



Academic Senate: Executive Committee

AGENDA

TUESDAY, AUGUST 26, 2025

10:00 A.M. – 11:30 AM

Location: BDC 134- BPA Conference Room

Zoom Link: <https://csu.zoom.us/j/88091986667?pwd=GOSakqXvulfaZihtNxTsAFBYwWqAJs.1&jst=1>

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

1. Call to Order
2. Announcements and Information
 - a. President Harper to attend EC:
 - i) October 7
 - ii) March 24
 - b. General Faculty Meeting Debrief
3. Approval of Agenda (Time Certain: 10:05 AM)
4. Approval of Summer Senate Minutes
 - a. May 21, 2025 ([handout](#))
 - b. June 9, 2025 ([handout](#); Hold)
5. Continued Items (Time Certain: 10:30 AM)
 - a. AS Referral Log (handout)
 - i) AAC
 - (1) Pending Referrals:
 - i. Academic Degree Policies (carry-over from 2024-2025)
 - ii. Academic Policies and Advising Housed in Strategic Enrollment Management (expanded carry-over from 2024-2025)- AAC and AS&SS
 - iii. Special Review Committee for Anthropology- AAC and BPC
 - iv. Catalog language inconsistency with Title V
 - v. Elevation of the concentration Computer Information Systems (CIS) to a degree (handout) - AAC and BPC
 - vi. Renaming of the Computer Science Information Security concentration (handout) - AAC and BPC
 - vii. Changing the Master of Computer Science to stateside (handout) - AAC and BPC
 - ii) AS&SS
 - (1) Pending Referral:

- i. Academic Policies and Advising Housed in Strategic Enrollment Management (expanded carry-over from 2024-2025) - AAC and AS&SS
 - iii) BPC
 - (1) Pending Referrals:
 - i. Time Blocks (expanded carry-over from 2024-2025)
 - ii. Special Review Committee for Anthropology- AAC and BPC
 - iii. Elevation of the concentration Computer Information Systems (CIS) to a degree (handout) - AAC and BPC
 - iv. Renaming of the Computer Science Information Security concentration (handout) - AAC and BPC
 - v. Changing the Master of Computer Science to stateside (handout) - AAC and BPC
 - iv) FAC
 - (1) Pending Referrals:
 - i. Clarify ASCSU Lecturer Electorate Procedures (carry-over from 2024-2025)
 - ii. Unit RTP Committees (revised carry-over from 2024-2025)
 - iii. Sabbatical Application Process
 - iv. Sixth-year Lecturer Review (carry-over from 2024-2025; waiting for taskforce report)
 - b. Provost Report (D. Thien)
 - i) Academic Administrator Searches:
 - (1) Arts and Humanities Associate Dean Search
 - i. Staff appointments: Andrea Weikel (Analyst) and Adriana Sixtos (Lead Advisor)
 - (2) Social Sciences and Education Dean and Associate Dean Searches
 - (3) AVP of Academic Programs
 - c. Reports and Recommendations
 - i) Scholarship and Creative Activities Taskforce (handout)
 - ii) Task Force for Periodic Evaluation (Hold; waiting for report)
 - iii) Criteria for Proposing New Schools Taskforce (Hold; waiting for report)
 - d. Pending Curriculum Proposals
 - i) Minor in Early Childhood Development
 - ii) Minor in Medical Spanish
 - iii) Renaming an MPA concentration
 - e. Faculty Visa
 - f. Calendar Committee
 - g. Add “Statements of the Senate” Process to governing documents – EC
 - h. Resolution to rename the Faculty Leadership and Service Award – EC
6. New Discussion Items (Time Certain: 10:45 AM)
- a. Request from IRPA and IRPA Advisory Committee terms
 - b. Concerns about teaching modality language in the handbook (handout)
 - c. Elections and Appointments (D. Solano)
 - i) Calls to go out in Fall 2025:
 - (1) Urgent Calls for vacant positions
 - (2) Faculty Ombudsperson
 - (3) Exceptional Service Awards Committee
 - d. Concerns about content and assignment of instructors for CSUB 1029 ([handout](#))
 - e. Term limit for Department Chairs

- f. Inventory of AI and other automated software ([handout](#))
 - g. Process for appointing academic Acting MPPs
 - h. Reconstitute High Impact Practices (HIP) Taskforce
 - i. Handbook and Bylaws Project
 - i) Updating Schools to Colleges
 - ii) Updating all references to quarters
 - 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). Discussion on if we want to create the committee or not.
 - vii) Review committees listed (Handbook 107)
 - viii) Update TEAC Description: Currently lists old college names (H&SS, SOE, and NSM) (Handbook 201.5)
 - ix) Update reference to Associate Vice President for Academic Affairs- association with Academic Advising and review other duties (Handbook 104.2.1)
 - x) Update position titles in 309.9 (Handbook 309.9)
 - xi) Update all references to the AVP of Enrollment Management- distinguish the VP of Strategic Enrollment Management from the new AVP of Enrollment Management
 - xii) Bylaws Section IV.A.4 Annual reports from committees- limit to specific committees?
 - xiii) Review and update the Standing Committees ex-officio positions due to the re-organization of university
 - xiv) Changes to bylaws that were approved by previous resolution but never posted (clarifying the edition of Robert's Rules of Order).
 - xv) Q2S Lingered Issues:
 - (1) Deadline issue for stating one's intent to seek promotion to full professor
 - (2) Discussions about whether we should change the Handbook to require classroom observations for tenured faculty
7. Agenda Items for Senate (Time Certain: 11:15 AM) ([handout](#))

Academic Senate Meeting – Fall 2025

Thursday, August 28, 2025

Agenda

10:00 AM – 11:30 AM

Location: DeZemmer 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.

- I. Call to Order and Tejon Tribal Land Acknowledgement
 - 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. UPRC Annual Report for 2024-2025 AY (handout)
 - iii. 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 and Summer Senate– 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
8. Adjournment

Topic: Issues between Academic Programs and Enrollment Management Systems (formally Academic Operations) with respect to new/revised curriculum that should have received Senate approval

From: Elizabeth Adams <eadams6@csub.edu>

Sent: Thursday, May 8, 2025 1:04 PM

To: Melissa Danforth <mdanforth@csub.edu>; Tommy Holiwell <tholiwell@csub.edu>

Cc: Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>

Subject: Re: Reminder: Senate must approve certain curriculum

Hi Melissa,

Thanks for reaching out about this.

I wasn't aware that they had been included in the 25-26 catalog. Jane had contacted me about it last week, because these approvals got "stuck" somehow in the transition from NSME to Senate/AAC. I knew they hadn't gone to AAC or Senate, and so was not anticipating having them in the 25-26 catalog.

The only catalog copy I gave to EM was for the BM in music, as I'm hoping it will be approved by the CO in time for the Fall catalog. FYI, I didn't forward the Ethnic Studies elevation to them (even though it passed the Senate), as it needed some minor editorial changes before being sent to the CO and I don't think it will be approved in time.

Tommy, let's chat about making sure the workflow is such that Senate approval is a piece. (The launch of the CIM system should help with the workflow).

Elizabeth

From: Melissa Danforth <mdanforth@csub.edu>

Date: Thursday, May 8, 2025 at 12:57 PM

To: Tommy Holiwell <tholiwell@csub.edu>, Elizabeth Adams <eadams6@csub.edu>

Cc: Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>

Subject: Reminder: Senate must approve certain curriculum

Hi Tommy and Elizabeth,

It has come to my attention 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.

As a reminder, Senate approves any new program proposals (including elevations of concentrations), new concentrations/emphases within approved programs, new minors, renaming of programs/concentrations/emphases, and moratoriums or discontinuances of programs, concentrations, emphases, or minors.

Please ensure all additions to the 2025-26 catalog that fall into one of these areas have appropriate Senate approval before being added to the catalog. Resolutions can be found at <https://www.csub.edu/senate/resolutions.shtml>

Senate does not need to approve most curriculum changes within an already approved program, such as changing the program requirements, adding/removing courses in an already approved prefix, changing prerequisites, and so on. Those are approved by the relevant curriculum committee(s). The only exception is if the program wishes to rename itself or one of its concentrations or emphases, which does need Senate approval.

Please let me know if you have any questions.

