ACADEMIC SENATE
CSU BAKERSFIELD

Academic Senate Meeting – Fall 2025

Thursday, August 28, 2025
Agenda
10:00 AM – 11:30 AM

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

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

Guests: President Harper

I. Call to Order
   a. Tejon Tribal Land Acknowledgement
   b. Interruption Statement (RES 242528)

II. Approval of Minutes
   a. May 8, 2025 – Senate Minutes, Session One (handout) and Two (handout)

III. Announcements and Information
   a. President's Report – V. Harper **(Time Certain: 10:10 AM)**
   b. FTLC Updates – R. Weller **(Time Certain: 10:25 AM)** (handout)
   c. Elections and Appointments – D. Solano (handout)
   d. Information:
      i. Senate Orientation PPT (handout)
      ii. Senate membership roster and meeting schedule for 2025-2026 (handout)
      iii. UPRC Annual Report for 2024-2025 AY (handout)
      iv. Scholarship and Creative Activities Task Force Executive Summary and Recommendations (handout)

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

V. Reports
   a. Provost's Report – D. Thien
   b. ASCSU Report – Senators Lam and Michieka (deferred)

        c. ASI Report – Senator Reyes
        d. Staff Report – Senator Gonzalez
        e. Committee Reports:
                i. Executive Committee – Vice-Chair Solano (handout)
                ii. Standing Committees:
                        1. Academic Affairs Committee (AAC) – Senator Tsantsoulas
                        2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein
                        3. Budget and Planning Committee (BPC) – Senator Grombly
                        4. Faculty Affairs Committee (FAC) – Senator Zenko
        f. CFA Report – Senator Salisbury

VI.   Resolutions **(Time Certain: 10:45 AM)**
        a. Consent Agenda:
                i. Standing Committee membership (handout)
        b. Old Business:
                i. No items.
        c. New Business:
                i. No items.

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

VIII.   Adjournment

Updating the Bylaws to Create an Interruption Statement and Add Clarity to Procedures

RES 242528

FAC

RESOLVED:	The Academic Senate adopts the revisions to Section 1: Governance of Academic Senate Meetings, as a revision to the Academic Senate Bylaws.
RESOLVED:	The Academic Senate reads the proposed Interruption Statement at the first Academic Senate meeting of each semester and includes a link to the Interruption Statement in the Academic Senate meeting agendas.
RATIONALE:	The ASCSU, California Faculty Association, Faculty Senate of California State University, Sacramento, and others include interruption statements. Interruption statements are used to bring an issue of bias to the Senate's attention.
	The revisions to Section 1 of the Bylaws include recognized priorities for motions, including privileged motions (first priority) and other motions (second priority), with some guidance and clarity for the use of different types of motions. This is meant to enhance consistency and understanding of the Academic Senate's procedures. Although several motions are considered standard as part of Robert's Rules of Order (e.g., move to amend, call the question, etc.), others may not be considered as universal (e.g., Point of Interruption).
ACKNOWLEDGEMENTS:	AS-3551-21/FA/AEDI (Rev) from the Academic Senate of the California State University (Establishing an Interruption Practice for the ASCSU) and the Senator Information Guide (2023-2024 Academic Year) from the Faculty Senate of California State University, Sacramento, were used as the basis for the proposed updates Bylaws. We are grateful to our colleagues on this and other Academic Senates, as well as our colleagues on prior senate bodies (e.g., graduate and professional student senates).

Attachments:

A. Updated Bylaws (Section 1)
B. Interruption Statement
C. AS-3551-21/FA/AEDI - Establishing an Interruption Practice for the ASCSU
D. Senator Information Guide (California State University, Sacramento)

Distribution List:
    President
    Provost and VP for Academic Affairs
    Academic Senate
    College Deans
    College Associate Deans
    Department Chairs
    General Faculty

Approved by the Academic Senate: May 1, 2025
Sent to the President: May 13, 2025
President Approved: May 28, 2025

SECTION I: GOVERNANCE OF ACADEMIC SENATE MEETINGS

A. Robert's Rules of Order, Latest Edition, shall govern the conduct of the meetings of the Academic Senate except insofar as the Bylaws may make express provision to the contrary.

B. The Academic Senate recognizes the following priorities for motions. For top priority motions, a member can interrupt the current speaker to make the motion to ask the Chair to be recognized.

1. **Top Priority: Privileged Motions**
    a. **Point of Order**
    b. **Point of Information, or Clarification**
    c. **Point of Privilege**
    d. **Point of Personal Privilege**
    e. **Point of Interruption**
2. **Second Priority**
    a. **Move to amend**
    b. **Move a substitute motion**
    c. **Move to divide (Division of the Question)**
    d. **Move to consider ad seratium (i.e., one after the other)**
    e. **Move to refer (e.g ., back to a committee)**
    f. **Add an item to the agenda**
    g. **Move to adjourn – non-debatable (requires a simple majority)**
    h. **Move to table (or "lay on the table") – non-debatable (requires a simple majority)**
    i. **Move to postpone (to a specific time, or indefinitely) – debatable**
    j. **Challenge ruling of the Chair (Debatable, but only as to whether to sustain the Chair's ruling, not the issue ruled upon)**
    k. **Call the Question/Move the Previous Question**
        ii. **To force a vote on an item (i. e ., bring about a vote when there are still names on the speaker's list), a member must first be recognized by the Chair (usually by rising to the top of the speaker's list) and then move to close debate (or "move the previous question.") This is non-debatable and requires a 2/3 vote**

C. The Senate Chair may appoint an Academic Senate Parliamentarian.

D. Normally, all members shall attend all scheduled meetings of the Academic Senate. The presence of a majority of the voting members of the Academic Senate shall constitute a quorum.

E. By the second meeting of the academic year, each member shall designate an alternate who may substitute for that member when the member must be absent. A member may be represented by an alternate at no more than five meetings. Proxies are not permitted. A member who does not attend or have an alternate attend, without excuse or notification, three consecutive meetings of the Academic Senate will be replaced by an election conducted by the appropriate constituency.

F. All meetings of the Academic Senate shall be open with the provision that the Senate may, by a two-thirds vote, go into closed session to consider matters which are required to be held confidential (such as appointments, recommendations concerning the naming of campus facilities, or other similar items) or to maintain order.

Attachment B – Interruption Statement

The following interruption statement shall be read at the first Academic Senate meeting of each

semester.

As part of our ongoing commitment to fostering an environment where equity, inclusion, and social justice can thrive, we affirm the importance of addressing harmful narratives or behaviors when they arise. If we encounter instances of bias (including, but not limited to, racism, ethnocentrism, ableism, ageism, sexism, cisheteronormativity), whether in our meetings or as we conduct our work, we will speak up. This may involve respectfully interrupting to bring attention to the issue. We will do so with kindness, care, and a spirit of mutual respect. We also commit to responding thoughtfully to such interruptions, recognizing that systems of inequity often intersect and impact people in complex ways.

Kit Fox
SUSTAINABLE STUFFIE

Help CSUB protect our San Joaquin Kit Foxes

CSUB will partner with the `Runner Bookstore to sell a Kit Fox stuffed animal to raise funds to support educational signage and kit fox den protection efforts.

San Joaquin Kit Fox (vulpes macrotis mutica)

This small tan fox with a bushy, black-tipped tail weighs about five pounds when it is fully grown. It was placed on the endangered species list in 1967 as humans converted its habitat in the San Joaquin Valley and surrounding foothills into homes, businesses and agricultural fields. Disease, wildfire and the predatory instincts of coyotes and domestic dogs have added to the challenges this unique species faces as it strives to survive.

CSUB is home to a small population of kit foxes and each of us are stewards of their heath and welfare. They live and raise pups in underground dens on campus. We are launching an effort to educate the community about our foxy neighbors and protect their lives and den sites through a unique fundraising effort. Through a partnership with Follett Corporation, CSUB will offer a kit fox stuffed animal to patrons of our on campus bookstore. A significant portion of every sale will be donated to a special fund set aside in University Advancement to support funding for on campus educational signage about the kit fox and to empower direct efforts to protect and preserve den sites.

CSUB

meet *Kit*

He can help you protect CSUB's endangered San Joaquin Kit Fox!

Only available at the `Runner Bookstore!

When you adopt Kit into your family, the `Runner Bookstore will donate significant portion of the sale to a CSUB effort to educate `Runners about this unique big-eared fox and help protect its habitat and den sites on the CSUB campus. Adopt Kit today and be a part of protecting this vital link in the bio-diversity of CSUB and the San Joaquin Valley region.

Date: May 6, 2025

From: Dr. Rebecca Weller, Director, Faculty Teaching & Learning Center

To: The Academic Senate

Subject: Faculty Teaching & Learning Center Activities (Fall 2024 and Spring 2025)

Mission

The Faculty Teaching and Learning Center (FTLC) supports faculty success by fostering innovative, inclusive, evidence-based teaching practices through relevant and impactful programs and by creating opportunities for professional growth.

Core Values

- Sharing current, relevant pedagogies based on the science of learning
- Creating a community of practice in which participants learn from each other
- Nurturing an atmosphere of caring and trust
- Celebrating teaching innovation and faculty success
- Providing faculty development that aligns with CSUB's Strategic Plan, especially with respect to increasing faculty retention

Vision

The FTLC will be recognized across the university as a

- **Hub**: a place for exchange of ideas and where collaborative actions can occur. The FTLC will be seen as a "go-to" unit for collaborations with other groups on campus.
- **Incubator**: a place that fosters growth and development, cultivating individuals and communities, nurturing relationships, and creating a sense of belonging. Faculty members who participate in FTLC programming are earning tenure and promotion and/or moving into positions of leadership.
- **Temple**: a place that provides legitimacy, credibility, authority, and even recognition for instructors. The FTLC hosts campus-wide recognition events for innovative teaching, publications, and research supported by our competitive mini-grants.
- **Sieve**: the center curates research on effective, evidence-based practices on student learning and works with faculty to implement new pedagogies. The FTLC is valued for regularly updating (or even stopping) its offerings in response to new research and/or campus-based needs assessments.

