



## Academic Senate: Executive Committee

Agenda- Extra Meeting

TUESDAY, NOVEMBER 26, 2024

10:00 A.M. – 11:30 A.M.

**Location:** BDC 134- BPA Conference Room

**Zoom link:** <https://csu.zoom.us/j/82989854885?pwd=RxRwAQTPk20LXhFnH6ggntqLLcuxfs.1&from=addon>

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

**Guests:** None.

1. Call to Order
2. Announcements and Information
  - a. Honorary Doctorate Award – FHDC Recommendations
3. Approval of Agenda (Time Certain: 10:05 AM)
4. Approval of EC Minutes
  - a. November 12, 2024 (handout)
  - b. November 19, 2024 (tabled)
5. Continued Items
  - a. Time Sensitive:
    - i. Referral 2024-2025 21 Academic Calendars\_2025-2026, Summer 2025- BPC (handout)
    - ii. Referral 2024-2025 19 Academic Master Plan 2025-26 through 2034-35 – AAC and BPC
  - b. AS Referral Log (handout)
    - i. AAC (J. Deal)
    - ii. AS&SS (T. Tsantsoulas)
    - iii. BPC (D. Wu)
    - iv. FAC (Z. Zenko)
  - c. Interim Provost Update (J. Rodriguez)
6. New Discussion Items (Time Certain: 10:45 AM)
  - a. ASCSU Constitution Ratification – Bylaws Change (handout) – FAC

- b. FAC-4-RSCA (handout)
- c. Elections and Appointments (D. Solano)
  - i. Review of committees' activity (HOLD; Senate Office compiling list)
- d. Cc List for Senate resolutions
- e. CFA Report – possible addition to Senate Agenda.
- f. Time, Place, Manner Policy ([handouts](#))
- g. CSU Generative AI report and professional ethics ([handout](#)) – AS&SS? and FAC?
- h. Handbook and Bylaws Project; create taskforce?
  - i. Updating Schools to Colleges
  - ii. Notation for revisions
  - iii. Standing Committees Composition:
    - 1. Clarify Handbook language about staff positions being non-MPP staff
    - 2. AS&SS Composition: Associate Dean of Undergraduate and Graduate Studies is not actually listed in the bylaws as an ex-officio member of AS&SS.
  - iv. Director of Assessment: Review position (Handbook 105.2 and 305.6.)
  - v. Council of Academic Deans: Review Composition and name (Handbook 105.2)
  - vi. Public Affairs Committee: Committee in handbook but not bylaws (Handbook 107.1. Standing Committees of the Academic Senate)
  - vii. Review committees listed (Handbook 107)
  - viii. Update TEAC Description: Currently lists old college names (H&SS, SOE, and NSM) (Handbook 201.5)
- i. RTP – FAC
  - i. Unit Review Committee Procedures ([handout](#))
  - ii. PAF Insertion/deletion
    - 1. Handbook Section 301.6.4 “Correction of Materials in the PAF” has current procedures
- j. Double-Major Policy: Timeline for Declaring ([handout](#)) – AAC
- k. Faculty concerns about SSD Testing – AS&SS
- l. Work group for CSUB Communications Standards ([handout](#))
- m. ASCSU Interruption Practice Policy (AS-3551; [handout](#))
- n. Department Formation follow-up (HOLD follow up w/ Academic Programs)
- o. Resolution on CCC baccalaureate degrees [AB 927, SB 895] – EC (HOLD)
- p. Strategic Plan Group data gathering instrument(s) follow-up – BPC (HOLD 3/18/2024)

## 7. Agenda Items for Senate Meeting (deferred)

- a. Consent Agenda:
  - i. RES 242511 Commencement- Fall 2024 – EC (handout)
- b. Old Business:
  - i. RES 242508 ITS Generative AI Governance Structure – AS&SS (handout)
- c. New Business:

- i. RES 2425XX – Academic Master Plan (AMP) – AAC and BPC (handout)
- ii. RES 2425XX – Academic Calendar 2025/2026, Summer 2025 – BPC (handout)
- iii. RES 242510 – Process and Timeline of SOCI Administration – FAC and AAC (handout)
- iv. RES 242509 – Search and Screening Procedures for Administrators – FAC and BPC (handout)

8. Adjournment

# California State University, Bakersfield

## Academic Calendar

### 2025/2026

#### Fall Semester, 2025

Feb 20	.....	Last Day to Register to Vote for Primary Election
March 10	.....	<b>Academic Advising</b> for Continuing Students Begins (for Summer 2025 & Fall 2025)
March 23	.....	CA Statewide Primary Election
April 07	.....	<b>Registration</b> for Continuing Students Begins (for Summer 2025 & Fall 2025)
May 01	.....	Orientation for Fall 2025 New Undergraduate Students Begins (for Fall 2025)
May 01	.....	Deadline to Apply for <b>Fall 2025</b> Graduation
June 02	.....	<b>Academic Advising</b> for New Transfer Students Begins (for Fall 2025)
June 02	.....	<b>Registration</b> for New Transfer Students Begins (for Fall 2025)
June 02	.....	<b>Registration</b> for New Postbaccalaureate Students
June 19	.....	<b>HOLIDAY</b> – Juneteenth – (Campus Closed)
June 23	.....	<b>Academic Advising</b> for First-Time First-Year Students Begins (for Fall 2025)
June 23	.....	<b>Registration</b> for New First-Time First-Year Students Begins (for Fall 2025)
August 18	.....	<b>ALL FACULTY DUE ON CAMPUS</b>
August 25	.....	<b>First Day of Classes</b>
September 01	.....	<b>HOLIDAY</b> – Labor Day – Campus Closed
September 03	.....	Last Day to Add Classes
September 03	.....	Last Day to Change between Audit and Letter Grading
September 22	.....	Census Day
September 22	.....	Last Day to Change between Credit/No-credit and Letter Grading
September 22	.....	Last Day to Withdraw from Classes without a "W" being recorded
September 26	.....	Last Day for Faculty to Order Course Materials Through Campus Bookstore (for Spring 2026)
September 29	.....	<b>Academic Advising</b> for Continuing Students Begins (for Spring 2026)
October 08	.....	Campus-wide Emergency Evacuation Day
<u>October 20</u>	.....	<u>Last Day to Register to Vote for the General Election</u>
October 27	.....	Last Day for Department Chairs/Program Directors to Confirm All the Course
October 27	.....	<b>Registration</b> for Continuing Students Begins (for Spring 2026)
November 04	.....	CA Statewide General Election
November 11	.....	<b>HOLIDAY</b> - Veterans Day – Campus Closed
November 14	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 17	.....	<b>Academic Advising</b> for New Students Begins (for Spring 2026)
November 17	.....	<b>Registration</b> for New Students Begins (for Spring 2026)
November 17 – 21	.....	SOCI Week (for both Online and Paper SOCIs)
November 26	.....	<b>No Classes</b> - Campus Open
November 27 – 28	.....	<b>HOLIDAY</b> - Thanksgiving - Campus Closed
December 01	.....	Deadline to Apply for <b>Spring 2026</b> Graduation
December 01	.....	Deadline to apply for <b>Summer 2026</b> Graduation
December 08	.....	Last Day to Submit Completed Thesis / Dissertation
December 08	.....	<b>Last Day of Classes</b>
December 09 – 15	.....	Examination Period ( <del>per Senate revision</del> )
December 13	.....	Commencement
December 16	.....	Evaluation Day ( <del>per Senate revision</del> )
December 17	.....	Grades Due ( <del>per Senate revision</del> )

**Winter Break: December 18, 2025 - January 14, 2026**

*In addition to our Fall Semester listed above, CSUB's **Extended Education** offers classes during **Winter Session**. The Session begins January 2, 2026 and ends January 14, 2026. **Call the Extended Education at (661) 654-2441** for*

# California State University, Bakersfield

## Academic Calendar

### 2025/2026

#### Spring Semester, 2026

September 29	.....	<b>Academic Advising</b> for Continuing Students Begins (for Spring 2026)
October <del>2027</del>	.....	<b>Registration</b> for Continuing Students Begins (for Spring 2026)
November <del>4017</del>	.....	<b>Academic Advising</b> for New Students Begins (for Spring 2026)
November <del>4017</del>	.....	<b>Registration</b> for New Students Begins (for Spring 2026)
December 01	.....	Deadline to Apply for <b>Spring 2026</b> Graduation
December 01	.....	Deadline to Apply for <b>Summer 2026</b> Graduation
January 15	.....	<b>ALL FACULTY DUE ON CAMPUS</b>
January 19	.....	<b>HOLIDAY</b> – Martin Luther King, Jr. Day – Campus Closed
January 20	.....	<b>First Day of Classes</b>
January 29	.....	Last Day to Add Classes
January 29	.....	Last Day to Change between Audit and Letter Grading
February 16	.....	Census Day
February 16	.....	Last Day to Change between Credit/No-credit and Letter Grading
February 16	.....	Last Day to Withdraw from Classes without a "W" being recorded
March 06	.....	Last Day for Faculty to Order Course Materials Through Campus Bookstore (for Summer 2026 and Fall 2026)
March 09	.....	<b>Academic Advising</b> for Continuing Students Begins (for Summer 2026 & Fall 2026)

#### **Spring Semester Break: March 30, 2026 – April 5, 2026 (Easter is April 05, 2026)**

March 31	.....	<b>HOLIDAY</b> - Cesar Chavez Day- Campus Closed
April 06	.....	<b>Registration</b> for Continuing Students Begins (for Summer 2026 and Fall 2026)
April 06	.....	Last Day for Department Chairs/Program Directors to Confirm All the Course Materials Have Been Ordered Through Campus Bookstore (for Summer 2026 and Fall 2026)
April 07	.....	Campus-wide Emergency Evacuation Day
April 10	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
April 20 – 24	.....	SOCI Week (for both Online and Paper SOCIs)
May 01	.....	<b>Orientation</b> for New Undergraduate Students Begins (for Fall 2026)
May 01	.....	Deadline to Apply for Fall 2026 Graduation
May 11	.....	Last Day to Submit Completed Thesis / Dissertation
May 11	.....	<b>Last Day of Classes</b>
May 12 – 18	.....	Examination Period ( <del>per Senate revision</del> )
May 15 – 16	.....	Commencement
May 19	.....	Evaluation Day ( <del>per Senate revision</del> )
May 20	.....	Grades Due ( <del>per Senate revision</del> )
May 25	.....	<b>HOLIDAY</b> - Memorial Day – Campus Closed

# California State University, Bakersfield

## Academic Calendar 2026

### Summer Session, 2026

#### **SS1: 10-Week Session**

May 01	.....	<b>Orientation</b> for New Students Begin (Fall 2026)
June 01	.....	<b>ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS</b>
June 01	.....	<b>First Day of Classes</b>
June 01	.....	<b>Academic Advising</b> for New Transfer Students Begins (for Fall 2026)
June 01	.....	<b>Registration</b> for New Transfer Students Begins (for Fall 2026)
June 01 – 04	.....	Schedule Adjustment Period
June 04	.....	Last Day to Add Classes
June 04	.....	Last Day to Change between Audit and Letter Grading
June 04	.....	Last Day of Schedule Adjustment Period (for Summer Session 1)
June 10	.....	Census Day
June 10	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 10	.....	Last Day to Withdraw from Classes without a "W" being recorded
June 18	.....	<b>HOLIDAY</b> – Juneteenth – Campus Closed
June 29	.....	<b>Academic Advising</b> for New First Time First-Year Students Begins (for Fall 2026)
June 29	.....	<b>Registration</b> for First-Time First-Year Students Begins (for Fall 2026)
July 02	.....	<b>HOLIDAY</b> - Independence Day - Campus Closed
July 09	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
July 30	.....	<b>SOCI Period Begins (for both Online and Paper SOCIs)</b>
August 06	.....	<b>Last Day of Classes</b>
August 06	.....	Last Day to Submit Completed Thesis/Dissertation
August 10 – 11	.....	Examination Period
August 12	.....	Grades Due

#### **SS2: 5-Week Session**

June 01	.....	<b>ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS</b>
June 01	.....	<b>First Day of Classes</b>
June 01 – 04	.....	Schedule Adjustment Period
June 04	.....	Last Day to Add Classes
June 04	.....	Last Day to Change between Audit and Letter Grading
June 04	.....	Last Day of Schedule Adjustment Period (for Summer Session 2)
June 10	.....	Census Day
June 10	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 10	.....	Last Day to Withdraw from Classes without a "W" being recorded
June 17	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
June 18	.....	<b>HOLIDAY</b> – Juneteenth – Campus Closed
June 24	.....	<b>SOCI Period Begins (for both Online and Paper SOCIs)</b>
July 01	.....	<b>Last Day of Classes</b>
July 02	.....	<b>HOLIDAY</b> - Independence Day - Campus Closed
July 06 – 07	.....	Examination Period
July 08	.....	Grades Due

#### **SS3: 5-Week Session**

July 02	.....	<b>HOLIDAY</b> - Independence Day - Campus Closed
July 09	.....	<b>ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS</b>
July 09	.....	<b>First Day of Classes</b>
July 09 – 15	.....	Schedule Adjustment Period
July 15	.....	Last Day to Add Classes
July 15	.....	Last Day to Change between Audit and Letter Grading
July 15	.....	Last Day of Schedule Adjustment Period (for Summer Session 3)
July 21	.....	Census Day
July 21	.....	Last Day to Change between Credit/No-credit and Letter Grading
July 21	.....	Last Day to Withdraw from Classes without a "W" being recorded
July 23	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
July 30	.....	<b>SOCI Period Begins (for both Online and Paper SOCIs)</b>
August 06	.....	<b>Last Day of Classes</b>
August 10-11	.....	Examination Period
August 12	.....	Grades Due

**THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR**

**From:** [Melissa Danforth](#)  
**To:** [Senate Executive Committee Group](#)  
**Subject:** Re: Calendars  
**Date:** Friday, November 22, 2024 5:07:39 PM  
**Attachments:** [Outlook-California](#)

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Hi all,

I just realized I couldn't "math" correctly yesterday and was counting summers as if they were 5-day weeks. There's still a disconnect between Summer 2025 and 2026 though when I correctly count each week as a 4-day week. The first 5-week session in Summer 2025 is 19 days, while the first 5-week session in Summer 2026 is 18 days, or potentially 19 days depending on the holiday calendar. And Summer 2025 has 18 class days in the second 5-week session, while Summer 2026 has 17 class days for the second 5-week session.