Melissa

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Dr. Melissa Danforth (she/they)

Chair, CSUB Academic Senate

PI, CSUB's S-STEM Scholarship Program

Professor of Computer Science

Department of Computer & Electrical Engineering/Computer Science

California State University, Bakersfield

Website: <https://www.cs.csub.edu/~melissa/>

Katherine Van Grinsven

From: Melissa Danforth
Sent: Thursday, May 15, 2025 1:48 PM
To: Kathleen Szick
Cc: Danielle Solano; Katherine Van Grinsven
Subject: Re: Senate referral request

Hi Kathy,

We'll add this to the pending requests for Fall Senate.

Thanks,
Melissa

From: Kathleen Szick <kszick@csu.edu>
Date: Thursday, May 15, 2025 at 11:37 AM
To: Melissa Danforth <mdanforth@csu.edu>, Danielle Solano <dsolano@csu.edu>
Subject: Senate referral request

Good Morning!

In your upcoming discussions of referral items for the 2025-26 academic year, I request that the senate review the process, procedure and transparency of the Faculty Honors and Awards Committee, with respect to awarding sabbaticals. While I fully understand that not everyone who applies for sabbatical is awarded that request (especially given the current CA budget situation), however the guidelines are not clearly outlined in the handbook. They are vague at best and allow for subjectivity on the part of the committee. Furthermore, if someone is not awarded a sabbatical, it would be beneficial to have feedback from the committee on what needs to be improved in a subsequent application. For example, is a proposal that is "pure" research ranked higher than a proposal that focused on course/curriculum development? My interpretation of the handbook language suggests that both are acceptable.

On a personal note, I am one of the individuals that did not receive sabbatical for the upcoming year, and I did reach out to both the chair of FHAC and VP Boschini, but I do not feel that they were able to adequately address my concerns. In fact, I felt that I was just being given the run around. I am happy to share those correspondences with you if you would like.

Thank you for your consideration.

Kathy

DR. KATHY SZICK

Associate Professor of Biology
LSAMP Program Director
Department of Biology
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Bakersfield, CA 93311



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Topic: Resolution to rename the Faculty Leadership and Service Award

Katherine Van Grinsven

From: Melissa Danforth
Sent: Friday, May 16, 2025 2:20 PM
To: Senate Executive Committee Group
Subject: Leadership Award

Follow Up Flag: Follow up
Flag Status: Flagged

Hi all,

After our conversations about renaming the Faculty Leadership and Service Award, I checked the Handbook to see which office oversees the awards (the Provost's Office). I found that there's a section in the Handbook specifically on this award, as well as the other faculty awards. The awards are collectively listed under Section 308.3, and the Leadership award is in Section 308.3.2 (after the Millie Ablin award in 308.3.1).

Since the award is listed in the Handbook (and the Millie Ablin award is specifically listed, rather than being generically listed as the Excellence in Teaching award), one option to proceed is to prepare a resolution from EC for the first Senate meeting in Fall with all the Handbook changes needed to rename the award. This would slow the process down a bit, but would allow the change to go through the normal Handbook modification channels.

If we have time on Wednesday at the retreat, we can discuss this further.

Melissa

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Katherine Van Grinsven

From: Byoung Bae
Sent: Tuesday, May 13, 2025 2:04 PM
To: Melissa Danforth
Cc: Richard Gearhart; Katherine Van Grinsven
Subject: Re: Some questions on teaching modalities

Many thanks.

From: Melissa Danforth <mdanforth@csb.edu>
Sent: Tuesday, May 13, 2025 1:43 PM
To: Byoung Bae <bbae@csb.edu>
Cc: Richard Gearhart <rgearhart1@csb.edu>; Katherine Van Grinsven <kvan-grinsven@csb.edu>
Subject: Re: Some questions on teaching modalities

Hi Ben,

I have asked Katie to add this to the list of potential business for Executive Committee to discuss in Fall semester.

If you want to engage in discussions with your dean before that, the relevant Handbook sections are 203.1 and 303.1.1.

Thanks,
Melissa

From: Byoung Bae <bbae@csb.edu>
Date: Tuesday, May 13, 2025 at 9:46 AM
To: Melissa Danforth <mdanforth@csb.edu>
Cc: Richard Gearhart <rgearhart1@csb.edu>
Subject: Re: Some questions on teaching modalities

Hi Melissa,

This is Benjamin Bae. I have some questions about teaching modalities.

Recently, the College of Business and Public Administration Dean's office mandated that starting Fall 25 semester, all classes should be face-to-face. If I remember correctly, teaching modalities are determined by the department or faculty, not administrators.

In fact, the department of accounting and finance had a departmental meeting last week and discussed this issue. Some wanted to have academic freedom on teaching modalities while others wanted to have at least some options available among F2F, hybrid, and online. So far, BPA dean's office is not flexible.

I like to ask the Academic Senate to intervene this issue and make a resolution if necessary.

Thanks for your help.

Ben

Byoung (Benjamin) Bae, Ph. D.

Professor of Accounting

Dept. of Accounting and Finance

California State University, Bakersfield

Phone: (661) 654-2140 Fax: 654-6697

Course Web: <http://www.csub.edu/~bbae>

Katherine Van Grinsven

From: Melissa Danforth
Sent: Wednesday, April 9, 2025 4:14 PM
To: Katherine Van Grinsven
Cc: Danielle Solano
Subject: Requested referral from DCLC

Hi Katie,

At DCLC today, there was a request to refer CSUB 1029 to Senate. I said it would have to wait until Fall as there is no time for Senate to address new issues right now, but it may be part of a bigger issue EC has discussed in the past about how much oversight Senate should have of GECCo.

The concerns were both curricular and who is hired as instructors. On the curricular side, GECCo is supposed to have a subcommittee that monitors this curriculum, but maybe there are issues there. On the instructor side, there was concerned expressed that many staff members are hired to teach this course when many lecturers may not be reaching their teaching entitlements.

So, please start a pending referral folder for Fall and place this concern there.

Melissa

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Dr. Melissa Danforth (she/they)
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California State University, Bakersfield
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From: [Melissa Danforth](#)
To: [Katherine Van Grinsven](#); [Danielle Solano](#)
Subject: FW: Notification: Annual Requirement – High-Risk ADS Inventory
Date: Wednesday, July 30, 2025 4:56:10 PM
Attachments: [High-Risk Autonomous Decision-Making Systems in Higher Education.pdf](#)

Hi Katie and Dani,

We'll need to add this email and attachment to the Senate Exec agenda. The agenda should have a printout of the two links at the bottom of Chris's email.

And it should contain a link to the CSU page on faculty use of AI in instruction (it's not structured well enough to make a printout since it only allows you to expand one section at a time):

<https://genai.calstate.edu/communities/faculty/guidelines-faculty-regarding-ai-instruction>

There's nothing in the Handbook about inventorying "automated grading or proctoring tools" outside of those provided by ITS directly, and I'm not sure we'd want to add anything beyond an informational note about this state law.

Perhaps we can discuss expanding the existing pending referral on faculty ethical use of AI tools to include a notification about this state law.

Melissa

From: Christopher Diniz <cdiniz@csub.edu>
Sent: Wednesday, July 30, 2025 4:30 PM
To: Dwayne Cantrell <dcantrell2@csub.edu>; Lori Blodorn <lblodorn@csub.edu>; Deborah Thien <dthien@csub.edu>; Melissa Danforth <mdanforth@csub.edu>; Jane Dong <jdong2@csub.edu>; Luis Vega <lvega@csub.edu>; Alicia Rodriquez <arodriquez@csub.edu>; Deborah Cours <dcours@csub.edu>; Jennifer Mabry <jmabry2@csub.edu>; Elizabeth Adams <eadams6@csub.edu>; Deborah Boschini <dboschini@csub.edu>; Sonya Gaitan <sgaitan@csub.edu>; Tommy Holowell <tholiwell@csub.edu>; Christine Lopez <clopez23@csub.edu>; Tina Williams <twilliams@csub.edu>; Michelle Ponci <mpearce@csub.edu>; Sandra Bozarth <sbozarth2@csub.edu>; Emily Poole Callahan <epoole1@csub.edu>; EJ Callahan <ecallahan@csub.edu>; Hilda Nieblas Valenzuela <hnieblas@csub.edu>; Brooke Davis <bdavis42@csub.edu>
Subject: Notification: Annual Requirement – High-Risk ADS Inventory

Dear Colleagues,

As part of our responsibilities under California AB 302, CSU Bakersfield is required to annually inventory any high-risk automated or autonomous decision-making systems (ADS) used across campus. These systems assist or replace human decision-making in areas that significantly impact individuals' rights, opportunities, or access to services.