Faculty Teaching & Learning Center
California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

661.654.3020   *csub.edu/ftlc*   THE CALIFORNIA STATE UNIVERSITY
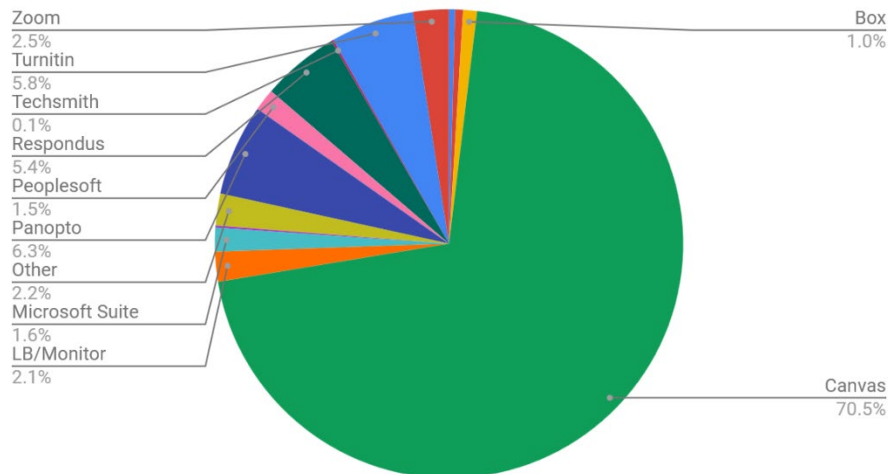
FTLC Activities (Fall 2024 and Fall 2025)

- Faculty Leadership Academy
  - This series was designed to give faculty a sense of the types of academic leadership opportunities available and to explore their unique style. After reviewing survey data provided by members of the first five cohorts, FLA was not offered this year, so that it could be revised and aligned with what faculty need. Applications for "FLA 2.0" are currently under review and will launch in Fall 2025.
- FTLC Mini-Grant Program
  - The FTLC mini-grants are meant to aid faculty in their endeavors related to teaching and learning, research or creative activities, and/or community or discipline-specific service. Awarded in Fall and in Spring, there are two types:
    - Faculty Professional Development Grants
      - 16 awarded in Fall 2024
      - 19 awarded in Spring 2025
    - Teaching Innovation Grants
      - 4 awarded in Fall 2024
      - 5 awarded in Spring 2025
- Faculty Writing Retreats
  - Established by Joseph Florez and Tiffany Tsantsoulas, this group brings together 15 – 20 faculty members seeking quiet space and a supportive group to work on scholarship. This group has an impressive list of publications already and has expanded into both Winter and Summer retreats.
- Instructional Technology Support
  - The FTLC has two instructional designers, Alex Slabey and Mallory Gardner, who provide training, pedagogical advice, and service support for a variety of instructional technologies. As an example of the quantity of service tickets they complete in just one semester (Fall 2024), see chart below:

Software 8/19/24 – 12/19/24

Adobe	Ally	Box	Canvas	LB/Monitor	Microsoft Suite	N/A	Other	Panopto	Peoplesoft	Respondus	Techsmith	Turnitin	Zoom
3	4	7	513	15	12	1	16	46	11	39	1	42	18

  - Additionally, while the LMS (Canvas) continues to dominate help requests, Alex and Mallory continue to provide support on other software as well:

COUNTA of Date

Category	Percentage
Box	1.0%
Zoom	2.5%
Turnitin	5.8%
Techsmith	0.1%
Respondus	5.4%
Peoplesoft	1.5%
Panopto	6.3%
Other	2.2%
Microsoft Suite	1.6%
LB/Monitor	2.1%
Canvas	70.5%

- Interdisciplinary Research Group
    - This group meets weekly at the FTLC to discuss research and set goals for completing major projects. It has several subgroups that also meet at the FTLC for quiet writing time (led by Anne Duran and Rebecca Weller).
- Interdisciplinary Teaching Group
    - This group meets weekly at the FTLC to discuss teaching strategies. Equal attention is paid to pedagogical challenges as to our successes (led by Rebecca Weller and Anne Duran).
- New Faculty Foundations
    - This is a series of workshops that begins with New Faculty Orientation in August and meets monthly in Fall and Spring. Topics covered include Foundations in Teaching, Developing a Research Agenda, and Navigating Service.
    - While this academic year saw a smaller cohort, we had the most consistent attendance with 90% of the new instructors attending *all* sessions.
- Small Teaching Series (Spring 2025 debut)
    - To balance faculty interest in acquiring new pedagogical skills with their incredibly busy schedules, the FTLC offered a series of 30-minute Zoom sessions, highlighting a new strategy each week. Inspired by the work of James Lang, we called it the "Small Teaching Series," as it is based on the notion that small, meaningful changes in teaching can have a powerful impact on student learning. The sessions were held at 11:00 a.m. on alternate Tuesdays and Wednesdays and were recorded to expand our reach.
    - Feedback so far suggests that instructors would prefer "more pedagogy, less technology." The FTLC will make that adjustment in our Fall 2025 offerings and experiment with modality.
- Teaching Toolkit
    - Our center worked together throughout Summer and Fall 2024 to construct a "teaching toolkit" on our website that includes LMS tutorials, FAQs, and instructional resources for all

modalities. This content has been regularly updated and advertised via our "Tip of the Week" emails.
- Workshops on AI
    - This series began during University Week in August 2024 with a session entitled, "AI Achievement Unlocked: Crafting Engaging Assignments for the Next Level" and has continued with monthly "play labs," providing instructors a safe/fun space to play with Copilot and ChatGPT as well as rethinking assessments that might need AI-proofing or intentional AI-incorporating.

For additional context, data, or details, please contact Dr. Rebecca Weller (rweller@csub.edu).

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

Academic Senate: Elections & Appointments

August 28, 2025

Fall Election and Appointment Process

Senate office receives faculty information from Provost's Office, HR, and Academic Operations

Senate office processes and determines eligibility
- Generates voting rosters
- Finds vacated committee positions

Voting rosters sent to college election committee chairs and administrative support staff

Fall 2025 Call Cycle

1. Urgent Calls
   - *SSE Dean Search Committee*
   - *NSME College Election Committee*
   - *GECCo – NSME Representative*
   - *SEI Board*
2. College Elected Positions
   - *Taskforce to Develop Guidelines for Faculty Use of Artificial Intelligence*
3. At-Large Elected Positions
4. College Appointed Positions
5. At-Large Appointed Positions
   - *Exceptional Service Award Committee*

Important Information & Reminders

- ❖ Let us know if there are any vacancies that need to be filled
- ❖ If you are not receiving emails regarding calls:
  - College Calls → Contact your College Election Chair & Admin Support
  - University-wide Calls → Contact the Senate Office (academicsenateoffice@csub.edu)
- ❖ Exercise your influence
  - Nominate a colleague (or yourself)
  - Vote!
- ❖ Thank you to all that are willing to serve!

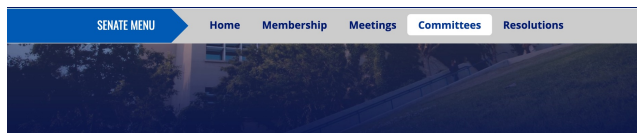# Senate Website is Regularly Updated

❖ View the Senate Website for up-to-date information on:

- Elections
- Appointments
- Committee Rosters

❖ Webpage: www.csub.edu/senate/elections-and-appointments

❖ Let us know if there are any errors with committee rosters

| SENATE MENU | Home | Membership | Meetings | Committees | Resolutions |

ELECTIONS AND APPOINTMENTS

Please contact the Senate Analyst, Katherine Van Grinsven and the Academic Senate Vice-Chair and Chair of the Elections Committee at academicsenateoffice@csub.edu if you have any questions.

Current Status:

The following slides are shared at the Academic Senate meetings and reflect the most current status of various calls, elections, and appointments in the cycle:

- Elections and Appointments_Academic Senate_2025-05-08

QUESTION? ASKROWDY

2025-26 College Election Committees

Arts and Humanities

- Joel Haney
- Lena Taub
- Sean Wempe
- *Admin Support: Adrianna Hook*
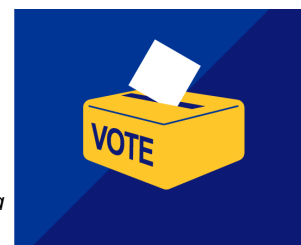
Business and Public Administration

- Richard Gearhart
- Mansik Hur
- Jinping Sun
- Dan Zhou
- *Admin Support: Maria Diaz*

Natural Sciences, Mathematics, and Engineering

- Alberto Cruz
- ~~Sophia Raczkowski~~ *(retired)*
- Prosper Torsu
- *Admin Support: Maria Chavez*

Social Science and Education

- Dirk Horn
- Yeunjoo Lee
- Dahna Stowe
- *Admin Support: Vanessa Mayorga*

Academic Senate of the California State University (ASCSU)

- Provides the official voice of the faculty in matters of system-wide concern
- Provides the means for faculty to participate in collegial forms of governance based on historic academic traditions as recognized by California law
- Promotes academic excellence
- Is the formal policy-recommending body on system-wide academic, professional, and academic personnel matters

Academic Senate CSU Constitution, Article 1, Section 1

https://www.calstate.edu/csu-system/faculty-staff/academic-senate

Role of the ASCSU

Offers advice on all issues regarding system operations while respecting campus autonomy through:

- Resolutions
- Senate and CSU system-wide committee participation
- Position papers
- Direct communication with the administration

