity of the faculty member, the student's role in the performance review process, and the added pedagogical value and relevance of the comments. Regardless of the decision of the AVP for Faculty Affairs (or their designee), the faculty member is encouraged to reflect upon feedback and may submit rebuttals to SOCI comments as part of the performance review process. In all cases, the Unit Review Committee, Department Chair (if applicable), College Dean, University Review Committee, Provost and Vice President for Academic Affairs, and President (or their designee) are expected to approach the evaluation of faculty and interpretation of SOCI reports with care and professionalism. Ultimately, SOCI reports are one component of a broad assessment of teaching performance.

305.4.5 ~~SOCI Distribution~~ Completion Period

The ~~SOCI Distribution~~ **Completion** Period shall be designated on the Academic Calendar, not to include the examination period. The timeframe for ~~SOCI distribution~~ **Completion** shall be the same regardless of course modality (e.g., face-to-face, hybrid, online).

In the Fall and Spring semesters, SOCIs ~~distributed~~ **completed** online shall be available for 10 **class meeting days** weekdays. SOCIs distributed in person shall be distributed during one class meeting in the two-week SOCI Distribution Period; SOCIs shall be distributed between 14 and 21 days prior to the Last Day of Classes. **The start of the SOCI completion period should be between 14 and 21 days prior to the Last Day of Classes.**

In the Summer and Winter sessions, SOCIs ~~distributed~~ **completed** online shall be available for 5 weekdays. SOCIs distributed in person shall be distributed during one class meeting in the penultimate week of classes. SOCIs distributed **completed** online shall be distributed **completed** during the penultimate week of classes.

For face-to-face courses, instructors shall provide a minimum of 15 minutes of scheduled class time for SOCI completion during the designated SOCI completion period. Instructors of face-to-face courses shall leave the classroom during this time in order to promote student privacy and reduce perceived pressure or response bias.

The University shall provide clear guidance and technical support to faculty and students to ensure consistent implementation and accessibility of online SOCIs. The AVP for Faculty Affairs shall ensure that faculty receive directions on how to access online SOCIs via the Learning Management System so that faculty can encourage student participation. Faculty may encourage their students to complete SOCIs. Faculty members shall administer SOCIs in Accordance with the Collective Bargaining Agreement.

RATIONALE: Referral 2025–2026 35 highlights the increasing and unsustainable financial and administrative costs associated with the continued use of paper-based Student Opinions of Curriculum and Instruction (SOCIs). Although paper-based SOCIs have served the institution well for many years, feasible alternatives are available in the modern era. Initial examination of other practices across the California State System suggests that several institutions already administer SOCIs exclusively online. Although the exact implementation strategies may vary depending on software used, there is a reasonable expectation of some Canvas integration and/or Canvas announcements for students.

Other CSU campuses, such as Cal Poly Pomona, include FAQ pages for Students, Staff, and Faculty. Some campuses, such as San Marcos, provide several faculty process guides

and student process guides. California State University Bakersfield can learn from other campuses and adopt useful strategies.

Transitioning to online SOCs represents a fiscally responsible, environmentally sustainable, and operationally efficient alternative. Because online SOCs are already used for fully online courses and are available as an option in face-to-face modalities, this resolution builds upon existing institutional practices rather than introducing a wholly new system.

At the same time, the Academic Senate recognizes that SOCs play a meaningful role to allow students to participate in the performance review process, and they must be implemented in ways that preserve data quality, student participation, and faculty confidence in the process. A central concern associated with online SOCs is the potential for reduced response rates when surveys are completed outside of class. This resolution addresses that concern through a structured, multi-year transition period and a coordinated institutional strategy focused on maintaining participation levels. The requirement that instructors of face-to-face courses provide dedicated in-class time for completion of online SOCs preserves continuity with established paper-based practices and reinforces norms that support student anonymity, minimize perceived pressure, and encourage participation.

The two-year implementation period allows the University to evaluate and refine practices that support strong response rates before fully eliminating paper-based administration. During this period, the Academic Senate, Academic Affairs, faculty, and campus partners will explore evidence-informed approaches to increasing student engagement with SOCs, including standardized communication, consistent student instructions, and institution-wide messaging. Annual monitoring of response rates will allow the Academic Senate to assess effectiveness, identify challenges, and recommend adjustments to institutional practices as needed.