Examples of high-risk ADS include, but are not limited to:

- Admissions or hiring algorithms
- Predictive analytics for financial aid or enrollment
- Automated grading or proctoring tools
- Tools used in student discipline, housing, or behavioral monitoring
- AI systems used in talent acquisition or classification reviews

This message is for awareness only at this stage. If any systems in your area meet this definition, or if automated tools are being explored for such functions, please ensure they are brought to our attention.

Our Information Security Officer, Doug Cornell, may be following up to verify whether your area currently uses or does not use these systems as part of the annual review.

You can find additional background here:

- [CA AB 302 – High-Risk ADS Bill Text](#) Refer to page 3 of PDF
- [CDT FAQs on High-Risk ADS Reporting](#) Refer to page 6 of PDF
- Overview and Examples in Higher Education (PDF) is attached. Refer to page 13 of PDF

This process does not prohibit the use of such systems. It ensures proper transparency, documentation, and human oversight as mandated by law.

Please feel free to reach out with any questions or to provide relevant information.

Thank you,

Christopher Diniz, MBA
Associate Vice President &
Chief Information Officer
Information Technology Services
(661) 654-3431

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Assembly Bill No. 302

CHAPTER 800

An act to add Section 11546.45.5 to the Government Code, relating to automated decision systems.

[Approved by Governor October 13, 2023. Filed with Secretary of State October 13, 2023.]

LEGISLATIVE COUNSEL'S DIGEST

AB 302, Ward. Department of Technology: high-risk automated decision systems: inventory.

Existing law establishes the Department of Technology within the Government Operations Agency and requires the Director of Technology to supervise the Department of Technology and report directly to the Governor on issues relating to information technology.

This bill would require the department, in coordination with other interagency bodies, to conduct, on or before September 1, 2024, a comprehensive inventory of all high-risk automated decision systems, as defined, that have been proposed for use, development, or procurement by, or are being used, developed, or procured by, state agencies, as defined. The bill would require the comprehensive inventory to include a description of, among other things, the categories of data and personal information the automated decision system uses to make its decisions. On or before January 1, 2025, and annually thereafter, the bill would require the department to submit a report of the above-described comprehensive inventory to specified committees of the Legislature.

The people of the State of California do enact as follows:

SECTION 1. Section 11546.45.5 is added to the Government Code, to read:

11546.45.5. (a) For purposes of this section:

(1) "Automated decision system" means a computational process derived from machine learning, statistical modeling, data analytics, or artificial intelligence that issues simplified output, including a score, classification, or recommendation, that is used to assist or replace human discretionary decisionmaking and materially impacts natural persons. "Automated decision system" does not include a spam email filter, firewall, antivirus software, identity and access management tools, calculator, database, dataset, or other compilation of data.

(2) "Board" means any administrative or regulatory board, commission, committee, council, association, or authority consisting of more than one

person whose members are appointed by the Governor, the Legislature, or both.

(3) “Department” means the Department of Technology.

(4) “High-risk automated decision system” means an automated decision system that is used to assist or replace human discretionary decisions that have a legal or similarly significant effect, including decisions that materially impact access to, or approval for, housing or accommodations, education, employment, credit, health care, and criminal justice.

(5) (A) “State agency” means any of the following:

(i) Any state office, department, division, or bureau.

(ii) The California State University.

(iii) The Board of Parole Hearings.

(iv) Any board or other professional licensing and regulatory body under the administration or oversight of the Department of Consumer Affairs.

(B) “State agency” does not include the University of California, the Legislature, the judicial branch, or any board, except as provided in subparagraph (A).

(b) On or before September 1, 2024, the Department of Technology shall conduct, in coordination with other interagency bodies as it deems appropriate, a comprehensive inventory of all high-risk automated decision systems that have been proposed for use, development, or procurement by, or are being used, developed, or procured by, any state agency.

(c) The comprehensive inventory described by subdivision (b) shall include a description of all of the following:

(1) (A) Any decision the automated decision system can make or support and the intended benefits of that use.

(B) The alternatives to any use described in subparagraph (A).

(2) The results of any research assessing the efficacy and relative benefits of the uses and alternatives of the automated decision system described by paragraph (1).

(3) The categories of data and personal information the automated decision system uses to make its decisions.

(4) (A) The measures in place, if any, to mitigate the risks, including cybersecurity risk and the risk of inaccurate, unfairly discriminatory, or biased decisions, of the automated decision system.

(B) Measures described by this paragraph may include, but are not limited to, any of the following:

(i) Performance metrics to gauge the accuracy of the system.

(ii) Cybersecurity controls.

(iii) Privacy controls.

(iv) Risk assessments or audits for potential risks.

(v) Measures or processes in place to contest an automated decision.

(d) (1) On or before January 1, 2025, and annually thereafter, the department shall submit a report of the comprehensive inventory described in subdivision (b) to the Assembly Committee on Privacy and Consumer Protection and the Senate Committee on Governmental Organization.

- (2) The requirement for submitting a report imposed under paragraph (1) is inoperative on January 1, 2029, pursuant to Section 10231.5.
- (3) A report to be submitted pursuant to paragraph (1) shall be submitted in compliance with Section 9795.

Frequently Asked Questions

High-Risk Automated Decision Systems Data Collection

On this page

- [Background](#)
 - [Data Collection](#)
 - [High-Risk ADS Examples](#)
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Background

Q: Why is the California Department of Technology (CDT) requiring departments to submit a list of their High-Risk Automated Decision Systems?

A: [GC § 11546.45.5](#) requires the California Department of Technology (**CDT**) on or before January 1, 2025, and annually thereafter, to submit a report of the comprehensive inventory of high-risk automated decision systems as described in subdivision **GC § 11546.45.5 (b)** to the Assembly Committee on Privacy and Consumer Protection and the Senate Committee on Governmental Organization.

This comprehensive inventory includes all high-risk automated decision systems that have been proposed for use, development, or procurement by, or are being used, developed, or procured by any “State agency”.

Q: What is a “State agency”?

A: For the purposes of the [GC § 11546.45.5](#) ADS reporting, a “State agency” means any of the following:

- i. Any state office, department, division, or bureau.
- ii. The California State University.
- iii. The Board of Parole Hearings.
- iv. Any board or other professional licensing and regulatory body under the administration or oversight of the Department of Consumer Affairs.

“State agency” does not include the University of California, the Legislature, the judicial branch, or any board, except as provided above.

“Board” means any administrative or regulatory board, commission, committee, council, association, or authority consisting of more than one person whose members are appointed by the Governor, the Legislature, or both.

Q: What is an Automated Decision System?

A: “Automated decision system” means a computational process derived from machine learning, statistical modeling, data analytics, or artificial intelligence that issues simplified output, including a score, classification, or recommendation, that is used to assist or replace human discretionary decisionmaking and materially impacts natural persons. “Automated decision system” does not include a spam email filter, firewall, antivirus software, identity and access management tools, calculator, database, dataset, or other compilation of data.

Q: What is a High-Risk Automated Decision System (ADS)?

A: A high-risk automated decision system (ADS) means an automated decision system that is used to assist or replace human discretionary decisions that have a legal or similarly significant effect, including decisions that materially impact access to, or approval for, housing or accommodations, education, employment, credit, health care, and criminal justice.

Q: Who should I contact if I need assistance in interpreting GC § 11546.45.5?

A: Please contact your legal counsel.

Data Collection

Q: What if my “State agency” does not use a High-Risk ADS, do I still need to submit a data collection?

A: Yes. This will ensure CDT complies with the comprehensive inventory requirement of [**GC § 11546.45.5**](#).

Q: What if my “State agency” has more than one High-Risk ADS, in use or planned to be in use?

A: CDT requires a separate data collection submission for each High-Risk ADS that has been proposed for use, development, or procurement, or is being used, developed, or procured.