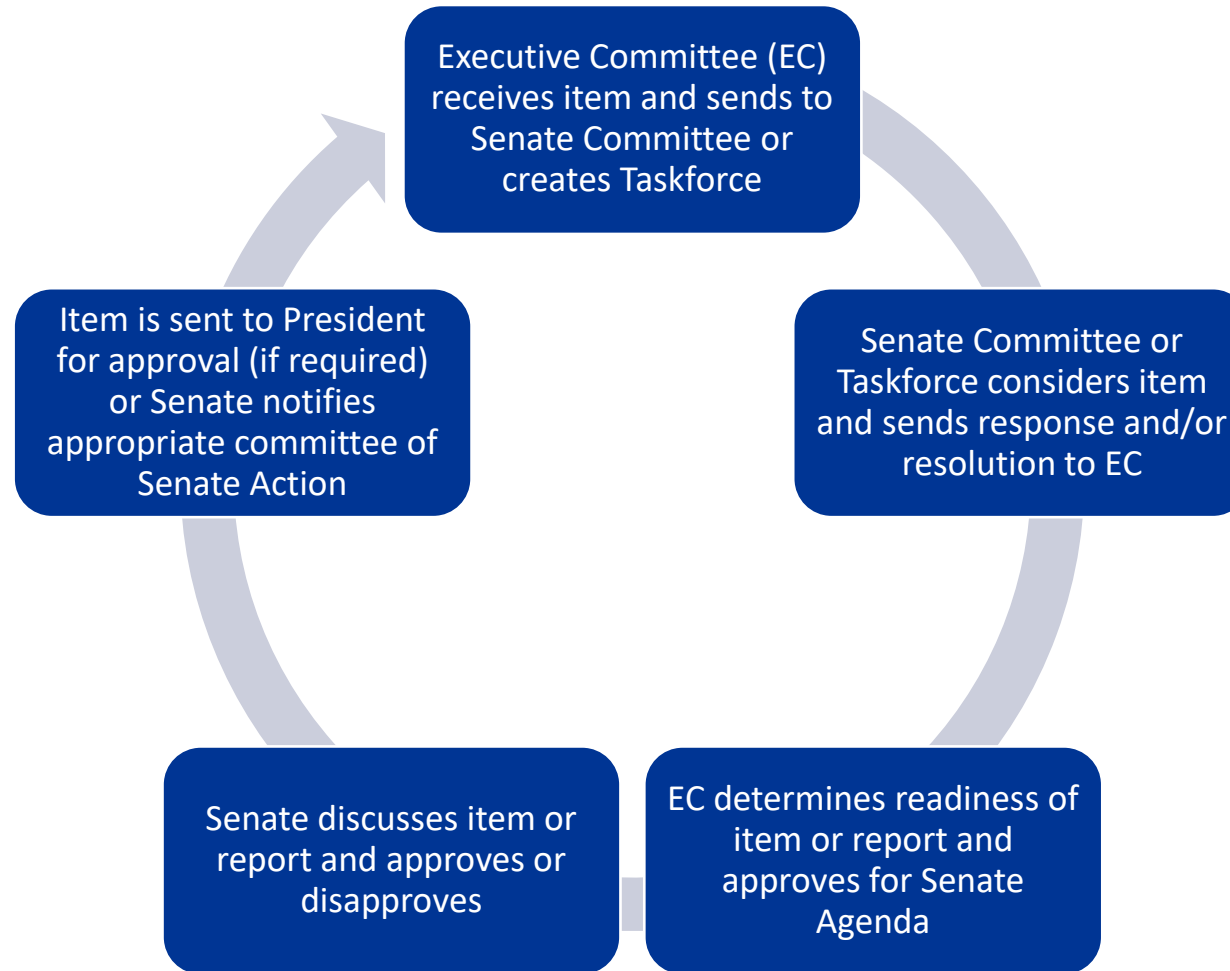Promotes two-way communication to/from local senates

- Academic Senate Chairs Council
- Intersegmental Committee of the Academic Senates (ICAS) - Represents three systems

The CSUB Academic Senate

The purposes of this organization shall be:

1. to exercise the rights and authority specifically delegated to the Faculty by the Board of Trustees as well as the Chancellor of the CSU
   - developing policy that governs the awarding of grades and granting of degrees
   - making recommendations to the University President on matters including fiscal policies and budgetary priorities (added June 28, 2018)
2. to serve as the primary consultative body in the University in formulating, evaluating and recommending to the president policies concerning
   - curriculum & instruction
   - appointments, promotion, evaluation & granting of tenure to faculty members
   - academic administrative matters of the institution
3. to serve as the primary body through which members of the faculty may express opinions on matters affecting the welfare of the University

How Business Moves Through CSUB Shared Governance

Executive Committee (EC) receives item and sends to Senate Committee or creates Taskforce

Senate Committee or Taskforce considers item and sends response and/or resolution to EC

EC determines readiness of item or report and approves for Senate Agenda

Senate discusses item or report and approves or disapproves

Item is sent to President for approval (if required) or Senate notifies appropriate committee of Senate Action

See handout: *Detailed Process Map*

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California State University, Bakersfield

Procedures

The regular order of business subject to change by majority vote:

1. Call to Order
2. Approval of Minutes of Previous Meeting
3. Announcements and Information (Guests: limited time/time certain; Floor: brief)
4. Approval of Agenda
5. Report from CSU Academic Senators
6. Provost's Report
7. Committee Reports (Can be suspended or delayed for urgent business)
8. Resolutions
    a. Consent Agenda (automatically approved with agenda)
    b. Old Business
    c. New Business
9. Open Forum Items
10. Adjournment

Robert's Rules: Making a Motion

A motion is a proposal that the entire membership take action or a stand on an issue.

How to make a motion
1. Raise hand, get permission to speak
2. "I move that (BAS) CFO be added as an ex-officio non-voting member to BPC"
3. Wait for your motion to be seconded
4. Chair will restate if seconded
5. Expand your motion
6. Put question to Membership
7. Vote on motion

See handout: *Introduction to Robert's Rules of Order*

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Resolution Process

Two reading rule

- Allows Senators time to reflect and consult on the issues
- Can be waived under certain circumstances

Facilitating rules move discussion within democratic process

- Reading materials before the Senate meeting
- Request to be added to the speaker list (Vice Chair maintains)
- Speaking only twice on an issue and not repeating comments
- Comments must concisely address the merits of the motion on the floor

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Standing Committee Rules

- Standing Committee Chairs shall be elected by the Academic Senate from its membership at the Organizational Senate meeting at the end of Spring semester

- The Summer Senate shall appoint members of each Standing Committee, subject to ratification at the first regular Senate meeting of the Fall semester

- Topics for policy recommendations come to a Standing Committee only on Referral from the Academic Senate Executive Committee or the Senate Chair

- Notice of Referral shall be included in the Academic Senate Log, which shall be attached to the next Senate Agenda

Standing Committee Rules (Continued)

- Each Standing Committee Chair may appoint subcommittees without membership restrictions
- All Standing Committee meetings shall be open
  - Committees may, by simple majority vote, go into closed session to consider confidential matters, such as but not limited to appointments, recommendations concerning naming of facilities, or similar items
  - Regular business of each committee shall be in open session
- The presence of a majority of voting committee members constitutes quorum
- Standing Committee Chairs shall provide progress reports on the work of their committees at the regular meeting of the Academic Senate

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California State University, Bakersfield

Academic Affairs Committee Membership

Voting members

- Seven faculty members (one from each school and three at-large)
- One student appointed by ASI

Ex officio & non-voting members

- AVP for Academic Affairs & Dean of Academic Programs
- Director of Academic Operations
- GE Director

Academic Affairs Committee Functions

The Academic Affairs Committee functions shall be to review and report to the Academic Senate its recommendations regarding:

- All new academic policies, procedures, programs, and curricula having inter-school or all-university impact

- Proposed changes to the University Catalog that have inter-school or all-university impact

- The Academic Plan

- Proposed changes in the implementation of the General Education Program

In addition, the Academic Affairs Committee shall serve as the University Curriculum Committee for interschool programs that have required courses for majors and/or minors (i.e., not electives) in more than one school

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Academic Support & Student Services Membership

Voting members

- Seven faculty members (one from each school, one librarian, and two at-large)
- One Student Services Professional
- One Staff member
- One Student - ASI Vice President (or designee)

Ex officio & non-voting members

- Associate Dean Undergraduate & Graduate Studies
- Vice President for Student Affairs (or designee)
- Executive Director of Associated Student, Inc. (ASI)
- AVP for Enrollment Management (or designee)
- Dean of Libraries (or designee)

Academic Support & Student Services Functions

The Academic Support and Student Services Committee functions shall be to make policy recommendations to the Academic Senate concerning:

- the library

- media services

- student services

- international students

- the cafeteria

- the bookstore

- the computer center

- the campus police

The committee shall monitor the University's academic support and student services programs and make recommendations to the appropriate administrator

California State University, Bakersfield

Budget & Planning Committee Membership

Voting members

- Seven faculty members (one from each school, one librarian, and two at-large)
- One Staff member
- AVP for Student Affairs
- One Student - ASI President (or designee)

Ex officio & non-voting members

- Academic Senate Chair
- Provost & Vice President of Academic Affairs
- Chief Financial Officer (AVP for BAS)

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Budget & Planning Committee Functions

The functions of the Budget and Planning Committee shall be to make recommendations to the Academic Senate on all policies and procedures related to:

- Setting institutional priorities

- Allocating and utilizing University resources

- Jointly with the Academic Affairs Committee

- Approve the Academic Plan

- Review new academic programs

- Review existing programs

- Respond to the needs of the University's service region

The committee shall monitor the University's planning processes and coordinate revisions to the Mission and Goals Statement.

California State University, Bakersfield

Faculty Affairs Committee Membership

Voting members

- Seven faculty members (one from each school, one librarian, and two at-large)

Ex officio & non-voting members

- AVP for Faculty Affairs
- CFA Representative (CFA President, Vice-President, or Faculty Rights Chair as determined by the CFA President)

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California State University, Bakersfield

Faculty Affairs Committee Functions

The functions of the Faculty Affairs Committee shall be to:

- Make recommendations to the Academic Senate on all policies and procedures concerning appointment, promotion, tenure, retention, evaluation, and other closely related matters

- Review and propose revisions to all sections of the Handbook

- Review and prepare recommendations concerning policies on faculty development, such as the University Research Council

CSUB

California State University, Bakersfield

Guiding Principles

California State University, Bakersfield is actively committed to academic and personal exploration through open and respectful discourse.

As Runners We…

- Celebrate academic excellence
- Value integrity & self-reflection
- Embrace individual differences
- Collaborate to build community
- Engage in sustainable practices
- Strive to be local and global citizens
- Welcome new ideas
- Pursue life-long learning

In order to honor our shared purpose, we dedicate ourselves to these guiding principles.