I also heard back from Lori about the holiday calendar. They're still waiting for the approval of the holidays for the 2025-26 academic year, but she anticipates they'll be approved soon and she'll let me know once they are approved.

Melissa

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**From:** Melissa Danforth <[mdanforth@csb.edu](mailto:mdanforth@csb.edu)>  
**Date:** Thursday, November 21, 2024 at 3:00 PM  
**To:** Charles Lam <[clam@csb.edu](mailto:clam@csb.edu)>, Senate Executive Committee Group  
<[executivecommittee@CSUB.onmicrosoft.com](mailto:executivecommittee@CSUB.onmicrosoft.com)>  
**Subject:** Re: Calendars

Hi all,

Issues I'm also seeing with Summer 2026:

- The July 4, 2026 holiday might be observed on Friday, July 3, 2026, rather than Thursday, July 2, 2026, if HR considers that week to be a 5-day work week due to splitting between June and July pay periods. I have an email in to Lori to see if they have the holiday calendars for 2025 and 2026 available.
- The 5-week sessions don't appear to have enough class meeting days to me. Summer 2025 has 23 meeting days for both of the 5-week sessions, but Summer 2026 Jun-Jul session has only 22 meeting days and Jul-Aug session only has 21 meeting days. The Jun-Jul session shortage will be solved if July 2, 2026 is a class day instead of a holiday, but the Jul-Aug session needs to be extended to end a couple of days after the 10-week session.

Let's keep accumulating these issues so we can discuss them on Tuesday.

Thanks,  
Melissa

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**From:** Charles Lam <clam@csub.edu>

**Date:** Thursday, November 21, 2024 at 2:48 PM

**To:** Melissa Danforth <mdanforth@csub.edu>, Senate Executive Committee Group  
<executivecommittee@CSUB.onmicrosoft.com>

**Subject:** Re: Calendars

Things I see that I have a question with in 2025-26 Fall/Spring:

1. Feb 20/March 23 : No statewide Primary Election in 2025, thus no last day to register to vote for primary election
2. October 27: Last Day for Department Chairs/ Program Directors to Confirm All the Course (All Course Offerings?)
3. November 04: No Statewide General Election
4. Spring 2026. There is a primary election date on June 2, last day to register is May 18, 2026.
5. The total number of working days: Before Fall begins (5), Fall Semester Instruction (71), Final Exam and Grades Due (7), Before Spring begins (2), Spring Semester Instruction (75), Final Exam and Grades Due (7). This adds up to 167 Academic Working Days, three short of minimum. (Did I miss something?)

Charles.

**CHARLES LAM**

He/Him/His

Professor

Department of Mathematics

(661) 654-2403

**California State University, Bakersfield**

9001 Stockdale Hwy, Mail Stop: SCI-14

Bakersfield, CA 93311



<http://www.csub.edu/math>



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**From:** Melissa Danforth <mdanforth@csub.edu>  
**Sent:** Thursday, November 21, 2024 9:31 AM  
**To:** Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>  
**Subject:** FW: Calendars

Hi all,

The Calendar Committee finally provided Di with the finalized calendars. I've already noticed an issue with the 2025-26 calendar where the registration date changes for Fall 2025 did not carry over into Spring 2026, which I've corrected and attached with track changes enabled.

I know we have a lot of sharp eyes on EC this year, so I'm utilizing the "many eyes" principle from computer science. If you have a chance, please review the Fall 2025, Spring 2026, and Summer 2026 calendars before Senate meets in two weeks to make sure there are no other issues with those calendars. Those three terms are the ones due to the Chancellor's Office in January.

I've also left the other calendars provided by the committee on the email, although we've already approved Fall 2024 through Summer 2025 (so, any changes would need a separate change of calendar resolution), and we don't need to approve Fall 2026 or Spring 2027 until next year.

Thanks,  
Melissa

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**From:** Di Wu <dwu2@csub.edu>  
**Sent:** Wednesday, November 20, 2024 7:25 PM  
**To:** Melissa Danforth <mdanforth@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>  
**Subject:** FW: Calendars

Hi Melissa and Katie,

Frankie finalized the calendars.

Thanks,

Di

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**From:** Frankie Jenkins <[ajenkins10@csub.edu](mailto:ajenkins10@csub.edu)>  
**Sent:** Wednesday, November 20, 2024 5:02 PM  
**To:** Di Wu <[dwu2@csub.edu](mailto:dwu2@csub.edu)>  
**Subject:** FW: Calendars

Annnnd...right at 5 pm adding 2026-2027

**Thank you,**

**Frankie Jenkins**

Assistant to the Associate Vice President  
Division of Enrollment Management  
(661) 654-2160 Office

**California State University, Bakersfield**

9001 Stockdale Hwy, Mail Stop: 47 SA  
Bakersfield, CA 93311



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**From:** Frankie Jenkins  
**Sent:** Wednesday, November 20, 2024 4:13 PM  
**To:** Di Wu <[dwu2@csub.edu](mailto:dwu2@csub.edu)>  
**Subject:** Calendars

Dr. Wu...here are all the calendars EXCEPT Fall 2026 / Spring 2027 – this calendar reverted to the version that was technically challenged, to put it nicely

I will try to get IT on it with me before 5, otherwise, I will work on it again first thing in the morning!!

**Thank you,**

**Frankie Jenkins**

Assistant to the Associate Vice President  
Division of Enrollment Management  
(661) 654-2160 Office

**California State University, Bakersfield**

9001 Stockdale Hwy, Mail Stop: 47 SA  
Bakersfield, CA 93311

**From:** [Melissa Danforth](#)  
**To:** [Senate Executive Committee Group](#)  
**Subject:** FW: TPM Resolution  
**Date:** Monday, November 25, 2024 9:35:30 PM  
**Attachments:** [TPM - 10.31.2024.docx](#)  
[bakersfield-campus-updates-8-20-24.pdf](#)  
[Outlook-bjxkfhfb.png](#)

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Hello all,

Please see the attached draft TPM resolution from Zack, for discussion at EC.

Thanks,  
Melissa

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**From:** Zachary Zenko <zzenko@csub.edu>  
**Sent:** Thursday, October 31, 2024 3:09 PM  
**To:** Melissa Danforth <mdanforth@csub.edu>  
**Subject:** TPM Resolution

Hi Melissa,

Please see a draft resolution regarding the time, place, and manner policy.

Here is a link to the Interim TPM policy:

<https://calstate.policystat.com/policy/16412929/latest/#autoid-wka4j>

I've also attached an addendum that is relevant to CSUB and several of the public locations mentioned.

Thank you,  
Zack

**ZACHARY ZENKO, PH.D., FACSM, PAPHS**

He/Him/His

Associate Professor

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

Department of Kinesiology

(661) 654-2799

Office: EDUC 149

[Zoom Link](#)

**Fall 2024 Office Hours**

Mondays and Wednesdays: 2:20 pm to 3:50 pm

Thursdays: 1:45 pm to 3:45 pm

By appointment

**California State University, Bakersfield**

Mail Stop: 22 EDUC

9001 Stockdale Hwy

Bakersfield, CA 93311

**Essentials of Exercise and Sport Psychology: An Open Access Textbook**



CALIFORNIA STATE UNIVERSITY  
**BAKERSFIELD**

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

## **Resolution on the Interim Time, Place, and Manner Policy**

Recognizing the foundational role of academic freedom, free speech, and free expression in the pursuit of knowledge, the California State University, Bakersfield Academic Senate and Faculty affirm the intrinsic value of these principles in fostering a rigorous, vibrant academic community. As a public institution dedicated to inquiry, innovation, and the free exchange of ideas, it is the duty of this University to ensure that its policies reflect and uphold the highest standards of the First Amendment, without imposing undue restrictions that undermine these values.

**Whereas** academic freedom is essential for advancing knowledge and fostering an environment where diverse perspectives can be explored without fear of censorship, retaliation, or restriction; and

**Whereas** the First Amendment protects free speech, free expression, and inquiry, serving as a vital safeguard for intellectual exploration in a democratic society; and

**Whereas** the First Amendment guarantees the right to peaceful protest, a fundamental component of free expression that allows individuals to advocate for change, voice dissent, and contribute to societal discourse in ways that are both lawful and essential to democracy; and

**Whereas** restricting the manner of use and availability of public spaces on campus, including paved pedestrian walkways and lawns on University property, the Administration Quad, the Administration Lawn, Alumni Park, the Antelope Valley Building 100 Lawn, the Don Hart East Lawn, the Harvey Hall Plaza, the Icardo Center Lawn, the Red Brick Road, the SCI III Lawn Area, the Student Recreation Center Lawn, The Student Union Park, and other public spaces, to certain available times is inherently restrictive to free speech and free expression; and

**Whereas** new restrictions on academic freedom or freedom of speech on California State University campuses must be negotiated through shared governance before they may be implemented in keeping with the recognition of all parties of the importance of Section 3561(b) of HEERA, which states:

“The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions;” and

**Whereas** The [Interim Time, Place, and Manner Policy](#) is not effective for Union represented employees until after the meet and confer process is completed; and

**Whereas** time, place, and manner policies, while sometimes intended to maintain campus order, often place excessive limitations on academic and intellectual freedoms, stifling spontaneous discourse, restricting access to diverse perspectives, and fostering an environment that is inconsistent with the ideals of higher learning and free expression; and

**Whereas** time, place, and manner policies are inherently restrictive on free speech, creating an environment that is often perceived as censorious, which conflicts with the University’s mission to promote open dialogue and intellectual exploration; and

**Whereas** the current, [Interim Time, Place, and Manner Policy](#) is vague, especially in its implications around the wearing of masks, suggesting that the intent behind mask-wearing can be both known and defined without presenting any clear rationale for how intent is determined; and

**Whereas** vague policies, along with broad interpretations that can criminalize otherwise lawful behaviors, create an environment that poses risks to students, faculty, and staff—particularly those from minoritized backgrounds, who may experience heightened vulnerability and exposure to misinterpretation or punitive action; and

**Whereas** an open, engaged University community, accessible to all, including students, faculty, staff, and the public, is essential to the mission of a public institution, fostering a culture of openness that mirrors the society it serves;

**Resolved** that the California State University, Bakersfield Academic Senate and Faculty affirm the University's commitment to uphold the principles of the First Amendment, ensuring that policies, practices, and regulations prioritize the broadest possible freedoms of speech, expression, and inquiry, as fundamental to the mission of higher education; and

**Resolved** that any University policies that impose time, place, and manner restrictions on speech, expression, or public assembly be re-evaluated to ensure they do not infringe upon the rights protected by the First Amendment, nor inhibit the spirit of academic freedom; and

**Resolved** that the California State University, Bakersfield Academic Senate and Faculty reject any policy that seeks to restrict speech, expression, or inquiry beyond the protections guaranteed under the First Amendment, and commit instead to fostering open dialogue and intellectual diversity on campus; and

**Resolved** that the California State University, Bakersfield Academic Senate and Faculty reaffirms its commitment to creating an environment that is inclusive, open, and accessible to all members of the campus and wider community, rejecting vague or restrictive policies that deter free expression, lawful assembly, or peaceful dissent; and

**Resolved** that this resolution be widely disseminated across campus to reaffirm the University's commitment to these guiding principles and to educate all members of the CSUB community on the essential importance of free speech, academic freedom, and the values of open and engaged dialogue.