Q: Why is it essential for me to supply my work email?

A: A copy of the submission of your High-Risk ADS will be emailed back to the email you supply. If it is not correct or valid, you will not receive the confirmation message along with your submitted response.

Q: How do I know my High-Risk ADS Data collection survey was received by CDT?

A: Upon submitting the data collection, you will receive an automated email response entitled, “Legislatively Mandated High-Risk ADS Data Collection GC § 11546.45.5” from noreply+automations@airtableemail.com acknowledging your response was submitted successfully.

If you are unable to locate your automated email response, please check your Microsoft Outlook Junk Email folder.

Q: Will my data be shared outside of CDT?

A: While data collection submissions of High-Risk ADS are generally considered as confidential, certain information is required to be submitted to the Legislature in the annual report. Additionally, to the extent that information in data collection submissions is not considered confidential or otherwise prohibited from disclosure under applicable law, such information must be shared in response to a lawful request for information (Public Records Request, Subpoena, Court Order, etc.).

Q: What if my High-Risk ADS uses Generative AI, do I need to submit a response?

A: Yes. Generative AI is a type of Artificial Intelligence.

Q: Since I already provided CDT with a SIMM 5305-F for my High-Risk Generative AI, do I need to submit a response?

A: Yes. The definition of a High-Risk ADS is different than a High-Risk GenAI.

Q: What if I submitted a form in error?

A: Please send an email to highriskadsreporting@state.ca.gov to correct your submission.

Q: What should I do if I have a question regarding the data collection submission process for my High-Risk ADS ?

A: Please contact CDT at highriskadsreporting@state.ca.gov for further clarification on the reporting requirements of [GC § 11546.45.5](#).

Q: How can I contact CDT if I have further questions?

A: Please send your question to highriskadsreporting@state.ca.gov.

High-Risk ADS Examples

Below are some possible examples of High-Risk ADS. The examples below do not imply that these High-Risk ADS are being used by State agencies subject to [GC § 11546.45.5](#)

Example 1: A system uses artificial intelligence to assist state employees in approving or denying benefits. The system provides a simplified output in the form of an

approval/denial recommendation which the state employees rely upon to make benefits decisions.

Because the system uses AI as a computational process to issue a simplified output in the form of recommendation, and materially impacts a natural person, and is used to assist human discretionary decision making, and has a legal or similarly significant effect for benefits, it is a High-Risk Automated Decision System. This should be reported as a High-Risk ADS.

Example 2: A system uses Generative Artificial Intelligence to evaluate and rank resumés and job applications for alignment to job requirements and issues a ranking score. A state employee relies upon the rank score to either move applicants forward to the next phase of recruitment or reject applicants.

Because the system uses Generative Artificial Intelligence, a type of AI, as a computational process to issue a simplified output in the form of a rank score, and materially impacts a natural person, and is used to assist human discretionary decision making, and has a legal or similarly significant effect on a natural person's employment eligibility, it is a High-Risk Automated Decision System. This should be reported as a High-Risk ADS.

Example 3: A law enforcement system uses a statistical model to assist law enforcement in identifying persons who have committed a crime. Law enforcement relies upon these positive identifications to obtain arrest warrants.

Because the system uses a statistical model as a computational process to issue a simplified output in the form of a natural person's identity match, and materially impacts a natural person, and is used to assist human discretionary decision making, and has a legal or similarly significant effect identifying a natural person as a suspect, it is a High-Risk Automated Decision System. This should be reported as a High-Risk ADS.

Website Accessibility Certification

High-Risk Autonomous Decision-Making Systems in Higher Education

Definition (California AB 302): *High-risk* automated or autonomous decision systems are those that assist or replace human decision-making in ways that have a **legal or similarly significant effect** on individuals' rights, opportunities, or access to services ¹. In a higher education context, this covers any AI or algorithmic system influencing decisions on **admissions, hiring, financial aid, discipline, academic status, housing/accommodations, or grading/proctoring**, since these directly impact students' educational opportunities and welfare.

Below, we identify specific examples of such systems currently or recently used in colleges/universities, organized by decision area. A summary table is also provided for quick reference.

Examples of High-Risk AI Systems in Higher Ed (Summary)

2 3

System (Vendor)	Decision Function	Institutions Using It	Risks & Concerns
<i>UT Austin Grad Admissions Algorithm</i> (in-house ML)	Scoring and recommending grad admissions ⁴ . Trained on past admits (e.g. "elite" undergrad, strong rec letters) ⁵ .	University of Texas, Austin (used 2013–2020) ⁴	Encoded past biases (legitimized subjective biases in prior decisions) ⁶ ⁷ . Dropped amid criticism of fairness.
<i>Student Select</i> (Vendor AI)	Predicts admission likelihood; tiers applicants; analyzes essays & video interviews for traits ⁸ ⁹ .	Rutgers University, Rocky Mountain University , ~10+ others ¹⁰ (contracts reported)	Opaque "black box" model – risk of bias from training data ⁷ . Uses affect/word cues with unproven link to student success ⁷ . Lacks transparency or external accountability.

System (Vendor)	Decision Function	Institutions Using It	Risks & Concerns
<i>Enrollment Management Algorithms</i> (EAB, RNL, Othot, etc.)	Predict each admitted student's yield probability , then optimize financial aid offers to maximize enrollment or revenue ¹¹ .	Hundreds of colleges (e.g. RNL serves ~300; EAB ~150; others) ²	Tends to reduce aid for needier students by pinpointing "willingness to pay" ¹² . May worsen equity, debt, and drop-out rates by prioritizing revenue over student success ¹² . Potential for discriminatory pricing.
<i>Social Sentinel</i> (now Navigate360 Detect)	Monitors public social media (keywords, AI) for threats or protests ¹³ ¹⁴ . Often deployed via campus police.	At least 37 universities (since 2015) ¹⁵ (e.g. UNC-Chapel Hill, Kennesaw State, NC A&T in documented cases)	Surveillance of student speech – used to flag protest organizers ¹⁶ ¹⁵ . Chilling effect on First Amendment rights ¹⁷ . Privacy intrusions (even scanning student emails in newer versions) ¹⁸ ¹⁹ .
<i>SpotterEDU</i> (attendance app) and <i>Degree Analytics</i>	Track students' physical presence : SpotterEDU via Bluetooth beacons, Degree Analytics via Wi-Fi, to log class attendance and campus engagement ²⁰ ²¹ .	SpotterEDU : ~40 colleges piloted (e.g. U. of Missouri, Syracuse) ²² ²³ . Degree Analytics : ~19 colleges ²¹ .	Student location tracking raises privacy concerns ²⁴ . Often <i>mandatory</i> for athletes or certain groups ²⁵ . Normalizes constant monitoring of behavior, with unclear consent and data use policies.
<i>UA "Smart Campus" ID Tracking</i> (Univ. of Arizona)	Analyzes <i>ID card swipes</i> (dorm, library, gym, etc.) to predict students likely to drop out (73% accuracy claimed) ²⁶ ²⁷ . Flags at-risk freshmen for advisor intervention via a dashboard.	University of Arizona (ongoing study/program) ²⁶	Tracks hundreds of daily activities per student – highly sensitive behavior data ²⁸ . Potential profiling: e.g. less social or routine = "risk" ²⁹ . If misused (e.g. punitive probation), could unfairly target nontraditional or introverted students.

System (Vendor)	Decision Function	Institutions Using It	Risks & Concerns
<i>Remote Proctoring AI</i> (e.g. Respondus, Proctorio , ProctorU, Honorlock)	Exam monitoring: uses webcam/microphone to flag “suspicious” behavior via AI (face not in frame, eyes wandering, another person present, etc.) ³⁰ ³¹ . Some do room pan scans and ID checks ³² ³³ .	Widespread – used across many CSU and UC campuses (and worldwide), especially during COVID ³⁴ . E.g. CSU San Marcos (Respondus), Cal Poly SLO (ProctorU) in 2023 ³⁵ ³⁶ .	Labeled “ <i>glorified spyware</i> ”: Privacy intrusion (recording rooms, personal data) ³ . Bias: Face-detection has failed to recognize students of color, flagging them unfairly ³¹ . ADA issues for students with disabilities or anxiety. A judge ruled forced room-scans <i>unconstitutional</i> (violating 4th Amendment) ³⁷ .
<i>Turnitin AI Writing Detector</i>	Flags student essays likely written by AI (uses NLP to find “average” writing patterns) ³⁸ ³⁹ . An extension of Turnitin plagiarism software.	Thousands of institutions (Turnitin is used by 16,000+ schools globally ⁴⁰ ; AI-detection rolled out April 2023)	False positives can accuse innocent students of cheating ³⁸ . <i>Disproportionate impact:</i> non-native English writers and even some high-achieving students get flagged because their prose seems too “simple” or formulaic to the algorithm ³⁹ . Such errors put students at risk of unjust discipline or loss of credit.