This resolution also recognizes that improving student participation is a shared responsibility. Providing faculty with guidance and sample language for encouraging participation, offering students clear explanations of the purpose and impact of SOCs, and implementing consistent campus-wide messaging are intended to strengthen student understanding of how their feedback contributes to teaching improvement and curriculum development. Encouraging departments, programs, and Associated Students, Inc. to

explore complementary engagement strategies further broadens institutional support for meaningful participation.

Additionally, this resolution formalizes expectations regarding the consistent generation and distribution of SOCI reports across all instructional terms, including cases in which no student responses are submitted. Providing reports in all circumstances ensures continuity in documentation for faculty, supports completion of Working Personnel Action Files (WPAFs) and periodic evaluations, and promotes transparency and consistency in personnel review processes.

The resolution maintains the position that SOCIs are one component of a comprehensive evaluation of teaching and should be interpreted alongside other measures. The emphasis on trends in student feedback, training for review committees, and mechanisms for addressing potential bias is preserved from existing (although recently implemented) policy and supports a balanced and responsible use of SOCI data.

By pairing fiscal responsibility with a phased implementation strategy and ongoing Senate oversight, this resolution seeks to preserve the integrity, usefulness, and fairness of SOCIs while modernizing their administration for the future.

Distribution List:

President
Provost and VP for Academic Affairs
AVP for Faculty Affairs
Academic Senate
College Deans
Dean of the Library
College Associate Deans
General Faculty
Associated Students, Inc.

Approved by the Academic Senate: February 26, 2026
Sent to the President: March 6, 2026
President Approved: March 12, 2026

Transitioning to Online SOCIs – Handbook Change

RES 252620

****CLEAN VERSION – Handbook Changes****

305.4.4 Student Role in the Performance Review Process for Instructional Faculty

Student opinion of teaching by faculty is a required component of the performance review process. The Student Opinion on Curriculum and Instruction (SOCl) shall be the primary instrument used to collect student opinions of teaching.

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCl) as the primary instrument used to collect student opinions of teaching, this tool is to be considered as only one of many measures used to evaluate teaching; SOCIs should not be given more consideration than the other measures of teaching performance outlined in section 305.4.2.6 (Evaluation of Teaching Performance). Further, the trends in student responses should be the focus of the evaluation of SOCIs as a measure of teaching performance.

The quantitative and qualitative (i.e., open-ended) items included on the instruments to gather student opinions shall be reviewed and open for potential revision every 10 years, or more frequently. More frequent reviews and revisions are at the discretion of the Executive Committee of the Academic Senate. Any revision process shall include broad consultation from faculty.

Faculty members will administer SOCIs in all sections and place the results of all SOCIs in the RTP (WPAF) File for use by all levels of review.

By default, course sections with fewer than six (6) students shall not administer SOCIs. However, SOCIs may be requested by the faculty member teaching the course. Requests must be submitted to the AVP for Faculty Affairs, who is ultimately responsible for determining whether SOCIs are administered. All courses with six (6) or more students shall have SOCIs administered, except in the following cases:

The requirement for collection of SOCIs may be waived for sections in which a faculty member went on leave and was replaced by another faculty member. This request shall be considered by the AVP for Faculty Affairs.

The SOCI shall be anonymous and identified only by course and/or section. The format of the SOCI provides both quantitative information (ratings of course and instructor attributes) and qualitative information (comments about the course and instructor).

Faculty shall be provided course and/or section summaries of quantitative data. Means and standard deviations shall be provided for individual questions.

Quantitative and qualitative data shall be linked in both online and physical SOCIs. SOCI reports shall be clear such that faculty can associate individual-student comments with individual-student quantitative responses. Faculty shall also receive a SOCI report even when there are no completed student responses. SOCI reports shall be available to faculty teaching in all terms (Fall, Winter, Spring, Summer). SOCI reports shall be provided to the individual faculty instructors, department chairs, and college deans.