Great conversations are based on:

Mutual Respect – recognizing that everyone has valuable and important contributions to make and are valued for what they bring to the conversation.

Trust – having the ability to rely on each other because a safe environment exists in which dialogue can be shared freely without judgment or negative consequences.

Responsibility – recognizing the duty to uphold mutual respect, building trust, making contributions, and listening to colleagues.

Contribution – sharing your thoughts, experiences, and knowledge with others to enhance the conversation by providing various points of view, exploring many options, and highlighting potential solutions.

Listening - paying attention to the person speaking, giving everyone the opportunity to speak, and seeking clarity by asking questions to gain understanding.

Source: adapted from *¡Excelencia in Education!*

CSUB

California State University, Bakersfield

Thank you for your willingness to dedicate your time and effort to support shared governance.

Your voices and concerns are important to the university community, as are those of the persons you represent.

Academic Senate 2025-2026			
Position	**Name**	**Department**	**Term**
Chair*	**Melissa Danforth**	**Computer and Electrical Engineering and Computer Science**	**May 2024-2026**
Vice Chair*	**Danielle Solano**	**Chemistry and Biochemistry**	**May 2024-2026**
CSU Senator*	Charles Lam	Mathematics	May 2023-2026
CSU Senator*	Nyakundi Michieka	Economics	May 2025-2028
AH Representative*	Tiffany Tsantsoulas	Philosophy and Religious Studies; AAC Chair	May 2025-2027
AH Representative	Md Naser	Communications	May 2024-2026
BPA Representative	Di Wu	Finance/Accounting	May 2024-2026
BPA Representative	Sumita Sarma	Management/Marketing	May 2025-2027
NSME Representative*	Leslie Kirstein	Nursing; AS&SS Chair	May 2024-2026
NSME Representative	Amber Stokes	Biology	May 2025-2027
SSE Representative*	Zachary Zenko	Kinesiology; FAC Chair	May 2025-2027
SSE Representative	Sarana Roberts	Special Education	May 2024-2026
Antelope Valley Representative	Kristine Holloway	Librarian	May 2024-2026
At-Large Representative	Heidi He	Nursing	May 2024-2026
At-Large Representative*	Amanda Grombly	Librarian; BPC Chair	May 2024-2026
At-Large Representative	Alice Hays	Teacher Education	May 2025-2027
At-Large Representative	Antje Lauer	Biology	May 2025-2027
At-Large Representative	Tracey Salisbury	Ethnic Studies	May 2024-2026
At-Large Representative	Rhonda Dugan	Sociology	May 2025-2027
Lecturer Electorate Representative	Dirk Horn	Political Science	May 2025-2027
Staff Representative	Horacio Gonzalez	Procurement	May 2025-2026
ASI President	Anthonio Reyes	ASI President	May 2025-2026
Dean Representative	Jane Dong	College Dean of NSME	May 2025-2026
VP for Academic Affairs **	Deborah Thien	Provost and Vice President for Academic Affairs	
Administrative Contact**	Katherine Van Grinsven	Academic Senate Analyst	

* Executive Committee   ** Ex-Officio, Non-Voting Member

FALL 2025

August

8/18 All Faculty Due on Campus

8/22 Fall GFM

8/26 EC

8/28 Senate

September

9/4 Standing Committees

9/9 EC

9/11 Senate

9/18 Standing Committees

9/23 EC

9/25 Senate

October

10/2 Standing Committees

10/7 EC

10/9 Senate

10/16 Standing Committees

10/21 EC

10/23 Senate

10/30 Standing Committees

November

11/4 EC

11/6 Senate

11/13 Standing Committees

11/18 EC

11/20 Standing Committees

Fall Break: 11/27/2025 – 11/28/2025

December

12/2 EC

12/4 Senate

Winter Break: 12/19/2025 – 01/15/2026

General Meeting Information:

Executive Committee (EC)
- Day of week: Tuesdays
- Number of meetings: 8
- Time: 10:00 - 11:30 AM
- Location: BPA Conference Room, BDC A 134

Standing Committees
- Day of week: Thursdays
- Number of meetings: 7
- Time: 10:00 - 11:30 AM
- Locations:
  - Academic Affairs Committee
    - HOB 100 – AH Conference Room
  - Academic Support and Student Services
    - BDC 134 – BPA Conference Room
  - Budget and Planning Committee
    - Millie Ablin Conference Room – WSL
  - Faculty Affairs Committee
    - EDUC 123 – SSE Conference Room

Senate
- Day of week: Thursdays
- Number of meetings: 7
- Time: 10:00 - 11:30 AM
- Location: DLDC Building D – Aera Combo Room, 409-411 and virtual.

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

academicsenatechair@csub.edu   csub.edu/senate   THE CALIFORNIA STATE UNIVERSITY

SPRING 2026

January

1/15 All Faculty Due Back
1/20 EC
1/22 Standing Committees
1/27 EC
1/29 Senate
1/30 Spring GFM- *tentative*

February

2/5 Standing Committees
2/10 EC
2/12 Senate
2/19 Standing Committees
2/24 EC
2/26 Senate

March

3/5 Standing Committees
3/10 EC
3/12 Senate
3/19 Standing Committees
3/24 EC
3/26 Senate

Spring Break: 03/30/2026 – 04/05/2026

April

4/9 Standing Committees
4/14 EC
4/16 Senate
4/23 Standing Committees
4/28 EC
4/30 Senate

May

5/5 EC
5/7 Senate (Organizational Mtg)
5/12 Summer Senate *(outgoing and incoming EC)*

General Meeting Information:

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THE CALIFORNIA STATE UNIVERSITY

MEMORANDUM

DATE: July 3, 2025

TO: Dr. Melissa Danforth, Chair, Academic Senate

FROM: The University Program Review Committee
Dr. Ángel Vázquez-Ramos, Chair; Dr. Mansik Hur; Dr. Jacquelyn Ann K. Kegley; Dr. Yeunjoo Lee; Dr. Ji Li; Dr. Maryann Parada; Dr. Dayanand Saini; Dr. Elizabeth Adams (ex officio)

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

Dr. Elizabeth Adams, Interim Associate Vice President for Academic Affairs, Dean of Academic Programs

SUBJECT: Annual Report of the University Program Review Committee, AY 2024-2025

This memorandum summarizes the activities of the University Program Review Committee (UPRC) for the Academic Year (AY) 2024-2025. Members of the UPRC have worked diligently this year to make the program review process meaningful and helpful to academic programs and the university.

UPRC Reports Completed

- Spanish, B.A. & M.A. – completed May 8, 2025
- Teacher Education Multiple Subject – completed April 28, 2025
- Teacher Education Single Subject – completed April 28, 2025
- Special Education, M.A. – completed February 25, 2025
- Educational Administration, M.A. – completed February 27, 2025
- Helen Hawk Honors Program – completed October 28, 2024
- English, B.A. & M.A. – completed October 28, 2024

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

661.654.3420   *csub.edu/academicprograms/Program Review/index.html*   THE CALIFORNIA STATE UNIVERSITY

MOUAPs Completed (Signed)
- None

Program Reviews That Could Not Be Completed and Moved to AY 2025-2026

MOUAP Meeting Held, but MOUAP Not Yet Signed
- Special Education, M.A. – May 15, 2025
- Educational Administration, M.A. – May 7, 2025
- Helen Hawk Honors Program – March 28, 2025
- English, B.A. & M.A. – March 3, 2025
- Social Work, MSW – May 15, 2024

MOUAP Meeting Has Not taken Place Yet
- Spanish, B.A. & M.A.
- Teacher Education Multiple Subject
- Teacher Education Single Subject

Dean's Review Pending

- Education Curriculum & Instruction, M.A.
- Educational Counseling, M.A.
- Political Science, B.A.
- Educational Counseling/Student Affairs, M.A.
- Healthcare Administration, M.S.

UPRC Report Pending
- Human Development-Child, Adolescent, and Family Studies, B.A. – self-study received September 9, 2024 (in progress)
- Educational Counseling, MA – self-study received February 13, 2024 (delayed)
- Education Curriculum & Instruction, MA – self-study received April 8, 2024 (delayed)

External Review Pending
- *Art, B.A. (campus visit on November 21, 2024)*

External Review Visit Pending

- Kinesiology, B.S. & M.S. – department needs to provide a list of external reviewer candidates.

Self-Study Extension Approved
- Computer Science – permanent cycle change approved; self-study due September 15, 2025

Self-Study Delinquent
- History, BA & MA– Self-Study originally due 9/15/2021; extension request received May 2, 2024
- Computer Engineering, BS – Self-Study due September 15, 2024
- Electrical Engineering, BS – Self-Study due September 15, 2024
- Engineering, BS – Self-Study due September 15, 2024
- Business Administration, BS –self-study originally due 9/15/2021; extension approved to November 15, 2023
- Business Administration, MBA –self-study originally due 9/15/2021
- Criminal Justice, BA – Self-Study originally due 09/15/2022; extension approved to September 15, 2023
- Educational Leadership, EdD – Self-Study originally due 09/15/2022; extension approved to September 15, 2023
- Public Administration, BA & MPA– Self-Study originally due on 09/15/2023

Program Reviews Scheduled for AY 2025-2026
- Computer Science, B.S. – Self-study due September 15, 2025
- Anthropology, B.A. – Self-study due September 15, 2025
- Counseling Psychology, M.S. – Self-study due September 15, 2025
- Music, B.A. – Self-study due September 15, 2025
- Psychology, B.A. – Self-study due December 15, 2025

Issues for Concern

A continued issue of concern is regarding delinquent self-studies and uncompleted MOUAPs.