**California State University, Bakersfield (CSUB) Addendum  
To CSU Systemwide Time, Place, and Manner Policy**

**University Designee with Oversight and Enforcement Responsibility**

Claudia Catota, Chief Diversity Officer & Special Assistant to the President, is the University administrative Employee designated to serve as the Designated University Official for CSUB with responsibility for oversight, implementation and enforcement of the Systemwide Time, Place, and Manner Policy, and this Addendum, including oversight of a training program for responsible Employees and the broader university community (including Students and Employees).

**Designated University Law Enforcement Liaison**

EJ Callahan Assistant Vice President for Student Affairs and Student-centered, Enterprises Inc. is the University administrative Employee designated to serve as the Designated Law Enforcement Liaison between University law enforcement and Students exercising rights guaranteed by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution, or both.

**University Response Team**

The response team for matters related to implementation and enforcement of this Policy and Addendum include:

Name	Title and Division	Contact Information	Policy Role
Dr. Elizabeth Adams	Dean, Antelope Valley	eadams@csub.edu	Antelope Valley Liaison
Lori Blodorn	Associate Vice President, Chief Human Resources Officer	lblodorn@csub.edu	Human Resources
Dr. Debbie Boschini	Associate Vice President, Faculty Affairs	dboschini@csub.edu	Faculty Affairs
Marcus Brown	Senior Director, Equity, Inclusion, and Compliance	mbrown59@csub.edu	CSU Nondiscrimination Policy
EJ Callahan	Assistant Vice President for Student Affairs and Student-centered, Enterprises Inc.	ecallahan@csub.edu	Designated Law Enforcement Liaison
Claudia Catota	Chief Diversity Officer & Special Assistant to the President	ccatota@csub.edu	Designated University Official

Elizabeth Fergon	Director of Events	efergon@csub.edu	University Events
Maricela Gonzalez	Interim Chief, UPD	mgonzalez104@csub.edu	Law Enforcement
Jevan Lane	Director, Safety & Risk Management	jlane1@csub.edu	Safety & Risk
Emily Poole Callahan	Assistant Vice President for Student Affairs and Dean of Student Integrity and Well-Being	epoole1@csub.edu	Student Conduct

### **CSUB Operating Hours**

No one shall enter or otherwise remain on University Property located at the Bakersfield Campus and Antelope Valley campus between the hours of 11:00 p.m. and 6:00 a.m., or at such other times as published or posted by University housing and residential programs, and other similarly specialized University programs. This prohibition shall not apply to persons possessing valid written authorization from a University official, persons on legitimate University related business, or persons attending a specific University sponsored event. Those persons with legitimate University business reasons, valid written authorization, or attending a University sponsored event, shall be allowed to remain and access University Property as allowed in their authorization or through the duration of the specific event, after which time they shall leave University Property without any appreciable delay. This prohibition shall not apply to persons transiting on a roadway or path designated as open to the public.

### **Campus Time, Place and Manner Regulations**

For purposes of this Addendum the following terms shall apply, as set forth in the CSU's Systemwide Time, Place and Manner Policy:

#### **A. Public Areas**

A Public Area is University Property that is available for public assembly, marches, demonstrations, protests and debate. Right of access and equality of access are provided in these areas, so long as activities are lawful and do not disrupt University operations. Content-based restrictions are prohibited, but reasonable time, place and manner regulations will be applied. Spontaneous activities may take place in Public Areas without pre-scheduling or reservations.

#### **B. Limited Areas**

A Limited Area is University Property available to the public but due to business operations, safety concerns, or other important University interests, is not open for assembling, marching, demonstrating or protesting. Activities in these areas may require scheduling and reservations with the University, and are available on a limited basis, subject to campus regulations that are narrowly tailored to address the University's legitimate business interests.



Access to and use of *certain* designated University Property must be scheduled and registered in advance, as noted in the list of University Property set forth below. Certain uses of University Property may be subject to fees, require liability insurance, and/or an indemnity agreement which must be provided by those who seek to engage in such uses. All users assume responsibility for all damage they cause to University Property. Failure to pay for damage to University Property may jeopardize future access to and/or use of University Property and can result in discipline for Students and Employees who are responsible for the damage, as well as civil or criminal action.

### C. Non-Public Areas

Except for areas designated as Public Areas and Limited Areas, all remaining University Property, including the interiors of all buildings and facilities are Non-Public Areas. These areas are not open to the public and the University can restrict access to Non-Public Areas on a Content and Viewpoint Neutral basis.

If there is a University location not listed below, please contact the University administrator responsible for implementing this Addendum.

#### List of University Properties

	Place	Day and Time Available	Permitted Manner of Use	Type of Place
1.	Paved pedestrian walkways and lawns on university property.	Monday - Sunday 6:00 am to 11:00 pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
2.	Administration (Provost's Office, Accounting, Human Resources, Business Administrative Services)	N/A	N/A	Non-Public

3.	Administration (Admin) Quad	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
4.	Administration (Admin) Lawn	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
5.	Administration East	N/A	N/A	Non-Public
6.	Administration West (University Advancement)	N/A	N/A	Non-Public Area
7.	Albertsons Room	Monday - Sunday 8:00am-5:00pm To Reserve this space go to <a href="#">25Live-CSUB</a>	Meetings, Conferences, and Celebrations	Limited
8.	Alumni Park	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
9.	Amphitheatre	Monday - Sunday 6:00am-11:00pm	Large events, celebrations and ceremonies	Limited

10.	Antelope Valley, Building 100	N/A	N/A	Non-Public
11.	Antelope Valley, Building 100 Lawn	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
12.	Antelope Valley, Building 200	N/A	N/A	Non-Public
13.	Antelope Valley, Building 300	N/A	N/A	Non-Public
14.	Antelope Valley, Building 400	N/A	N/A	Non-Public
15.	Antelope Valley, Building 500	N/A	N/A	Non-Public
16.	Aquatics Center	N/A	N/A	Non-Public
17.	Business Development Center	N/A	N/A	Non-Public
18.	Classroom Building	N/A	N/A	Non-Public
19.	Dezember Leadership Center	Monday – Friday 8:00am-5:00pm  To Reserve this space go to <a href="#">25Live- CSUB</a>	Meetings, Conferences, Celebrations	Limited
20.	Dobry	N/A	N/A	Non-Public

21.	Don Hart East Lawn	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
22.	Dore Theatre	Monday - Sunday 8:00am-5:00pm To Reserve this space go to <a href="#">25Live-CSUB</a>	Conferences, Workshops, Speakers, Performing Arts	Limited
23.	Dorothy Donahoe Hall (DDH)	N/A	N/A	Non-Public
24.	Edible Garden	N/A	N/A	
25.	Engineering Complex	N/A	N/A	Non-Public
26.	Entwood	N/A	N/A	Non-Public
27.	Extended Education and Global Outreach	N/A	N/A	Non-Public
28.	Fabrication Lab	N/A	N/A	Non-Public
29.	Harvey Hall Plaza	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
30.	Humanities Building	N/A	N/A	Non-Public

31.	Icardo Center Gym	Monday - Sunday 6:00am - 11:00pm  To Reserve this space go to <a href="#">25Live-CSUB</a>	Large events, celebrations, athletics activities and ceremonies	Limited
32.	Icardo Center Lawn	Monday – Sunday 6:00am - 11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
33.	Lorien	N/A	N/A	Non-Public
34.	Media Arts Center	N/A	N/A	Non-Public
35.	Media Arts Center Patio	Monday – Friday 8:00am-5:00pm  To Reserve this space go to <a href="#">25Live-CSUB</a>	Performances, Celebrations, Receptions	Limited
36.	Modular West	N/A	N/A	Non-Public
37.	Numenor	N/A	N/A	Non-Public
38.	Office of the President	N/A	N/A	Non-Public Area
39.	Office of the Vice President for Student Affairs	N/A	N/A	Non-Public Area
40.	Physical Education Building	N/A	N/A	Non-Public

41.	Red Brick Road	Monday - Sunday 6:00am - 11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
42.	Rohan	N/A	N/A	Non-Public
43.	Rivendell	N/A	N/A	Non-Public
44.	Romberg Nursing Center	N/A	N/A	Non-Public
45.	Runner Café	N/A	N/A	Non-Public
46.	Runner Park	Monday - Sunday 6:00am - 11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
47.	SCI I and II	N/A	N/A	Non-Public
48.	SCI III	N/A	N/A	Non-Public
49.	SCI III Lawn Area	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public

50.	Stockdale Room	Monday - Sunday 8:00am-5:00pm To Reserve this space go to <a href="#">25Live-CSUB</a>	Meetings, Conferences, Workshops, and Ceremonies	Limited
51.	Student Health Services	N/A	N/A	Non-Public
52.	Student Health Services Conference Room	Monday - Friday 8:00am-5:00pm  To Reserve this space go to <a href="#">25Live-CSUB</a>	Meetings, Conferences	Limited
53.	Student Housing East- Offices, Lawn, and Residence Hall	N/A	N/A	Non-Public
54.	Student Housing East MPR, Small/Large Classroom	Monday - Friday 8:00am-5:00pm To Reserve these spaces go to <a href="#">25Live-CSUB</a>	Meetings, Conferences, Workshops, and Ceremonies	Limited
55.	Student Recreation Center (SRC)	N/A	N/A	Non-Public
56.	Student Recreation Center, Lawn	Monday - Sunday 6:00am-11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
57.	Student Recreation Center, Solario	Monday - Friday 7:00am-7:00pm  To Reserve this space go to <a href="#">25Live-CSUB</a>	Meetings, Conferences, Workshops, and Ceremonies	Limited

58.	Student Recreation Center, Gym	Monday – Friday 7:00am-7:00pm  To Reserve this space go to <a href="#">25Live-CSUB</a>	Large events, celebrations, athletics activities and ceremonies	Limited
59.	Student Union Park	Monday – Sunday 6:00am - 11:00pm	Non-amplified speech and expression is permitted, including solicitation of signatures on noncommercial petitions.  The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live.	Public
60.	Student Union Offices, Lounge, Bookstore, and Eating Facilities	N/A	N/A	Non-Public
61.	Student Union, MPR, Blue, Green and Yellow rooms	M - TH 7:00am -9:00pm  Friday 7:00am-6:00pm  To Reserve these spaces go to <a href="#">25Live-CSUB</a>	Meetings, Conferences, Workshops, and Ceremonies	Limited
62.	Tejon Ranch Plaza	Monday – Friday 8:00am-5:00pm  To Reserve this space go to <a href="#">25Live-CSUB</a>	Performances, Celebrations, Receptions	Limited
63.	Todd Madigan Gallery	N/A	N/A	Non-Public
64.	University Police Department	N/A	N/A	Non-Public



65.	Visual Arts Center	Monday – Friday 8:00am-5:00pm  To Reserve this space go to <a href="#">25Live-CSUB</a>	Performances, Celebrations, Receptions	Limited
66.	Walter Stiern Library	Monday -Thursday 8:00am-10:00pm  Friday 8:00am-5:00pm,  Saturday 11:00am-5:00pm  Sunday 11:00am-10:00pm	Meetings, Conferences, Workshops, and Ceremonies	Limited
67.	Walter Stiern Library, Dezember Reading Room	Monday – Friday 8:00am-5:00pm To Reserve this space go to <a href="#">25Live-CSUB</a>	Meetings, Conferences, Workshops, and Ceremonies	Limited
68.	Kegley Center for Student Success	N/A	N/A	Non-Public

### **Scheduling and Registration Procedures**

Priority for the use of University property will be given to academic and administrative departments of the University for use in furtherance of the University’s educational mission. Subject to the requirements of this policy, and to campus policies applicable to specific facilities, campus facilities may be made available for use by external organizations provided those facilities are not needed by the University at that time and use by the external organizations does not interfere with or disrupt University sanctioned business, operations, and/or activities. Please see procedures section for further details.

### **Event Approval Process**

All individuals and groups wishing to plan or schedule an event or activity on campus must complete the event approval process and obtain approval for the contemplated event.

Recognized Student Organizations may sponsor a program open to the community upon approval from the Office of Student Involvement located in the Student Union. For information on planning an event, please contact the Office of Student Involvement at (661) 654-2496 or [getinvolved@csub.edu](mailto:getinvolved@csub.edu). For information on the use of 25Live, please visit this [page](#).