Some bias in student opinions may be present. Since SOCIs are used in conjunction with other measures to evaluate teaching, the College Dean (or designee) should arrange for training for Unit RTP Committee members to be undertaken before the start of a faculty review. The training should include the following: (1) the purpose of the RTP review process and the responsibilities of Unit Committee members, (2) the identification of possible biases in student responses, and (3) the process to remove biased SOCIs from an evaluation of teaching.

Faculty under review may request that the AVP for Faculty Affairs (or their designee) reviews and removes the SOCI(s) with discriminatory comments and quantitative responses. SOCI(s) that are received within the prior academic calendar year are eligible for consideration for removal. Requests to remove SOCI(s) must be made 21 days prior to the deadline to submit the Working Personnel Action File (WPAF, commonly called the RTP File) for the next review cycle.

The AVP for Faculty Affairs (or their designee) shall consider the merit of such requests based on many factors, including (but not limited to) the human dignity of the faculty member, the student's role in the performance review process, and the added pedagogical value and relevance of the comments. Regardless of the decision of the AVP for Faculty Affairs (or their designee), the faculty member is encouraged to reflect upon feedback and may submit rebuttals to SOCI comments as part of the performance review process. In all cases, the Unit Review Committee, Department Chair (if applicable), College Dean, University Review Committee, Provost and Vice President for Academic Affairs, and President (or their designee) are expected to approach the evaluation of faculty and interpretation of SOCIs with care and professionalism. Ultimately, SOCIs are one component of a broad assessment of teaching performance.

305.4.5 SOCI Completion Period

The SOCI Completion Period shall be designated on the Academic Calendar, not to include the examination period. The timeframe for SOCI Completion shall be the same regardless of course modality (e.g., face-to-face, hybrid, online).

In the Fall and Spring semesters, SOCIs completed online shall be available for 10 class meeting days. The start of the SOCI completion period should be between 14 and 21 days prior to the Last Day of Classes.

In the Summer and Winter sessions, SOCIs completed online shall be available for 5 weekdays. SOCIs completed online shall be completed during the penultimate week of classes.

For face-to-face courses, instructors shall provide a minimum of 15 minutes of scheduled class time for SOCI completion during the designated SOCI completion period. Instructors of face-to-face courses shall leave the classroom during this time in order to promote student privacy and reduce perceived pressure or response bias.

The University shall provide clear guidance and technical support to faculty and students to ensure consistent implementation and accessibility of online SOCIs. The AVP for Faculty Affairs shall ensure that faculty receive directions on how to access online SOCIs via the Learning Management System so that faculty can encourage student participation. Faculty may encourage their students to complete SOCIs. Faculty members shall administer SOCIs in Accordance with the Collective Bargaining Agreement.

Topic: Handbook/Bylaws Summer Working Group: Additional Items Identified

List of additional items identified during Handbook / Bylaw review that may need further discussion with the full group and/or referral to committee in Fall.

Potential inconsistencies with the CBA:

- Last line in 104.2.4 refers to deans having teaching responsibilities – may be CBA implications with CFA CBA

Potential inconsistencies with CO policies, federal policies, and other applicable policies:

- <add items here>

Other issues noted:

- Appendix D
 - Summer – Focus on incorporating the lost graduate grievance procedure resolution and adding a definition for student ombuds
 - Academic Year – Further referral on appropriate office to oversee the grievance procedure (is it academic-only or does it cover other divisions?)
- Appendix E still refers to Banner – Identified by Dani
- Academic Integrity Violations Committee (which presumably is the same as the Academic Integrity Review Committee listed in section 203.4 of the handbook) is inconsistent with current charge – Identified by Dani (Emily Poole Callahan will send along some recommended updates)
 - Referral will focus on aligning Handbook language with two resolutions updating undergraduate and graduate integrity policies (email chain with Emily)
- Committee list may need more discussion for instance 103.2.3 CSUB Cabinet needs to be updated –identified by Di; 201.6 Curriculum Assessment Council, removed already? Identified by Di; DEI committee
 - The group agreed to remove 201.6 Curriculum Assessment Council and agreed that a future referral to BPC would be appropriate.
 - Assessment Committee on IRPA website:
<https://www.csub.edu/irpa/committees.shtml>
- Officers of the University – Basically the entire section needs to be updated. Lori Blodorn offered suggestions from a People and Culture perspective.
 - Summer – Update current titles and descriptions for accuracy, which might include removing some paragraphs
 - Update division AVPs if we have the current, correct, information