Executive Summary and Recommendations from the Scholarship and Creative Activities Task Force

Approved by the Task Force on May 12th, 2025
Submitted to the Academic Senate Executive Committee on May 13th, 2025

Task Force Members
Dr. Zachary Zenko, Faculty Affairs Committee Chair and Associate Professor from Social Sciences and Education
Dr. Maryann Parada, Associate Professor from Arts and Humanities
Dr. Jing Wang, Associate Professor from Business and Public Administration
Dr. Kathleen Szick, Associate Professor from Natural Sciences, Mathematics, and Engineering
Dr. Brittney Beck, Associate Professor from Social Sciences and Education
Ms. Kristine Holloway, Librarian
Dr. Tracey Salisbury, CFA President
Dr. Deborah Boschini, AVP for Faculty Affairs

Executive Summary and Recommendations

The Scholarship and Creative Activities Task Force was established in Fall 2024 by the Executive Committee of the Academic Senate to examine faculty workload distribution, support for research, scholarship, and creative activities (RSCA), and potential disparities across colleges and disciplines. The Task Force included tenured faculty representatives from all four colleges and the library, as well as the CFA President and the Associate Vice President for Faculty Affairs. Task Force members brought a range of scholarly and leadership experiences, including high levels of grant activity, publication records, and student mentorship.

The charge of the Task Force was to investigate how Weighted Teaching Units (WTUs) are allocated, particularly in relation to RSCA expectations for retention, tenure, and promotion, and to make recommendations to improve equity and feasibility. The Task Force met regularly to examine faculty workload and support for research, scholarship, and creative activities (RSCA). The Task Force reviewed CSU policies and prior campus reports and developed a faculty survey to assess workload, RSCA support, and potential disparities across colleges. The survey included both closed- and open-ended items and was administered in Fall 2024, with responses from a broad cross-section of faculty, including 96 full-time faculty. Additionally, Deans were consulted to gather information on existing RSCA support practices and suggestions for improvement. A mixed-methods analysis was conducted, including statistical evaluation of workload patterns and thematic analysis of qualitative responses and Dean feedback.

Faculty Workload and Presidential Authority

EPR 76-36 ("Faculty Workload: Policies and Procedures") defines faculty workload as consisting of 12 weighted teaching units (WTUs) for direct instructional assignments, including classroom and laboratory teaching and supervision, and 3 WTUs for indirect instructional activities such as advising, curriculum development, and committee service. Research, scholarship, and creative activities (RSCA) are only specifically referenced in connection with student thesis supervision, and the standard workload distribution is intended to reflect 40 to 45 total hours of faculty effort per week.

Importantly, EPR 76-36 grants the President of each campus authority over the assignment of individual faculty workloads and the overall conduct of the educational program. This authority provides the flexibility needed to revisit and reframe workload structures in collaboration and consultation with the Academic Senate. The Task Force emphasizes that the recommendations outlined in this report are consistent with this authority, and that CSUB has the opportunity to intentionally align faculty workload distributions with the university's academic mission by supporting RSCA, teaching, and service in a balanced and sustainable way.

Collective Bargaining Agreement, University Handbook, and RSCA

Research, scholarship, and creative activities are referenced throughout the handbook as an area that faculty are evaluated (especially tenure-track and tenured-faculty). Documentation of scholarly and creative activities is a required component of the Working Personnel Action File ("RTP File") that is used to evaluate faculty. The Collective Bargaining Agreement[1] indicates that the "primary professional responsibilities of instructional faculty members are: Teaching,

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[1] https://www.calfac.org/contract-2022-2025/

scholarship, creative activity, and service to the University, profession, and to the community" (Article 20.1). Recently, CSUB was designated as a Research University[2]. Engagement in RSCA is a priority for the University and for the faculty and students.

While the practice of the institution is to allocate WTUs for teaching (i.e., classroom instruction and contact with students) and service (e.g., advising, committee work), there are typically no WTUs designated for scholarship and creative activities, although some exceptions do exist (e.g., for new tenure-track faculty or for faculty with funding for reassigned time). The Collective Bargaining Agreement, however, also notes that "research, scholarly, and creative activities" shall be considered for adjustments in workload (Article 20.3.B).

Taken together, a re-evaluation and re-imagining of how CSUB prioritizes RSCA as a normal part of the workload—with dedicated time and resources—seems appropriate given the (a) President's authority over assignment of faculty workloads, in consultation with the Academic Senate, (b) the requirements for RSCA outlined in the University Handbook, and (c) the Collective Bargaining Agreement.

Major Findings of this Task Force

Faculty Workload

Faculty consistently reported workloads well above the CSU benchmark of 40-45 hours per week. Full-time faculty worked an average of 51.6 hours per week, with significant time dedicated to teaching, advising, service, and RSCA. Workload distribution varied widely even among faculty without reassigned time. Further, 33% of faculty believe their overall workload is much higher than when they started at CSUB. In contrast, about 6% of faculty respondents believe their overall workload is slightly lower or much lower than when they started at CSUB.

RSCA and Workload Misalignment

Many faculty reported that RSCA expectations are reasonable in principle but unmanageable in practice without greater structural support. Almost two-thirds of underrepresented-minority faculty (URM faculty[3]) and almost one-fourth of non-URM faculty indicated that WTU distribution does not align with RSCA expectations. While some faculty felt RSCA expectations should be much higher (1.7%), moderately higher (6.1%), or slightly higher (3.5%) than current expectations for tenure and promotion, about one-third of faculty respondents felt that the RSCA expectations should be much lower (10.4%), moderately lower (12.2%), or slightly lower (11.3%) than current expectations. Few faculty indicate the desire for fewer RSCA and instead the consensus is that there should be a reduced teaching and service workload, but not fewer RSCA expectations.

Service and Advising Loads

Service and advising duties varied across colleges and units, with unclear or inconsistent expectations leading to disparities in workload. Many faculty described service demands as encroaching on time for teaching and RSCA.

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[2] https://news.csub.edu/carnegie-foundation-classifies-csub-as-research-university
[3] For the purposes of this Task Force report, the term *Underrepresented Minority* ("URM") was used for any faculty member of Hispanic or Latino origin and/or non-White/Caucasian or Asian racial identity, in line with our understanding of the categorizations used during the *Graduation Initiative 2025* program.

Increased Teaching Demands

More than 25% of respondents reported that their teaching-related workload is "much higher" than when they began at CSUB. Increased student support needs, constant digital communication, curriculum changes, and larger class sizes were cited as contributing factors. On the other hand, about 30% of faculty respondents perceived their teaching workload to be about the same (17.4%), slightly lower (8.7%) or much lower (2.6%) than when they started at CSUB.

Faculty Well-Being and RSCA

Faculty often work off-contract to meet RSCA expectations, citing heavy teaching and service loads during the semester. Many described working through breaks and summer to produce scholarship, raising concerns about burnout, mental health, and long-term sustainability. Some of the challenges cited for balancing RSCA with other faculty responsibilities included the heavy teaching and service loads, institutional and administrative challenges, lack of research support, service and advising responsibilities negatively impacting time for RSCA, and challenges in finding uninterrupted time (e.g., "deep work").

Areas for Support

Many faculty indicated that reduced teaching load, increased funding for research and creative activities, and additional release time would be beneficial. In addition, nearly one-third of respondents indicated that increased opportunities for professional development (e.g., grant writing, time management) would be helpful, and that improved access to research facilities and resources would help advance their efforts related to scholarly and creative activities. These findings align with several key recommendations in this report and highlight tangible, institutionally actionable pathways for advancing a more supportive and productive RSCA environment at CSUB.

Key Disparities Identified

URM Faculty

URM faculty reported significantly greater challenges related to workload and support for RSCA compared to non-URM peers. They were more likely to describe RSCA expectations as misaligned with their assigned WTUs and more often found the requirements unmanageable within contracted hours. URM faculty also reported higher levels of service and advising responsibilities, suggesting that cultural taxation and structural inequities may be contributing to disparities in time and opportunity to engage in scholarly work. URM faculty were more likely to view the current level of support for RSCA through CSUB as inadequate.

College and Disciplinary Differences

Despite disciplinary differences and some differences in support for RSCA, a notable proportion of faculty find the requirements for RSCA to be somewhat unmanageable or very unmanageable within contracted hours (more than 37% overall). At least 40% of faculty in each college indicated that both their teaching workload and overall workload have increased since they began at CSUB, highlighting growing pressures on faculty time across disciplines. Some disciplinary differences did emerge, with some faculty citing the need for laboratory space and time with human participants for in-person data collection, while others may more readily rely

on different forms of data (e.g., secondary analysis of publicly available data).

Gender Differences

Faculty identifying as women or nonmen (i.e., women, non-binary faculty, and faculty who preferred to self-describe or not to say) reported greater challenges balancing RSCA with other workload demands compared to men. These faculty were more likely to describe RSCA expectations as unmanageable within contracted hours and reported spending more time on advising activities. This suggests potential gendered disparities in workload distribution that warrant targeted structural and cultural interventions.

Advising Differences

Differences in advising duties were apparent, with nearly half of faculty indicating that they are required to advise students (e.g., with registration for classes, releasing advising holds, discussion program planners and roadmaps, etc.), and the rest indicating that they either had no advising duties (about 23%) or not responding.

Overall Conclusion

CSUB faculty are highly dedicated to their roles as educators, scholars, and campus citizens. Many find deep meaning and fulfillment in their work, yet face significant challenges related to workload, institutional support, and the alignment of expectations with the realities of academic life. The data reflect a widespread desire not for reduced scholarly expectations, but for more realistic and equitable systems that allow faculty to meet those expectations without sacrificing personal well-being or professional integrity. If CSUB can address these issues, then we anticipate improvements in faculty morale, retention, wellbeing, and productivity.

The strengths of our methods included mixed-methods approach, combining broad faculty participation with detailed qualitative responses that provide meaningful context to the quantitative data on faculty workload and RSCA. The Task Force included members from a range of disciplines and roles, and the recommendations are grounded in faculty feedback and lived experiences. Limitations include the lack of formal pilot testing, a notable amount of missing survey data, and limited representation from some colleges and demographic groups. These limitations highlight the need for clearer instruments and more robust methods in future assessments. Looking ahead, the CSUB would benefit from continued faculty engagement through listening sessions and periodic surveys to reassess workload and RSCA support, ensuring that future policies are both inclusive and sustainable.

Recommendations

The Task Force recommends that CSUB commit to ongoing dialogue, periodic reassessments, and the implementation of evidence-based, equitable practices that foster a thriving scholarly culture for all faculty. This Task Force makes several recommendations (Table R1), which are expanded upon in subsequent pages and based on the overall report.