University-affiliated individuals and groups sponsored by academic or administrative department may use [25Live](#) to submit request. For information, please visit this [website](#).

Non-Affiliates should contact the Office of Events to discuss their event details. To submit a request, please visit this [website](#).

### **Activities and Uses on University Property Requiring Written Permission**

The following activities and uses are prohibited unless prior written permission from the appropriate University official is obtained.

#### **A. Posters, Signs, Banners, and Chalking**

##### **Posters, Signs, and Banners**

For information on campus posting areas, please visit this [website](#).

All flyers at the posting areas must first be stamped by Campus Programming.

- Up to 13 copies of a flyer can be stamped
- Stamp expires after two weeks
- Unstamped/expired flyers will be taken down.

If you have questions, please contact Campus Programming at (661) 654-6297. Campus Programming is located at the Student Union, room 138.

Posters, banners, and signage may not be placed on trees, utility poles, traffic control signs, trashcans, fences, in planted garden areas or flowerbeds, non-general/non-public use bulletin boards, restrooms, doors of any type, inside or outside the Runner Café (except the wooden board outside the café), stucco walls, painted surfaces, building, employee-related bulletin boards or newspaper racks, or on any art displays. Posters, banners, and signage may not obstruct the entrances or exits of buildings or the line of vision to vehicular or pedestrian traffic. Posting of signage on vehicles without the owner's permission is not permitted. No posting is permitted on campus directories, within ponds or fountains, trash or recycle bins. Signs of any nature on any classroom chalkboard, bulletin board, dry-erase board, or any other surface are prohibited. Banners, which are signs/posters that exceed 11" x 17" but do not exceed 3' x 6', will require University's approval of a building permit request, submitted no less than two weeks in advance of posting, to Facilities Management for review for interference with University operations or safety, and consistent with facilities maintenance standards. Violations will result in the removal and disposal of the signs without notification.

##### **Chalking**

In general, the University does not encourage chalking as a method of communication, due to the negative environmental and resource impact associated with it. Removal of the chalk wastes water and runs the risk of introducing pollutants into the natural storm drains. For these reasons, the University encourages members of the campus community to use other, more environmentally friendly modes of expression. Requests to communicate via

chalking will be considered only by the responsible person or entity submitting the request, and must comply with the procedures implementing this policy.

- B. **Flying of Unmanned Aircraft System (UAS)** (also known as a drone) from, on or around University Property without the express written approval of the University Unmanned Aircraft Systems Review Board, <https://www.csub.edu/grasp/unmanned-aircraft-systems-review-board-uasrb.shtml>
- C. Use of University Property for commercial purposes unless prior written permission has been obtained from the University Director of Events, Elizabeth Fergon, [efergon@csb.edu](mailto:efergon@csb.edu), or 661-654-3977.
- D. **Use of University Flagpoles.** University Flagpoles are reserved for official University use only. Flags flown on outdoor, permanently installed flagpoles located on University Property serve as a means of expression of the University's official sentiments as determined by the University President or the Chancellor, as applicable. They are not a forum for free expression or expressive conduct by members of the University community or the public.
- E. **Sound Amplification.** The use of amplified sound on campus is allowed only by permission through a reservation request in 25Live. Permission will be given only when the amplified sound does not interfere with instruction or areas reserved for study. Amplified sound is defined as any sound that is broadcasted through electronically amplified equipment or sound that is electronically enhanced. Additionally, amplified sound includes sound that is enhanced with the aid of a device (i.e. megaphone or bullhorn).

**Educational Programs and Activities to Support the Balance Between Free Speech Activities, Educational Mission, and Student Safety**

<b>Educational Program and Activities</b>	<b>General Description</b>
Workshops for Students	Provide opportunities to educate students on TPM
Workshops for Student Clubs and Organizations	Provide opportunities to educate students on TPM
MPP Training	Train all MPP's on TPM policies
Handout	Summary of TPM policies and links to the full details
See calendar of events for additional events	<a href="https://www.csub.edu/events/calendar-events.shtml">https://www.csub.edu/events/calendar-events.shtml</a>

## **Resources for Mental Health and Trauma Support for Employees and Students**

### **For Employees:**

- Human Resources at (661) 654-2266
- Employee Assistance Program [Employee Assistance Program | CSUB](#)

### **For Students:**

- Counseling Center (661) 654-3366 [Counseling Center | CSUB](#)
- For after-hours crisis support, call (661) 654-3366 and press 2.
- Refer students to the CARE Team at [\(CARE Team\) Referral Form](#)

## **Recognized Student Organizations**


For campus policy, procedure and information regarding recognized student organizations and consequences for violations of rules and policies, please see Runner Source, Policies and Procedures for Student Organizations. You may find the link [here](#).




## MEMORANDUM

**DATE:** August 23, 2024

**TO:** California State University Employees

**FROM:** Debbie Boschini, Associate Vice President   
Faculty Affairs

Lori Blodorn, Associate Vice President   
Chief Human Resources Officer

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

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

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

**FACULTY AFFAIRS AND HUMAN RESOURCES**

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

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

**Academic Senate  
of the  
California State University**

**Resolution on the Interim Time, Place and Manner Policy**

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

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

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



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

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

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

violation of this interim policy; and be it

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

Office providing explanation and rationale for the content, process of

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

CSU campuses; and be it

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

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

addressed; and be it finally

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

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

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

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

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

CSU Board of Trustees

CSU Chancellor

CSU campus Presidents

CSU campus Senate Chairs

CSU campus Senate Executive Committees

CSU Provosts/Vice Presidents of Academic Affairs

CSU campus articulation officers

California Faculty Association (CFA)

California State Student Association (CSSA)

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

Academic Senate for the California Community Colleges

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

### **Rationale**

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

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

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

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

<sup>3</sup> University resolutions appended to this document.

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

A recent article in CFA’s Headlines<sup>4</sup> outlines additional concerns including the restrictive new “hours of operation” on campus buildings, restrictions on face-masking that provide an unsafe environment for faculty, staff and students who may be immuno-compromised or sick, and potentially violating freedoms of religious expression for those who wear face or head coverings. Additionally, the Interim TPM may also place undue restrictions on faculty (and other represented employee groups) ability to mount collective action up to and including a strike as we did in the lead up to our Jan 22, 2024 strike.<sup>5</sup>

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

The ASCSU recognizes that there are legitimate reasons for protest. The Interim TPM Policy as written allows too much power to campus authorities (administrators, campus police, etc.) to decide what is legitimate, and what serves local or national maneuvering for political control. In fact it is the job of the university and faculty to expose students to content that stretches students’ intellectual growth, in order to create the foundation for an educated citizenry and a thirst for life-long learning. Students, faculty and community members may frequently gather, spontaneously or not, to speak out on current matters of concern. On November 3, 2023, the ASCSU approved [AS-3659-23/JEDI](#):

“Condemning Acts of Terrorism, War Crimes, Crimes Against Humanity, and Genocide Against all People, and Support for the California State University Community and Conversations” in which the ASCSU recognized that the “CSU community includes intersecting groups of heritage communities, scholars, and political activists who must be protected and nurtured in safe and secure campus environments” and that the ASCSU encouraged “each campus to foster the CSU mission of building and maintaining spaces for critical thinking, healthy intellectual communities, and nuanced discussions about the broad historical complexities”.

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<sup>4</sup> [CFA Headlines Sept 5, 2024](#)

<sup>5</sup> [Sound amplification at Long Beach](#)

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

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

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

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

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

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

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<sup>6</sup> [Long Beach protests](#)

- (3) The systemwide Nondiscrimination Policy, which ensures compliance with Title VI and Title VII of the Civil Rights Act of 1964.
  - (4) The process by which the campus will resolve any complaint of a violation of relevant institutional policies, state law, or federal law, including complaints against individuals not affiliated with the campus.
  - (5) The range of consequences possible for students, faculty, or staff who violate relevant institutional policies, state law, or federal law, including, but not limited to, discrimination based on shared ancestry under Title VI of the Civil Rights Act of 1964.
  - (6) How the campus may respond to activities that threaten the safety of students, faculty, or staff, and disrupt their ability to access the campus or buildings, the educational process, or activities on campus. The notification will include strategies consistent with current law for how the university intends to ensure students can safely access buildings and activities on campus.
  - (7) How the campus intends to foster healthy discourse and bring together campus community members, and viewpoints that are ideologically different, in order to best promote the educational mission of the institution and the exchange of ideas in a safe and peaceful manner.
  - (8) Identify educational programs and activities for faculty, staff, and students to support the balance between free speech activities, educational mission, and student safety.
  - (9) A list of the resources available on campus for faculty, staff, and students to receive mental health and trauma support.
- (b) The Chancellor's Office of the California State University shall submit a report to the Legislature by October 1, 2024, in compliance with Section 9795 of the Government Code, describing the campus climate notifications and any and all efforts to ensure consistent enforcement of institutional policies, and state and federal law, that protect safety and access to educational opportunities and campus spaces and buildings.

### **Resolution summary**

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

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

**Topic:** CSU Generative AI report and professional ethics

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

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Hi Katie,

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

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

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

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

Thanks,  
Melissa

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

**Katherine Van Grinsven**

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

Hi Zack,

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

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

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

Melissa

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

Dear Melissa and Dani,

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

Specifically, I believe the FAC should consider:

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

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



Thank you,  
Zack

**ZACHARY ZENKO, PH.D., FACSM, PAPHS**

He/Him/His  
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Graduate Program Director, [MS in Kinesiology](#)  
Department of Kinesiology  
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**Fall 2024 Office Hours**

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

**California State University, Bakersfield**

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

**Essentials of Exercise and Sport Psychology: An Open Access Textbook**



CALIFORNIA STATE  
**BAKERSFIELD**

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

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

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Hi Yize,

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

Thanks,  
Melissa

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

Dear Melissa and Danielle,

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

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

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

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

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

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

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

Best Regards,  
Yize

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

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

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Thank you, Melissa.

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

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

**JANINE CORNELISON, M.S.**

Academic Advisor  
College of Arts and Humanities  
(661) 654-2221

[www.csub.edu/ah/studentcenter](http://www.csub.edu/ah/studentcenter)



CALIFORNIA STATE UNIVERSITY  
**BAKERSFIELD**

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

Hi Janine,

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

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

“Double Majors

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

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

Thanks,  
Melissa

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

Dear Senate Chair,

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

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

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

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

Thank you.

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

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

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Hi Melissa,

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

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

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

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

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

Always happy to discuss this kind of thing at length.

Elizabeth

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**From:** Melissa Danforth <[mdanforth@csup.edu](mailto:mdanforth@csup.edu)>  
**Date:** Monday, September 23, 2024 at 10:28 AM  
**To:** Elizabeth Adams <[eadams6@csup.edu](mailto:eadams6@csup.edu)>  
**Cc:** Katherine Van Grinsven <[kvan-grinsven@csup.edu](mailto:kvan-grinsven@csup.edu)>

**Subject: Double majors**

Hi Elizabeth,

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

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

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

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

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

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

Thanks,  
Melissa

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

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CSU Campuses with No Double Major Policy

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

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Channel Islands

**Multiple Majors**

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

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Dominguez Hills

**Double Major or Minor**

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

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Fresno

**Double (Concurrent) Major Requirements**

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



Fullerton

**Multiple Majors and Second Baccalaureate Degrees**

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

Humboldt

**Second Major (Double Major)**

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

Long Beach

**Declaring a Second Major**

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

Los Angeles

**Changing your Major or Declaring a Second Major**

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

Maritime Academy

**Declaring Double Major Procedures**

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

Monterey Bay

**Declaring a Second Major**

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

Northridge

**Adding a Second Major**

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

**Changing Major or Option**

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

Pomona

**Declaration of Minors and Additional Majors**

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

San Diego

**Multiple Majors**

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

San Marcos

**Excess-Units Seniors**

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

San Francisco

**Double Major**

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

San Jose

**Double Major**

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

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

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Hi Richard,

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

Thanks,  
Melissa

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

Colleagues,

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

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

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

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

Thank you in advance,

**Richard (Richie) Nelson**

Director of IT Support Services & Reprographics

Information Technology Services

(661) 654-3522

[rnelson16@csub.edu](mailto:rnelson16@csub.edu)



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

<https://twitter.com/itscsub>

# Working Group Charter for Communication Standards

## Purpose:

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

## Objectives:

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

## Scope:

The working group will focus on:

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

## Membership:

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

## Responsibilities:

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

## Meetings:

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

## Deliverables:

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

## Timeline:

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

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

## Approval:

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



**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

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

**ESTABLISHING AN INTERRUPTION PRACTICE FOR THE ASCSU**

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

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

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

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

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

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

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

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

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

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

**Approved – May 19-20, 2022**

## **Attachment A**

### **Standing Rule of Order – Interruption Statements**

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

#### **Interruption Practice Statement**

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

## **Attachment B**

### **Special Rule of Order – Point of Interruption**

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

#### **Usage**

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

#### **Technical details**

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

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

#### **In order when another has the floor**

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

**From:** [Melissa Danforth](#)  
**To:** [Senate Executive Committee Group](#)  
**Subject:** FW: ASCSU Constitution Ratification update - results of campus votes  
**Date:** Wednesday, November 20, 2024 3:07:15 PM

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Hi all,

As noted below, the ASCSU proposal to add the lecturer electorate has passed statewide.