Table: High-risk AI systems in use, with their function, where they're used, and key risk concerns.

Admissions & Hiring Algorithms

Automated Admissions: A growing number of colleges have experimented with AI in admissions decisions. For example, the University of Texas at Austin's computer science department built a **machine-learning model** to help rank **graduate applicants** ⁴ . The in-house algorithm was trained on historical admissions data and looked for factors that correlated with past admit decisions (e.g. whether the applicant attended an “elite” undergraduate school, or if recommendation letters contained superlatives like “best”) ⁵ . While it never outright made final decisions without human review, it heavily influenced which students were recommended for admission. **Criticism:** UT's system was abandoned after 7 years amid complaints that it **embedded biases** – essentially codifying subjective preferences and inequalities from previous admissions cycles ⁶ . Detractors noted that such models could “encode and legitimize” biases (for instance, favoring applicants from prestigious backgrounds) and lacked transparency or accountability in how they worked ⁷ .

Another example is **Student Select**, a vendor offering AI-driven admissions screening to colleges. Student Select ingests a university's past admissions data and rubric, then **sorts applicants into tiers** by predicted likelihood of admission ⁸ . Top-tier applicants can be fast-tracked for acceptance, while lower tiers get additional human scrutiny ⁴¹ . The platform also analyzes textual data – it can scan application **essays** and

even **recorded interview videos** to infer personality traits or skills (e.g. mentioning “flexibility” might be tagged as openness to experience) ⁹ . At least a dozen universities have contracted with Student Select (Rutgers University and Rocky Mountain University were reported clients) ¹⁰ . **Criticism:** AI vendors often claim to find signals of “fit” or merit, but experts warn there’s *no proven link* between an applicant’s tone of voice or eye contact and their college performance ⁴² . These systems operate as “**black boxes**”, so neither students nor admissions officers can fully know why one candidate is ranked above another. Moreover, if the algorithms are trained on past data, any existing racial or gender biases in admissions decisions get reproduced and even amplified under the veneer of objectivity ⁷ .

AI in Hiring (University Staff): Universities themselves are large employers, and many have adopted the same AI-based hiring tools used in industry. For instance, **AI video interview platforms** like **HireVue** are used in some college hiring processes (the University of Colorado Boulder confirms it uses HireVue for initial staff screening) ⁴³ ⁴⁴ . These tools have applicants record video answers which are then analyzed algorithmically for speech patterns, facial expressions, and language use to predict job performance or “fit” ⁴⁵ ⁴⁶ . **Criticism:** Automated hiring systems have come under fire for potential **disability and racial discrimination** – e.g. facial analysis may not read non-white faces or autistic/neurodivergent body language accurately, leading to lower scores through no fault of the candidate ⁴⁷ ⁴⁸ . The U.S. EEOC and DOJ have warned that AI hiring tools can unlawfully **screen out** disabled applicants or minority groups even when vendors claim to reduce bias ⁴⁵ ⁴⁶ . Some universities using HireVue have responded by disabling certain AI scoring features and insisting that human reviewers assess all videos (as CU Boulder does) to avoid over-reliance on the algorithm ⁴⁸ ⁴⁹ . Nonetheless, the **lack of transparency** in how proprietary hiring algorithms evaluate candidates poses legal and ethical questions, especially for public institutions bound by equal opportunity rules.

Financial Aid Allocation Algorithms

In higher education, deciding **who gets financial aid and how much** is a high-stakes decision – one that many colleges now outsource to predictive algorithms. Companies like EAB, Ruffalo Noel Levitz (RNL), Othot, and others provide *enrollment management* software that uses machine learning to optimize the distribution of **scholarships and grants** ² . These systems typically work in two steps: first, an algorithm **predicts each admitted student’s probability of enrolling** if admitted (often called a *yield prediction*); second, it simulates countless financial aid award scenarios to find an “optimal” aid package that will *just* convince the student to enroll without unduly cutting into the college’s net revenue ¹¹ . In practice, this often means **offering less aid** to students deemed likely to enroll anyway, and concentrating resources on those who need an extra nudge (or competing offers) ¹² . Such systems are widely used – by 2015, **75%+ of colleges** were using analytics in enrollment management, and vendors like RNL claim to serve hundreds of institutions with these aid-optimizing models ⁵⁰ ⁵¹ .

Risks and Criticisms: While predictive aid allocation can help colleges meet enrollment targets, researchers warn it may **hurt students** in the long run. A Brookings analysis found these algorithms “generally reduce the amount of scholarship funding offered” to students overall, effectively **charging students more** by identifying their maximum willingness-to-pay ¹² . By prioritizing the college’s yield and revenue, the models can undermine access and equity – students from lower-income backgrounds or under-represented groups might receive smaller awards if the algorithm deems them likely to enroll regardless, potentially jeopardizing their ability to persist and graduate ⁵² . This two-stage optimization also opens the door to subtle **algorithmic discrimination**. For example, if yield predictions incorporate data like a student’s ZIP code or high school (which correlate with race and income), the resulting aid offers could inadvertently

perpetuate socioeconomic and racial disparities ⁵³. There is concern that **opportunity decisions are being made by opaque formulas**, without applicants' knowledge. In fact, the practice has drawn enough scrutiny that experts recommend colleges *not* use predicted enrollment likelihood in admissions or need-based aid decisions, keeping those based on merit and demonstrated need alone ⁵⁴. Nevertheless, the use of these systems is expanding, which is why laws like AB 302 seek more transparency. California's bill specifically flags **education and credit** decisions (which include student loans and aid) as high-risk areas for automated systems ¹.

Disciplinary Actions & Academic Probation

Academic Early-Warning Systems: Many universities now use predictive analytics to identify students at risk of failing courses, dropping out, or ending up on academic probation. These systems (e.g. Civitas Learning's "Illume" platform, EAB's Navigate) aggregate data like GPA trends, class attendance, LMS logins, and even socioeconomic factors to produce a **"risk score"** for each student. Advisors and deans can then intervene with at-risk students – offering tutoring, counseling, or in some cases placing students on **academic probation or contracts** if they don't improve. For instance, the University of Arizona's **"Smart Campus"** initiative goes beyond grades and uses student behavioral data: they track **ID card swipes across campus** (dorm entries, library usage, dining hall visits, etc.) for freshmen ²⁶. By mining these "digital traces," UA's algorithm identified patterns (like a student's social circle size or daily routine consistency) that correlate with dropout risk, reportedly achieving 73% accuracy in predicting which freshmen might leave ²⁷. Advisors are given a dashboard highlighting the top-risk students each quarter, so they can reach out ²⁹.

Risks: The intent of early-warning systems is supportive, but they raise flags when used in a punitive or surveillance-like manner. **Privacy** is a major concern – systems like UA's essentially monitor a student's whereabouts and activities 24/7, which some argue goes beyond the appropriate scope of an educational institution. There's also the risk of **false positives or bias** in these models. If a student is less engaged on campus (maybe due to working off-campus or being a commuter), the algorithm might label them high-risk inaccurately, potentially leading to stigma or unnecessary academic discipline. Conversely, heavy reliance on an algorithm might cause staff to **overlook students** who need help but don't fit the risk profile. Transparency is limited – students often do not know they are being algorithmically assessed for "likelihood to succeed," nor can they contest a risk score. If such scores were naively used to make probation decisions (e.g. automatically placing students in remedial programs or limiting their course load), that could **impact their educational trajectory based on a machine's guess**. In short, while predictive analytics can help allocate support resources, using them to make formal disciplinary or academic status decisions is rightly considered *high-risk* and must be done with great care and human oversight.

AI in Student Conduct Monitoring: Some disciplinary actions in college stem not from grades but behavior (plagiarism, cheating, misconduct). Here too, automation is playing a role. Classic example: **plagiarism detection software** (like Turnitin) has long been used to automatically compare student papers against databases for copied text. Turnitin's originality reports can trigger academic misconduct proceedings – a clearly high-stakes outcome – and there have been cases of **false positives** (e.g. quoting common phrases or references getting mis-flagged as plagiarism). Now, with AI-written content on the rise, Turnitin in 2023 added an **AI Writing Detector** that labels what percent of an essay it thinks was generated by AI. This tool is already used in thousands of institutions ⁴⁰. However, AI text detection is notoriously error-prone. A *Washington Post* investigation found Turnitin's AI detector can **wrongly flag human-written text as AI** ³⁸. Even more troubling, AI detectors show bias: they often identify **non-native English**

speakers' writing as "too simple" and thus AI-generated – one study showed several detectors mislabeled 61% of ESL students' essays as AI-written ⁵⁵ ⁵⁶ . That means international or bilingual students could be **unfairly accused of cheating** just because of their writing style. The stakes are high: at many schools, being found guilty of academic dishonesty (plagiarism or AI cheating) can result in automatic failure or even expulsion, which, for international students, can jeopardize their visa status ⁵⁷ . This scenario played out in May 2023, when a Texas A&M-Commerce professor ran student essays through ChatGPT (in an attempt to see if ChatGPT would "admit" to writing them) and then **falsely accused the entire class of cheating** – threatening to withhold their diplomas ⁵⁸ ⁵⁹ . The students had to scramble to prove their innocence, illustrating how **misuse of AI** can lead to severe unintended consequences ⁶⁰ ⁶¹ . Institutions are now grappling with policies on these tools, but the incident underscored that automated "judgment" of student behavior is fallible and must not replace careful human evaluation ⁶² ³⁹ .

Student Surveillance & Behavioral Monitoring

Colleges have also adopted an array of monitoring technologies that, while couched in terms of safety or student success, function as **autonomous surveillance systems**. These tools collect data on students' movements, online activities, or communications – often in real time – and can trigger decisions affecting students' access to campus facilities or subject them to investigation. Under AB 302's framework, such **"student surveillance" systems are high-risk** because they may materially impact students' rights (e.g. privacy, free expression) or access to services (housing, campus resources) if misused.

Location Tracking Apps: One prominent example is **SpotterEDU**, an app that uses Bluetooth beacons installed in classrooms to automatically record attendance. When students walk into class with their phone, the app logs them as "present" and uploads this to a campus database ⁶³ ²⁰ . Some implementations allowed professors or coaches to **award or deduct points** based on these attendance logs. At the University of Missouri, for instance, freshmen (especially student-athletes) were reportedly **required** to install SpotterEDU so their class attendance could be tracked continuously ²² ⁶⁴ . The company's founder noted in 2019 that SpotterEDU was in use or pilot at nearly **40 colleges** ⁶⁵ (Syracuse University was an early adopter, boasting of improved attendance) ²³ . A similar system, **Degree Analytics**, uses Wi-Fi check-in data to monitor whether students are attending class and engaging in campus life, and was used by at least 19 universities as of 2020 ²¹ . These tools basically turn students' phones into **location trackers**.

Concerns: Even if improving attendance is a legitimate goal, mandating a tracking app raises **privacy and consent issues**. Students and privacy advocates have likened this to a digital "ankle monitor." Although universities claim the data stays internal and is not GPS-based ⁶⁶ ⁶⁷ , the **normalization of surveillance** is a worry. The Verge noted that such apps are making it routine for colleges to know where students are at all times, in a way that "smacks of surveillance" – potentially conditioning students to accept constant monitoring ²⁴ . There's also the question of **what else the data could be used for**: an attendance app could easily be repurposed to enforce curfews, monitor political gatherings, or analyze a student's friend network without consent. In fact, a few schools have tried incentivizing student behavior outside class with similar tech (e.g. an app that gave *loyalty points* for staying at football games) ⁶⁸ , blurring the line between benign uses and intrusive ones.

Social Media Monitoring: Another high-risk system is **Social Sentinel** (rebranded as Navigate360 Detect). Marketed as a campus safety tool, it uses AI to scan public social media posts (and optionally student email accounts) for keywords indicating threats of violence, self-harm, or other safety issues ¹³ ¹⁸ . In practice, however, several universities used Social Sentinel to **track student protests and activism**. An investigative

report found at least **37 colleges** between 2015–2021 (including UNC-Chapel Hill and Kennesaw State) secretly used this tool to monitor protest-related chatter and even specific student activists on platforms like Twitter ¹⁶ ¹⁵. For example, during protests over a Confederate statue at UNC, campus police asked Social Sentinel to flag any posts containing certain protest keywords, essentially enabling real-time surveillance of student demonstrators ¹⁶. **Risks:** This clearly implicates students' **free speech and privacy rights**. Monitoring social media for safety blurs into monitoring dissent – a **First Amendment red flag**, especially at public universities. One law expert noted that identifying students who associate with a protest or cause has a chilling effect: knowing that “the university is watching” can deter people from exercising their right to assemble or speak out ¹⁷. There are also data security concerns: Social Sentinel's emails showed the company urging universities to upload **student directory data and social media handles** to improve monitoring – effectively creating a database of students' online identities ¹⁹. If such data were breached or misused, it could expose students to external surveillance as well. The backlash has led some schools (like UCLA, once it became public ⁶⁹) to reconsider, and the company now insists it focuses on self-harm prevention, but the **potential for abuse** in these AI surveillance tools is high. Notably, California's legislature is aware of this trend – AB 302's definition of high-risk AI explicitly includes systems affecting “access to... criminal justice,” which covers policing practices on campuses ⁷⁰.

Campus Access & Security Decisions: Autonomous systems are also beginning to influence who gets access to physical spaces or accommodations. While less publicized, imagine an algorithm that decides which students get priority for *on-campus housing* (perhaps based on distance, GPA, or other factors), or a system that automatically schedules and assigns dorm rooms. If, say, a housing algorithm favored certain profiles of students (upperclassmen, or those who can pay more for premium dorms), that could materially affect other students' access to accommodations. Additionally, **facial recognition** technology has been piloted at some campuses for building entry or event security. For instance, some universities considered facial recognition for dorm access control – an automated system might unlock doors only for recognized students. This raises similar issues seen in broader society: face recognition AI has well-known **accuracy biases** (often misidentifying women and people of color) ⁷¹ ⁴⁷. In a campus context, a false negative could mean a student is wrongly denied entry to their residence hall, or flagged as an intruder, simply due to an algorithm's error. Although many universities (like those in the California State system) proactively **banned facial recognition on campus** after student protests ⁷² ⁷³, the pressure to enhance security with AI remains. Any such system – determining access to dorms, labs, or disability accommodations (e.g. an AI deciding if a student's documentation warrants special housing) – would fall under *high-risk automated decisions*, given the potential to unfairly exclude individuals from essential services.

In summary, **student surveillance and access-control systems** illustrate the tension between innovation and civil liberties in higher ed. These tools operate continuously and often invisibly, so strong oversight is needed to ensure they don't cross the line into unlawful monitoring or discrimination. As one student privacy advocate put it, universities are “normalizing the practice of handing over...sensitive biometric information,” without truly obtaining *meaningful consent* from students who often have no choice but to comply ⁷⁴ ⁷⁵. The risks are not just hypothetical – they manifest in chilling of speech, unequal treatment, or violations of privacy that can deeply affect the campus climate and student trust.

Algorithmic Grading & Proctoring Tools

Finally, the use of autonomous systems in **grading and exam proctoring** deserves special attention, as it directly impacts academic evaluations – which have “legal or similarly significant effects” on students

(grades affect graduation, scholarships, etc.). Two areas stand out: **AI-assisted grading** and **remote proctoring**.

Automated Grading: Some large courses and standardized testing platforms have experimented with AI or algorithmic grading of student work. For example, MOOCs and standardized tests have used **automated essay scoring** systems that assign grades by comparing against trained models of writing. While efficient, these systems can be **deeply flawed**. There have been reports of students learning to game essay algorithms by using verbose, nonsense sentences that the algorithm perceives as sophisticated writing – yielding high scores for content a human would judge as poor (one famous case involved students writing gibberish essays to trick an SAT essay scorer algorithm). Automated grading can also penalize creative or non-standard responses that don't fit the algorithm's expectations ⁷⁶ ⁷⁷. Because of these concerns, many faculty are hesitant to rely on algorithmic graders for high-stakes evaluations. In some instances, professors have attempted to use AI tools like ChatGPT to **grade or check student work**, with disastrous results – as seen in the Texas A&M case above, using AI naively to detect cheating led to nearly failing an entire class wrongly ⁵⁹ ⁶⁰. The consensus in recent studies is that **AI grading is not ready to replace human teachers**: it may work as a second reader or for low-stakes feedback, but issues of bias (against non-native writers, etc.) and lack of contextual understanding make fully automated grading *high-risk*. Even the makers of these tools often acknowledge they should only *assist* humans, not make final judgments. For now, any college using algorithmic grading in a significant way must be extremely cautious to ensure fairness and allow human appeal/review of any machine-made scoring decisions.

Remote Proctoring AI: A more widespread trend is the use of AI-driven **remote proctoring** tools to monitor exams taken online. Systems like **Respondus Monitor, Proctorio, ProctorU, ExamSoft**, and others became ubiquitous during the COVID-19 remote learning phase. They leverage a mix of video, audio, and desktop monitoring to flag possible cheating. For instance, Proctorio runs as a browser plugin that can record a student via webcam, track keystrokes and browsing activity, and use **machine vision** algorithms to detect if the student's face is looking away too often, if an unknown person comes into view, or if the student speaks/read aloud (which might indicate help from someone off-camera) ³⁰ ⁷⁸. Unusual movements or sounds are logged as "suspicious" and the software creates an alert report for instructors, sometimes even assigning an automatic "risk score" to each exam session. Some proctoring services also require a 360° **room pan** with the webcam before the test, to ensure no notes or other people are in the room ³² ⁷⁹. These recordings and analyses happen with minimal human oversight (Proctorio prides itself on being fully automated – no live proctors) ⁸⁰ ³⁰.

Criticism and Legal Issues: Remote proctoring has drawn intense criticism from students, faculty, and digital rights groups. **Privacy** is the biggest concern: effectively, these tools turn your personal laptop and camera into an **in-home surveillance device** for the university. Students have reported anxiety and humiliation at having to show their bedrooms on camera and be watched for hours. In one notable case (Ogletree v. Cleveland State University, 2022), a student sued after being forced to do a room scan before an online test; a federal judge ruled that the warrantless room scan by the public university **violated the Fourth Amendment** (unreasonable search) ³⁷. This was a landmark decision that has begun to influence how colleges handle e-proctoring. Several California State University campuses, for example, stopped requiring room pans after this ruling, though some still allow them with student consent or faculty request ³⁵ ³⁶.

Another major issue is **bias and accessibility**. Facial recognition or detection algorithms used by proctoring software have struggled with accurately recognizing **darker-skinned and female faces**. There have been

reports of Black students being flagged for “missing” from their seat simply because the software couldn’t detect their face under poor lighting, or students in turbans/veils being mistakenly flagged for “different person present.” One student told Recode that Proctorio’s algorithm had trouble recognizing them at all due to skin tone, which is “a sign that the software could be racially biased” ³¹ . Likewise, students with certain disabilities or medical conditions (e.g. tics, anxiety that causes looking around, the need to stand up or move frequently) have been unfairly flagged by rigid AI rules. These programs were even called **“innately racist, flawed, and an invasion of privacy”** in a 2021 open letter by Fight for the Future (a digital rights nonprofit) ³ . That advocacy led some universities (e.g. CUNY and University of Illinois) to ban or strongly discourage e-proctoring, but many others continue its use in the absence of a centralized policy ^{72 81} .

Data security is another risk – proctoring companies collect video recordings, face data, ID cards, and sometimes biometric keystroke or faceprint profiles. There have been **data breaches** at proctoring companies (for instance, ProctorU had a breach exposing 440,000 student records in 2020) ⁸² . If such sensitive data are leaked, students could be vulnerable to identity theft or worse. Even without breaches, students are uneasy about how long these companies store their footage and whether it could be repurposed.

Furthermore, the **stress and mental health impact** of algorithmic invigilation should not be underestimated. Knowing that any eye movement or fidget will be judged by an unforgiving AI causes extreme test anxiety in some students, to the point that it may affect performance or deter students from taking classes. It also **changes the student-institution relationship**: there’s an implicit message of distrust (assuming all students might cheat unless watched by AI), which students and some faculty find corrosive to academic culture ^{83 84} .

In response to these concerns, some universities and even states have begun implementing safeguards. The California legislature passed the **Student Test Taker Privacy Protection Act** (in effect Jan 2023) restricting proctoring companies from using or selling student data for any purpose besides the proctoring itself ⁸⁵ . Faculty senates (e.g. in the Cal State system) have issued resolutions urging alternatives to e-proctoring and prohibiting any use of facial recognition tech in the classroom ^{72 73} . These steps indicate a growing acknowledgement that, while remote proctoring AI can help maintain academic integrity in online exams, its **high risks to student rights require strict limits and transparency**.

Conclusion: The examples above underscore that **autonomous decision-making systems in higher education are already here** – from admissions and financial aid algorithms quietly shaping who gets in and how much they pay, to AI “eyes” watching students in dorms, online, and during tests. Each promises efficiency or enhanced decision-making, but also carries significant risks of error, bias, or rights infringements. California’s AB 302 recognizes these as *high-risk systems*, calling for inventories and oversight. As colleges continue to adopt AI solutions, the key challenge will be ensuring **algorithmic accountability**: requiring rigorous bias testing, human review of important decisions, informed consent from students, and avenues to contest or appeal algorithm-driven decisions ^{54 86} . High-risk or not, the ultimate goal should be to harness these technologies to *enhance* educational access and fairness – not undermine it. Each university example above has sparked valuable debates and policy responses that will shape how AI is ethically integrated into higher ed in the years to come.

Sources: High-risk ADS definition from California AB 302 ¹; examples and usage details from news investigations, academic reports, and vendor documentation ^{4 8 12 15 23 26 37 31 39} (full citations above).

1 70 Bill Text: CA AB302 | 2023-2024 | Regular Session | Amended | LegiScan

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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

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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 Agreement¹ indicates that the “primary professional responsibilities of instructional faculty members are: Teaching,

¹ <https://www.calfac.org/contract-2022-2025/>

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scholarship, creative activity, and service to the University, profession, and to the community” (Article 20.1). Recently, CSUB was designated as a Research University². 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 faculty³) 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.

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.

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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

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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.

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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

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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.

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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.

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- 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.

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- 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.

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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.

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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.

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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.



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.

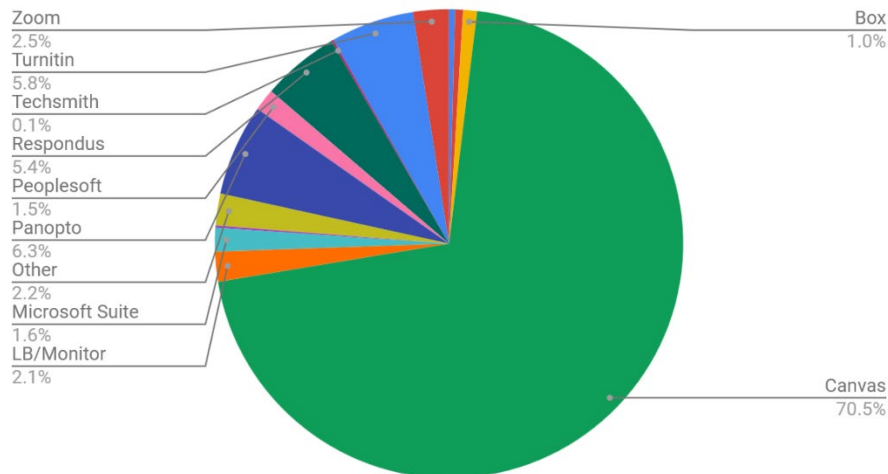
FTLC Activities (Fall 2024 and Fall 2025)

- 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



- 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@csb.edu).



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

The Academic Senate: How It Works

California State University, Bakersfield

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

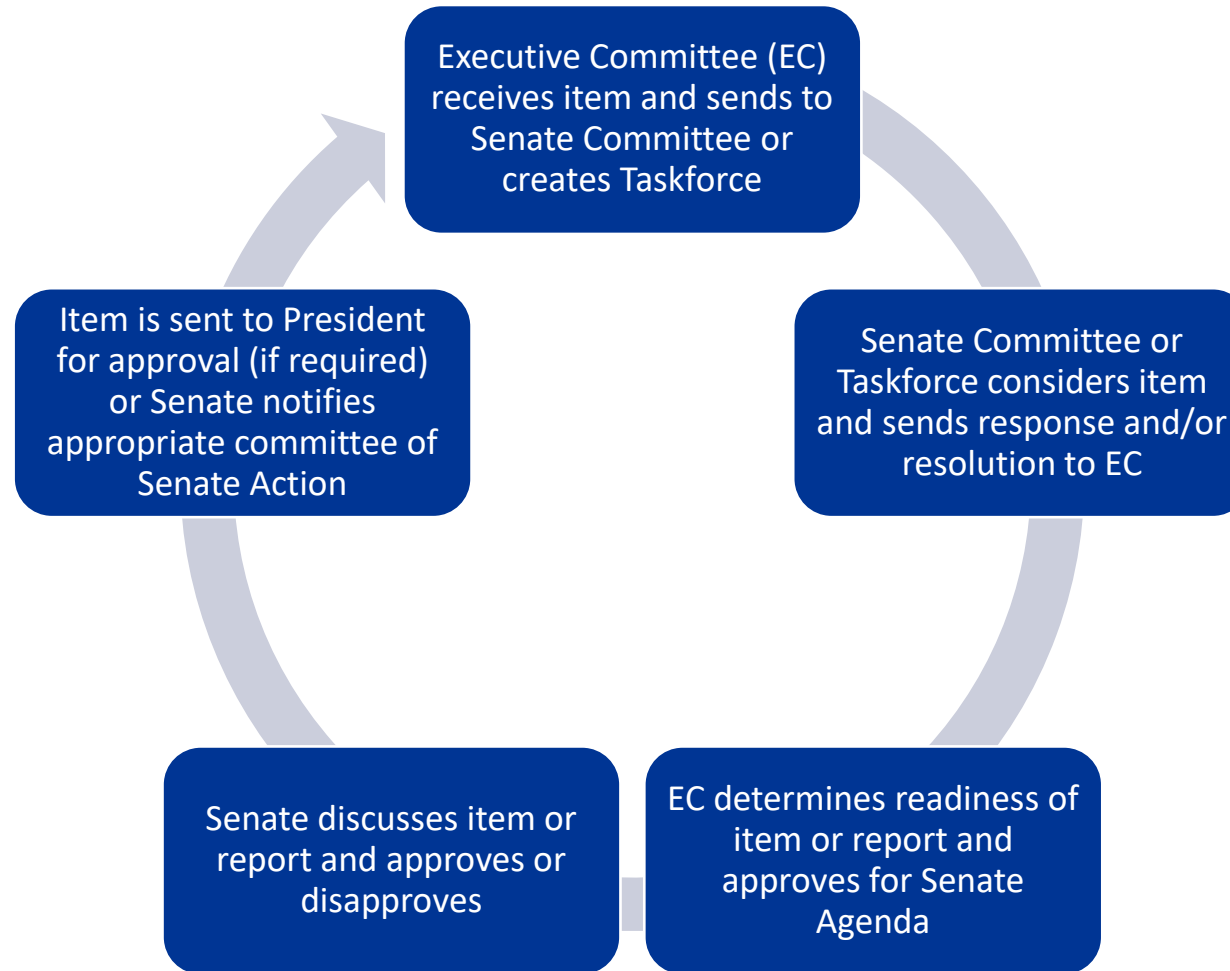
- Academic Senate Chairs Council
- Intersegmental Committee of the Academic Senates (ICAS) - Represents three systems

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



See handout: [*Detailed Process Map*](#)

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](#)

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

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

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

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

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)

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.

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)

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



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 *iExcelencia in Education!*

The background of the slide features a large, faint, circular seal of Baker University. The seal contains the text "BAKER UNIVERSITY" around the top and "1870" in the center, with a sunburst design below the year. The seal is light blue and serves as a watermark for the slide.

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.



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

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.



Academic Affairs Committee (AAC)	
Seven Faculty (One from each school and three At-Large)	Name
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
<i>Ex-Officio, Non-Voting Members</i>	
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

ACADEMIC SENATE

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Academic Support & Student Services (AS&SS)	
Six Faculty (one from each school & two At-Large)	Name
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 (<i>designee for Sandra Bozarth, Dean</i>)

ACADEMIC SENATE

California State University, Bakersfield
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Budget and Planning Committee (BPC)	
Six Faculty (one from each school & two At-Large)	Name
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 Thein
VP Business and Administrative Services or designee	Kristen Watson, VP for BAS Natasha Hayes, AVP and Chief Budget Officer
Chair, Academic Senate	Melissa Danforth



Faculty Affairs Committee (FAC)	
Six Faculty (one from each school & two At-Large)	Name
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
<i>Ex-Officio, Non-Voting Member</i>	
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



ACADEMIC SENATE

CSU BAKERSFIELD

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
A & H *	Tiffany Tsantsoulas	Philosophy and Religious Studies	May 2025-2027
A & H	Md Abu Naser	Communications	May 2024-2026
BPA	Di Wu	Finance/Accounting	May 2024-2026
BPA	Sumita Sarma	Management/Marketing	May 2025-2027
NSME *	Leslie Kirstein	Nursing	May 2024-2026
NSME	Amber Stokes	Biology	May 2025-2027
SSE *	Zachary Zenko	Kinesiology	May 2025-2027
SSE	Sarana Roberts	Special Education	May 2024-2026
Antelope Valley Rep	Kristine Holloway	Librarian	May 2024-2026
At Large	Heidi He	Nursing	May 2024-2026
At Large *	Amanda Grombly	Librarian	May 2024-2026
At Large	Alice Hays	Teacher Education	May 2025-2027
At Large	Antje Lauer	Biology	May 2025-2027
At Large	Tracey Salisbury	Ethnic Studies	May 2024-2026
At Large	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	Anthonio Reyes	ASI President	May 2025-2026
Dean Representative	Jane Dong	College Dean of NSME	May 2025-2026
VP Academic Affairs **	Deborah Thein	Provost and Vice President for Academic Affairs	
Administrative Contact**	Katherine Van Grinsven	Academic Senate Analyst	

* Executive Committee

** Ex-Officio, Non-Voting Member

Academic Senate

California State University, Bakersfield
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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

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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*

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

February

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

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

March

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

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.

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*)

ACADEMIC SENATE

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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"). D. Cantrell thought the use of the term "*purview*" felt exclusionary and non-collaborative from his perspective.
- **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:** There were concerns that D. Cantrell does not actually believe in shared governance. We need to reiterate that he should not circumvent shared governance. 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. There were additional concerns that others on Cabinet do not believe in shared governance and will try to stifle faculty rights.
- **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. Holliwell 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 and discussed several outstanding issues.

- **Concerns with IRPA:** EC expressed several concerns with IRPA. President Harper responded that he is aware of many of the issues shared and IRPA is working to resolve these issues.
- **National Issues:** President Harper indicated there is concern that the Trump Administration might cancel all federal grants in the state, although if this occurs, it is expected to be challenged in court. See H.R.1 — 119th Congress (2025-2026). N. Micheika said that the ASCSU recommended that faculty whose grants are cancelled minimize comments on social media. President Harper also expressed concern about possible civil unrest in fall due to national issues.
- **Campus Budget:** President Harper shared that he is working to have a balanced budget by July 1 and thinks we are in decent shape as a campus. Would like to get to good shape so we can make more investments in faculty (i.e., faculty hires). The first dollars that are available will go to Academic Affairs. We are up 10% in enrollment for fall. We are in a declining budget situation with increasing enrollment, which poses challenges.
- **Interim CFO:** We also discussed 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.

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 reviewing 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.