- Academic Year – Referral on updating for current AVPs (primarily SASEM and P&C), and developing a process for consultation with Senate on creating AVP positions, regardless of division
 - Which non-Academic Affairs administrators should be subject to Academic Administrator Review (Section 311)?
- Probably as a last step, the headings will need to be reformatted using the Microsoft Word feature, for accessibility and organization.
- There are some alignment issues in 305.6.2.
- The Faculty Coordinator of Online Instruction is still listed (313)...should this be removed?
- Schools and school directors
 - (multiple sections) – Add hiring and review procedures to appropriate sections
 - 104.2.4 – Need to add section about school directors, in area where department chairs and program directors are defined
 - 202.2 Development of New Programs – Should schools be allowed to put proposals forward, or should it all route through the college dean’s office?
 - RTP/PTR/PEF (multiple sections) – Does the school director review faculty before the college dean? Would this create issues to add another layer?
 - Appendix D – Should the school director be part of the student grievance process, or should it go straight to the college dean’s office?
- Should we change references to “four colleges” to be something more generic like “all colleges” or “from each college”?
 - Still need to develop criteria for proposing a new college (next step after approval of school formation criteria)
 - Group agreed that a taskforce would be appropriate. Call to go out in Fall 2026 (EC will need to review the proposed composition).
- Senate EC / committees still need to address issue of committee proliferation, and how committees are formed / disbanded
 - Specific Handbook sections to review
 - 201.6 Curriculum Assessment Council
- Executive Director of AV campus
 - Similar notes to School Directors list above
- Staff representative on Senate
 - Logistical challenges with Staff Forum running the election and determining the staff senator in a timely fashion, but also a logistical challenge for Senate to run the election because we don’t have staff rosters
 - Perhaps recommendations to Staff Forum for best practices
- <add items here>

Katherine Van Grinsven

From: Melissa Danforth
Sent: Tuesday, March 10, 2026 10:52 AM
To: Katherine Van Grinsven
Subject: FW: senate resolution

Hi Katie,

Tony talked to me about this too last week. Probably too late for this year's Senate to tackle, but a good topic to put on the Summer Senate retreat agenda.

Melissa

From: Amber Stokes <astokes2@csb.edu>
Date: Tuesday, March 10, 2026 at 10:49 AM
To: Melissa Danforth <mdanforth@csb.edu>
Subject: Fwd: senate resolution

Hi, Melissa. I received a request for a resolution (see email below). Let me know if you need anything further from me.

Amber

AMBER N. STOKES, PhD

Professor of Biology
Graduate Program Director
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<https://sites.google.com/view/stokeslabcsb/home>

"Science and everyday life cannot and should not be separated." - Rosalind Franklin



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Begin forwarded message:

From: Anthony Rathburn <arathburn@csub.edu>
Subject: senate resolution
Date: March 3, 2026 at 9:11:45 PM PST
To: Amber Stokes <astokes2@csub.edu>

Hi Amber:

I trust that your semester is going well.

I am writing because of an issue that is preventing us from offering grant funds to cover grad student tuition. According to Manuel in GRaSP, NSF rules indicate that unless the University offers at least one tuition scholarship/waiver, we cannot include tuition funds in any proposal. Other CSUs can wrtie tuition funds into NSF proposals as can other universities in the country. This means that we cannot compete with these institutions for grad students. It also means that with scholarship/salary restrictions, we can't cover tuition and other expenses even though NSF is willing to provide the funds.

I have met with a number of people about this, including Jane Dong. It seems that the only solution is to have at least one academic tuition waiver scholarship for the university that is provided regularly. Of course, athletics gets all of the tuition waivers now. From what I understand, tuition waivers are at the discretion of the President. I have not talked with him about this, but as a senator, I would like to ask you to introduce a resolution to the Senate to ask the President to create an academic tuition waiver scholarship for the University. This waiver could be competitive or rotated between colleges, but would be a regular, yearly scholarship. In this way, we could write NSF proposals that include tuition funds for grad students and attract students from a wider circle.

I would be happy to chat with you about this, if you wish.

Cheers,
Tony

Anthony Rathburn
Professor and Chair
Co-Director of the California Well Sample Repository
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Katherine Van Grinsven

From: Alice Hays
Sent: Tuesday, August 4, 2026 11:54 AM
To: Melissa Danforth
Cc: Katherine Van Grinsven
Subject: Re: Service Learning University Wide Committee

Hi, Melissa!

It was not discussed with the full AAC, however I have spoken with Elizabeth Adams and the Provost about it.

The charge would be to help with delineating criteria for each college for service-learning courses, in addition to helping with developing reports that could be utilized at both a cabinet level as well as Chancellor's office level. Currently, I am trying to recruit faculty to do service learning while also trying to connect them with community members and develop reporting and a committee that come from across the university would be very helpful in forwarding service learning on our campus.

I am hoping for a permanent committee.

Thank you!

Alice Hays, Ph.D.
Associate Professor
Teacher Education Department Chair
Service Learning Faculty Liaison
California State University, Bakersfield
Ahays2@csub.edu
661-654-3129

From: Melissa Danforth <mdanforth@csub.edu>
Date: Wednesday, July 29, 2026 at 11:13 AM
To: Alice Hays <ahays2@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: RE: Service Learning University Wide Committee

Hi Alice,

We'll need a little more information to put this on the EC agenda for discussion.

Was this already discussed in AAC last academic year?

What would be the charge of this committee?

Are you asking for a short-term committee to address a specific issue or a permanent committee?

Thanks,
Melissa

From: Alice Hays <ahays2@csub.edu>
Sent: Wednesday, July 29, 2026 8:04 AM
To: Melissa Danforth <mdanforth@csub.edu>
Subject: Service Learning University Wide Committee

Hi, Melissa!

I hope your summer went well and that you had some opportunity to relax.

I am writing to formally ask you to help us put together a sub-committee of the Academic Affairs Committee for Service Learning. It could be called the Faculty Service Learning Committee. (FSLC)

We need at least one representative from each college, and I'd also love one extra person who could serve in a community outreach position.

Can you please let me know what else you might need from me?

With gratitude,

Alice Hays, Ph.D.
Associate Professor
Teacher Education Department Chair
Service Learning Faculty Liaison
California State University, Bakersfield
Ahays2@csub.edu
661-654-3129

Topic: Senate/ CPR/ Faculty Affairs "Summit"

From: Zachary Zenko <zzenko@csb.edu>

Sent: Friday, August 28, 2026 10:14 AM

To: Katherine Van Grinsven <kvan-grinsven@csb.edu>; Melissa Danforth <mdanforth@csb.edu>

Subject: Re: September 1 - EC Agenda and Reminders

Good morning,

Thank you for preparing this.

I would like to add:

1. Clarifying the implementation of online SOCs
2. Academic Senate / CPR / Faculty Affairs "Summit".

For context:

- a. This is based on a brief chat I had yesterday with the Provost, but also now several years of conversations in the Faculty Affairs Committee. We actually previously identified that a summit might be needed for some of these extremely complex issues, which affect various units differently.
- b. The Academic Senate, Committee on Professional Responsibility, and Faculty Affairs Committee could jointly convene a Summit on Faculty Professional Life and RTP to engage faculty in a campus-wide discussion of professional expectations, periodic evaluation, and the RTP process. The symposium would provide a structured opportunity to identify concerns, clarify areas of uncertainty or inconsistency, and establish priorities for policy review and improvement over the next one to three years.
- c. I imagine breakout sessions, work groups, etc.
- d. I also wouldn't mind workload being a target area of focus.
- e. Just some brainstormed thoughts...

I'd ask that this would be either B or C in new discussion.

Finally, I wonder if the Lecturer Evaluation Process discussion item could go into continued items - Referrals for consideration. Personally, I think this is a higher priority than some of the other referrals for consideration.

Thank you,

Zack

ZACHARY ZENKO, PH.D., FACSM, PAPHS

He/Him/His

Associate Professor

Graduate Program Director, [MS in Kinesiology](#)