We will now need to modify our bylaws to select the lecturer representative for CSUB in the ASCSU lecturer electorate. The ASCSU leaves a lot of flexibility there, as it just says "The lecturer senator electorate shall consist of one lecturer faculty member elected by and from the lecturer faculty on each campus, according to rules established on each campus."

By the original timeline, we have until March 28, 2025 to notify the ASCSU of the elected lecturer representative. That means we will have to have a resolution passed by Senate by the February 27, 2025 meeting to have sufficient time for the Senate Action Report, President Harper's approval, and conducting the election. That is only the third meeting of the Senate in Spring, so it will be a tight timeline to turn this around.

We can discuss more at EC on Tuesday.

Melissa

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**From:** eaboyd@csuchico.edu <campussen@lists.calstate.edu>  
**Sent:** Wednesday, November 20, 2024 2:10 PM  
**To:** ASCSU Senate Campus Senate Chairs <campussen@lists.calstate.edu>  
**Cc:** Salcido, Joe <jsalcido@calstate.edu>; Osman, Reem <rosman@calstate.edu>  
**Subject:** ASCSU Constitution Ratification update - results of campus votes

Dear CSU Campus Senate Chairs,

As required by the [ASCSU Constitution \[calstate.edu\]](#) and according to the process set out in [AS-3715 \[calstate.edu\]](#), campuses have completed ratification votes on the proposed [amendments \[calstate.edu\]](#) to the Constitution adding 3 dedicated lecturer seats.

I am pleased to announce that on every campus a majority of votes were in favor of the amendments and a majority of the total votes systemwide were in favor. This exceeds the requirement that

"Ratification shall require a majority of the total vote cast in a systemwide referendum and a majority of the votes cast at each of a majority of the campuses." [VII.2]

The amendments have therefore been ratified.

The proposed amendments will now move to consideration for approval by the CSU Board of Trustees.

In anticipation of Board approval, we ask that campuses begin work on any updates to your local processes to elect representatives to the lecturer electorate. If the Board approves the amendments, the electorate will convene in the spring and, by April 15, 2024, select the 3 designated lecturer faculty who will join the ASCSU in Fall 2025. Please see the proposed [amendments \[calstate.edu\]](https://calstate.edu) for details about eligibility.

Here are the campus results\*:

<b>Campus</b>	<b>Votes in favor</b>	<b>Votes opposed</b>	<b>% in favor</b>
Bakersfield	93	25	79%
Channel Islands	118	17	87%
Chico	111	13	90%
Dominguez Hills	87	15	85%
East Bay	191	53	78%
Fresno	80	16	83%
Fullerton	189	27	88%
Humboldt	92	7	93%
Long Beach	188	32	85%
Los Angeles	112	32	78%
Maritime	33	2	94%
Monterey Bay	106	4	96%
Northridge	297	60	83%
Pomona	112	30	79%
Sacramento	278	77	78%
San Bernardino	113	18	86%
San Diego	217	30	88%
San José	149	14	91%
San Luis Obispo	313	33	90%
San Marcos	86	21	80%
Sonoma	45	2	96%
Stanislaus	116	17	87%
<b>Total</b>	<b>3126</b>	<b>545</b>	<b>85%</b>

[\*] San Francisco State turnout did not reach a quorum as required by their bylaws and did not report their results. A majority of campuses and a majority of systemwide voters nonetheless approved the amendments.

Please share these results with your campus constituents. If you have any questions, please do not hesitate to contact me.

Thank you,

*Elizabeth A. Boyd, Ph.D. she/her/they*

Chair, Academic Senate of the CSU (ASCSU)  
[www.calstate.edu/AcadSen/](http://www.calstate.edu/AcadSen/) [[calstate.edu](http://calstate.edu)]

*Proposal for a*

Report on Research, Scholarship and, Creative Activity  
(RSCA) at California State University, Bakersfield (CSUB):

Benefits, Support, Responsibilities, Challenges, and  
Recommendations

**To be prepared by:**  
Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA)  
California State University, Bakersfield

2024-2025 Academic Year

**Approved by FAC-4-RSCA:**  
**November 8, 2024**



# Overview

Research, scholarship, and creative activities (RSCA) are vital to the university and produce significant benefits to our students, the local community, and beyond. The California State University, Bakersfield (CSUB) Faculty Advisory Committee for Research, Scholarship, and Creative Activity proposes to develop a broad report addressing RSCA at CSUB. This report will outline the benefits of, support for, and workload expectations and challenges related RSCA at CSUB. An evaluation of support for RSCA is timely for CSUB as we emerge as a regionally important master's-granting institution, develop additional doctoral programs, distinguish ourselves from regionally serving community colleges, and strive to become a center of regional scholarship and excellence. CSUB is equipped to competently and confidently meet these challenges only if it can effectively recruit, retain, and support highly qualified and active faculty. It is appropriate and timely for CSUB to consider the allocation of resources for RSCA, including direct support of highly productive faculty members whose ongoing work will contribute to CSUB's maximum institutional success. Our proposed full report will investigate different CSU workload models that may be appropriate for CSUB. Recommendations and proposed actions will focus on CSUB-specific issues that could be addressed by decisions occurring at the level of our individual campus.

## Introduction

### **Research, Scholarship, and Creative Activities (RSCA)**

Universities serve society in numerous ways and serve a unique role that distinguishes them from other institutions in their commitment to foster creativity, curiosity, and life-long learning. The skills and knowledge acquired at the university-level impact generations. Some institutions provide specific training for the workforce; however, the special responsibility of the university is to educate and encourage students to become general problem solvers and active thinkers who can serve as informed, insightful, empathetic, and adaptable leaders in a rapidly changing world. For a university and its faculty, achieving this educational outcome is a significant challenge. This kind of education is something that must be “caught” as well as taught, and it is caught by students most readily from faculty members who themselves model active lifelong learning through their ongoing research, scholarship, and creativity activity.

Research, scholarship, and creative activities (RSCA) encompass the varied disciplinary activities of faculty. This includes creative original works and exhibits, and basic and applied research. The critical and integrated expression of RSCA are the peer-reviewed, juried, and/or refereed products that arise from these activities. These include, but are not limited to, journal and book publications, performances and exhibits, and proposals for extramural funding to facilitate continued RSCA.

These products represent the various and significant benefits stemming from RSCA, including the following. First, they communicate new information and ideas to a wide range of audiences that may include specialized scholars of a discipline or the local community where the work is presented. Second, these activities are necessary for faculty effectiveness and currency in

teaching. Third, these activities create opportunities for mentored and scholarly experiences for students. Fourth, they increase the distinction and esteem of the university and our faculty. Fifth, they affect our ability to recruit and retain faculty. Sixth, they fund many of our most impactful campus initiatives and programs. Beyond their general importance, RSCA activities are more specifically necessary for accreditation of several programs.

## Faculty profession responsibilities in the CSU

Since the founding of the California State Colleges and later transition to the California State Universities (1982), changes in the mission and oversight of the CSU by the legislature have recognized the importance of RSCA in meeting the CSU's mission (Academic Senate of the CSU, 2007). Faculty productivity in RSCA is a required element of faculty professional activity, and explicitly included within our contract, the Collective Bargaining Agreement (CBA; **Box 1, Appendix A**). Faculty have negotiated both their professional responsibilities and compensation through the CBA developed through California Faculty Association bargaining.

### Box 1

CBA 20.1.a. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community.

Among CSU faculty, the compensation of tenured and tenure-track (T/TT) faculty reflects that our professional responsibilities are different from and greater than lecturer faculty. T/TT faculty receive a higher compensation than lecturer faculty, even those with the same academic qualifications. While all faculty (lecturer and T/TT) are assigned 15 WTU of scheduled work, T/TT faculty positions carry additional professional responsibilities including enhanced expectations for RSCA. Their higher salary reflects these unique unscheduled responsibilities that must be performed in addition to the base 15 WTU expected of all faculty. This structure is analogous to many non-faculty positions within the CSU for which increases in pay and/or rank are associated with the assignment of additional work responsibilities above those required at lower ranks. Implicit in this structure is that those at higher rank are not necessarily performing the same tasks better than those at lower ranks. Rather, they are performing a wider range of tasks and have additional responsibilities and professional expectations.

Faculty are given latitude to determine the time commitment and direction of their scholarly activities, and to structure these activities to meet the minimum established RSCA requirements for their unit. Depending on the discipline, many scholarly activities may be seasonal, opportunistic, or require travel, all of which may be difficult to schedule within a semester or during the regular academic year. Given the diversity of disciplines and RSCA represented across the university, flexibility is an important component of unscheduled and indirect compensation-based RSCA support models.

The question of whether the amount of additional compensation (i.e., salary) for T/TT faculty adequately compensates for their additional responsibilities is a CSU-wide issue, negotiated by the CFA on behalf of faculty. This topic is outside the scope of this report, which will focus on potential changes that could be instituted on our campus. Changes to the CSU-wide compensation system to better recognize and support faculty professional activities may be appropriate and could be a focus of future contract negotiations. An additional consideration is that some faculty have no desire to complete more than the minimum required RSCA and a system that permits these faculty

to pursue a minimal RSCA track may increase faculty diversity. However, within the CSU system there are also opportunities to include additional scheduled and assigned time to RSCA, particularly for faculty who perform or desire to conduct RSCA activities significantly above minimum expectations.

## RSCA professional responsibilities and workload at CSU Bakersfield

The CSUB *University Handbook* reflects faculty policies that have been developed and approved through shared governance with a super-majority of faculty on the CSUB Academic Senate. Thus, similar to the CBA, these policies reflect faculty-determined expectations and show that faculty value RSCA and view this as part of our professional obligations. Individual unit criteria are developed within and by the unit and reflect their discipline specific expectations, with administrative oversight of expectations consistent with a shared governance model (CSUB *University Handbook* 305.4.2.4 and 305.4.2.5)

At CSUB the amount of time dedicated to RSCA activity is not explicitly assigned within most faculty workloads. That is, faculty are not automatically assigned weighted teaching units (WTU) specifically for RSCA, outside of time allocated for new faculty RSCA (CBA 20.36i) and sabbaticals (CBA 27.1). Additional institutional support for RSCA is not considered here and will be considered within our full report. This additional support includes such items as additional internal support programs, infrastructure and space, resources in support of RSCA, externally funded programs, etc.

RSCA is a required element of performance review of T/TT faculty at California State University, Bakersfield (CSUB) (**Box 2**). Reviews for faculty rank increases are linked to performance, and not to years of service, consistent with a merit-based system and the need to demonstrate an ability to successfully complete all professional responsibilities associated with faculty positions/ranks. Faculty candidates must show that they have contributed “substantive and sustained” “quality” RSCA products for tenure and/or promotion (**Box 3**).

CSU Bakersfield (CSUB) uses a base model of 12 units of teaching and 3 units of service (i.e., a 12-3 model) in the 15 WTU assignments for T/TT faculty. Within this model, there is flexibility in the expectations for the 3 WTU associated with service, and in some cases, these are used for RSCA during the academic year. The CSUB *University Handbook* indicates that teaching and scholarly

### Box 2

CSUB *University Handbook*  
305.4.2.1

The principal areas in which teaching faculty performance shall be evaluated for the purposes of retention, the award of tenure, or promotion include the following:

- a. Teaching,
- b. Scholarly or creative activity,
- c. Professionally related services.

### Box 3

CSUB *University Handbook*  
305.4.2.8

#### Evaluation of Scholarly or Creative Activity

Candidates for tenure or promotion shall demonstrate substantive and sustained contributions to knowledge in the discipline. Candidates for tenure shall demonstrate these contributions via works that have received favorable peer review from individuals outside of CSUB.

In all instances, quality of work shall be considered the primary criterion for evaluating scholarly or creative activity.

activities are to be prioritized over service, thus this is a tacit guideline for faculty to devote most of their 3 “service” WTU toward scholarship activities (**Box 4**).