SCHOLARSHIP AND CREATIVE ACTIVITIES TASK FORCE EXECUTIVE SUMMARY
AND RECOMMENDATIONS

Table R1. Recommendations

	Recommendations from the Scholarship and Creative Activities Task Force	Suggested Level(s) of Implementation
1	Ensure that support for RSCA is a standard agenda item, receives continuous attention, and becomes a priority for California State University, Bakersfield.	University
2	Rearrange and recalibrate teaching workloads to facilitate deep work and research, scholarship, and creative activities.	University, Unit
3	Establish a mentorship program focused on RSCA-support and development of less research-active faculty.	University, College
4	Ensure that expectations for RSCA for retention, tenure, and promotion are reasonable, manageable, and associated with release time.	University, College, Unit
5	Make the annual reporting processes meaningful and award merit pay for RSCA engagement.	University, College
6	Establish and ensure equitable and accountable service distributions.	University, College, Unit
7	Establish flexible criteria for tenure and promotion that value both traditional outputs and broader impact measures; there is no "one-size fits all" approach.	Unit
8	Align workload, compensation, and RSCA expectations with faculty realities.	University
9	Establish RSCA dashboards to track RSCA outputs, reassigned time use, and funding distributions (with both internal and external supports) across units.	University, College
10	Develop department-level RSCA profiles and impact portfolios.	Unit
11	Celebrate diverse forms of RSCA and amplify campus culture and achievement.	University, College

Note: RSCA – Research, scholarship, and creative activities

Recommendations

1. **Ensure that support for RSCA is a standard agenda item, receives continuous attention, and becomes a priority for California State University, Bakersfield (CSUB).**

   1.1. It is clear that the issues surrounding research, scholarship, and creative activity (RSCA) are complex, persistent, and constantly evolving in the landscape of higher education and CSUB. Although this Task Force was assigned duties for one year, the Task Force recommends that this issue receives continuous attention from the Academic Senate, the Office of the Provost and Vice President for Academic Affairs, and Grants, Research, and Sponsored Programs (GRaSP).

   1.2. We recommend that the Academic Senate initially establishes an ongoing Task Force, with overlapping terms, to address this issue. The Academic Senate may consider including Faculty for Research, Scholarship, and Creative Activities (FAC-4-RSCA) as an eventual Standing Committee with an elected membership.

       1.2.1. This Task Force (or FAC-4-RSCA, if appropriate), in collaboration with the Faculty Affairs Committee and other appropriate Standing Committees, should be charged with ensuring recommendations are effectively implemented and providing regular updates to the Academic Senate and the Faculty.

       1.2.2. This issue is too important to be tabled, and regular progress updates are necessary. The Academic Senate, in collaboration with the Office of the Provost and Vice President for Academic Affairs, should issue a yearly report on efforts to improve the issues and recommendations noted in this report.

   1.3. We recommend that this Executive Summary and Recommendations and report be shared with the Executive Committee of the Academic Senate, the Provost and Vice President for Academic Affairs, and the AVP for Grants, Research, and Sponsored Programs.

       1.3.1. The report has internal data and is not meant to contribute to generalizable knowledge; it should not be shared externally. This is intended for evaluation and program improvement and is not expected to be shared with an audience outside of CSUB.

   1.4. We recommend that the Executive Summary and Recommendations be shared with the General Faculty.

   1.5. Similar efforts (e.g., faculty surveys, listening sessions, town halls focused on RSCA) should be ongoing. We recommend that a survey on workload, teaching, service, supports, and their interactions with RSCA be completed at least once every ten years to ensure current data that are relevant to the changing landscape of higher education and CSUB.

2. Rearrange and recalibrate teaching workloads to facilitate deep work and research, scholarship, and creative activities.

2.1. We recommend departments and academic affairs leadership adopt flexible, budget-neutral strategies to rearrange teaching workloads in ways that prioritize and protect time for RSCA. Strategies may include:

2.1.1. Strategic Scheduling: Allow faculty to work with Department Chairs to schedule classes and meetings in ways that protect uninterrupted time (e.g., reserving Fridays for RSCA work with no teaching or standing meetings).

2.1.2. Asymmetrical Semester Loads: Permit faculty, with department approval and faculty agreement, to teach a heavier load in one semester (e.g., 18 WTUs in Fall, with 15 WTUs for direct instructional activity and 3 WTUs for indirect instructional activity) and a lighter load in another (e.g., 12 WTUs in Spring, with 9 WTUs for direct instructional activity and 3 WTUs for indirect instructional activity) to create focused RSCA time.

2.1.3. Prioritize course scheduling for RSCA-active faculty: In consultation with the faculty and pedagogical best practices, provide more predictable, consolidated, or asynchronous teaching schedules to create blocks of uninterrupted time for research.

2.2. Faculty-Driven Flexibility: Ensure these options are implemented collaboratively and voluntarily, recognizing the diverse needs across disciplines and career stages.

3. Establish a mentorship program focused on RSCA-support and development of less research-active faculty.

3.1. Create a formal mentorship program to make RSCA expectations feel more manageable, especially for early-career faculty and faculty who intend to become more RSCA-active. Appropriate mentorship may also help address some of the problematic gaps identified in this report (e.g., URM-faculty perceiving the requirements for RSCA to be more unmanageable compared to non-URM faculty) by offering additional, and perhaps essential support.

3.1.1. Pairing and Selection: Appoint experienced, highly research-active faculty as mentors, recommended by Deans, and pair them with early-career or less research-active faculty. Mentors should receive reassigned time (e.g., 3 WTUs) to support meaningful engagement and successful outcomes.

3.1.2. Structure and Expectations: Mentors and mentees should meet regularly to discuss goal setting, time management, collaboration within and between units, funding strategies, publishing, and balancing RSCA with teaching and service. Mentorship should offer both practical advice and emotional support.

    3.1.3. Voluntary Participation and Evaluation: Participation should be voluntary, with pairings based on alignment in research interests and goals. The program should include an annual feedback process to assess impact and guide future improvements.

4. **Ensure that expectations for RSCA for retention, tenure, and promotion are reasonable, manageable, and associated with release time.**

    4.1. Retention, tenure, and promotion (RTP) criteria consistently emphasize the importance of RSCA. While new tenure-track faculty receive reassigned time to support early-career development, long-term scholarly productivity also requires ongoing time, space, and institutional support. Without these supports, RSCA expectations can become unmanageable.

        4.1.1. Continue offering reassigned time to tenure-track Assistant Professors (or equivalent) to establish a foundation for RSCA success. Ensure that departments provide clear guidance on expected RSCA outputs in relation to reassigned time.

        4.1.2. Recognize that RSCA expectations do not (and should not) end at tenure. Associate Professors should also have access to reassigned time for scholarly work, particularly in preparation for promotion to Professor. Offer mid-career faculty the option to pursue RSCA-enhancement release time as an alternative or supplement to sabbatical leave. Reserve some internal funding for the purposes of enhancing RSCA for mid-career faculty as a first priority, but make this internal funding available to others if it is not used by mid-career faculty.

        4.1.3. Allocate a number of WTUs per college annually that departments can award competitively to support active scholars outside of sabbaticals or new-faculty release.

        4.1.4. Allow faculty to apply for multiyear RSCA workload plans (e.g., averaging 3 WTUs/year over 3 years), supporting sustained scholarly efforts with flexibility across semesters.

5. **Make the annual reporting processes meaningful and award merit pay for RSCA engagement.**

    5.1. Faculty invest significant time documenting RSCA contributions in annual reports. We often list publications, presentations, student collaborations, and grant activity. However, these reports rarely translate into tangible recognition or support. When reporting processes lack clear outcomes, they become performative and demotivating. To promote a culture of meaningful scholarship and creative activity, RSCA activity should be recognized through merit-based incentives that validate faculty efforts and encourage continued engagement.

5.1.1. Ensure that RSCA-related achievements reported annually are reviewed systematically and considered for merit-pay increases, one-time stipends, and professional development awards.

5.1.2. Use annual report data to allocate increased travel funding, research mini-grants, and reassigned time to high-performing RSCA faculty.

5.1.3. Communicate how annual report data are used in decision-making and ensure faculty receive feedback or acknowledgment tied to their reported RSCA efforts.

5.1.4. Recognize and reward faculty who involve students in research and creative projects, especially in ways that lead to conference presentations, co-authored publications, or graduate school placements.

6. **Establish and ensure equitable and accountable service distributions.**

6.1. We recommend that departments and administrators develop mechanisms to ensure equitable distribution, celebration, and transparency related to service activities among tenured and tenure-track faculty. While faculty are allotted 3 WTUs for indirect instructional activities (e.g., advising, service), not all contributions are equal in scope or impact. For example, one faculty member may engage solely in student advising, while another advises students, serves on professional committees, conducts peer and grant reviews, and holds elected roles such as Academic Senator. In such cases, administrators and departments should:

6.1.1. Establish intentional systems for evaluating the time allotted to service activities.

6.1.2. Recognize and reward high levels of service through formal mechanisms (e.g., merit-based reassigned time, stipends, and favorable evaluation).

6.1.3. Ensure accountability by assigning appropriate service responsibilities to under-engaged faculty during reviews or workload planning. If faculty have 3 WTUs for indirect instructional activities, then they should be held accountable for those activities by Deans.

6.1.4. Avoid overburdening the most active faculty and faculty who might be engaged with less visible activities, including women and URM faculty who are disproportionately called on for service (e.g., "cultural taxation").

6.2. Equity in service should be approached with care: it must not discourage meaningful engagement, but it should foster shared responsibility and transparency across the faculty.

7. **Establish flexible criteria for tenure and promotion that value both traditional outputs and broader impact measures; there is no "one-size fits all" approach.**

   7.1. We recommend that unit- and university-level criteria for retention, tenure, and promotion include both quantitative and qualitative impact measures for demonstrating scholarly achievement. Faculty should be able to meet expectations by:

      7.1.1. Quantitative Threshold: e.g., a pre-determined number of peer-reviewed publications and professional conference presentations over six years, or

      7.1.2. Qualitative Impact: e.g., one highly impactful work (such as a monograph, major creative work, or community-engaged research project), supported by evidence such as external reviews, citation metrics, policy influence, or student mentorship.