#### Box 4

CSUB University Handbook  
305.4.2.9.

Faculty members shall prioritize their activities so service does not interfere significantly with teaching or scholarly or creative activity.

## RSCA challenges and opportunities at CSUB

*Are current minimum performance requirements (i.e., RTP/PTR) too difficult to achieve under our current model of support at CSUB?*

Performance evaluations (RTP/PTR) require a minimum level of RSCA-products necessary to satisfactorily meet expectations. Among academic units requiring peer-reviewed publications, excluding applied programs that focus on the “scholarship of practice” and/or juried exhibitions and performances, most units currently require 2 publications within the 6 probationary years (reviewed in “The role of grants in RTP criteria among departments at CSUB: A special project by Grants, Research and Sponsored Programs (GRaSP),” 2024). Across units the median requirement is 2 publications, with a mean of 2.1, and a range of 1-4 publications; however, it should be noted that units differ in how narrowly they constrict the requirements for qualifying publications. Additionally, expectations vary across colleges and within differing disciplines for the types of acceptable scholarly works and units may also require additional types of scholarly activity.

Current CSUB RSCA criteria are well below the actual productivity of faculty in the CSU based on the most recent CSU-wide faculty survey. Across the CSU, faculty with no assigned time average 2.24 refereed articles over three academic years, when the type of qualifying article is narrowly defined (Table 10 in CSU Faculty Workload Report, 2002). This number increases substantially as additional types of publications are also included, such as reviews, chapters, books, and monographs, and rises to an average of 7.32 works over three years. This scales to an average of 4.48 to 14.64 products per faculty over a 6-year review period depending on the narrowness of the publication type requirement, and productivity increases when faculty receive assigned time. Thus, most CSU faculty produce significantly more than the minimum required at CSUB.

Consistent with this, rates of successful tenure and promotion at CSUB are extremely high. A review of recent lists of probationary faculty under review with those announced as promoted to tenure suggests that most faculty are meeting CSUB RSCA, and overall RTP, expectations (e.g., 100% of the faculty posted as undergoing tenure review last year on the [Faculty Affairs RTP](#) schedule were announced to have received tenure at this Fall’s [General Faculty Meeting](#)). This rate of tenure is higher than that within the University of California system in which approximately 80% of faculty receive tenure and promotion (Faculty Recruitment and Retention at the University of California, 2012). Additionally, many CSUB faculty greatly exceed the minimum RSCA requirements. A caveat here is that it is possible that some faculty may not meet RSCA requirements and are granted tenure in spite of this.

**Available evidence suggests that current *minimum* RSCA requirements at CSUB are achievable within our current compensation, resource allocation, and level of faculty support.** There is little evidence that RSCA performance evaluation criteria at CSUB should be weakened,

that minimum expectations are out of alignment with our current contract as T/TT faculty, or that faculty who are unable to complete the minimum required levels of scholarship should be tenured and retained. The current support model may be appropriate for the retention of faculty who do not desire to complete more than the minimum RSCA requirements and/or if CSUB desires to maintain only a minimal level of RSCA productivity among faculty.

**Our report will likely not further examine minimum requirements nor issues affecting the lowest end of the RSCA productivity spectrum, since the current support model appears to adequately address these needs. Rather, we will focus on the majority of faculty who are regularly exceeding minimum expectations, who find that grant writing and scholarship are valuable and improve their teaching, and who desire increased time and support for these activities (reported in final survey results from the CSUB Ad Hoc Grants Committee, 2021). This assessment may be reconsidered once we receive and evaluate data from our planned new survey.**

*Our current RSCA support model is not adequately recruiting, supporting, and retaining highly-productive RSCA faculty*

**At the high end of the productivity spectrum, CSUB continues to lose some of its most productive and highest quality faculty.** In the past several years, the authors of this document have seen some of CSUB's *most RSCA-productive colleagues depart for other institutions*. The retention of our most talented employees and stopping the CSUB “brain drain” emerged as an area of top concern from campus-wide surveys during our recent Presidential search. This represents a serious challenge to CSUB and its ability to offer quality, cutting-edge, and regionally focused curricula, which is reliant on the ongoing and successful RSCA activities of faculty. Our need to successfully meet these challenges is critical to our service region. CSUB has long been the only 4-year degree granting institution within nearly a 100-mile radius and is the key institution of higher learning for a vast region of California. **A broader discussion of support for RSCA is timely for CSUB as we emerge as a regionally important master’s-granting institution, develop additional doctoral programs, distinguish ourselves from regionally serving community colleges, and as CSUB strives to become a center of regional scholarship and excellence (Box 5). CSUB is equipped to competently and confidently meet the challenge only if it can effectively recruit, retain, and support highly qualified and active faculty.**

#### **Box 5: Faculty expertise in many cutting-edge and support disciplines**

*Excerpts from: Academic Senate of the CSU Task Force on graduate and post-baccalaureate education in the CSU. September 2004. Rethinking graduate education in the CSU: Meeting the needs of the people of California for graduate education for the 21<sup>st</sup> Century. 77 pages.*

##### **FACULTY EXPERTISE IN MANY CUTTING-EDGE AND SUPPORT DISCIPLINES**

The CSU faculty is well qualified through their doctoral education and continued research, scholarly, and creative activities to provide quality postbaccalaureate education, including doctoral education. CSU faculty maintain active research and scholarship for reasons that include the following: to assure their teaching is current and of high quality; to involve

graduate (and undergraduate) students in research and scholarship before entering the job market or doctoral programs; to help satiate their inherent excitement about their discipline; and to model appropriate professional and academic behaviors.

The CSU faculty's scholarly activities are most often embedded in the activities of businesses, government, and community-based organizations. The faculty has a direct feel for the challenges facing regional employers and service providers. Their supervision of internships, as well as links with non-traditional students/working professionals seeking graduate education, is invaluable for obtaining feedback about existing programs as well serving as a stimulus for the development of new curricula.

### *How can CSUB increase support for RSCA-productive faculty?*

Supporting RSCA means providing productive faculty members with the time and resources to pursue these activities, especially when these activities rise above the minimum expectations for productivity. This support could also encourage RSCA-active faculty to maintain their productivity. Scholarly activities are often driven by internal motivations and the drive to create and discover, but that motivation can fade or die without adequate recognition and amidst the many other professional responsibilities and duties that demand faculty time and effort.

There are limited opportunities for compensation/salary based differential support for the RSCA-active faculty. As an alternative, the administrative framework of the CSU permits the allocation of WTU toward RSCA, as clearly stipulated in our governing documents. This includes, but is not limited to, Section 20.3b in the CBA (**Appendix A**) and Categories 22 and 23 of EP&R 76-36 (**Appendix B**). Within the CBA, the assignment of workload can consider RSCA (20.3b), and assignments to individual faculty may vary and be established by the administration (20.2 a and c). Faculty teach within their areas of expertise, and RSCA results in enhanced instructional activities in their discipline-based courses, which places it within Category 22 and potentially also 23 and 32 as representing activities for which WTU may be assigned (EP&R 76-36).

Indeed, campuses within the CSU already use these documents to justify differential workloads among faculty, such as 9-3-3 (9 units teaching, 3 units RSCA, 3 units service) and 6-6-3 (6 units teaching, 6 units RSCA, 3 units service) models. San Diego State and San Francisco State are two examples of campuses that operate these models. Additionally, several other campuses have proposed adopting 9-3-3 or similar workload models for at least some RSCA-productive T/TT faculty, including CSU Long Beach (2023), CSU Fresno (2018), San Jose State (2002, 2011), and CSU Stanislaus (2007).

**It is appropriate and timely for CSUB to formally allocate more resources for RSCA including direct support of highly productive faculty members whose ongoing work will contribute to CSUB's maximum institutional success. Our proposed full report will further investigate different CSU workload models that may be appropriate for CSUB. Our report will focus on CSUB-specific issues that could be addressed by decisions occurring at the level of our individual campus. This will include examining current types and sources of support for RSCA, such as infrastructure (labs, studios, offices, etc.), resources (library, GRaSP, etc.), internal**



support from CSU-wide and CSUB programs (professional development funds, internal grants, new faculty AT, etc.), and support from external funding (grants, donations, etc.).

## The role of the Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA) at CSUB

The CSUB Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA) was formed “to support, enhance, and advocate for all matters as related to research, scholarship, and creative activity...” FAC-4-RSCA has an established role in identifying areas of concern related to RSCA, proposing solutions, and effecting institutional change. A brief history of this committee follows.

An *ad hoc* Grants Committee of CSUB faculty was established in Fall of 2020 by Dr. Vernon Harper, then Provost and Vice President of Academic Affairs, in consultation with the Academic Senate Executive Committee to conduct a strategic review of grants and sponsored research. The committee consisted of a diverse pool of research-active and productive faculty who had experience and success in RSCA at CSUB. The committee administered a university-wide faculty survey on topics related to grants and RSCA, with high faculty participation in this effort.

The final report from the CSUB *ad hoc* Grants Committee was distributed to the Provost on August 2021 and shared with the Academic Senate in Spring 2022. Several recommendations emerged from this survey and report, including “the creation of a faculty advisory committee” with the additional stipulation that “diverse faculty should have input” (Recommendation 3 from the CSUB Ad Hoc Grants Committee, 2021). This recommendation was implemented with the formation of the Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA) (**Box 6**). FAC-4-RSCA membership includes two elected faculty from each college, and six additional at-large, elected faculty representatives.

Since the formation of FAC-4-RSCA, this committee has been an active and engaged part of the university. Through the work of this committee, in collaboration with the Provost, AVP GRaSP, the Faculty Associate for GRaSP, and other campus entities, many of the prior *ad hoc* Grants Committee recommendations have been successfully implemented (Report on Grants and Sponsored Programs at CSUB: An update from the faculty liaison to GRaSP, June 2023).

At present, FAC-4-RSCA is administering a follow-up campus-wide faculty survey to be conducted during the 2024-2025 academic year. In addition to the extensive faculty feedback they acquired during their previous survey (administered Spring 2021), this survey will provide the latest information on CSUB faculty perspectives related to grants and RSCA. This represents a more inclusive and intensive effort to gather information from faculty on this topic than any other entity on campus and uniquely suits this committee to address topics related to RSCA.

### **Box 6: FAC-4-RSCA Bylaws**

*Excerpt from the CSUB Faculty Advisory Committee for Research, Scholarship and Creative Activity (FAC for RSCA) Bylaws, approved March 14, 2022.*

## **Mission**

We recognize the importance of scholarship as a fundamental component of the educational process that enhances the experiences of university life including teaching, and student engagement.

The mission of the Faculty Advisory Committee for Research, Scholarship and Creative Activity (FAC for RSCA) is to support, enhance, and advocate for all matters as related to research, scholarship, and creative activity....

## **Goals**

1. Elevate awareness and appreciation of faculty research, scholarship and creative activities.
2. Develop new policies and programs that provide more incentives that encourage and support faculty grant writing while enhancing existing successful programs.
3. Minimize institutional hurdles associated with submission and management of grants, particularly those activities that unnecessarily encroach on faculty time.
4. Improve communication between faculty and grant office personnel.
5. Recognize and promote the importance of grants and research, scholarship and creative activities in providing formative, high-impact, and meaningful student activities and providing student support.

## **Number of Committee Members**

The committee shall consist of representation from each of the schools [Natural Science, Mathematics & Engineering (NSME), Social Sciences & Education (SSE), Arts & Humanities (AH), and Business & Public Administration (BPA)] that consist of 2 elected faculty representatives from each of the schools. In addition, up to 6 at-large faculty representatives may be elected from across campus that may include additional faculty from the schools listed above, librarians, counselors, and other faculty. Committee members shall be nominated with special attention to their experience with grants and research, scholarship, and creative activities completed at CSUB. All members will have voting rights. The committee will also include the Associate Vice President of Grants, Research & Sponsored Programs and the Provost and Vice President for Academic Affairs both as ex-officio non-voting members.

## **Background to the current action and effort**

On August 27, 2024, the Executive Committee of the CSUB Academic Senate met and discussed the formation of a Task Force addressing support for research, scholarship, and creative activity (RSCA), particularly from a diversity, equity, inclusion, and belonging (DEIB) perspective ([2024\\_08\\_27\\_EC\\_Minutes.pdf](#)). This resulted in campus-wide email distributed on September 12, 2024 with a call for interest in serving on a new Task Force on Scholarship and Creative Activities ([2024\\_09\\_10\\_EC\\_Agenda.pdf](#)). The charge and composition of the new Task Force did not stem from consultation with the full Academic Senate and/or its standing committees. Further, faculty entities with clear roles related to RSCA, such as FAC-4-RSCA, the Research Council of the



University (RCU), and the Office of Grants, Research, and Sponsored Programs (GRaSP), were not consulted in the creation of this new Task Force.

The charge of the new Task Force changed from its initial inception to the distributed call. For instance, in the distributed call there is no mention of issues of Diversity, Equity, Including, Access, & Belonging (DEIA+B), yet this was the only issue included in the referenced minutes within the call. Other issues in the call that included WTU allocations and potential disparities among colleges. The lack of consistency regarding the reason for forming the Task Force suggest that the charge of the Task Force may be incomplete or unclear, that there may be broader concerns about support for RSCA that will not be addressed by the final charge as reported in the call, and/or that concerns were not adequately documented or prioritized by the Executive Committee.

This call brought renewed attention to some of the challenges surround RSCA at CSUB, an issue that FAC-4-RSCA has already been evaluating for several years. This prompted several committee discussions about ways that we could best conduct an analysis and report on these topics. These discussions resulted in the creation of the current proposal.

**There is need for an independent and thorough report on RSCA-related issues at CSUB from a diverse group of faculty with experience gathering feedback from across campus and documented interest in understanding and supporting RSCA at CSUB. FAC-4-RSCA is uniquely suited to evaluate concerns related to RSCA. Additionally, examination of this topic is timely and opens the potential to address other issues related to RSCA. FAC-4-RSCA is committed to identifying and addressing RSCA-related issues within both the broader CSU-context and the specific framework of RSCA at CSUB.**

## Scope and purpose of the proposed report

We propose that FAC-4-RSCA produce a broad report addressing Research, Scholarship, and Creative Activities (RSCA) at CSUB. This report is intended to address the narrow concerns of the proposed Senate Executive Committee Task Force, while also examining the holistic environment, within the CSU and specifically at CSUB, in which such activities are conducted. This includes outlining the benefits of, support for, workload expectations and challenges related to Research, Scholarship, and Creative Activities at CSUB. We will also suggest solutions and make recommendations concerning the issues that are identified. Our preliminary review of some of these topics is included above; these evaluations may change as the committee further evaluates the relevant resources, materials, and issues.

The proposed RSCA report is not intended to replace or supersede the effects of the Executive Committee Task Force. Rather, the intent is to provide a wider and deeper context for RSCA at CSUB with broad and diverse faculty perspectives incorporated into recommendations.

## Proposed structure of the report (tentative)

### **What are the benefits of Research, Scholarship, and Creative Activities (RSCA)?**

- Knowledge creation
- Currency in instructional resources, materials, and activities
- Enhanced student experience
- Institutional improvement
- Enhanced institutional reputation
- Generate curiosity and professional engagement of faculty

### **How are Research, Scholarship, and Creative Activities (RSCA) supported?**

- Institutional support
  - Infrastructure (labs, studios, offices, ...)
  - Resources (library, GRaSP, ...)
  - Administrative support
  - Social and collaborative (interdisciplinary research group, writing hour, writing workshops...)
- Internal support: CSU-wide
  - New faculty AT
  - Sabbaticals and Difference-in-Pay Leaves
  - RSCA funds (i.e., RCU mini-grants)
  - CSU-funded programs (COAST, CSU Water, CSU Biotech... )
- Internal support: CSUB
  - Provost (travel, professional development funds, PDP, other AT, writing workshops...)
  - College-level funding (professional development, other AT, lottery funds, start-up,...)
  - Other entities (FTLC Mini-grants, KIE, CERC, CES ...)
  - Student support programs for RSCA related to faculty areas of expertise
- External funding
  - Grants and Sponsored Programs (faculty, institutional, other)
  - Donations and University Advancement

### **What are T/TT faculty professional responsibilities related to Research, Scholarship, and Creative Activities (RSCA)?**

- CSU-wide context
  - Professional responsibilities (Article 20 of the Unit 3 Collective Bargaining Agreement (CBA) between the California Faculty Association (CFA) and the Board of Trustees of the California State University (CSU).
  - Workload and assignments (EP&R 76-36 and the assignment of WTU)
  - Recent approaches from sister campuses in the CSU
- CSUB context
  - University Handbook
  - Evaluation (RTP, PTR)

### **What are the key challenges related to Research, Scholarship, and Creative Activities (RSCA) at CSUB?**

- Retention of RSCA-active faculty
- DEIA+B and unique burdens on URM faculty
- Institutional infrastructure to support ongoing faculty RSCA
- Institutional recognition of RSCA demands on faculty time
- Institutional celebration of RSCA successes

### **Recommendations**

- Institutional actions
- University Handbook revisions

# Distribution

## **Proposal distribution**

CSUB President  
Provost  
AVP Faculty Affairs  
AVP GRaSP  
College Deans  
Executive Committee of the CSUB Academic Senate  
Sponsored Programs Administration Board (SPA Board)  
Scholarship and Creative Activities Taskforce  
Research Council of the University (RCU)

## **Report distribution (tentative)**

Academic Senate of the CSU  
CSU Chancellor's Office  
CSUB President  
Provost  
AVP Faculty Affairs  
AVP GRaSP  
College Deans  
CSUB Academic Senate  
Executive Committee of the CSUB Academic Senate  
Sponsored Programs Administration Board (SPA Board)  
Scholarship and Creative Activities Taskforce  
Research Council of the University (RCU)

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The role of grants in RTP criteria among departments at CSUB: A special project by Grants, Research and Sponsored Programs (GRaSP). Spring 2024. 9 pages.

Unit 3 Collective Bargaining Agreement (CBA) between the California Faculty Association (CFA) and the Board of Trustees of the California State University (CSU).  
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## Appendix A: CBA

*Excerpts from the CFA/CSU COLLECTIVE BARGAINING AGREEMENT 94 February 3, 2022 – June 30, 2025 (highlighting added; yellow highlighting mentions of RSCA and blue sections linked to assignment of workload):*

### ARTICLE 20 WORKLOAD

#### Instructional Faculty: Professional Responsibilities

##### 20.1

- a. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community.
- b. Faculty members have additional professional responsibilities such as: advising students, participation in campus and systemwide committees, maintaining office hours, and/or opportunities for student consultation connected to online teaching, working collaboratively and productively with colleagues and participation in traditional academic functions.
- c. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform. Just as faculty members may teach in a variety of modalities, they may perform other duties in a variety of modalities, pursuant to campus policies.
- d. The professional responsibilities of faculty members include research, scholarship and creative activity, which contribute to their currency, and the contributions made within the classroom and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.
- e. The parties understand that instructional faculty members may not normally participate in all activities identified in this Article during each academic term or year.

##### 20.2

- a. The composition of professional duties and responsibilities of individual faculty cannot be restricted to a fixed amount of time, and will be determined by the appropriate administrator after consultation with the department and/or the individual faculty member.
- b. The instructional assignments of individual faculty members in the classroom, laboratory, or studio will be determined by the appropriate administrator after consultation with the department chair (or designee) and/or the individual faculty member. The department or other appropriate unit's overall instructional or course assignments shall be consistent with department and student needs. Any faculty member who believes they have been assigned an excessive or unreasonable workload (including an excessive student load) may request to meet with the appropriate administrator regarding such assignment. Faculty members are encouraged to request the meeting as soon as the concern is known. The appropriate administrator shall meet with the faculty member within ten (10) days of such a request, and should provide a response within five (5) days of the meeting. Meeting with an administrator is not required in order to file a grievance over Article 20.
- c. The scheduling of academic leaves, sabbaticals, and other professional responsibilities will be determined by the appropriate administrator after consultation with the department chair (or designee) and/or the individual faculty member and shall be consistent with campus policies on such matters.
- d. The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units for the purpose of determining time base for both appointment and benefits eligibility. A part-time lecturer employee assigned additional Weighted Teaching Units (WTUs) shall be compensated at their regular rate of pay for all WTUs assigned.

### 20.3

- a. Members of the bargaining unit shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule.
- b. In the assignment of workload, consideration shall be given at least to the following factors: graduate instruction; course modality; activity classes; laboratory courses; supervision; distance learning; sports; and directed study. Consideration for adjustments in workload shall be given to at least the following: class size/number of students; course and curricular redesign; preparation for substantive changes in instructional methods or course modality; research, scholarly, and creative activities; advising; student teacher supervision; thesis supervision; supervision of fieldwork; service learning; student success initiatives; assessment and accreditation activities; and service on department, college, or University committees.
- c. In determining what is "excessive" or "unreasonable" under this section, the items listed under 20.3(b), as well as the number of students seeking to take courses in the academic area, the distribution of student enrollment, the level of support provided the program, and the effects of the introduction of new instructional technologies, and the prior practices of the University shall be among the primary elements to be considered. The parties agree that

consideration of the prior practices of the University shall include the calculation of Weighted Teaching Units in prior years.

### **Reduction in Instructional Assignments for New Probationary Faculty**

20.36 To assist new probationary faculty employees with establishing their programs of research, scholarship, and/or creative activities, and carrying out other activities that would support them in meeting the requirements for retention, tenure, and promotion, the CSU agrees to fund the following reductions in instructional assignments during the first two years of a faculty member's probationary period.

- i. During the first two years of the probationary period, probationary faculty employees shall be assigned a maximum of eighteen (18) direct weighted teaching units on a semester campus (normally resulting in the instructional assignment being reduced by two courses per academic year or 20% reduction in assignments for non-instructional faculty) or a maximum of twenty-four (24) direct weighted teaching units on a quarter campus (normally resulting in the instructional assignment being reduced by three courses per academic year or 20% reduction in assignments for non-instructional faculty). A campus may further reduce instructional assignments below these maxima. Assigned time provided in 20.36i shall be in addition to any provided for activities other than research, scholarship, or creative activities (e.g. assigned time for excess enrollments, assigned time for committee service). Nothing in this section is intended to reduce the amount of assigned time that a campus has agreed to provide to a probationary faculty member in their letter of appointment. Reductions in instructional assignment under the above provisions may be banked for future use with the approval of the appropriate administrator. Pursuant to provisions 20.9 and 20.11, non-instructional probationary faculty shall also receive assignments that support activities, including research, scholarship, or creative activities, expected of these faculty unit employees to qualify for retention, tenure, and promotion.

20.9 The assignment of a librarian faculty unit employee may include, but shall not be limited to, library services, reference services, circulation services, technical services, on-line reference services, teaching in library subject matter, service on systemwide and campus committees and task forces, and activities that foster professional growth, including creative activity and research. The nature of such assignments shall correlate closely with activities expected of librarian faculty unit employees to qualify for retention, tenure, and promotion and, following tenure, activities expected of librarian faculty unit employees in order to maintain their role as contributing members of the bargaining unit. Such assignments shall be made by the appropriate administrator after consultation with the librarian faculty unit employee.

20.11 The assignments and responsibilities of a counselor faculty unit employee may include but shall not be limited to individual counseling, group counseling, consultation and referral, case management (including record keeping), intern training and supervision, teaching, service on systemwide and campus committees and task forces, and activities that foster professional growth including creative activity and research. The nature of such assignments shall correlate closely with activities expected of counselor faculty unit employees in order to qualify for retention, tenure/ permanency, and promotion, and after tenure/permanency, activities expected of counselor faculty unit employees in order to

maintain their roles as contributing members of the campus community. Such assignments, including adequate time for non-direct service activities, shall be made by the appropriate administrator after consultation with the counselor faculty unit employee. This consultation shall include consideration of the amount of time necessary for the successful completion of counselor responsibilities within the counselor workweek. All such counselor faculty unit employee assignments and schedules shall be made pursuant to provision 20.15.

## **ARTICLE 25 PROFESSIONAL DEVELOPMENT**

25.1 Professional development opportunities shall include:

- a. a fee waiver program;
- b. sabbatical leaves;
- c. difference in pay leaves;
- d. professional leaves without pay;
- e. short-term absence with pay for approved conferences, workshops, and other professional meetings;
- f. faculty exchange programs within and outside the CSU;
- g. administrative intern programs;
- h. reduction in assigned Weighted Units or other work responsibilities to pursue scholarly activities, training or retraining of benefit to the CSU;
- i. specialized work schedules to pursue scholarly activities, training or retraining of benefit to the CSU; and
- j. assignment to a reduced teaching load pursuant to Article 20, Assignment of Responsibility, Workload, and Schedules, of this Agreement.

25.2 Application procedures by which an eligible faculty unit employee may request a professional development opportunity shall be determined by the President, except when such procedures are provided elsewhere in this Agreement.

25.3 A faculty unit employee who meets the eligibility requirements of a specific program listed in provision 25.1 of this Article may request such a professional opportunity.