   7.2. This dual-pathway model recognizes that meaningful RSCA takes many forms and allows faculty to pursue excellence in ways that align with their discipline, methodology, and professional identity. For example, a faculty member might publish a single book cited in national scholarship and used in graduate curricula or lead a community-based research project resulting in one publication and demonstrable societal impact.

   7.3. Clear expectations and flexible evaluation criteria will promote equity across departments and disciplines while upholding rigorous standards for scholarly contributions. This is meant to allow faculty to achieve a minimum standard for assurance of achieving criteria for acceptable RSCA (for tenure and/or promotion), while also allowing flexibility for faculty to achieve tenure and/or promotion based on a smaller number of more impactful works.

   7.4. Current University policy indicates that "Unit RTP criteria shall be formally reviewed at least once every five (5) years" (Section 305.4.2.4 of the University Handbook). We recommend that this policy is followed and that the Deans, in collaboration with the Office of the Provost, ensure that this policy is followed.

   7.5. Departments and units without clear post-tenure review criteria should establish clear post-tenure review criteria to ensure continued growth, professional development, and continuous contributions and engagement with the University.

8. **Align workload, compensation, and RSCA expectations with faculty realities.**

   8.1. We recommend that CSUB engage in a university-wide effort to realign faculty workload expectations, compensation, and support structures with the actual demands of academic labor. The data reveal that faculty are deeply committed to their roles as educators, scholars, and campus citizens but they are often stretched beyond reasonable limits.

8.2. To strengthen faculty well-being, productivity, and retention, and to reinforce the university's scholarly mission, administrators and faculty leadership should:

    8.2.1.   Regularly assess workload realities (teaching, service, and RSCA) through surveys and listening sessions.

    8.2.2.   Implement systemic workload planning that reflects the diversity of faculty roles, disciplines, and labor demands.

    8.2.3.   Invest in infrastructure and culture that fosters deep work, collaboration, and scholarly engagement across all ranks and appointment types.

9. Establish RSCA dashboards to track RSCA outputs, reassigned time use, and funding distributions (with both internal and external supports) across units.

9.1. To promote transparency, accountability, and data-informed decision-making, the university should develop RSCA dashboards that track research, scholarship, and creative activity (RSCA) outputs, reassigned time utilization, and internal and external funding distributions across departments and colleges.

9.2. These dashboards would serve as important tools for faculty, department chairs, deans, and campus leadership to better understand patterns of scholarly engagement and support allocation. This information should be used to recognize and reward highly RSCA-active faculty, and support faculty who wish to become more engaged with RSCA.

9.3. Specifically, the dashboards should include metrics such as the number of publications, presentations, performances, exhibitions, or equivalent scholarly outputs per unit; the amount and source of reassigned time granted for RSCA activities; and internal and external funding awarded to support faculty research and creative endeavors. Where appropriate, data should be disaggregated by college and department, while recognizing and accounting for disciplinary differences in publication norms, creative output timelines, and funding opportunities.

9.4. By making these data visible and accessible, the university can foster a culture of transparency and continuous improvement, allowing units to celebrate successes, identify gaps in support, and advocate for necessary resources. Importantly, the dashboards should be used as a tool for self-assessment and equity, rather than as punitive or overly simplistic comparisons across disciplines.

9.5. Care must be taken to contextualize RSCA metrics within the realities of different academic fields and to ensure that the dashboards inform constructive, rather than competitive, dialogue about faculty workload and scholarly productivity.

10. Develop department-level RSCA profiles and impact portfolios.

10.1.   Each department should create RSCA profiles to highlight faculty achievements in research, scholarship, and creative activities. These profiles should recognize highly research-active faculty and provide opportunities for appropriate reward and professional recognition.

10.2.   RSCA profiles should include faculty research interests, areas of expertise, recent outputs (such as publications, grants, performances, exhibitions), and ongoing or emerging projects.

10.3.   Departments should also maintain impact portfolios that document broader scholarly contributions, such as student mentorship, community-engaged scholarship, leadership roles in professional organizations, and creative achievements. The primary purpose of these profiles and portfolios is to celebrate faculty accomplishments, facilitate collaboration across disciplines, and inform strategic planning, not to foster comparison or competition among departments.

10.4.   Profiles and portfolios should be updated regularly to reflect current activities and should be easily accessible to faculty, administrators, and potential collaborators. These tools should be used to support and advocate for faculty success and resource needs, ensuring that a wide range of scholarly excellence is acknowledged and valued.

11. Celebrate diverse forms of RSCA and amplify campus culture and achievement.

11.1.   Led by the Provost and Deans, the University and each college should actively celebrate a wide range of research, scholarship, and creative activity (RSCA) contributions. Faculty engagement in RSCA should be meaningfully recognized through both symbolic and tangible rewards.

11.2.   Recognition efforts should highlight not only traditional scholarly outputs (such as publications and grants) but also creative achievements, community-engaged scholarship, interdisciplinary collaborations, and student mentorship.

11.3.   Celebrations could include campus-wide events, faculty-led seminars and symposia, recognition ceremonies, showcases of faculty work, and public communications that amplify the impact of RSCA efforts at CSUB.

11.4.   Tangible rewards for faculty with high RSCA achievement should be explored, such as providing additional reassigned time, merit pay, travel support, or internal funding opportunities.

11.5.   Colleges and departments should collaborate with the Academic Senate and University leadership to ensure that RSCA accomplishments are consistently valued, visible, and integrated into the broader campus culture.

Vice-Chair Report to the Academic Senate

The Summer Senate is composed of both the incoming and outgoing Senate Executive Committee (EC). The following summarizes key discussions and decisions from the May meetings.

Summer Senate Meeting – May 13, 2025

This meeting primarily focused on appointments.

- **Standing Committees:** We reviewed interest in standing committees and made preliminary assignments based on interest, college representation, and balance. These assignments will be confirmed by the new Senate in the fall.

- **At-Large Appointed Positions:** We reviewed statements of interest and made several appointments. A few positions are in second call, with final appointments made later.

Summer Senate Meeting – May 15, 2025

- **University Week:** Chair Danforth provided updates regarding University Week. Notably, University Day will move to Wednesday, while the All-Faculty Meeting will remain on Friday, with an extended schedule ending at 2:00 PM.

- **Meeting with Enrollment Management:** We met with D. Cantrell, A. Gomez-Navarro, and J. McCune to discuss the case management advising model. Chair Danforth shared that while there is faculty support for the model's focus on student success, concerns were raised about the speed of implementation, lack of training, unclear communication, and inadequate collaboration with faculty stakeholders. Faculty are also concerned about loss of advising quality, workload imbalances, confusion regarding roles, case manager assignments, and hold releases. Recommendations included slowing implementation, developing clear guidelines and roles through the Advising Council, providing sufficient training time, retaining successful advising partnerships, and involving faculty in design and oversight. D. Cantrell was concerned about slowing down the process, citing a directive from the President to move forward. A. Gomez-Navarro shared that welcome emails, packets, and advising checklists have been standardized across colleges. Feedback from Summer Senate reinforced the need for clearer communication with faculty, developing written procedures, and faculty training. D. Cantrell acknowledged the importance of shared governance and indicated that he was open to continued collaboration and documentation of procedures. Specific suggestions were made for improved outreach and communication with faculty, such as a faculty town hall. The need for standard operating procedures and clear guidelines was repeatedly emphasized. A discussion also took place about RES 242518 ("Academic Advising Structure is an Academic Endeavor") and how the resolution could be revised to move it forward.

- **At-Large Appointed Positions:** We completed the last remaining at-large committee appointments.

Summer Senate Meeting – May 21, 2025

- **University Week:** University Day will be on Wednesday, and the General Faculty Meeting will be on Friday until 2:00 PM. We brainstormed ideas for a digital check-in, decided the meeting would be in-person only (due to ITS cost for hybrid), and planned a tentative schedule.

- **Academic Senate Log:** We discussed the remaining referrals on the senate log.

  - 2024-2025 #31 Academic Policies Housed in the Registrar's Office: Concerns were expressed about Academic Operations (which is purely academic) no longer being housed in Academic Affairs. This will need to be a broader referral to AAC and AS&SS.

  - 2024-2025 #37 Academic Degree Policies: AAC did not get to this at all; may need to be broadened based on the issue with 40 upper division units being listed in the catalog for both BA and BS when the CSU says this should be for BAs only. Chair Danforth could not find any CSUB policy, although it has been current practice. Carryover to AAC.

  - 2024-2025 #25 Academic Advising Structure and Report: Will need to be revisited since the president didn't sign it. Carryover to AS&SS.

  - 2024-2025 #10 Time Blocks: This is an ongoing issue. Several faculty prefer certain times which causes problems when classes are all scheduled at the same time. It was suggested that each college should be given a certain number of classes, but A. Hegde pointed out that the space utilization issue is a larger separate issue. Also, larger time blocks would allow for additional instructional time for classes that are shorted on instructional days. Focus on time blocks only. Carryover to BPC.

  - 2024-2025 #34 Unit RTP Committees and PAF Content - Handbook Change: PAF is done but need to focus on Unit RTP Committees. Carryover to FAC (with PAF portion removed).

  - 2024-2025 #06 Sixth-year Lecturer Review – Handbook Change: Review report. Carryover to FAC.

  - 2024-2025 #36 Clarify ASCSU Lecturer Electorate Procedures – Current referral is fine. Carryover to FAC.

- **Scholarship and Creative Activities Taskforce Report:** The taskforce shared the report; Z. Zenko asked about dissemination. We decided that the President, Provost, and FAC will receive everything. Executive summary and recommendations should be sent to all faculty in the fall. Referral to FAC in the fall for discussion.

- **Advising Report and Debrief on Strategic Enrollment Management:** No actions have been taken by Enrollment Management yet based on the meeting. Chair Danforth will follow up. Also, the AARC review committee for D. Cantrell still has not received any communication.

- **Special Review Committee for Anthropology:** AAC and BPC will move this forward as a resolution in fall.

- **Leadership & Service Award:** Chair Danforth is also going to put forward a resolution to change the name of the service award to be named after J. Kegley.

- **Calendar Committee:** Need to add a representative from HR/People & Culture (with knowledge of the holiday calendar), a representative from Housing (to ensure the housing contracts align with the calendar), and possibly a representative from commencement. We also probably only need one person from enrollment management in addition to academic operations rep. The proposed roster is:

  - Dee Dee Price - Faculty Affairs Specialist (from Provost's Office, CO liaison)
  - Janine Cornelison - Undergraduate Advisor
  - Jennifer Mabry - Assistant Vice President Enrollment Management or Designee
  - Jennifer Patino - Director, Professional & Cont. Educ

- Sonya Gaitan - Director of Enrollment Services
- Luis Hernandez - Graduate Advisor
- Frankie Jenkins - Assistant to the Vice President for Strategic Enrollment Management and Student Support
- Tonya Nixon - Academic Scheduling Analyst
- Christine Lopez - Assistant Director of Financial Aid
- Di Wu – BPC representative
- Add EC representative
- Add representative from housing
- Add representative from People & Culture (HR)
- Maybe add someone from commencement?

- **Adding "Statements of the Senate" Process to Governing Documents:** We need to edit the flowchart and the handbook clarifying that we do not wait for the president to sign these. This will also add a process if we want to create a more legislatively active Senate.

- **Faculty Ombudsperson:** We made some edits on the memo to Dr. Wang and approved it.

- **AARC Committees:** An administrator under review will be leaving with the university. We need to double check the handbook on the process for AARC when people leave.

- **Cabinet appointment discussion:** The President would like to convert the Interim VP of BAS to a permanent position. Concern was expressed about this, especially since it is now the third time and is not an emergency. He offered to meet; a new meeting will be scheduled.

- **Issues between Academic Programs and Enrollment Management Systems (formerly Academic Operations) with respect to new/revised curriculum that should have received Senate approval:** Chair Danforth noticed that the draft 2025-26 catalog had the CIS program courses added. The CIS program elevation has not been approved by Senate, so nothing related to that program, including the new CIS courses, should be published in the catalog. There were several other items in the current catalog that didn't go through senate, including two new minors (Early Childhood Development and Medical Spanish), and renaming the MPA concentration from Healthcare Management to Healthcare Administration. Chair Danforth reported that E. Adams will work with T. Holiwell to ensure that Senate approval is part of the workflow. This will likely result in several referrals to AAC next year.

  - Concerns about content and assignment of instructors for CSUB 1029
  - Renaming of the Computer Science Information Security concentration
  - Elevation of the concentration Computer Information Systems (CIS) to a degree
  - Changing the Master of Computer Science to stateside

- **Concerns about teaching modality language in the handbook:** The issue cannot be addressed until fall. The handbook is clear that it is not an individual faculty decision, but it is not clear if it can be overridden by the Dean. Will decide in fall if it should go to AAC, FAC, or both.

- **Department Chairs:** There was a question about the term limits for department chairs. Referral in the fall.

- **Request to develop a rubric for Sabbatical Applications:** There were concerns about the lack of rubric for sabbatical applications. Also, two-year terms were recommended for continuity. Staff support is also needed which could help provide continuity. Referral to FAC.

- **Catalog change not consistent with Title V:** The current catalog requires 40 upper division units being listed in the catalog for both BA and BS when the CSU says this should be for BAs only. While this is current practice, Chair Danforth could not find any CSUB policy. (Note that it was changed in the fall 2021 catalog...the fall 2020 said 40 units was for BAs only.) Chair Danforth will continue searching to see if there were any approvals. Referral to AAC (if we cannot find proof that it was approved).

- **Letter Regarding Faculty Visas:** CFA drafted a letter to the president requesting an update on H1B and TN visas and the Title IX and DHR processes. The current visa process is so slow it prevents international faculty from applying for three-year visas. Extensive discussion ensued. We decided to draft our own letter focusing on visa issues, removing the timeline, and recommending a point person. Also, need to highlight the urgency due to the current climate. May want to discuss how the RTP process fits in with this in fall. Chair Danforth will work on a new draft.

- **Senate Committees & Reports:** Some committees are "Senate" committees, and others are committees that the Senate runs elections for but does not maintain rosters or expect reports from. This list will be reviewed over summer.

Summer Senate Meeting – June 10, 2025

We met with President Harper to discuss the possibility of converting Dr. Watson from Interim CFO to CFO. EC stressed concerns about this happening again as recently several positions have been converted or elevated without a search. However, there seemed to be general support that Dr. Watson was doing a good job and would be a good CFO. Other items discussed include concerns with IRPA, national issues, and campus budget.

Summer Senate Meeting – June 17, 2025

We met with the incoming Provost (D. Thien). Introductions were made and we briefly highlighted some of our concerns and issues that Academic Senate plans to address this fall (e.g., Scholarship & Creative Activities Taskforce Report, reorganization of Academic Affairs, catalog issues, etc.).

Senate Executive Committee Meeting – Aug 26, 2025

In addition to the regular business of revieing the pending list of referrals and setting the agenda for the Senate meeting, the following items were discussed:

- **SOCI Week:** The academic calendar lists SOCI week as November 17-21, but per the new resolution regarding SOCI administration (RES 242510), this should be changed to 10 weekdays. We agreed it should be changed to November 17 - December 3.

- **General Faculty Meeting (GFM) Debrief:** There were concerns from faculty about running the meeting in person only. President Harper offered to pay for the cost to run it hybrid; will follow up with him for future GFMs. We brainstormed other ideas to solve the issue. Also recapped important topics that came up; EC is particularly concerned about the lack of tenure-track counselors (A. Grombly noted that this is a CSU-wide issue).

- **Provost Report:** Arts & Humanities Associate Dean Search is proceeding. The Provost suggested Andrea Weikel and Adriana Sixtos as staff representatives; EC approved. The Social Sciences and Education Dean Search will start this fall; will add to the list of elections for fall.

- **IPRA:** IRPA requested that terms for the IRPA advisory committee be changed to 2-year terms for continuity. This change will be made in the next call cycle. M. Malhotra requested to attend a future senate meeting to promote the Data Literacy Campaign. EC agreed and will also request an IRPA report. Discussion ensued as to whether IRPA should report annually to senate.

ACADEMIC SENATE
CSU BAKERSFIELD

Academic Affairs Committee (AAC)	
Representation	**Name**
Seven Faculty (One from each College and three At-Large)	
Arts and Humanities	**Tiffany Tsantsoulas - Chair**
Business and Public Administration	Atieh Poushneh
Natural Sciences, Mathematics, and Engineering	Heidi He
Social Sciences and Education	Alice Hays
At-Large	Joe Ren
At-Large	Qiwei Sheng
At-Large	Jahyun Kim
One Student ORG-ASIVPUniversityAffairs asi-universityaffairs@csub.edu	Marcos Ramirez, ASI VP of University Affairs
Ex-Officio, Non-Voting Members	
Representative(s) from the Office of Academic Affairs with responsibilities that include, but are not limited to, Peoplesoft, academic standing, academic master plan, course management activities, articulation agreements, general student program inquiries, graduate program coordination, and academic policies.	Elizabeth Adams, Interim AVP for Academic Affairs and Dean of Academic Programs
	Tommy Holiwell, Director of Enrollment Systems
GE Faculty Director	Eduardo Montoya

Contact the Academic Affairs Committee (AAC) members at academicaffairscommittee@csub.edu

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Academic Support & Student Services (AS&SS)	
Representation	**Name**
Six Faculty (One from each College and two At-Large)	
Arts and Humanities	Carol Dell'Amico
Business and Public Administration	Jing Wang
Natural Sciences, Mathematics, and Engineering	**Leslie Kirstein - Chair**
Social Sciences and Education	Craig Harnetiaux
At-Large	Alberto C Cruz
At-Large	Ruth Miles
One Librarian	Kristine Holloway
One Student Services Professional	Janine Cornelison
One Staff Member	Yvette Morones
ASI Executive VP or designee ORG-ASIExecutiveVice-President asi-vicepresident@csub.edu)	Emelia Reed, ASI Executive Vice President
Ex-Officio, Non-Voting Members	
VP for Student Affairs or designee	Dwayne Cantrell, VP of Strategic Enrollment Management and Student Support Markel Quarles, AVP for Student Affairs
Executive Director of ASI	Mike Kwon
AVP for Enrollment Management or designee	Jennifer Mabry
Dean of Library or designee	Kristi Chavez *(designee for Sandra Bozarth, Dean)*

Contact the Academic Support and Student Services (AS&SS) committee at academicsupportandstudentservices@CSUB.onmicrosoft.com

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Budget and Planning Committee (BPC)	
Representation	**Name**
Six Faculty (One from each College and two At-Large)	
Arts and Humanities	Jonathan Young
Business and Public Administration	Di Wu
Natural Sciences, Mathematics, and Engineering	Antje Lauer
Social Sciences and Education	Rhonda E. Dugan
At-Large	Dirk Horn
At-Large	Yangsuk Ko
One Librarian	**Amanda Grombly - Chair**
One Student Services Officer	Luis Hernandez
One Staff Member	Horacio Gonzalez
ASI President or designee ORG-ASIPresident asi-president@csub.edu	Anthonio Reyes, ASI President
Ex-Officio, Non-Voting Members	
Provost/VP of Academic Affairs	Deborah Thien
VP Business and Administrative Services or designee	Kristen Watson, VP for BAS Natasha Hayes, AVP and Chief Budget Officer
Chair, Academic Senate	Melissa Danforth

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Faculty Affairs Committee (FAC)	
Representation	**Name**
Six Faculty (One from each college and two At-Large)	
Arts and Humanities	Md Naser
Business and Public Administration	Sumita Sarma
Natural Sciences, Mathematics, and Engineering	Amber Stokes
Social Sciences and Education	**Zachary Zenko - Chair**
At-Large	Sarana Roberts
At-Large	Najmeh Kamyabi
One Librarian	Kristen Gallant
Ex-Officio, Non-Voting Member	
CFA Representative *(CFA President, Vice President, or Faculty Rights Chair as determined by the CFA President)*	Tracey Salisbury, CFA President
Associate VP for Faculty Affairs	Deborah Boschini

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