25.4 The President shall determine if the request for a professional development opportunity shall be granted and, if so, what costs, if any, shall be borne by the campus. The President may establish requirements that a faculty unit employee shall meet upon completion of a professional development opportunity. The faculty unit employee shall be notified in writing of the decision and such requirements, if any. A denial of the request for professional development opportunity shall include the reasons for such denial.

25.5 With the prior approval of the President, Counselor Faculty Unit Employees who are required to maintain a license or credential as a condition of employment, shall be reimbursed for all normal and customary credential or licensing fees consistent with program needs. Any denial shall include a written explanation.

25.6 All faculty unit employees are eligible to apply for and receive the Research, Scholarship, and Creative Activities (RSCA) Awards funded by the Chancellor's Office. Campus



administrators shall send email notification to all faculty unit employees informing them of eligibility and application procedures every year that RSCA is funded.

## **ARTICLE 27 SABBATICAL LEAVES**

- 27.1 A sabbatical leave is for the purpose of enhancing the University educational environment and facilitating the professional development of eligible faculty unit employees by affording opportunities for sustained focus on research, scholarly, and creative activity, instructional improvement or professional currency.

## **ARTICLE 28 DIFFERENCE IN PAY LEAVES**

- 28.1 A difference in pay leave shall be for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining.

## Appendix B: EP&R 76-36

*Excerpts from EP&R 76-36 (highlighting added):*

### **EP&R 76-36**

#### **Faculty Workload: Policies and Procedures**

##### **Faculty Workload: Policies and Procedures**

The President of each campus is responsible for the overall conduct of the campus' educational program including the utilization of budgeted instructional faculty positions and the proper assignment of individual faculty workloads.

Variations in campus curricula require variations in the use of instructional faculty positions allocated to each campus. There is, nevertheless, need for a common frame of reference for faculty workload assignments. The intent of the document is to stipulate those policies and procedures which are to be common guides to each President in determining how best to use instructional positions to operate academic programs most effectively.

##### **1. Definition of Faculty Workload \***

The normal workload of a full-time faculty member consists of two components:

- A. 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision (such as student thesis, project or intern supervision) equivalent to 36 hours per week, and
- B. 3 WTU equivalences of indirect instructional activity such as student advisement, curriculum development and improvements, and committee assignments (4 to 9 hours per week).

Thus Weighted Teaching Units are a measure of the weekly rate of faculty effort.

##### **11. Assignment of Faculty Workloads**

###### **A. Legislative Restrictions**

Recent budget language requires "...that no instructional faculty positions ... shall be used for administration, department chairmanships, administrative assistance or non-instructional research."

Funds budgeted for instructional positions are therefore prohibited from being used or disencumbered for support of

- 1. the budgeted function of the Institutional Support Program;
- 2. administrative functions at the campus, school or division level of organization;
- 3. department chairperson or comparable positions or duties; or
- 4. positions or duties related to noninstructional research.

In order that we may be prepared to respond appropriately to any questions raised in management audits, if the President has any doubts regarding the propriety of a particular assignment in terms of the legislative mandate or Trustee policy, he or she may submit the case to the Chancellor's Office for review.

## B. System Policy

1. Each campus shall meet its budgeted FTES (full time equivalent students) with its budgeted faculty allocation within the following limits-.  
150 FTES (campus size 10,000 FTES or less)  
200 FTES (campus size over 10,000 FTES)
2. Assignment of individual faculty to direct instructional activities should be made in accordance with the Faculty Workload Formula in Appendix A. This Workload Formula is the basis for calculating the faculty workload reported in the Academic Planning Data Base.

It is intended that the workload formula should not, in and of itself, serve as a basis for significant deviations from historic campus class size experience; a flexible approach to class size by the campus is encourage where it is consistent with the optimal use of faculty skills and is not detrimental to the quality of instructional programs.

3. In special cases, approved by the President (or a designated Vice President,) a faculty member may be assigned up to three WTU (four WTU for for individuals whose course assignments would each normally generate four WTU) for an exceptionally heavy indirect instructional activity. Such assignments are primarily possible because of the assignment of 15 WTU of direct instructional activity per faculty position used for part-time appointments and the related unavailability of parttime faculty to perform the indirect instructional activity. However, assignments for legitimate non-administrative instructional support functions may also be authorized in addition to that derived from the averaging-in of part-time faculty workloads.

More than four WTU may be assigned to an individual faculty member for indirect instructional activities if in the judgment of the President such an assignment is necessary for the effective conduct of the academic program. Individual exceptions may be granted only through direct application to the President of each campus.

- a. Such assignments are not to be used in such a way as to cause widespread of across-the-board deviation from or reduction of normal instructional workloads.
- b. Assigned WTU should not be provided to individuals where such an assignment results in a workload in excess of 12 WTU. Exceptions to this provision must be individually approved by the President (or a designated Vice President). All such assignments should be reported.
- c. Records of all WTU assignments for indirect instructional activities are subject to review and audit and should include:

1. a description of the specific task(s) to be performed and the number of WTU assigned;
  2. formal approval of the assignment; and
  3. an after-the-fact evaluation of the assignment.
- d. Each campus must prepare an annual report summarizing its use of assigned WTU during the previous fiscal year. Such a report should include a summary of assigned WTU by academic department and purpose of assignment and will serve as the basis for campus administrative review of assigned WTU activities.
- e. Unusually heavy responsibility in any of the indirect instructional activities listed in Appendix B may serve as the basis for these workload adjustments which take the form of assigned WTU in lieu of WTU generated through direct instructional activity. All such assignments should be reported in the Academic Planning Data Base.
4. Variations in course credit hours and workload formula factors make it impossible always to schedule faculty members for exactly 12 WTU of direct instruction each term; however, the workloads during the semesters or quarters should be balanced, so that faculty members are responsible for a full workload on an annual average basis. Where made necessary by calendar considerations, and in rare instances only, such adjustments may be made between one fiscal year and the next if a faculty member has not been present for the full preceding academic year.

## **APPENDIX B**

### **Activities for which Weighted Teaching Units may be assigned.**

*This is the code used for reporting assigned WTU in the Academic Planning Data Base*

#### **11. Excess Enrollments**

- a. For classes with census date enrollment of between 75 and 120 exceptional workload, a graduate assistant or student assistant may be allocated.
- b. For classes with census date enrollment of over 120, a graduate assistant, a student assistant, or and additional 3 WTU may be assigned.

Assignment of graduate assistants is a preferable way of handling such large class loads, but it is recognized that qualified graduate assistants are not always available.

In no case shall a faculty member be granted assigned WTU for more than one class with excess enrollments.

#### **12. New Preparations**

A faculty member may be given assigned WTU for preparation of courses never before taught by that particular faculty member, if courses actually taught include two or more such new preparations.

#### **14. Course or Supervision Overload**

A faculty member may be given assigned WTU equal to course of supervision overload earned in a prior fiscal year provided that calendar considerations so necessitate and the faculty member has not been present for the full preceding academic year.

#### **18. Instructional Support for Graduate Students**

A faculty member may be given assigned WTU for special graduate student testing duties, in particular for conducting comprehensive examinations for master's degree candidates and examinations in fulfillment of foreign language requirements.

## 21. Special Instructional Programs

- a. A faculty member may be given assigned WTU for participation in a team teaching effort. The total assigned and earned WTU associated with a team-taught course may not exceed the WTU generated by the course multiplied by the number of faculty members teaching the course. In addition, no individual faculty member may be given more WTU, both earned and assigned than the course generates.
- b. A faculty member may be given assigned WTU for program and tape production for instructional television.
- c. A faculty member may be given assigned WTU for liaison duties among multiple sections of the same course.
- d. A faculty member may be given assigned WTU for the administration and evaluation of tests for credit by examination.

## 22. Instructional Experimentation, Innovation, or Instructionally Related Research

- a. A faculty member may be given assigned time for development and implementation of experimental programs involving:
  1. Instructional television
  2. Computer assisted instruction
  3. Other innovations in instruction
- b. A faculty member may be given assigned time for documented research evaluations which are demonstrably related to the instructional functions and programs of the college.

## 23. Instruction Related Services

A faculty member may be given assigned WTU for his services related to college clinics, study skill centers, farms, art galleries, and other campus institutions and facilities which are ancillary to the instructional program.

## 31 Advising Responsibilities

- a. A faculty member may be given assigned WTU for carrying an excessive advising load due to a relatively high proportion of part-time faculty in his department.
- b. A faculty member may be given assigned WTU for carrying a greater than normal share of departmental or school advising responsibilities.
- c. A faculty member may be given assigned WTU for services as departmental graduate advisor.

## 32. Instruction-Related Committee Assignments

- a. A faculty member may be given assigned WTU for participation over and above normal levels in such areas as curriculum, personnel, budget, library, audiovisual, and selection committees at the department, school or college level.
- b. A faculty member may be given assigned WTU for membership in or liaison to special committees whose activities have significant bearing on the instructional programs of the college, or the CSUC system at large.

## 33. Curricular Planning or Studies

- a. A faculty member may be given assigned WTU for special individual or committee-related curriculum planning, development and redevelopment activities.
- b. A faculty member may be given assigned WTU for development of special tests for credit by examination.

#### 34. Accreditation Responsibilities

A faculty member may be given assigned WTU for accreditation responsibilities.

#### 35. Instruction-Related Facilities Planning

A faculty member may be given assigned WTU for duties related to planning of instructional facilities.



# ACADEMIC SENATE

## CSU BAKERSFIELD

### Commencement – Fall 2024

#### RES 242511

EC

**RESOLVED:** That the Academic Senate recommend to the President those appropriate degrees be conferred to students satisfying the requirements of their programs of study.

**RATIONALE:** Faculty are responsible for designing curriculum, establishing program and degree requirements, teaching classes, advising and mentoring students, and ensuring standards are met. Let us join together as a university community in celebrating the accomplishments of these graduates and candidates for graduation.

#### Distribution List:

President  
Provost and VP Academic Affairs  
General Faculty

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



## **Process and Timeline of SOCI Administration**

**RES 242510**

FAC, AAC

**RESOLVED:** That the Academic Senate recommend revisions to the University Handbook language regarding the timeline and process of collecting student opinions on curriculum and instruction (SOCIs). (Deletions in ~~striketrough~~, additions in **bold underline**.)

**RATIONALE:** This resolution is responsive to the Report on Student Ratings of Instruction in the California State University System (Dyer, 2024), which includes recommendations for addressing bias in student opinions.

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### **305.4.2.6 Evaluation of Teaching Effectiveness**

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCI) as the primary instrument used to collect student evaluations of teaching, this tool is not intended to be the only tool to evaluate teaching, and the SOCI shall not be weighted more than 50% in the evaluation of teaching.

#### The evaluation of teaching effectiveness

Since teaching is a primary function of all CSUB faculty, a candidate for retention is expected to demonstrate ~~his/her~~ **their** ability to teach effectively. The evaluation of teaching effectiveness shall involve multiple measures of a faculty member's performance. In addition to the systematic review of the SOCI, course syllabi, and course materials (exams, handouts, etc.), reviewers are expected to consider other appropriate measures of teaching effectiveness submitted by the faculty member, such as:

- a. Introspective self-assessments for formative assessment of teaching and learning in courses during the terms of the review cycle.
- b. Faculty-developed instruments for formative assessment of teaching and learning in courses during the terms of the review cycle.
- c. Peer assessments based upon a mutually-agreed schedule of classroom visits during the review cycle.



- d. Formal assessments performed by the Faculty Teaching & Learning Center at the request of the faculty member during the review cycle.
- e. Self-reflection of grades awarded for courses taught during the review cycle.
- f. Evidence of currency in one's discipline and the integration of that currency into the classroom.

#### **305.4.4 Student Role in the Performance Review Process**

Student evaluation 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. **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 five 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, 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.

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. 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 SOCIs. SOCI reports shall be clear such that faculty can associate individual-student comments with individual-student quantitative responses.**

**Some bias in student opinions may be present. Faculty may request that the AVP for Faculty Affairs reviews and removes the SOCI(s) with discriminatory comments and quantitative**

responses. The AVP for Faculty Affairs 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, the faculty member is encouraged to reflect upon feedback and may submit rebuttals to SOCI comments as part of the performance review process.

#### 305.4.5 SOCI Distribution Period

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

In the Fall and Spring semesters, SOCIs distributed online shall be available for 10 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.

In the Summer and Winter sessions, SOCIs distributed 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 online shall be distributed during the penultimate week of classes.

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.

#### **Distribution List: (update as needed)**

- President
- Provost and VP for Academic Affairs
- College Deans
- Dean of Libraries
- Dean of Antelope Valley Campus
- Dean of EEGO
- Department Chairs

General Faculty

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Approved by the Academic Senate:

Sent to the President:

President Approved: