



Academic Senate Meeting – Fall 2023

Agenda

THURSDAY, NOVEMBER 9, 2023

10:00 A.M. – 11:30 A.M.

LOCATION: DEZEMBER LEADERSHIP AND DEVELOPMENT CENTER, ROOM 409-411 AND VIRTUAL

Zoom Link: <https://csub.zoom.us/j/82118036177?pwd=SjZvdWd6ei9TaVRMaGIPU1N5bUtWdz09>

- A. Call to Order
- B. Approval of Minutes
 - a. October 12, 2023 (**handout**)
 - b. October 26, 2023 (**handout**) (tabled)
- C. Announcements and Information
 - a. President's Report – L. Zelezny (**Time Certain: 10:10 AM**).
 - b. K. Susa- Faculty Athletics Representative (**Time Certain: 10:20 AM**) (**handout**)
 - c. Elections and Appointments- M. Danforth
 - d. Division of Equity, Inclusion, & Compliance Updates; informational (**handout**)
 - e. HD-CAFs Program Name Memorandum – E. Correa (**handout**)
- D. Approval of Agenda (**Time Certain: 10:05 AM**).
- E. Reports
 - a. Provost's Report – V. Harper
 - b. ASCSU Report (tabled)
 - c. Committee Reports: (*Minutes from AAC, AS&SS, BPC and FAC posted on the Academic Senate webpage; Senate Log attached*)
 - i. ASI Report- D. Alamillo
 - ii. Executive Committee- M. Danforth
 - iii. Academic Affairs Committee (AAC) - D. Solano (**handout**)
 - iv. Academic Support & Student Services Committee (AS&SS) - E. Correa (**handout**)
 - v. Budget and Planning Committee (BPC) - D. Wu (**handout**)
 - vi. Faculty Affairs Committee (FAC) - M. Rush (**handout**)
 - vii. Staff Report- J. Cornelison
- F. Resolutions (**Time Certain: 10:45 AM**)
 - a. Consent Agenda
 - b. New Business
 - i. RES 232411 Academic Master Plan – AAC and BPC (**handout**)

- ii. RES 232412 Evaluation of Academic Administrators – FAC (**handout**)
- iii. RES 232413 Academic Calendar – BPC (**handout**)
- c. Old Business
 - i. RES 232406 RTP and PTR Committees- Handbook Change – FAC (**handout-** docx pdf)
 - ii. RES 232402 Statement on Reducing Educational Material Cost at CSUB – AS&SS (**handout-** docx pdf)
 - iii. RES 232408 ATI Instructional Materials- Handbook Change-AS&SS (**handout-** docx pdf)
 - iv. RES 232409 Option to Retreat Policy – Handbook Change- FAC (**handout-** docx pdf)
- G. Open Forum (**Time Certain: 11:15 AM**)
- H. Faculty Recognition (**Time Certain: 11:25 AM**) - Tabled
- I. Adjournment

Overview of Current Initiatives

Becoming an Intentional Hispanic Serving Institution (HSI)

- HACU-CSUB Travel Scholarship:
 - 25 students (graduate and undergraduate) traveled to Chicago, IL for the Hispanic Association Colleges & University (HACU) Annual Conference – the student largest delegation at HACU and for CSUB.
- HSI Faculty Fellow in partnership with Puedes! Grant – Dr. Joseph Florez (Religious Studies)
 - Assess current practices that support Latinx students (January 2024)
 - Develop and implement cultural competency workshop for faculty (Spring 2024)
- HSI Advisory Council co-chaired by Dr. Florez/Claudia (by Spring 2024).
- Excelencia in Education’s Seal of Excelencia, national award for colleges/universities supporting Latinx student success (Spring/Fall 2024).
 - Focus on Data (retention, financial aid, transfer rates, degree completion), Leadership (mission, data practices, human resources, institutional culture), and Practice (enrollment, retention, transfer, financial aid)
- HSI Mural Committee
 - Sponsored by the Office of the Provost – Mural depicting our HSI identity.
 - Facilitated by Jesse Sugarman (Art), co-chaired by Drs. Alicia Rodriguez (History) & Bill Kelly, Jr. (Art).
- Cesar Chavez & Dolores Huerta Conference at CSUB—in partnership with Drs. Alicia Rodriguez (History), Mark Martinez (Political Science), & Ivy Cargile (Political Science).
 - Initial event in Spring 2024 at CSUB & Chavez National Monument.

Native American Communities and Partnerships

- Hired Tribal Liaison, David Silva.
- Established President’s Native American Advisory Council.
- Meetings with Native American education representatives and/or council (federally/state recognized and non-recognized tribes).
- Programming for CA Native American Day (September 2023) & Indigenous People’s Day (October 2023).
- Book scholarship contract between the Runner Bookstore and Tachi-Yokut Tribe for Tachi-Yokut students at CSUB.
- Tejon Tribe Elder visit at the Edible Garden.
- University-wide compliance of Native American Graves Protection & Repatriation Act (NAGPRA) and California Native American Graves Protection & Repatriation Act (CalNAGPRA) to the Office of the President.

Developing Initiatives

- Department of Justice, Office of Violence Against Women (OVW), Campus Grant - \$399,000—Sexual violence prevention education and support for LGBTQ+ community survivors. CSUB is one of forty grant recipients across the country. Second OVW grant for CSUB.
- Black Student Success Center / Black Cultural Center Proposal (Leads: Marcus Brown, Tamar Anthony, Darius Riggins).
- President’s Asian American Advisory Council

CSUB Commission for Diversity, Equity, & Inclusion (formerly Campus Climate Committee)

- Two faculty representatives Dr. Arno Argueta and Kris Grappendorf.
- In Spring 2023, hosted Dr. Ame Lambert (Vice President for Global Inclusion at Portland State University) to facilitate listening sessions and a Diversity Action Summit.
 - Reviewed campus data from survey.
 - Hosted listening sessions. From the listening sessions identified 4 goals:
 - Voice/Psychological Safety/Climate
 - Community/Intergroup Relations
 - Representation
 - Belonging
 - Participants identified strategies and measures at action summit.
- Committee has reviewed proposed strategies. Will share draft of goals and strategies with the campus to solicit final feedback and ratification of our first Diversity Action Plan by December 2023.

Title IX Implementation Team

- Main findings of CSUB assessment:
 - Infrastructure, Awareness and Visibility of Equity, Inclusion, and Compliance (EIC).
 - Strengthening Internal EIC Processes and Campus Coordination.
 - Prevention and Education.
 - Responding to Other Conduct of Concern.
- Co-Chairs: Marcus Brown & Claudia Catota
- Charge:
 - To bring forward the perspective of campus community stakeholders by giving input and making recommendations regarding the implementation process and its specific steps.

Claudia N. Catota, J.D.
Division of Equity, Inclusion, & Compliance Updates
November 7, 2023

- Implementation Team members should also seek input from other campus stakeholders who are involved in providing Title IX and other nondiscrimination-related services and programming or who otherwise have relevant subject matter expertise or experience.
 - To help facilitate and support the implementation of each university's plan in a manner that is consistent with agreed-upon timelines, the goals of the assessment and campus culture.
 - To drive informed and collaborative communications to all university stakeholders on implementation efforts.
- Communication Plan Due November 2023—how are we going to communicate progress to the campus community?

Questions?
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Faculty Athletics Representative Annual Report 2022–2023

California State University, Bakersfield

Kyle J. Susa, Ph.D.

The Faculty Athletics Representative (FAR) position is vital for ensuring the academic values of our university are integrated into California State University, Bakersfield's intercollegiate Athletics Department. This report provides an overview of the roles and responsibilities of the Faculty Athletics Representative position from national (NCAA), conference (Big West), and institutional (CSUB) perspectives, and highlights the multidimensional components of the oversight, administration, advisory, and advocacy responsibilities. In addition, the report focuses on metrics for academic student-athlete success and provides a summary of the student-athlete academic accomplishments from the 2022–2023 academic year. In this way, this report is not intended to be a comprehensive review nor an oversight critique, but rather it is a focused informational analysis on the significance of the Faculty Athletics Representative role, and an objective view on how well our student-athletes performed in the classroom. I conclude by offering comments on the holistic support of student-athlete academic success within our Athletics Department, along with a few short- and long-term goals for ensuring that as an institution we evolve with the “changing landscape” of intercollegiate athletics, and continue to provide the opportunity for student-athletes to excel in both academic and athletic environments. The report is written for faculty and staff (Academic Senate), and administration (University President and Athletic Director) as one means of communication, ultimately toward common understanding, a shared vision, and an acknowledgement of the challenges and opportunities for the road ahead.

Role and Responsibilities of Faculty Athletics Representative

The National Collegiate Athletics Association (NCAA) was founded in 1906 to regulate collegiate athletics and provide a governance over the well-being of student-athletes (NCAA, 2021). Since the beginning of the NCAA, faculty perspectives and voices have been an integral part of the governance and infrastructure. The role of the Faculty Athletics Representative in NCAA operations is reflected in the NCAA Constitution (Article 6). Each member institution of the NCAA is required to appoint a Faculty Athletics Representative. The nature of how Faculty Athletics Representative appointments are made varies greatly across campuses. At CSUB, the appointment is made by the President at the recommendation of the Academic Senate. Importantly, the Faculty Athletics Representative is independent of the Athletics Department and is often a mediator of student-athlete experiences that involve interdivisional collaborations, conflict, and working relationships between student-athletes, faculty, administrators, and staff. In this respect, an oversight model with a direct report of the Faculty Athletics Representative to the President is essential to the neutrality of the position and is in the best interest of the university as a compliant member of the NCAA.

Within the NCAA constitutional framework, the duties and responsibilities of the Faculty Athletics Representative are robust, overarching, and at times intentionally ambiguous. These responsibilities are guided in part by a society of Faculty Athletics Representatives, known as the Faculty Athletics Representatives Association (FARA), of which each NCAA institution's Faculty Athletics Representative is automatically a member (Miranda & Paskus, 2013). FARA convenes annually in Indianapolis, the location of the NCAA Headquarters, to provide Faculty Athletics Representatives with training, insight into evolving NCAA legislation and pending court cases, and to provide guidance on developing student-athlete governance matters (e.g., name image likeness, mental health, transgender equity). FARA also provides an academic perspective into any proposed legislative changes in the NCAA Constitution and keeps a perspective of the holistic student experience (person, student, athlete). FARA also unites Faculty

Athletics Representatives in their ability to maintain faculty representation on numerous NCAA committees that guide everything from divisional affiliation requirements (e.g., what it means to be a Division I institution) to awards and recognitions of student-athletes and to sport-specific regulated rule changes. They also provide advocacy and assistance to university presidents on the critical importance of Faculty Athletics Representatives at the institutional level. The FARA in and of itself has a governance structure and numerous committees and groups that Faculty Athletics Representatives lead and participate in, in representation of their respective universities.

The responsibilities of Faculty Athletics Representatives are also dictated by conference bylaws and conference governance structures (e.g., Big West) and by institutional policies, procedures, and agreements. In the Big West Conference, Faculty Athletics Representatives are part of the Big West “Council” along with each institution’s Athletic Director and Senior Women’s Administrator (see The Big West Organizational Chart in Appendix A). The council meets twice a year at the conference headquarters to discuss and vote on conference matters that subsequently get forwarded to the Board of Directors (i.e., university presidents), the Council Executive Committee, or an appropriate committee of the NCAA. Importantly the Faculty Athletics Representatives represent their respective universities during council votes, as one of two voting members along with each institution’s Athletic Director. The Faculty Athletics Representatives also sit on conference level subcommittees of the council. For example, this past year, I was on a conference “Awards” subcommittee that examined gender equity in how “All Conference” teams were determined across men’s and women’s sports. Within the council, Faculty Athletics Representatives have core and shared responsibilities. They are primarily responsible for all matters related to academics as well as academic recognitions and awards. They also oversee petition and waiver requests on student-athlete eligibility requirements, particularly as they pertain to students experiencing extenuating circumstances that may have resulted in a “lost” year. Further, Faculty Athletics Representatives vote and discuss rules compliance, sportsmanship, gender and minority equity, health and safety, and NCAA legislation. While all council representation focuses on student-athlete well-being, the Faculty Athletics Representatives are uniquely positioned to advance awareness of the student-athlete well-being in any sport-related proposed rules or eligibility changes. In part, this advocacy has led to a proposal in Spring 2023 to involve greater student-athlete representation on the council in the next academic year.

From an institutional perspective, Faculty Athletics Representatives must be prominent and present on campus and maintain positive working relationships with student-athletes, the faculty and staff (Academic Senate), the university president, administrators in academic and student affairs, and athletics administrators. At the core of the position, the Faculty Athletics Representative represents the faculty to ensure our academic values are at the forefront of the student-athlete experience, and that there is oversight and institutional control to always maintain academic excellence and academic values as our top priority. Most faculty on campus are familiar with the front-facing responsibilities of the Faculty Athletics Representative, such as working as the liaison between faculty and student-athletes to ensure missed-class accommodations are made. The Faculty Athletics Representative is often asked by faculty, student-athletes, and athletic coaches and staff to mediate numerous situations that arise on a daily basis to address logistical, interpersonal, systematic, and acute conflicts and/or needs. Most of these situations can be mediated by putting people in contact with each other, department

chairs, staff (e.g., advisors) or administrators (e.g., Dean of Students) who can directly address the dynamics of the situation. Other situations often occur where a miscommunication or misunderstanding arises and, more often than not, the situation is resolved by mediating a conversation, or, less likely, by informing parties on universities policies (e.g., grade appeals or grievances processes). In either case, responsiveness and diligence to address these matters in a timely yet thorough manner is paramount to the Faculty Athletics Representative's role. In this respect it is important for the Faculty Athletics Representative to be visible, respected, and recognized by faculty and student-athletes alike, and for the Faculty Athletics Representative to be knowledgeable and communicative about the operational policies, procedures, and people and roles on campus. Having the experience of a being a department chair is extremely helpful for the Faculty Athletics Representative in this regard.

More than just addressing acute situations, the Faculty Athletics Representative's role is critical on a grander level for maintaining the institutional and academic values within our Athletics Department and programs. Appendix B provides a list of many of the critical roles and responsibilities the Faculty Athletics Representative plays at both an acute and grand level, from NCAA, conference, and institutional perspectives. That said, as a leadership position, the responsibility is dynamic, all-encompassing, and comprehensive in way that cannot be fully articulated in a bulleted list. I often articulate the roles and responsibilities of the Faculty Athletics Representative position, in what I have termed the "The Five Threads" of ensuring our academic values are interwoven into intercollegiate athletics: 1) A Steadfast Pursuit of Academic Excellence; 2) Academic Integrity at Institutional, Student, and Team-Levels; 3) Institutional Compliance with NCAA and Conference Rules and Regulations; 4) A Holistic Student-Athlete Experience; and 5) Advocacy for Student-Athlete Mental Health and Well-Being.

- ***A Steadfast Pursuit of Academic Excellence*** – We emphasize our student-athletes to be intentional about learning, to pursue their major of interest, to be accountable to coursework and missed class time, and to graduate on time.
- ***Academic Integrity at Institutional, Student, and Team-Levels*** – We expect our student-athletes to complete their course work with academic integrity. We emphasize our academic-athletic support staff of student-athletes to be highly trained and accountable to their responsibilities as educators. We want academic violations and repercussions of student-athletes to be consistent with and equitable to all students. We demand our coaches and teams to be frontline advocates for the integrity of academic work, on campus and during team travel.
- ***Institutional Compliance with NCAA and Conference Rules and Regulations*** – We expect administration and staff to maintain admission standards, to provide a thorough review of eligibility requirements for practice and competition, and to distribute financial aid in a fair, equitable, and timely manner. Further, we emphasize the need for student-athlete advocacy for waivers and petitions of NCAA regulations during unjust circumstances.
- ***A Holistic Student-Athlete Experience*** – We emphasize student-athletes partake in campus and student experiences beyond athletics, to befriend and learn from all students, to be participants in extracurricular learning opportunities (e.g., research), to develop leadership and life skills, and to volunteer with community partners.
- ***Advocacy for Student-Athlete Mental Health and Well-Being*** – We expect that all student-athletes will be recognized, valued, and included for who they are as people

beyond the classroom and the playing field. We recognize the demands of both the academic and athletics pursuits they endeavor and the need to be empathetic supporters of their mental health.

In summary, the roles and responsibilities of the Faculty Athletics Representative are dynamic, with multidimensional (i.e., oversight, administration, advisory, and advocacy) components. Ultimately, the Faculty Athletics Representative's role is to represent faculty at the national, conference, and institutional levels to oversee that academic values are integrated into athletics governance and the student-athlete experience. The landscape of college athletics is ever-changing with a greater emphasis on the opportunity for student-athletes to garner wages for the name, image, and likeness and to have more flexibility in their ability to transfer institutions while maintaining their immediate eligibility. While these rule changes have been established to protect the rights of student-athletes within a multibillion-dollar industry, some argue that they come at the expense of the NCAA founding principles of academic prioritization and athletic amateurism. From this perspective, the emphasis on academic excellence for student-athletes is one that must vigilantly maintained by all (Administration, Athletics, Faculty) at all NCAA institutions. In this way the Faculty Athletics Representative is not a sole carrier but is a leader in a shared vision—maintained, supported, and valued by all campus constituents for the betterment of our student-athletes' academic experience.

Student-Athlete Academic Success 2022–2023

In accordance with the NCAA Constitution (Bylaw, Article 14), in order for student-athletes to be eligible to compete, they must be enrolled in a full-time academic program, be in “good academic standing,” and maintain “progress toward degree” (see Appendix C). Before each semester begins at CSUB, a team of evaluators from both Academic Affairs and Athletics spends numerous days verifying the accuracy of student grades and records, ensuring that each student-athlete meets all standards for eligibility.

At the team and institutional levels, several metrics of academic performance are tracked by the NCAA; most of these metrics mirror academic metrics evaluated at our institution by academic departments and schools (e.g., graduation rates). Other metrics such as term, cumulative grade point averages, and the number of units taken are tracked internally by Athletics administrators.

In the 2022–2023 academic year, we had 303 student-athletes compete across 15 sports. The athletes predominately majored in one of three degree programs: Liberal Studies (62), Business Administration (53), and Kinesiology (46), with Psychology, Communications, Biology, and Criminal Justice also having 12 or more student-athlete majors.

The following provides a summary of GPA and NCAA metrics (APR, GSR, FGR) for our student-athletes during the 2022–2023 academic year:

Grade Point Average (GPA): A breakdown of the GPAs by team for the 2022–2023 academic year can be found in Appendix D. When weighted by the number of academic units taken, our student-athletes had a Fall 2022 term GPA of 3.07 and a cumulative GPA (at the end of the Fall 2022 term) of 3.18. Women's sports specifically had a Fall 2022 term GPA of 3.19, with a range of 2.63 (Cross Country) to 3.61 (Beach Volleyball). Men's sports had a Fall 2022 GPA of 2.95, with a range of 2.51 (Track) to 3.17 (Baseball). Overall, for the Fall 2022 term, 146 (48%)

student-athletes made the Dean's List with a 3.25 or above term GPA. Moreover, 191 student-athletes (63%) made the Athletic Director's Honor Roll with a 3.0 or above cumulative GPA.

For Spring 2023, our student-athletes had a term GPA of 3.10 and a cumulative GPA of 3.20. Women's sports specifically had a term GPA of 3.29, with a range of 2.97 (Cross Country) to 3.69 (Golf). For Men's sports, the Spring 2023 term GPA was 2.90. Men's sports ranged from 2.61 (Basketball) to 3.07 (Soccer). In total, 49% of student-athletes finished the term on the Dean's List with a 3.25 GPA or above, and 64% made the Athletic Director's Honor Roll with a cumulative GPA of 3.0 or above.

With regard to GPA weighted across semesters (end of the 2022–2023 academic year), student-athletes carried a 3.09 “term” GPA (3.20 cumulative GPA), with a 3.24 across Women's sports (3.34 cumulative GPA) and a 2.93 across Men's sports (3.06 cumulative GPA). These GPAs resulted in numerous awards and recognitions for the teams and for the student-athletes from conference and national associations within their sports. Perhaps most notably, 67 CSUB student-athletes (22%) received recognition on the “Big West Commissioner's Honor Roll with Highest Honors” for receiving an academic year GPA of 3.51 or higher.

Academic Progress Rate (APR): Academic Progress Rate is a metric developed by the NCAA to measure the extent to which institutions are able to retain and graduate student-athletes during each academic year. Essentially, the APR calculation is an NCAA approach, approved by university presidents for maintaining academic priorities within intercollegiate athletics. The NCAA defines the calculation of the APR in the follow manner (NCAA, 2015):

- Each student-athlete receiving athletically-related financial aid earns one point for staying in school and one point for being academically eligible.
- A team's total points are divided by points possible and then multiplied by 1,000 to equal the team's Academic Progress Rate.

In order to compete for post-season championships, a team must maintain a four-year average APR score of 930 or better. For teams that consistently underperform on the APR, the NCAA issues penalties that limit the number of athletic activities per week that can be spent. APR scores are also assigned specifically to coaches and can be used to evaluate the academic retention and graduation rates of coaches, even when coaches change institutions.

APR scores are publicly reported and accessible. The latest CSUB APR report (2021–2022; found in Appendix E) shows the single and multiyear APR scores for each of our sports. As a whole, our 2021–2022 APR score was a 971, with a multiyear (four-year rolling average) score of 979. In the single year APR score, five sports (Men's Swim, Women's Basketball, Women's Cross-Country, Women's Beach Volleyball, and Women's Track) received a perfect score of 1,000, while Women's Basketball and Women's Beach Volleyball have also maintained a multiyear perfect score of 1,000. All of our sports have a multiyear APR of 950 or higher.

Federal Graduation Rate (FGR) & Graduation Success Rate (GSR): As graduation is the ultimate goal for student-athletes, the NCAA requires and reports each institution's Federal Graduation Rate (FGR) and Graduation Success Rate (GSR). The latest CSUB FGR and GSR report can be found in Appendix F. The FGR is calculated as the proportion of “first-year, full-

time student athletes who entered a school on athletics aid and graduated from that institution within six years” (NCAA, 2013). In the FGR, students who transfer institutions and graduate elsewhere are considered nongraduates at both their original and transfer institutions. In contrast, the GSR holds institutions accountable for graduating students who transfer into their institution, while also not holding institutions responsible for those students who transfer out in good academic standing. In this respect, the GSR is calculated as the six-year graduation rate, while accounting for student-athlete transfers in and out of the institution.

In the latest FGR and GSR reports (to be reported publicly in November 2023), the 2016–2017 Freshman Cohort at CSUB have a student-athlete FGR score of 58%, relative to the general student-body score of 50%. The latest four-class average includes an FGR score of 59% for student-athletes and 47% for general population of students. The latest GSR score for student-athletes is 86%. In looking at trends over time, the latest report shows that our GSR score increased slightly (the last two years it was at 83%), while our FGR score for student-athletes decreased slightly (the last two years it was 62%). This may be an artifact of more student-athletes (nationwide) transferring institutions every year.

Academic Unit: Starting in Spring 2020, the NCAA created an academic incentive for conferences and institutions with a distribution of revenue to be given to institutions who meet a graduation or academic success benchmark. The benchmark is referred to as the “Academic Unit” and can be earned by meeting any one of three standards:

1. A Graduation Success Rate (GSR) of 90% or greater.
2. A FGR difference between student-athletes and the general student body of 13% or greater
3. An APR score of 985 or greater.

While we have received the Academic Unit in the recent past for meeting the second of the three criteria, in the latest report we do not meet the criteria for the Academic Unit.

Concluding Comments and Goals for Moving Forward

It has been my experience as the Faculty Athletics Representative that there is a strong culture within our Athletics Department of maintaining high academic standards, and that the relationship between the student-athletes’ academic experience and their involvement in athletics is symbiotic in nature. I have found Athletics administrators, coaches, and staff to be ardent in their support of academics and the student-athlete experience, and to be uniquely positioned to have tremendous influence on the student-athletes’ commitment to academic success. In part, this is reflected in an entire division of the Athletics Department devoted to Academic Services, which includes tracking and providing support services for student-athlete progress in their courses, as well as developing programs for life-skill and leadership acquisition and for immersing student-athletes in our greater community. Moreover, the academic values of the Athletics Department are ingrained in their core principles. In all staff meetings, presentations within the CSUB community, and public communications to our greater community partners, our Athletics Administrators talk about the four pillars or values of the Athletics Department. First and foremost is “Academic Excellence” followed by an “Outstanding Student-Athlete Experience.” While nationwide Division I college athletics is an ultra-competitive industry where success is often defined by wins and losses, it has been my experience that CSUB Athletics administrators, coaches and staff genuinely value academic and student success and are

grounded in our mission and philosophies as a university. These shared values are a reflection of the leadership, who continually prioritize having my voice as the Faculty Athletics Representative, in interviews with prospective coaches, in all Athletics Department coaches and staff meetings, in meetings with prospective recruits, as well as in end of the season evaluation meetings with all student-athletes.

At CSUB most of our student-athletes are tremendously talented individuals—both academically and athletically. This is reflected by high team and individual GPAs and also by consistently strong and improving APR and Graduation Success metrics. To maximize their college experience, we owe them high standards and an opportunity to reach their potential in both academic and athletic endeavors. This is also to acknowledge that we as faculty, staff, and administrators are not perfect, nor are our student-athletes perfect. There are at times conflicting demands and systematic procedures that challenge our resolve toward academic values. Also, our student-athletes are at times vulnerable to peer, athletic, and academic pressures and to travel demands that can lead to poor class performance or cases of academic dishonesty. The challenges we face in providing a space for both academic and athletic success are often complex, and the work is not easy. Faculty, on the whole, have been supportive of student-athletes and are often asked, explicitly or implicitly, to put in extra effort, collaborate, and work with student-athletes in meeting the demands of their travel and schedules to provide a nurturing experience for them.

There are several goals that I, as the Faculty Athletics Representative, have for student-athletes, that I express to them each season. First, I want to have a strong rapport with them—to know all by name—so that they know me as an advocate, independent of the Athletic Department, who will ensure they have a holistic student experience at CSUB and that academic values will be at the forefront of that experience. In part, this is accomplished through developing meaningful relationships with them, by having conversations and being communicative, and by showing an interest in them as a person, student, and athlete.

In a similar vein, a second goal I have is for them to make a personal level connection with at least one faculty member each semester. There is great value in students getting to know faculty members as mentors, and I know many faculty can and do have a tremendous influence on the trajectory of students' lives when the relationships are established and ideas and motivations are instilled. Similarly, the reward of getting to know our student-athletes is also of great value to our faculty and staff and to their fellow classmates. Many of our student-athletes have life experiences, stories, and accomplishments that speak directly to the mission of our university. Several of our student-athletes represent their countries on national teams and are in contention to perform on the grandest athletic stages (e.g., World Cup, Olympics, NCAA championships, etc.). Others have made genuine and inspiring life commitments to be here, and they are poised to have high academic pursuits and extremely successful professional careers and leadership positions.

For all our student-athletes, I want them to understand, recognize, and appreciate the value of their education and the importance of each of their classes. I want them to approach their coursework with confidence and humility, to be good classmates with all students, and to show up on time and be ready to learn, ask questions, visit office hours, and immerse themselves in the educational experience—beyond obtaining a grade. Further, I desire for them to recognize that nearly all of them will have a professional career outside of sports, and that the time is now for them to be intentional in their learning to be prepared for those careers.

I often express to our student-athletes the importance of building relationships and communicating with professors about their commitment to their coursework. While I recognize it is a work in progress, my goal is for each student-athlete to directly meet in person with each of their professors at the start of every semester and have a conversation with them about their goals and their commitment to being successful in both academics and athletics. I think it is an important part of their professional development to initiate and maintain these conversations and relationships throughout the semester and beyond. Too often issues arise because of a lack of communication, particularly about absences due to travel, and a seeming lack of interest and humility on the student-athletes' behalf to do well in their coursework. Most often, it is not a lack of desire or interest but simply a lack of communicating that desire and the need to ask for support.

This is an important time for the NCAA and member institutions. In recent years, there have been state and federal legislation and court decisions that have redefined amateurism rules and what it means to be an NCAA student-athlete. While the details are too extensive to include in this report, two important aspects of those decisions have greatly “changed the landscape” of college athletics. First, student-athletes are now able to profit off of their “Name, Image, and Likeness” and maintain their eligibility as amateurs. Second, student-athletes are now able to transfer institutions without restriction and maintain immediate eligibility at their next institution (previously they would have had to sit out a year). Together, this has greatly enhanced the number of transfer student-athletes in and out of universities nationwide every year. The NCAA has created a “transfer-portal” to facilitate the recruitment of student-athletes between universities. The ramifications of these changings to amateurism and the numbers of students transferring are immense and complicated from a number of perspectives. As the Faculty Athletics Representative, another goal of mine is to advocate for prioritization of the academic experience for our student-athletes—and institutions like CSUB—by becoming more involved in committees and subcommittees at the conference or national level (i.e., Big West, NCAA, or FARA).

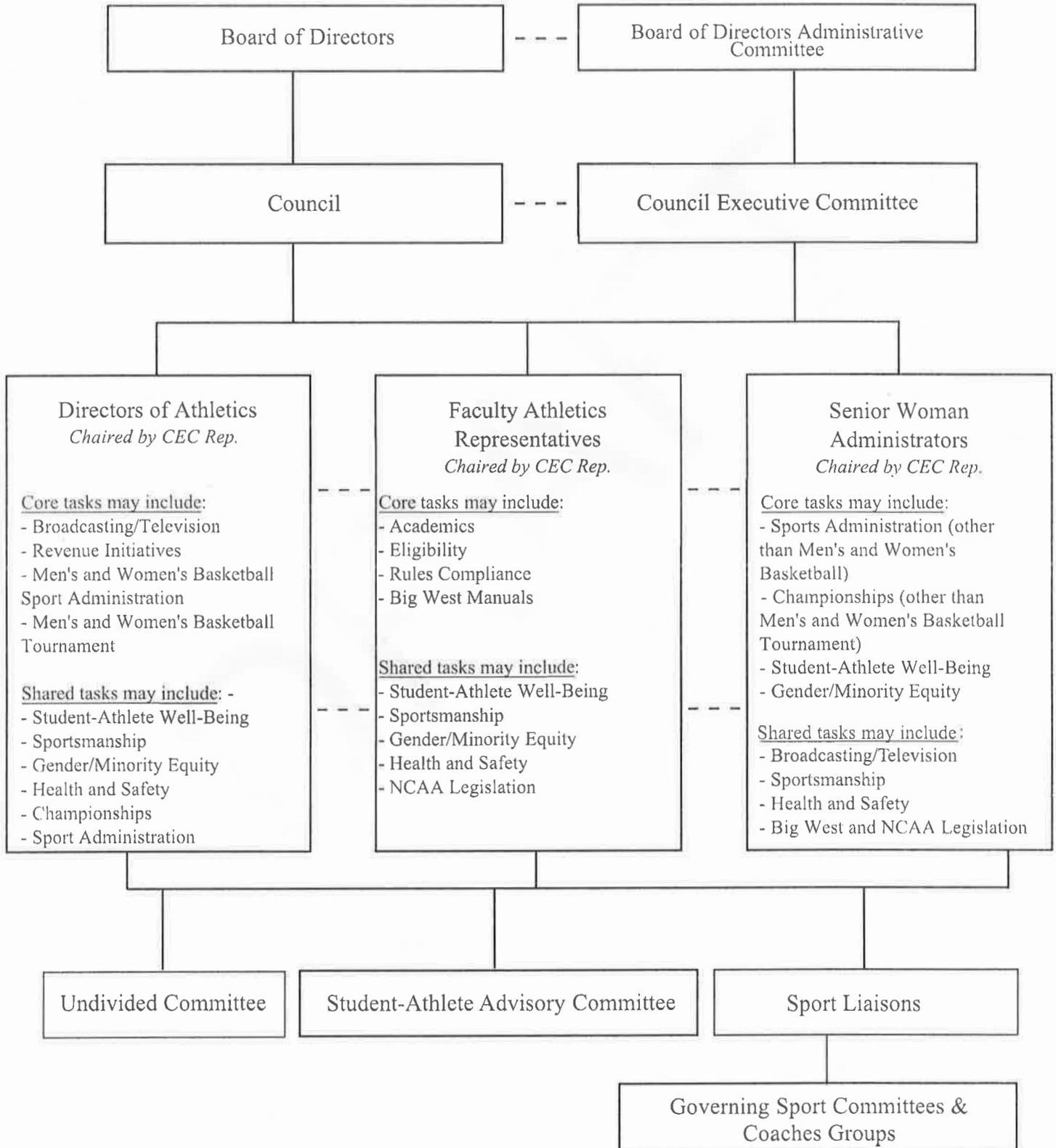
In maintaining our academic values, I have continually stressed the importance to our coaches of ensuring that our student-athletes are encouraged and able to pursue the academic majors that they desire to get their degree in. I believe that most of our coaches hold these values as well. They recruit student-athletes with their academic interests in mind, and they often work with me to demonstrate to potential student-athletes (recruits) our commitment to their academic careers. However, at times our ability to get student-athletes into their desired majors is restricted by the timeliness by which their transfer courses can be articulated from their previous institution(s). That is, without a timely articulation of courses, our student-athletes are not meeting the NCAA standard of “progress toward degree” to be eligible to compete (see Appendix C). This often then results in them having to pursue a major, at least temporarily, that is outside of what they desire (i.e., a major with a broader range of courses that can be considered as progress toward degree), which subsequently also results in the students, faculty, and staff (i.e., advisors) being confused why they have been “placed” in a seemingly undesirable major. Moving forward, I think it is critically important that we evolve our procedures and timeliness of articulation decisions, as other universities are having to do as well, to find ways to ensure, without lowering our articulation standards, that student-athletes are able to immediately pursue their major of interest. It will take a collaborative effort, but it is in the best interest of prioritizing academics for our student-athletes and will naturally result in a greater diversification of student-athlete majors.

Overall, the Faculty Athletics Representative position is a very critical position on campus in prioritizing the academic experience to our student-athletes, as well as in representation of our values as an institution in the Big West Conference and the NCAA. I believe we have a strong foundation throughout the institution to provide our student-athletes a place to excel and obtain their goals both academically and athletically. As the Faculty Athletics Representative at CSUB, my position is to ensure that our student-athletes are being provided the opportunities, support, and space to excel at both. At the same time, I recognize their academic and athletic pursuits carry great self-responsibility, commitment, and accountability. We must maintain our standards and teach students the importance of accountability when challenges arise. At the same time, we must appreciate the commitment to academics by all at the macro-level and maintain and build upon the culture of academic excellence that has been established. Our student-athletes performed well in the classroom this academic year, and with a commitment to our values they will continue to perform well. I see this as a reflection of the effort administrators, professors, coaches, and staff from both academic and athletic departments have built to keep our values and priorities in proper alignment. We must be steadfast in our vision for continual improvement, and never lose sight of standards for institutional compliance. I look forward to continuing to work with all in moving forward and to represent the faculty in support of the holistic student-athlete experience.

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The Big West Organizational Chart



Appendix B

Appendix B contains a list of many of the roles and responsibilities of the FAR. The intention is to provide a summary of the primary responsibilities, not an exhaustive list. Roles and responsibilities listed include those that are considered acute and operational, as well as those that are broader, grander, and of long-term nature. These come from the perspective National (NCAA), Conference (Big West), and Institutional (CSUB) levels.

- Chair the Intercollegiate Athletics Advisory Committee (IAAC) to advise the President on intercollegiate athletic matters at the campus, conference, and national levels
- Meet with President Zelezny on a quarterly-basis and provide her monthly email updates over on work that I have been completing
- Meet with Athletics Director Conder on a monthly basis (and informally at least once a week) to discuss athletic/academic matters and to coordinate progressive efforts
- Meet with the Academic Senate at least once a year and with the Academic Senate Chair on a regular basis to discuss intercollegiate athletic matters as they relate to faculty
- Work with students to ensure class accommodations are made for school sponsored/athletics travel
- Mediate logistical, interpersonal, systematic, and acute conflicts and/or needs of both student-athletes and faculty (e.g., when courses that are needed by students to maintain eligibility are dropped by departments before the semester)
- Work as one of five recognized individuals authorized to make contact with the NCAA membership services staff
- Represent CSUB as the primary individual responsible for requesting waivers or appeals from NCAA legislation
- Represent CSUB as one of two individuals who are officially notified if an official inquiry is being initiated to determine if rules violations have occurred
- Provide an orientation to student-athletes on university academic expectations, as well as resources available to them to be successful
- Work with department chairs, advisors, and staff to facilitate the timeliness of transfer course articulations to ensure athlete eligibility

- Work with Athletics and Academic Staff to oversee student-athlete Progress Toward Degree and to maintain that all student-athletes who are practicing and competing are meeting the academic requirements needed to be eligible
- Attend practices, events, and competitions with teams of all sports to build rapport with coaches and athletes so that the athletes know they have an advocate and support network from the faculty that reaches beyond the Athletics Department
- Participate in NCAA, Big West, FARA, and CSUB committees and subcommittees of intercollegiate athletics-related matters
- Participate and represent CSUB on the Big West Council to discuss and vote on important issues regarding academics, eligibility, rules compliance, student-athlete well-being, gender and minority equity, health and safety, treatment of game officials, NCAA legislation, etc.
- Work with Athletics Academic Staff in the Kegley Center to oversee the support system in place for student-athletes
- Provide trainings and meetings with students on academic issues such as the importance of academic integrity and the consequences of violations of academic integrity
- Work with Student Affairs and the Dean of Students to maintain an awareness of broader-level issues of academic integrity (systematic or team level) and to provide trainings to students on their rights and responsibilities to grieve or appeal perceived injustices
- Maintain data on the number of student-athletes, their majors, grade point averages, and progress toward degree and create graphs and charts to track the data over time.
- Advocate for student-athletes at the conference level to be recognized for conference and national awards (e.g., woman of the year award)
- Attend Conference meetings twice a year and FARA association meetings annually to maintain a broad perspective on FAR issues and build a collaborative network of colleagues across Divisions and universities across the United States
- Work with teams that are hosting recruits and visiting campus so that recruits are able to talk to a faculty member and get a faculty perspective on what it means to be a CSUB student-athlete
- Work with Athletics as part of their search committee and/or interviewing teams when hiring coaches and staff, so that that the academic perspective is always considered when making new hires

- Promote a culture of academic excellence and monitor NCAA institutional metrics for APR (academic progress rate), GSR (graduation success rate) and FGR (federal graduation rate)
- Assist in the integrity of make-up exams, such as facilitating accommodations with the testing center to proctor exams for student-athletes
- Monitor the student-athlete experience and coordinate surveys administered to students at the end of their seasons to objectively understand their holistic experience (academic, athletic, and otherwise).
- Meet with the Student-Athlete Advisory Committee so that student-athletes understand faculty are here to support them first and foremost as students
- Monitor institutional control and compliance of intercollegiate athletics in accordance with NCAA rules and regulations
- Ensure that student-athletes are provided opportunities to develop career and life skills
- Provide an annual report to the President and Academic Senate
- Oversee the personal welfare and mental well-being of student-athletes by being visible to them, showing interest in their academic and athletic pursuits, establishing a rapport with them, and taking a general interest in their future and who they are and want to become as growing adults



NCAA Academic Requirements

In order to remain academically eligible for NCAA competition, you must reach the following benchmarks:

- Every Semester, you must pass** → **6 degree-applicable units**
(Not required for Summer term)
- Every academic year, you must pass** → **18 degree-applicable units**
(Summer term cannot be used to reach 18 units – Winter Inter.OK)
- In their first full year of eligibility, freshman must pass** → **24 degree-applicable units**
(Summer term can be used to reach 24 units)

In addition, the NCAA mandates that:

*(*Based on 120 units total for DECLARED degree; may be slightly higher based on major)*

*2nd year GPA CUM min. – 1.80

By the end of sophomore year, must have earned

→ [**48 degree-applicable units**
(40% of course requirements)

*3rd year GPA CUM min. – 1.90

By the end of junior year, must have earned

→ [**72 degree-applicable units**
(60% of course requirements)

*4th & 5th year GPA CUM min. –2.00

By the end of senior year, must have earned

→ [**96 degree-applicable units**
(80% of course requirements)

In order to **GRADUATE in FOUR YEARS**, below is the plan:

- Average units per semester** → **15 degree-applicable units**
- By the end of your sophomore year, you should pass** → **60 degree-applicable units**
(50% of course requirements)
- By the end of your junior year, you should pass** → **90 degree-applicable units**
(75% of course requirements)
- By the end of your senior year, you should pass** → **120 degree-applicable units**
(100% of course requirements)

2022-2023 TEAM GPAs

Sport	FALL 2022				SPRING 2023				22-23		CUMMULATIVE		
	Total Sem Hrs Attempt	Total Sem Qty Pts	Team FALL Sem GPA	Total Sem Hrs Attempt	Total Sem Qty Pts	Team SPRING Sem GPA	Total Sem Hrs Attempt	Total Sem Qty Pts	2022-2023 TOTALS	CUM Hrs.Attemp	CUM Qty Pts	CUM TOTALS	
MENS' TEAMS													
Baseball	591.00	1876.00	3.17	579.00	1767.60	3.05			3.11	3785.49	12198.71	3.22	
Basketball	176.00	533.80	3.03	163.00	425.00	2.61			2.83	964.00	2702.70	2.80	
Soccer	294.00	925.00	3.15	229.00	703.90	3.07			3.11	1210.50	3756.10	3.10	
Swimming & Diving	259.00	684.70	2.64	297.00	832.80	2.80			2.73	1286.55	3833.64	2.98	
Track	228.00	572.30	2.51	226.00	606.20	2.68			2.60	1310.50	3798.90	2.90	
Wrestling	442.00	1284.80	2.91	419.00	1205.30	2.88			2.89	2287.17	6886.54	3.01	
MEN'S TOTALS:	1990	5876.6	2.95	1913	5540.8	2.90			2.93	10844.21	33176.6	3.06	
WOMENS' TEAMS													
Basketball	191.00	557.50	2.92	196.00	614.80	3.14			3.03	897.00	2865.00	3.19	
Golf	130.00	443.10	3.41	117.00	431.40	3.69			3.54	677.75	2407.50	3.55	
Soccer	419.00	1375.80	3.28	434.00	1498.60	3.45			3.37	2023.00	7000.70	3.46	
Softball	340.00	1030.40	3.03	332.00	1008.00	3.04			3.03	2152.43	6945.64	3.23	
Swimming & Diving	236.00	748.30	3.17	212.00	720.20	3.40			3.28	1272.00	4325.90	3.40	
Track	325.00	1041.30	3.20	325.00	1044.20	3.21			3.21	1871.00	6117.00	3.27	
Cross Country	100.00	263.00	2.63	90.00	267.20	2.97			2.79	448.00	1368.70	3.06	
Volleyball (Court)	229.00	773.90	3.38	139.00	428.80	3.08			3.27	606.85	2011.29	3.31	
Volleyball (Sand)	110.00	397.60	3.61	183.00	665.40	3.64			3.63	754.00	2729.30	3.62	
WOMEN'S TOTALS:	2080	6630.9	3.19	2028	6678.6	3.29			3.24	10702.03	35771.0	3.34	
CSUB TOTALS:													
	4070	12507.5	3.07	3941	12219.4	3.10			3.09	21546.24	68947.62	3.20	

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: California State University, Bakersfield

Date of Report: 05/19/2023

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2018-19, 2019 -20, 2020-21 and 2021-22 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2021 - 2022 (N)	Multiyear Rate	2021 - 2022	Multiyear Rate	2021 - 2022
Baseball	950 (108)	N/A	929 (28)	967	944	932	911
Men's Basketball	960 (54)	N/A	929 (16)	953	906	958	958
Men's Soccer	954 (88)	N/A	969 (23)	993	1,000	910	931
Men's Swimming	996 (62)	N/A	1,000 (13)	992	1,000	1,000	1,000
Men's Track	979 (49)	N/A	945 (15)	969	933	989	960
Men's Wrestling	959 (90)	N/A	976 (24)	948	952	971	1,000
Women's Basketball	1,000 (58)	N/A	1,000 (16)	1,000	1,000	990	1,000
Women's Cross Country	989 (25)	998	1,000 (5)	980	1,000	1,000	1,000
Women's Golf	962 (30)	N/A	955 (6)	963	909	942	1,000
Women's Softball	982 (77)	N/A	962 (22)	993	976	971	946
Women's Soccer	995 (109)	N/A	988 (27)	1,000	1,000	984	974
Women's Beach Volleyball	1,000 (8)	1,000	1,000 (3) *	1,000 *	1,000 *	1,000 *	1,000 *
Women's Swimming	973 (79)	N/A	939 (13)	1,000	1,000	947	875
Women's Track	997 (79)	N/A	1,000 (26)	994	1,000	1,000	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

1 Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

2 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

3 Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

4 Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

5 Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

6 Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

7 Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

8 Denotes APR that is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

9 Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report

Institution: California State University, Bakersfield

Date of Report: 05/19/2023

Sport	APR		Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2021 - 2022 (N)	Multiyear Rate	2021 - 2022	Multiyear Rate
Women's Volleyball	988 (48)	N/A	975 (12)	989	955	988
						1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

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- 6 Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.
- 7 Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.
- 8 Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.
- 9 Denotes APR that requires an APP Improvement Plan be created for this sport.

California State University, Bakersfield

FRESHMAN-COHORT GRADUATION RATES

	All Students	Student-Athletes #
2016-17 Graduation Rate	50%	58%
Four-Class Average	47%	59%
Student-Athlete Graduation Success Rate		86%

1. Graduation-Rates Data

a. All Students

	Men				Women				Total			
	2016-17		4-Class		2016-17		4-Class		2016-17		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	0	-	7	57	6	50	16	50	6	50	23	52
Asian	37	59	164	53	45	69	173	57	82	65	337	55
Black	30	50	142	36	51	39	218	40	81	43	360	39
Hispanic	298	40	1233	37	541	54	2153	51	839	49	3386	46
Nat. Haw./PI	***	***	***	***	***	***	***	***	***	***	***	***
US N-R	26	31	78	42	40	60	107	58	66	48	185	51
Two or More	11	9	54	35	28	57	106	42	39	44	160	39
Unknown	***	***	***	***	***	***	***	***	***	***	***	***
White	66	41	292	43	95	56	414	52	161	50	706	48
Total	475	41	2092	40	815	55	3352	51	1290	50	5444	47

b. Student-Athletes

	Men						Women						Total					
	2016-17		4-Class		GSR		2016-17		4-Class		GSR		2016-17		4-Class		GSR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Asian	0	-	***	***	4	75	0	-	***	***	4	75	0	-	***	***	8	75
Black	7	57	12	67	19	84	5	80	13	77	18	100	12	67	25	72	37	92
Hispanic	4	50	24	38	15	73	4	50	19	74	21	90	8	50	43	53	36	83
Nat. Haw./PI	0	-	***	***	***	***	0	-	***	***	***	***	0	-	***	***	***	***
US N-R	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Two or More	3	33	6	67	5	100	6	67	10	70	9	89	9	56	16	69	14	93
Unknown	***	***	4	0	***	***	***	***	0	-	***	***	***	***	4	0	***	***
White	9	67	46	54	41	83	14	64	61	66	46	91	23	65	107	61	87	87
Total	25	52	98	51	89	80	30	63	112	65	102	91	55	58	210	59	191	86

From: Elaine Correa <ecorrea1@csub.edu>

Date: Wednesday, November 8, 2023 at 12:59 PM

To: Melissa Danforth <mdanforth@csub.edu>, Aaron Hegde <shegde@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>

Cc: Elaine Correa <ecorrea1@csub.edu>

Subject: RE: Memo: HD-CAFS Name Change Request REVISED

Dear Colleagues,

Last year, the CAFS department had a name change approved by the required units/offices (SSE Curriculum Committee, Academic Senate, Provost, and President). The name change was from “Child, Adolescent, and Family Studies (CAFS)” to “Human Development, and Child, Adolescent, and Family Studies (HD-CAFS). This name change was requested to ensure alignment and accuracy of our degree with the array of employment opportunities available to our students that fall under the area of both “Human Development”, and “Child, Adolescent, and Family Studies”.

CSUB approved our name change to HD-CAFS, however, in People Soft, 4 letters are required rather than 5 or 6 (as in the case of HD-CAFS). Therefore, the department has requested to move towards the 4-letter abbreviation of “HDFS” that is used by several CSU departments in Human Development and Child, Adolescent, and Family Studies.

Our next step is to request that the name on student’s degrees reflect Human Development and Child, Adolescent, and Family Studies for both the degree (major and minor). This process requires that the department seeks approval by the same campus units/offices (SSE Curriculum Committee, Academic Senate, Provost, and President) before submitting our request to the Chancellor’s Office. Currently, we have received approval from the SSE Curriculum Committee. Our next step is Senate approval.

Thank you kindly for your consideration of support for our request to have the degree name changed to include “Human Development” for both the major and minor.

Best,
Elaine

Dr. Elaine Correa [she/her/hers]
Professor and Chair
California State University, Bakersfield
Department of Human Development, and Child, Adolescent, and Family Studies, (HD-CAFS)
Room #150
9001 Stockdale Highway
Bakersfield California
93311, U.S.A.

Phone: (661) 654-3066

Email: ecorrea1@csub.edu

** I respectfully and gratefully acknowledge CSUB is on cession land treaties 285, 286, and 311 of Tejon Tribe that includes the Chumash, Yokuts, and Hul Kuhk'u lands.*

I am grateful for the opportunity to work as a guest in communities and territories across the lands known today as the United States, and Canada. I honor the stewardship of the many Indigenous peoples who have resided on and cared for these Indigenous Lands since time immemorial. I make my acknowledgement, as a sign of respect for all Indigenous Peoples, and awareness of histories and practices of injustice. I accept the true impact of the past, and the pain suffered by generations of Indigenous Peoples. I express my commitment to support activities that are inclusive by remaining committed to building relationships based in honor and respect.



DATE: October 4, 2023

TO: Dr. Alexander Reid, Assistant Professor, Child, Adolescent, and Family Studies (CAFS)

CC: Dr. Terry Hickey, Associate Dean, School of Social Sciences & Education

FROM: Social Sciences & Education Curriculum Committee (SSECC)
John Mouanoutoua, Advanced Educational Studies
Alexander Reid, Human Development Child, Adolescent, and Family Studies
Zachary Hays, Criminal Justice
Tracey Salisbury, Ethnic Studies
Jeff Moffit, Kinesiology
Gitika Commuri, Political Science
Amy Gancarz-Kausch, Psychology
Hyejung Oh, Social Work
Rhonda Dugan, Sociology (Chair) **RED**
Adeli Ynostroza Ochoa, Teacher Education
Jennifer Henley, SSE Advising

Subject: HDFS Curriculum Requests

The Social Sciences and Education Curriculum Committee (SSECC) convened on Wednesday, September 27 to review your curriculum submissions for the following:

- Proposed Department Name Change from Child, Adolescent, and Family Studies (CAFS) to Human Development-Child Adolescent, and Family Studies (HDFS)
- Changes to Degree Form—Program Revision (name change)

The SSECC approved the proposed name change from CAFS to HDFS for AY2024-2025. After I sign the Changes to Degree Form, I will forward it to the SSE Dean for his approval and signature. Then, the Changes to Degree form will be sent back to you so that you can submit it along with the program description copy (with markups) through Service Now via the Enrollment Management Catalog. Select “Academic Request” to upload the documents.

Should you have any questions or need additional information regarding the SSECC’s decisions about your proposed curriculum and/or how to submit approved documents for the catalog, then do not hesitate to contact me.

Academic Affairs Committee (AAC)

Report to the Academic Senate

Thursday, November 2nd, 2023

AAC discussed Referral 2023-2024 #24 New Degree Program Proposal - Doctor of Nursing Practice. All were in favor of the proposal and a resolution was drafted to forward to the Senate.

We also discussed Referral 2023-2024 #25 Academic Master Plan (AMP). Dr. Debra Jackson introduced the AMP and explained the changes that were made. Major changes include the addition of the MA in Mass Communication, the removal of one discontinued program, the removal of programs that have exceeded the implementation time limit, name changes for some programs, the addition of the most recently completed program review date, and updates the dates for the next scheduled program review for several programs.

Dr. Ángel Vázquez-Ramos attended the meeting to discuss the BM in Music Education. This program is designed to eventually replace the currently offered BA in Music with Music Education emphasis. The BM degree is a professional degree that is more rigorous and comprehensive program than the BA. AAC asked several questions about the proposal and will continue discussing the BM in Music Education at the next meeting.

Report to Academic Senate for AS&SS

November 2, 2023

AS&SS committee members finalized revisions to the ATI appendix changes (Referral #41) and will provide this resolution (2nd reading) for the next senate meeting. The committee discussed the Academic Integrity Pledge (Referral #37) lead by Dr. Melanie Taylor who also provided examples of pledges used at other institutions. The committee will make recommendations to Executive Senate in response to Referral #37. Prof. Matt McCoy presented an update on the survey to faculty and the survey to students for the testing center referral. The committee provided feedback on the questions and will continue to work with the taskforce once the final draft of questions are provided.



AY2023-2024 Budget and Planning Committee Report

Thursday, November 2, 2023

10:00-11:30 AM

BDC 134A-Conference Room

BPC committee met on November 2 and focused on the following issues:

- BPC first reviewed the academic calendar and approved to submit to the AS the draft academic calendar of AY2024-25, AY2025-26 and Su2025 pending on possible changes to Su2025, e.g, SOCI
- BPC decided to review referrals 23 and 24 next time given the time constraints
- BPC reviewed the Referral 25 AMP and approved to submit it to the AS for consideration, pending on 1) the SSE's letter of support on the "One-Year Extension- BA Degree in Latina/o/x and Chicana/o/x Studies"; 2) moving "BA Degree in Latina/o/x and Chicana/o/x Studies" from A&H to SSE in the AMP table. Later AAC and BPC decided to submit a joint resolution to the AS on this for the approval.
- BPC met with Lori Blodorn and Michelle Ponci to learn more about the practices in the use of hiring firms in searches. BPC is working on drafting the resolution to change the handbook languages on Referral 11 – Academic Administrators Search & Screening

Faculty Affairs Committee

Thursday, November 2, 2023

10:00 –11:30 AM

Two more Senate meetings for semester – committee decided to focus on “old business” items to try to get them to through the senate before the close of semester. We will invite Alex Slabey to our next meeting to discuss the potential use of Canvas for faculty evaluations (RTP) in place of BOX.

2023-24 Referral #17: Option to Retreat Policy – Handbook Change.

We have comments from 1st reading to address and these were distributed to committee to review. Debbie provided some additional context and information on the CSU-wide policy.

Edits made to the proposed 309.6 language to reflect that the decision has to be made by the tenured faculty of the unit. Other faculty may be consulted as part of the process.

Minor edit to the policy to clarify that the candidate will meet with the Academic Department and not only the tenured faculty as part of the process.

2023-2024 #22 Evaluation of Academic Administrators - Handbook change

The main issue that the committee needs to address is who initiates the administrative review process as described in University Handbook section 311. Committee recommends that this process be initiated by the Provost’s office to ensure that this process occurs regularly and on-time. The exception to this is the review of the provost which will be initiated by the president. This was clarified with proposed new language to section 311.1 that will be developed into a resolution.

The criteria that are used to evaluate administrators shall be based on each administrator’s ‘management personnel evaluation plan.’ Based on this the final sentence of the language of 311.1 was altered to acknowledge that criteria are already established and are not decided during the review process.

Small updates were made to the list of administrators that fall under this category to reflect current university structure. (311.2)

The committee reviewed the committee composition (311.3) and inserted the new language proposed from 311.2 into this section.

Changes were made in section 311.4 on review procedures to maintain consistency with the above changes. Language was clarified (in A and G) to include a review deadline by April 1 for the committee review, for the provost evaluation by April 15, and final review level (the President) the deadline should be May 1.

2023-2024 Academic Senate Log

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws	Approved by St	Sent to Presi	Approved by F
9/6/2023	-	RES 232401 IP	EC	Carry over from 2022-2023	RES 232401 Statement on Campus Modality (1st Reading 9/6/2023; hold for second reading)				
10/19/2021 09/6/2023	2023-2024 #01 Academic Testing Center Exploratory Sub-Committee		AS&SS	Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path; Carry over referral 2021-2022 #28 Academic Testing Center Exploratory Sub-Committee					
3/1/2022 9/6/2023	2023-2024 #02 Digitizing the Performance Review Process	RES 232407 IP	FAC	Access, process, CFA & HR perspective, training of chairs & deans. FAC recommends that discussion be postponed until new software is selected. Carry over referral 2021-2022 #40 Digitizing the Performance Review Process	RES 232407 Pilot of Interfolio (1st reading 10/12/2023; hold for second reading)				
3/1/2022 9/6/2023	2023-2024 #03 Sixth-year Lecturer Review - Handbook Change		FAC	Purpose and outcome(s) of the Sixth-year Lecturer Review, etc. Work has begun on major topic. Notes drafted; Carry over referral 2021-2022 #41 Sixth-year Lecturer Review - Handbook Change					
6/1/2022 9/6/2023	2023-2024 #04 Time Blocks and Space Utilization		BPC	The need to reconsider Time Blocks for classes. Memo received 05/03/2023; carry over referral 2022-2023 #01 Time Blocks and Space Utilization					
6/1/2022 9/6/2023	2023-2024 #05 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility	Withdrawn	AAC, AS&SS, BPC, FAC	Whether one person serving as Faculty Ombudsperson is enough; funding to support position; ways the committee Professional Responsibility works with the Faculty Ombudsperson; carry over referral 2022-2023 #02 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility <i>WITHDRAWN at Summer Senate 05/25/2023</i>					
1/9/2023 9/6/2023	2023-2024 #06 ATI Instructional Materials - Handbook Change Appendix K	RES 232408 IP	AS&SS	New goals and metrics from the CO Carry over referral 2022-2023 #19 ATI Instructional Materials - Handbook Appendix K	RES 232408 ATI Instructional Materials- Handbook Change Appendix K (1st reading 10/26/2023; 2nd reading 11/9/2023)				
2/21/2023 9/6/2023	2023-2024 #07 Concentration vs. Emphasis to Describe Size of Program	Complete	AAC	Use of the terms "Concentration" and "Emphasis" and whether CSUB is using appropriate term(s) in reporting. Carry over referral 2022-2023 #21 Concentration vs. Emphasis to Describe Size of Program	RES 232403 Definitions of Undergraduate Concentrations and Emphases; approved by Senate	No	9/28/2023	10/6/2023	10/9/2023
2/21/2023 9/6/2023	2023-2024 #08 GECCo Review and Appointment		FAC	Whether GECCo draws the review of Faculty Director etc. and whether the position is open for another three-year appointment. Carry over referral 2022-2023 #22 GECCo Review and Appointment					
3/1/2023 9/6/2023	2023-2024 #09 Effect of Sabbatical on Assigned Time and Release Time		FAC	Where a person serving on a committee should step down. What is effect on assigned time & release time. FAC recommends consulting with URC and UPRC to see if a policy is preferred. Carry over referral 2022-2023 #23 Effect of Sabbatical on Assigned Time and Release Time					
3/7/2023 9/6/2023	2023-2024 #10 Standing Committee- Bylaws Change Section IV	RES 232405 IP	AAC, AS&SS, BPC, FAC	Whether statements of interest in Chair required, two-year experience required, term limits, and qualifications. Recommendations drafted; carry over referral 2022-2023 #27 Standing Committee Bylaws Change Section IV	RES 232405 Standing Committee (Approved by Senate)	Bylaws change- Section IV	10/26/2023		
3/7/2023 9/6/2023	2023-2024 #11 Academic Administrators Search & Screening - Handbook Change		FAC	Whether to add use of search firms, add language regarding exceptions, and add an option for university to retreat. Carry over referral 2022-2023 #31 Academic Administrators Search & Screening -Handbook Change		Handbook; 311.1, 311.2, 311.3			
3/7/2023 9/6/2023	2023-2024 #12 Three-Year Lecturers and PTR Committee - Handbook Change	RES 232406 IP	FAC	Language regarding 3rd-Yr Lecturers and post-tenure faculty, PTR Committee Structure, and outside department procedures. Carry over referral 2022-2023 #32 Three-Year Lecturers and PTR Committee - Handbook Change Note: RES 232406 - Addresses part 1 of the referral	RES 232406 RTP and PTR Committees (1st reading 10/10/2023; 2nd reading 11/9/2023)	Handbook; 305.6.1, 305.6.3			
3/14/2023 9/6/2023	2023-2024 #13 Advisor and Student Initiated Course Add/Drops in Adobe Sign		AS&SS	Whether there is a need for guidance or policy when student initiates form, when there is compound input from faculty, etc. Recommendations drafted; carry over referral 2022-2023 #34 Advisor and Student Initiated Course Add/Drops in Adobe Sign					
3/14/2023 9/6/2023	2023-2024 #14 Skipping Course Waitlist		AS&SS	Whether it's possible to skip queue, roll students off waitlist, policy change, etc. Carry over referral 2022-2023 #35 Skipping Course Waitlist					
3/14/2023 9/6/2023	2023-2024 #15 Academic Integrity Pledge		AS&SS	Creating an Academic Integrity Pledge to be included in matriculation, place in student file, etc. Recommendations drafted; carry over referral 2022-2023 #37 Academic Integrity Pledge					

3/21/2023 9/6/2023	2023-2024 #16 Statement on Open Educational Resources (OER)	RES 232402 IP	AS&SS	Support and obligation to reduce costs for students, ways to incorporate OER, Bookstore terminology change. <i>Carry over referral 2022-2023 #41 Statement on Open Educational Resources (OER).</i>	RES 232402 Statement on Reducing Educational Material Costs at CSUB <i>(1st reading 9/6/2023; 2nd reading 11/9/2023)</i>		
9/6/2023	2023-2024 #17 Option to Retreat Policy	RES 232409 IP	FAC	Review the proposed CSUB policy regarding administrator's options to retreat.	RES 232409 Option to Retreat Policy <i>(1st reading ; 2nd reading)</i>		
9/6/2023	2023-2024 #18 Posthumous Degree Policy	RES 232404 IP	AAC	Review the proposed policy regarding the considering and granting an Posthumous Degree.	RES 232404 Posthumous Degree Policy <i>(Approved by Senate)</i>	n/a	10/26/2023
10/3/2023	2023-2024 #19 HSIIRB and IACUC Policy Updates- Handbook Change		FAC	Review the proposed policy and procedure updates for HSIIRB and IACUC for proposed handbook changes.		Handbook; 303.9.2	
10/2/2023	2023-2024 #20 Proposal for emphasis in Biochemistry B.S.		AAC	Whether to approve the proposal for an emphasis in Biochemistry B.S. Update: <i>Per D. Salano, department will be sending revised proposal reflecting RES232403 pending review and approval from NSME curriculum committee- 10/03/2023.</i>			
10/17/2023	2023-2024 #21 Graduate Policies and Curriculum Committee- Handbook Change		FAC	Proposed changes to the handbook regarding Graduate Policies and Curriculum and requests for description of graduate faculty criteria to be added with language for an appeal process.		Handbook; 308	
10/17/2023	2023-2024 #22 Evaluation of Academic Administrators- Handbook Change	RES 232412 IP	FAC	Review of 311 Evaluation of Academic Administrators; consideration of proposed edits to 311.1, inclusion of AVP IRPA and AVP EM to 311.2 and review of 311.3 committee membership. Update of AVP of GRASP.	RES 232412 Evaluation of Academic Administrators- Handbook Change <i>(1st reading 11/9/2023)</i>	Handbook; 311	
10/31/2023	2023-2024 #23 New Degree Program Proposal- Bachelor of Music in Music Education		BPC and AAC	Review the new degree program proposal – Bachelor of Music in Music Education			
10/31/2023	2032-20224 #24 New Degree Program Proposal- Doctor of Nursing Practice	RES 232410 IP	BPC and AAC	Review the new degree program proposal – Doctor of Nursing Practice	RES 232410 Doctor of Nursing Practice <i>(1st reading 11/9/2023)</i>		
10/31/2023	2023-2024 #25 Academic Master Plan (AMP) 2024-25 through 2033-34	RES 232411 IP	BPC and AAC	Review and approval of the Academic Master Plan (AMP) for 2024-2025 through 2033-2034.	RES 232411 Academic Master Plan <i>(1st reading 11/9/2023)</i>		
11/7/2023	n/a	RES 232413 IP	BPC	Academic Calendar	RES 232413 Academic Calendar <i>(1st reading 11/9/2023)</i>		



Academic Master Plan 2024-25 through 2033-34

RES 232411

AAC and BPC

- RESOLVED:** That the Academic Senate approve the one-year extension request for the BA in Latina/o/x and Chicana/o/x Studies to stay on the Academic Master Plan.
- RESOLVED:** That the Academic Senate approve the one-year extension request for the MS in Applied Analytics to stay on the Academic Master Plan.
- RESOLVED:** That the Academic Senate approve the addition on the MA in Mass Communication to the Academic Master Plan.
- RESOLVED:** That the Academic Senate approve the attached Academic Master Plan.
- RATIONALE:** Major changes include the addition of the MA in Mass Communication, the removal of one discontinued program, the removal of programs that have exceeded the implementation time limit, name changes for some programs, the addition of the most recently completed program review date, and updates the dates for the next scheduled program review for several programs.

Attachments:

CSU Bakersfield AMP 2024-25 through 2033-34 clean
CSU Bakersfield AMP 2024-25 through 2033-34 tracked
Ethnic Studies LS-CS Degree Proposal Extension Request
MS Analytics Extension Request complete
Projected Degree Proposal- M.A. in Mass Communication-Signed

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311

Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

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

CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
2024-25 through 2033-34
California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year of Most Recently Completed Program Review	Academic Year of Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other			
School of Arts and Humanities							
Art	BA					2017-18	2023-24
Communications	BA^^@					2022-23	2027-28
English	BA	MA				2017-18	2022-23
History	BA	MA				2015-16	2021-22
Mass Communication		MA			MA 2026		
<u>Music</u>	<u>BA</u>				BM 2022	2019-20	2026-27
Philosophy	BA					2022-23	2027-28
Religious Studies	BA					2021-22	2026-27
Spanish	BA	MA				2011-12	2018-19
Theatre	BA					2018-19	2022-23
School of Business and Public Administration							
<u>Business Administration</u>	<u>BS</u>	<u>MBA</u>				2014-15	2021-22
<u>Economics</u>	<u>BS</u>					2019-20	2026-27
Environmental Resource Management	BS					2021-22	2026-27
Health Care Administration		MS				2011-12	2018-19
<u>Public Administration</u>	BA	<u>MPA</u>				2017-18	2023-24
Agricultural Business	BS					2018-19	2025-26
Accounting					MS 2020		
Applied Analytics					MS 2019		
School of Natural Sciences, Mathematics, and Engineering							

CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
2024-25 through 2033-34
California State University, Bakersfield
(continued)

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year of Most Recently Completed Program Review	Academic Year of Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other			
Biochemistry	BS					2020-21	2027-28
Biology	BS	MS				2020-21	2026-27
Chemistry	BS					2020-21	2027-28
<u>Computer Engineering</u>	<u>BS</u>					2018-19	2024-25
Computer Science	BS	MS				2019-20	2025-26
<u>Electrical Engineering</u>	<u>BS</u>					2018-19	2024-25
Engineering	BS					2018-19	2024-25
Environmental Sciences					BS 2021		
Geology	BA, BS	MS				2021-22	2026-27
Human Biological Sciences	BA					2020-21	2026-27
Mathematics	BS	MAT*				2021-22	2026-27
Natural Sciences	BA*, BS					2023-24	2030-31
<u>Nursing</u>	<u>BS</u>	<u>MS</u>			DNP 2023	2022-23	2028-29
Physics	BS					2022-23	2027-28
Public Health	BS						2027-28
School of Social Sciences and Education							
Anthropology	BA	MA*				2022-23	2027-28
Behavioral Neuroscience					MS^ 2024		
Child Adolescent and Family Studies	BA					2018-19	2023-24
Counseling		MS				2015-16	2022-23

* Suspended program

^ Offered only through self-support

^^ Offered through both state-support and self-support

@ Online program

Note: Underlined programs are nationally accredited subject areas

CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
2024-25 through 2033-34
California State University, Bakersfield
(continued)

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year of Most Recently Completed Program Review	Academic Year of Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other			
Counseling Psychology		MS				2019-20	2025-26
Criminal Justice	BA					2016-17	2022-23
<u>Education</u>		<u>MA</u> [@]				2018-19	2022-23
<u>Educational Administration</u>		<u>MA</u>				2016-17	2022-23
<u>Educational Leadership</u>			<u>EdD</u>				2022-23
Kinesiology	BS	MS ^{^@}				2018-19	2023-24
Latina/o/x and Chicana/o/xStudies					BA 2019		
Liberal Studies	BA					2022-23	2027-28
Political Science	BA					2013-14	2018-19
Psychology	BA					2019-20	2025-26
<u>Social Work</u>		<u>MSW</u> ^{^^}				2015-16	2022-23
Sociology	BA ^{^^@}	MA [*]				2021-22	2027-28
<u>Special Education</u>		<u>MA</u>				2015-16	2022-23
Interdisciplinary and Other							
General Education						2020-21	2027-28
Honors						2017-18	2023-24
Interdisciplinary Studies	BA	MA [*]				2023-24	2027-28

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CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
~~2023-24~~ **2024-25** through ~~2032-33~~ **2033-34**
California State University, Bakersfield

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year of Most Recently Completed Program Review	Academic Year of Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other			
School of Arts and Humanities							
Art	BA					<u>2017-18</u>	2023-24
Communications	BA^^@					<u>2022-23</u>	2022-23 <u>2027-28</u>
English	BA	MA				<u>2017-18</u>	2022-23
History	BA	MA				<u>2015-16</u>	2022-23 <u>2021-22</u>
Latina/o and Latin American Studies					<u>BA 2019</u>		
<u>Mass Communication</u>		<u>MA</u>			<u>MA 2026</u>		
<u>Music</u>	<u>BA</u>				BM 2022	<u>2019-20</u>	2026-27
Philosophy	BA					<u>2022-23</u>	2027-28
Religious Studies	BA					<u>2021-22</u>	2026-27
Spanish	BA	MA				<u>2011-12</u>	2022-23 <u>2018-19</u>
Theatre	BA					<u>2018-19</u>	2022-23
School of Business and Public Administration							
<u>Business Administration</u>	<u>BS</u>	<u>MBA</u>				<u>2014-15</u>	2022-23 <u>2021-22</u>
<u>Economics</u>	<u>BS</u>					<u>2019-20</u>	2026-27
Environmental Resource Management	BS					<u>2021-22</u>	2026-27

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CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
~~2023-24~~2024-25 through ~~2032-33~~2033-34
California State University, Bakersfield
(continued)

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year of Most Recently Completed Program Review	Academic Year of Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other			
Health Care Administration		MS				<u>2011-12</u>	2022-23 <u>2018-19</u>
<u>Public Administration</u>	BA	<u>MPA</u>				<u>2017-18</u>	2023-24
Agricultural Business	BS					<u>2018-19</u>	2025-26
Accounting					MS 2020		
Finance					MS 2020		
Technology Management					MS 2021		
Applied Economics and Analytics					MS 2019		
Logistics and Supply Chain Management					MS 2022		
School of Natural Sciences, Mathematics, and Engineering							
Biochemistry	BS					<u>2020-21</u>	2027-28
Biology	BS	MS				<u>2020-21</u>	2026-27
Chemistry	BS					<u>2020-21</u>	2027-28
<u>Computer Engineering</u>	<u>BS</u>					<u>2018-19</u>	2024-25
Computer Science	BS	MS				<u>2019-20</u>	2023-24 <u>2025-26</u>
<u>Electrical Engineering</u>	<u>BS</u>					<u>2018-19</u>	2024-25
<u>Engineering</u>	BS					<u>2018-19</u>	2024-25

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CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
~~2023-24~~2024-25 through ~~2032-33~~2033-34
California State University, Bakersfield
(continued)

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year of Most Recently Completed Program Review	Academic Year of Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other			
Environmental Sciences					BS 2021		
Geology	BA, BS	MS				<u>2021-22</u>	2026-27
Human Biological Sciences	BA					<u>2020-21</u>	2026-27
Mathematics	BS	MAT*				<u>2021-22</u>	2026-27
Natural Sciences	BA*, BS					<u>2023-24</u>	2023-24 <u>2030-31</u>
<u>Nursing</u>	<u>BS</u>	<u>MS</u>			DNP 2023	<u>2022-23</u>	2028-29
Physics	BS					<u>2022-23</u>	2027-28
Public Health	BS						2027-28
School of Social Sciences and Education							
Anthropology	BA	MA*				<u>2022-23</u>	2025-26 <u>2027-28</u>
Behavioral Neuroscience					MS^ 2024		
Child Adolescent and Family Studies	BA					<u>2018-19</u>	2023-24
Counseling		MS				<u>2015-16</u>	2022-23
Counseling Psychology		MS				<u>2019-20</u>	2025-26
Criminal Justice	BA					<u>2016-17</u>	2022-23
<u>Education</u>		<u>MA^{Δ^}@</u>				<u>2018-19</u>	2022-23
<u>Educational Administration</u>		<u>MA</u>				<u>2016-17</u>	2022-23
<u>Educational Leadership</u>			<u>EdD</u>				2022-23

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CAMPUS ACADEMIC PLAN
Existing and Projected Degree Programs
~~2023-24~~2024-25 through ~~2032-33~~2033-34
California State University, Bakersfield
(continued)

School or Division and Degree Program Title	Existing Degree Type				Projected Program and Originally Approved Implementation Year	Academic Year of Most Recently Completed Program Review	Academic Year of Scheduled Program Review
	Bachelor's	Master's	Doctoral	Other			
Kinesiology	BS	MS [^] @				<u>2018-19</u>	2023-24
<u>Latina/o/x and Chicana/o/xStudies</u>					<u>BA 2019</u>		
Liberal Studies	BA					<u>2022-23</u>	2027-28
Political Science	BA					<u>2013-14</u>	2022-23 <u>2018-19</u>
Psychology	BA					<u>2019-20</u>	2025-26
<u>Social Work</u>		MSW ^{^^}				<u>2015-16</u>	2022-23
Sociology	BA ^{^^} @	MA*				<u>2021-22</u>	2027-28
<u>Special Education</u>		<u>MA</u>				<u>2015-16</u>	2022-23
Interdisciplinary and Other							
<u>Administration</u>		<u>MSA[@]</u>					<u>2022-23</u>
General Education						<u>2020-21</u>	2027-28
Honors						<u>2017-18</u>	2023-24
Interdisciplinary <u>Studies</u>	BA	MA*				<u>2023-24</u>	2022-23 <u>2027-28</u>

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Requestion for One-Year Extension of Expired Degree Program Projection – October 23, 2023

Department of Ethnic Studies – BA Degree in Latina/o/x and Chicana/o/x Studies.

Requested by Dr. Tracey Salisbury, Department Chair of Ethnic Studies

Reasons for Extension Request

When this proposed degree was requested and added to the Master Plan in academic year 2017-2018, the belief was the Interdisciplinary Studies program would become a department. The proposal for the Interdisciplinary Studies proposal to become a department stalled within academic senate and was eventually shelved due to the passing of the Ethnic Studies legislation, AB1460. Instead, the focus moved to the creation of an Ethnic Studies department. CSUB successfully established a Department of Ethnic Studies in December 2020 and was officially chartered in January 2021.

At that time, the Ethnic Studies department only had one assistant professor, who was serving as department chair and specialized in Black Studies and one lecturer, who specialized in Asian American Studies. In the 2021-2022, the department hired four full-time faculty, one in Asian American/API Studies, one in Native American Indigenous Studies, and two in Latina/o/x and Chicana/o/x studies. Three out of the four new faculty started at the college in fall semester of 2023, the fourth will join in the spring semester of 2024.

As a brand new department, with one tenured faculty member, four first year assistant professors, and three part-time lecturers, the primary focus has been meeting the extremely high demand for Introduction to Ethnic Studies courses. The department has successfully developed 25 new courses that have been submitted and approved by the required curriculum committees of the university. The establishment of an approved core curriculum was necessary to have the required courses to develop not only the bachelor's degree in Latina/o/x and Chicana/o/x studies, but Ethnic Studies as well.

The timeline to create and develop the degree proposal for bachelor's degree in Latina/o/x and Chicana/o/x studies was simply not possible to meet this semester by the established deadlines and guidelines. This was also a workload issue for brand new faculty developing and teaching a full slate of classes and other job requirements. The department faculty has been steadily working on the degree proposal and will complete the degree proposal by the end of the fall 2023 semester and plan to make all the required submissions to the different academic committees and the academic senate at the beginning of the spring 2024 semester.

We have the expectation that the degree proposal for the BA degree in Latina/o/x and Chicana/o/x studies will be approved at the end of the spring 2024 semester with an anticipated expectation of being fully included in the fall 2025 university catalog as a degree program. The department will take its first majors in the fall semester of 2025.

Purpose and Characteristics of Proposed Degree Program

The proposed BA degree is an evolution of the current concentration in Chicano Studies. Students will critically investigate the cultural, historical, and social understanding of Latina/o/x and Chicana/o/x diasporic communities, with particular interest in the transnational and international arrangement of U.S. Latina/o/x and Chicana/o/x life. In addition to university general education requirements, students will complete a minimum of 33 units of selected coursework that allows them to delve into topics impacting the Latina/o/x and Chicana/o/x presence in the United States.

Students will develop broad, integrative knowledge, cross-disciplinary skills, and become skilled in applying an interdisciplinary approach in the analysis of the ways that cultural artifacts and practices represent and transform individual experience, everyday life, social relations, and power. Degree coursework will provide students with a better understanding into how systems of privilege, power, inequality, and difference, as well as how agency and social movements operate in contemporary U.S. society.

We have developed broad collective of core classes for the major and will capitalize on the relevant, currently-offered courses in an array of disciplines across our campus. Students will also complete Ethnic Studies Internship (or other approved similar course) to gain hands-on experience, and complete ETHS 4908: Senior Seminar (or other approved similar course) at the culmination of study. A minimum of 120 units, satisfying general education and major requirements, are requisite for degree conferral.

Delivery Mode

The delivery mode for the Latina/o/x and Chicana/o/x Studies degree courses will be a mixture of fully face-to-face, hybrid, and fully online. The Ethnic Studies department is currently offering introductory courses in all three delivery modes to high demand.

Support Mode

The support mode remains the same, state support.

Anticipated Student Demand

As a Hispanic Serving Institution that is centered in the geographic locales of both the Latina/o/x and Chicana/o/x movement's histories, we believe there will be considerable interest in a degree/major that focuses on Latina/o/x and Chicana/o/x Studies. It is also worth noting that other CSUs in neighboring regions have successful departments and degree programs with sustained enrollments. There is no reason to think that demand for a degree that focuses on Latina/o/x and Chicana/o/x would be any less at CSUB than at these neighboring institutions. CSUB would be offering the only BA degree Latina/o/x and Chicana/o/x Studies in the Central Valley area.

Workforce Demands

The growth of Latina/o/x populations in the U.S. continues to be significant. The BA in Latina/o/x and Chicana/o/x Studies would provide undergraduates with a critical understanding into the ways Latina/o/x and Chicana/o/x (s) have historically contributed to and transformed American society, politics, economics, and culture. It would bridge student learning with direct connections to local communities and organizations, cultivating students' critical thinking and reading skills, nurturing their public speaking abilities, and emboldening politically and socially conscious citizens. Graduates of the proposed degree will be able to understand the complexities of how Latinx and Chicanx populations impact historic and contemporary society, to connect scholarly inquiry to practical applications, and to productively contribute to society as responsible citizens in a diverse democracy and interconnected world.

Employment Opportunities for Graduates

The interdisciplinary nature of the proposed degree allows students to target their goals for specific job markets. Many professional and social realms demand a critical understanding of diversity in its many forms. Graduates with a degree in Latina/o/x and Chicana/o/x Studies will be able to successfully apply learned skills in a variety of settings. Possible career paths include education and research, government policy and politics, the media, advertising, marketing, journalism, human resources, health care, non-profit administration, social work, criminology, law, correctional services, and other professional arenas.

Other Relevant Societal Needs

Particularly in contemporary society, it is beneficial to have an understanding of the complexities and diversities of Latina/o/x and Chicana/o/x populations, and to understand how ethnicity and cultural diversity influence social institutions and practices. Graduates with a degree in Latina/o/x and Chicana/o/x Studies will learn foundational skills of what it means to be socially responsible citizens in a diverse democracy and interconnected world.

Additional Requirements

We now have the required faculty to develop and lead the proposed BA degree in Latina/o/x and Chicana/o/x Studies as well as an established department home with a senior faculty department chair for the degree. All current full-time faculty have offices and the department does have an operating budget.



MEMORANDUM

Date: October 10, 2023

RE: Extension and name change for the MS in Applied Economics and Analytics program development

TO: Dr. Debra Jackson, AVP Academic Programs

CC: Dr. Mark Novak, Dean, EEGO

Dr. Deborah Cours, Dean, BPA

FROM: Dr. S. Aaron Hegde, Professor, Economics

The MS in Applied Economics and Analytics program was added to the Academic Master Plan during the 2018-19 academic year. On behalf of the Department of Economics, I would like to request an extension to develop this MS program.

1a. Reason that the projection was not developed into a full degree proposal

As it has impacted so many other things, the pandemic had an adverse effect on the department's development of this program. We are optimistic that with this extension, we will be able to develop, and eventually offer, the MS degree through Extended Education and Global Outreach (EEGO).

1b. Concrete Changes to ensure launch and program sustainability

During Fall 2023 and Spring 2024, department and school curriculum committee approvals will be sought. It is anticipated that approval from the Academic Senate will occur during Spring and Fall 2024 and the program will have its first cohort in Fall 2025. The curriculum development to take place during Fall 2023 will also include relevant disciplines in the School of Business and Public Administration (BPA), thus making this degree a multi-disciplinary offering. As the curriculum will be more interdisciplinary than previously anticipated, we would also like to request the degree name be changed to "Applied Analytics". The essence of the program is still the same, however, instead of only Economics faculty teaching in the program, we will now include faculty from other disciplines in the School of Business and Public Administration, including, but not limited to the departments of Management and Marketing, and Accounting and Finance. This interdisciplinary nature will also allow the program to draw from a larger pool of undergraduate majors, while still providing the skills and knowledge necessary to be employable in the analytics and applied economics fields. It will also ensure sustainability of the program going forward. Please see included letters of support from Deans Cours (BPA) and Novak (EEGO).

2. Delivery mode – Online program

3. Purpose and proposed degree program

The MS in Applied Analytics is proposed to be a 10-course graduate program focusing on mastering data analysis. The curriculum will include courses introducing students to advanced data analysis as well as courses focusing on various industry sectors such as agriculture, healthcare, energy to name a few. Datasets and their analyses vary by these industries, hence the need for specific skills and knowledge, relevant to the same.

4. Program's fit with the campus mission and strategic plan

Both the university and BPA mission statements indicate developing the regional economy through education. Goal 3, strategies 4 and 5¹ of the CSUB 2019-24 Strategic plan speak to the program's fit as this program will enhance student employability. It is also something that has been demanded of by the business community. Details later in this request.

5. Support mode: Self support

6. Anticipated Student Demand:

Over the last few years, at least a dozen students from both the Economics program and the Agricultural Business program have pursued graduate work in data analytics. They have had to enroll in various other institutions, such as Georgia Tech University, since a similar program does not exist at CSUB. Each of these graduates indicated that they would have preferred to enroll such a program at CSUB. Following informal conversations with students, should this program be offered, we can easily anticipate at least 10 students in a cohort to start the program.

7. Workforce demands and employment opportunities for graduates:

Over the last few years, many of the graduates of both the Economics and Agricultural Business degrees have found gainful employment in many of the large agricultural production companies here in Kern County. As the agriculture sector gets more competitive it becomes imperative that each firm try to make data driven decisions to minimize costs and maximize revenue. Our recent graduates have been doing just that. The same employers have also indicated that they would support further training of their employees. This proposed program meets their needs.

¹ Strategy 4: Use community feedback to develop and enhance academic programs that are anchored in the community.
Strategy 5: Encourage and support the development of academic programs that enhance student employability

8. Other relevant societal needs

Only 18% of Kern County residents have a bachelor's degree or higher (Census Bureau). This is compared to 34% nationwide. The percentage of the population with a master's degree is even lower. This program will help further CSUB's mission and increase the educational attainment of the region.

9. Assessment of required resources and a campus commitment to allocating those resources:

Given that the program will be offered through EEGO, there is a limited demand on campus resources. Since the program will cover disciplines within BPA, there are enough faculty available to support course offerings. EEGO will market the program throughout the region to ensure adequate cohorts of students. Please refer to letters from Dean Cours (BPA) and Dean Novak (EEGO) indicating their support for this program.



**SCHOOL OF BUSINESS AND
PUBLIC ADMINISTRATION**
CSU BAKERSFIELD

MEMORANDUM

Date: July 6, 2023

TO: Dr. Debra Jackson, AVP Academic Programs

FROM: Dr. Deborah Cours, Dean, BPA

CC: Dr. S. Aaron Hegde, Professor and Chair, Economics

RE: Extension for the MS in Applied Economics and Analytics program development

I am writing to support Dr Aaron Hegde's request for an extension and name change on the CSU Academic Master Plan to develop and secure campus curriculum approvals for the MS in Applied Economics, now named MS in Applied Analytics.

Delays were caused by the COVID pandemic and administrative changes in BPA. Dr. Hegde discussed the curriculum draft with me. He plans to move to an interdisciplinary approach, focusing on analytics and local industries. They also plan now to involve the other departments in BPA. I will help the faculty stay on track for curriculum processes in the school to meet the proposed timelines.

Analytics is a high demand field with many job opportunities and this master's degree will well serve our students and region.

Thank you for your consideration of our request.



July 11, 2023

To: Dr. Debra Jackson, Associate Vice President for Academic Affairs and Dean of Academic Programs

From: Dr. Mark Novak, Dean, EEGO

A handwritten signature in blue ink, appearing to read "M. Novak".

RE: CSU Master Plan Extension for the MS in Applied Economics and Analytics

I am writing to support Dr. Aaron Hegde's request (July 10, 2023) for an extension on the CSU Master Plan for the MS in Applied Economics and Analytics. We also support the request for a program name change to "Applied Analytics." This name will better suit an interdisciplinary degree. In addition, we feel this name will appeal to a larger audience of students.

Dr. Hegde's plan will bring new strength to the original concept of the program. Dr. Hegde and a curriculum development team will need some time to accomplish this goal.

We in Extended Education and Global Outreach feel that this interdisciplinary approach and the core concept of an analytics degree will add an important new program to meet our region's needs.

DEVELOP A NEW PROGRAM

Projected Degree Proposal Template

Title of Projected Degree	M.A. in Mass Communication
Degree Designation (e.g., BS)	Master of Arts
Projected Implementation Date	Fall 2026
Campus	Bakersfield
College	School of Arts and Humanities
Department	Communications
Contact Name(s) and Email(s)	Dr. Md Abu Naser, Chair, Department of Communications Email: mnaser@csub.edu

1. **Delivery mode of program:** Face-to-Face Hybrid Online

2. **Support Mode:** State-Support Self-Support

3. **A brief summary of the purpose for and description of the projected degree:**

Purpose of the Projected Degree Program

The field of communications has experienced rapid evolution over the past few decades, driven by technological advancements and changes in media consumption patterns. As a result, there is a critical need for advanced education in this field to prepare students for the complexities of modern communication.

I. Market Demand: There is an increasing demand for professionals who possess specialized knowledge and skills in areas such as journalism, public relations, digital media, advertising, strategic communication, and research methods. Employers across sectors are seeking individuals with advanced training and communications to navigate the evolving media landscape.

II. Changing Media Landscape: The rise of social media, digital journalism, and online advertising has transformed how information is disseminated and consumed. A Master's program in Mass Communication can equip students with the expertise needed to excel in these new modes of communication.

III. Interdisciplinary Nature: Communications is inherently interdisciplinary, touching upon areas such as art, history, sociology, psychology, technology, and culture. A Master's program can facilitate collaboration and a holistic understanding of these intersecting fields.

Description of the Projected Degree Program

The proposed Master's Program in Mass Communication would be designed to provide students with a comprehensive understanding of the field while allowing for specialization in key areas. The program could include the following components:

- I. Core Courses: A set of foundational courses covering communication theory, research methods, and ethics to provide a strong theoretical framework.
- II. Specialization Tracks: Students could choose from tracks such as strategic communication, digital media, journalism, or media studies, allowing them to focus on their areas of interest.
- III. Faculty Expertise: Utilizing the department's experienced faculty to provide mentorship and guidance to students.
- IV. Thesis or Capstone Project: A thesis or culminating project requirement to demonstrate mastery of concepts and research skills.

4. List the projected program learning objectives:

Students receiving the projected Master's degree in Mass Communication will be able to:

- I. Understand and explain the basic tenets of mass communications from multiple theoretical perspectives.
- II. Explore the nature and functions of the communicative processes in the key areas of communication theory, communication research methods, strategic communication, journalism, and digital media.
- III. Apply mass communication theories to contemporary communication phenomena in constructive ways.
- IV. Synthesize scholarship in mass communication.
- V. Critically evaluate scholarship and media practices.
- VI. Command various research methods including quantitative, qualitative, and analytical methods.
- VII. Form theory-driven research questions and effectively examine the questions using scientific methods.

VIII. Conduct and produce original research or creative projects contributing to the field of mass communication.

IX. Present and express research or creative projects effectively in regional, national and international communication conferences.

The ultimate objective is to provide a broad and robust foundation in the discipline of mass communication and prepare students to assume socially responsible, multi-methodological, critical-minded, and productive roles within their chosen professions.

5. Proposed CIP code: 09.0102

6. For new degree programs that are not already offered in the CSU, provide a compelling rationale explaining how the proposed subject areas constitute a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level.

N/A

7. The projected program's fit and relevance within the scope of campus strategic academic planning:

The Department of Communications believes that the establishment of a Master's program in Mass Communication at California State University, Bakersfield is a strategic investment in the future of our students and the continued success of the Department. This program will not only meet the demands of a changing job market but also contribute to the advancement of knowledge in the field.

The projected degree program is relevant to the following items of CSUB's 2019-2024 Strategic Plan:

Goal 3

- Develop and Sustain High-Quality and Innovative Academic Programs and Support Services.

Strategy 1

Develop Programs that Make CSU Bakersfield a Leader in Scholarly, Creative Activity and Knowledge Creation.

Strategy 5

Encourage and Support the Development of Academic Programs that Enhance Student Employability.

8. Anticipated student demand: Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	10	20	30
Number of Graduates (Cumulative)		40	85

- a. **Evidence:** Employment in mass communication is projected to significantly grow in the coming years. The U.S. Bureau of Labor Statistics forecast 114,300 openings in the next 10 years. Please visit <https://www.bls.gov/ooh/media-and-communication/home.htm> for more information.
- b. For undergraduate programs with expected numbers of majors less than 10, and master’s programs with expected numbers of majors less than 5, include a statement of commitment from the Provost demonstrating support for the sustainability of the program.

9. Workforce demands and employment opportunities for graduates: (Describe the demands and opportunities, as well as the evidence you have used to make these claims).

The Master’s program will prepare students to pursue academic and professional career paths such as a Ph.D. in the field, Community College instruction, or careers outside of academia that value the strong research, writing, and presentation skills developed by the program.

10. Other relevant societal needs:

Preparing Students for Doctoral Programs

There is a growing demand from doctoral programs across the nation for candidates who have undergone comprehensive training in advanced research, theory, and methodology. Among these areas of study, mass communication stands out as one of the most prominent fields within academia. The expertise gained in mass communication becomes increasingly valuable not only for academic pursuits but also for addressing complex real-world challenges. By meeting this demand and fostering excellence in mass communications education, our institution can play a pivotal role in preparing the next generation of scholars to make a meaningful impact in their respective fields.

As the only public university within nearly 100 miles, the Kern County community is experiencing a growing need for an advanced program in mass communication that can elevate the quality of higher education accessible to its residents. The proposed program will not only benefit individual students but also contribute to the region's overall educational and economic advancement. As industries continue to evolve and rely heavily on effective communication, the establishment of such a program would not only fulfill a local need but also position CSUB as a vital hub for educational and professional growth in the region, further strengthening our commitment to serving the community.

11. An assessment of the required resources and the campus commitment to allocating those resources: (Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. Note: Approval of this proposal by campus entities represents the campus commitment to allocating these resources.)

The Department of Communications currently has one emeritus full professor (3rd year FERPing), two tenured full professors, one tenured associate professor, four tenure-track assistant professors (of whom two are in their 6th year), two full time lecturers and over 10 adjunct lecturers. The Department is now in the process of hiring two more tenure-track assistant professors. Out of the eight tenured and tenure track faculty members, five have doctoral degrees and three have terminal MFA degrees. The Department expects that at least one of the new hires will possess a Ph.D. degree. In that situation, at least six faculty members (possibly seven) in the next academic year will have doctoral degree. The Department may have to hire a few more faculty members having Ph.D. degrees in the coming years for successful operation of the Master's programs. The Department expects to hire two more Ph.D. degree holding faculty members after three years and one more faculty having doctoral degree after five years.

12. a. Description of Campus Approval Process

CSUB has the following approval process:

Once the projected degree proposal is completed, it should be approved by (in order):

- I) The Department
- II) The School Curriculum Committee
- III) The Dean

Then it will be reviewed by the Associate Vice President for Academic Affairs and Dean of Academic Programs. Afterwards, the Associate Vice President will route the proposal to the Provost and to the Academic Senate.

Academic Programs, Innovations and Faculty Development
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Phone 562-951-4677
Fax 562-951-4982
Email app@calstate.edu

www.calstate.edu/app

b. Approval Signatures



Md Naser (Oct 4, 2023 16:13 PDT)

Dr. Md Abu Naser
Chair
Department of Communications



Dr. Steve Gamboa
Acting Chair
Curriculum Committee
School of Arts & Humanities



Bob Frakes (Oct 4, 2023 17:00 PDT)

Dr. Robert Frakes
Dean
School of Arts & Humanities



Evaluation of Academic Administrators

RES 232412

FAC

RESOLVED: That the Academic Senate recommend revisions to the University Handbook language regarding the initiation of the review process for Administrators and the timeline for review. (Deletions in ~~striketrough~~, additions in **bold underline**.)

RATIONALE: Each administrator must undergo review at three-year intervals, and it is critical to schedule this review process in a timely manner. The proposed changes help clarify who initiates these reviews, when the review committee is formed, and when the review process begins and ends.

311.1 General Guidelines (old)

Each academic administrator shall be evaluated according to these procedures at three year intervals. The first review should be initiated early in fall semester after their initial hire. The President or the President's designee prepares the schedule of the evaluations.

The President may, if he or she believes it is appropriate, call for an evaluation of an individual before a scheduled evaluation.

The supervisor, after consulting with the administrator being evaluated, is responsible for developing the categories to be used for evaluating a director, dean, or academic vice president.

(Revised 12-01-16)

311.1 General Guidelines (new w/revisions)

Each academic administrator shall be evaluated according to these procedures at three-year intervals. The President will initiate the review process for the Provost, and the Provost's office will initiate the review process for all academic administrators. In August of each academic year, the Provost's office will send to the Executive Committee of the Senate a schedule of which administrators will undergo review in the current academic year and the next academic year. The President **or Provost** may, if they believe it is appropriate, call for an evaluation of an individual before a scheduled evaluation.

The Academic Administrator Review Committee (AARC) is formed in the Spring of the administrator's second year, and the review process begins in the Fall of the third year. The supervisor for each administrator undergoing is responsible for providing the criteria for evaluation to the administrator and to the AARC.

311.2 Academic Administrators (revised)

The following positions shall be subject to this policy:

- Provost and Vice President for Academic Affairs (P&VPAA)
- AVP Academic Programs/Dean of Undergraduate and Graduate Studies
- **AVP Enrollment Management**
- AVP Faculty Affairs
- AVP Grants, Research, and Sponsored Programs (GRaSP)
- **AVP Institutional Research, Planning, and Assessment (IRPA)**
- Dean, School of Arts and Humanities
- Dean, School of Business and Public Administration
- Dean, School of Natural Sciences, Mathematics & Engineering
- Dean, School of Social Sciences and Education
- Dean, University Library
- Dean, Division of Extended Education and Global Outreach (EEGO) *(revised 07-10-17)*
- Dean, California State University, Bakersfield Antelope Valley *(Revised Name Change 6-28-18)*
(Section Revised 12-01-16, XX-XX-23)

311.3 Review Committee Membership

For review of the P&VPAA, AVP Academic Programs/Dean of Undergraduate Studies, **AVP Enrollment Management**, **AVP Faculty Affairs**, AVP GRaSP, **AVP IRPA**, and Dean of EEGO, the review committee shall be as follows:

- A. The faculty of each school shall elect one tenured faculty;
- B. The President or the President's designee **Provost** shall select a member of the Academic Affairs Council; and *(Revised 12-01-16)*
- C. The President or the President's designee **Provost** shall choose a sixth member of the committee.

For review of the Dean of Arts and Humanities, Dean of Business and Public Administration, Dean of Natural Sciences, Mathematics & Engineering, Dean of Social Sciences and Education, Dean of University Library, and Dean of the CSU Bakersfield Antelope Valley, *(Revised Name Change 06-28-18)* the review committee shall consist of five members. *(Revised 12-01-16)*

- A. The faculty of the school dean being reviewed, or the librarians in the case of the Dean of University Library, shall elect three (3) tenured faculty members or librarians. In the case of the Antelope Valley Campus Dean, an election shall be held to select three (3) representatives from the faculty, staff, and librarians who are at the Dean of the Antelope Valley Campus. *(Revised 12-01-16)*
- B. The P&VPAA shall select a school dean; and
- C. The P&VPAA shall choose the fifth member of the committee.

Any prospective committee member with an active grievance (or other legal proceeding) against the specific Administrator under review at the time of review is not eligible for election or selection and cannot serve on the review committee.

The administrator under review may request that the supervisor of the review dissolve the review committee if one of its members is ineligible due to an active grievance (or other legal proceeding) against them, and the Senate will initiate a new election. *(Added June 28, 2018)*

311.4 Review Procedures

The procedures for review committees of academic officers are as follows:

A. The President and P&VPAA shall maintain a schedule showing the year in which the regular review of each administrative officer is due, and shall complete the committee selection and initiate the review process prior to the end of the academic year preceding the actual academic year the review takes place. A schedule for an evaluation should then be constructed with ~~March 1~~ **April 1** as the target date for completion of the process. *(Revised 12-01-16)*

B. At the time of initial appointment and immediately following each review, the supervisor will review with the administrator being evaluated the areas (i.e., academic leadership, program development, management, diversity initiatives, etc.) in which his or her performance will be assessed. In all cases, the areas to be evaluated will include:

- 1) The individual's effectiveness in commanding respect as an academic administrator and, if appropriate, as a scholar;
- 2) The individual's effectiveness in creating an educational environment conducive to excellence in teaching, scholarship, and mutual respect;
- 3) The individual's effectiveness in fulfilling their assigned role in achieving the mission and goals of CSUB.

In setting up the review process, the supervisor will solicit advice from the administrator under review as to any additional areas that should be included in the evaluation and what constituencies should be sampled. In all cases, the appropriate faculty, librarians and staff shall be given the opportunity to participate in the evaluation. The supervisor will provide the review committee information regarding the additional areas where the administrator's performance is to be assessed and recommend constituencies to be sampled. The areas of assessment should not be changed once the supervisor has reviewed them with the administrator being evaluated unless the administrator and supervisor agree. Throughout the review process, all parties shall bear in mind that the purpose of the administrator review is developmental as well as evaluative, in keeping with the essential mission of the University.

C. The review committee shall request from the administrator under review a concise self-study. The self-study will focus on areas to be evaluated, major accomplishments, problems and issues related to the responsibilities of the position (e.g. job description), future goals and plans, and personal professional development and accomplishments. This self-study shall be completed and submitted to the review committee and the supervisor.

D. The review committee shall survey various performance appraisal systems to determine the appropriate guidelines and instruments for the evaluation process. The evaluation shall cover a three-year period; therefore, the guidelines and process should be constructed to reflect this time frame. The committee, in consultation with the supervisor and the person being reviewed, shall develop the specific format for the appraisal. (Revised 12-01-16)

E. In the case of evaluation of School Associate Deans, during the third year, all School Associate Deans, including those in their final year of service as School Associate Dean and those who are retiring, shall be reviewed by the School faculty. The Dean shall meet with the faculty to discuss how they wish to proceed with the review. In preparation for the review, School Associate Deans, may, at their own initiative, submit to the School faculty and the Dean a brief self-evaluation of their performance for the period under review. In addition, the appropriate Dean shall offer the opportunity to all faculty of the School to give individual, confidential advice, orally, or in writing. This review shall assess the School Associate Dean's effectiveness based on the criteria established at the time of appointment. The review must occur during the fall semester of the third year. The written review of the School Associate Dean should be submitted to the School Dean by April first (1st) of that year. The Dean and the School Associate Dean shall then meet to discuss the report by April 15th.

(Added 06-06-17)

F. The P&VPAA, in consultation with the review committee and administrator to be evaluated, shall determine the individuals and/or groups to be consulted. In all cases, the faculty concerned shall be given the opportunity to participate in the evaluation. Individuals participating in the evaluation of administrators shall enclose their written comments in a sealed envelope, signed across the seal. The enclosed comments will then be coded to ensure the person's confidentiality in the review process. Examination of the documents by the administrator under review may occur in the event of a protested personnel action. Comments will be collected and the confidential coding maintained in the office of the P&VPAA.

G. The review committee shall consolidate all evaluations and forward the final report, which will include the administrator's self-study, to the appropriate supervisor and the administrator being evaluated. In most cases, this shall be the P&VPAA who will review the evaluation, self-study, and any written response, discuss these with the administrator under review, and forward the package with appropriate comments/recommendations to the President with a copy to the administrator under review **by April 15th**. In cases where there is a supervisory level between the administrator under review and the P&VPAA, the evaluation shall pass through that level for comments and go forward to the P&VPAA. The supervisor's written comments and recommendations should include components related to future goals and plans in addition to the expected review and comments on the evaluation.

In the case of the P&VPAA, the same process as outlined above will be followed except that the review committee's report shall be forwarded directly to the President. In all cases the final review level will be the President. The President or the administrator under review may elect to have a meeting about the

report. In this case, the President, P&VPAA, and the administrator under review will meet before releasing a comprehensive, explanatory report to the campus **by May 1st**.

In the event the administrator under review does not agree with any aspect of the evaluation, a written commentary may be submitted and it shall accompany the report. The administrator under review shall have ten working days after receiving a copy of the final evaluation to prepare his/her reaction and commentary. The administrator under review shall have complete access to all evaluation materials, with confidentiality of all reviewers being preserved. In the event of a protested personnel action, the coded comments may be assessed as required by current state law. In this event, persons who had submitted written comments will be notified of the action. Such individuals are protected from any form of reprisal, not only by the expectation of high ethical behavior from all University personnel, but by Executive Order No. 929 and California Government Code Section 8547.12.

H. Provisions governing campus personnel files such as confidentiality, disclosure, and rebuttal shall apply to the evaluation process. The consolidated report and all data collected for this report will become a part of the personnel file and will reside in the office of the P&VPAA.

Distribution List:

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Academic Affairs and Dean of Academic Programs
- AVP Enrollment Management
- AVP Faculty Affairs
- AVP GRaSP
- AVP IRPA
- School Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of EEGO
- Department Chairs
- General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



ADOPTION OF ACADEMIC CALENDAR
Fall 2024 - Spring 2025, Summer 2025, Fall 2025-Spring 2026

RES 232413

BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield adopts the Academic Calendar for Fall 2024-Spring 2025, Summer 2025 and Fall 2025-Spring 2026.

RATIONALE: The Budget and Planning Committee, in consultation with the Academic Calendar Task Force, recommends the attached.

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:

California State University, Bakersfield

Academic Calendar

2024/2025

Fall Semester, 2024

Feb 20	.....	Last Day to Register to Vote for Primary Election
March 11	.....	Academic Advising for Continuing Students Begins (for Summer 2024 & Fall 2024)
March 23	.....	CA Statewide Primary Election
April 08	.....	Registration for Continuing Students Begins (for Summer 2024 & Fall 2024)
May 01	.....	Orientation for Fall 2024 New Undergraduate Students Begins (for Fall 2024)
May 01	.....	Deadline to Apply for Fall 2024 Graduation
June 03	.....	Academic Advising for New Transfer Students Begins (for Fall 2024)
June 03	.....	Registration for New Transfer Students Begins (for Fall 2024)
June 03	.....	Registration for New Postbaccalaureate Students
June 19	.....	HOLIDAY – Juneteenth
June 24	.....	Academic Advising for First-Time First-Year Students Begins (for Fall 2024)
June 24	.....	Registration for New First-Time First-Year Students Begins (for Fall 2024)
August 19	.....	ALL FACULTY DUE ON CAMPUS
August 26	.....	First Day of Classes
September 02	.....	HOLIDAY – Labor Day – Campus Closed
September 04	.....	Last Day to Add Classes
September 04	.....	Last Day to Change between Audit and Letter Grading
September 23	.....	Census Day
September 23	.....	Last Day to Change between Credit/No-credit and Letter Grading
September 23	.....	Last Day to Withdraw from Classes without a "W" being recorded
September 30	.....	Academic Advising for Continuing Students Begins (for Spring 2025)
October 09	.....	Campus-wide Emergency Evacuation Day – (verified with Capt. Gonzalez 10/16)
October 21	.....	Registration for Continuing Students Begins (for Spring 2025)
October 21	.....	Last Day to Register to Vote for the General Election
November 05	.....	CA Statewide General Election
November 11	.....	HOLIDAY - Veterans Day – Campus Closed
November 12	.....	Academic Advising for New Students Begins (for Spring 2025)
November 12	.....	Registration for New Students Begin (for Spring 2025)
November 15	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 18 - 22	.....	SOCI Week
November 27	.....	No Classes - Campus Open
November 28 - 29	.....	HOLIDAY - Thanksgiving - Campus Closed
November 30	.....	Deadline to Apply for Spring 2025 Graduation
November 30	.....	Deadline to apply for Summer 2025 Graduation
December 09	.....	Last Day to Submit Completed Thesis / Dissertation
December 09	.....	Last Day of Classes
December 10 - 14	.....	Examination Period
December 14	.....	Commencement
December 16	.....	Evaluation Day
December 17 - 18	.....	Grades Due

Winter Break: December 19, 2024 - January 15, 2025

*In addition to our Fall Semester listed above, CSUB's **Extended Education** offers classes during **Winter Session**. The Session begins January 2, 2025 and ends January 15, 2025. **Call the Extended Education at (661) 654-2441** for detailed information regarding their course offerings and schedules.*

California State University, Bakersfield Academic Calendar

Spring Semester, 2025

September 30	.....	Academic Advising for Continuing Students Begins (for Spring 2025)
October 21	.....	Registration for Continuing Students Begins (for Spring 2025)
November 30	.....	Deadline to Apply for Spring 2025 Graduation
November 30	.....	Deadline to Apply for Summer 2025 Graduation
November 12	.....	Academic Advising for New Students Begins (for Spring 2025)
November 12	.....	Registration for New Students Begins (for Spring 2025)
January 15	.....	ALL FACULTY DUE ON CAMPUS
January 20	.....	HOLIDAY – Martin Luther King, Jr. Day – Campus Closed
January 21	.....	First Day of Classes
January 30	.....	Last Day to Add Classes
January 30	.....	Last Day to Change between Audit and Letter Grading
February 17	.....	Census Day
February 17	.....	Last Day to Change between Credit/No-credit and Letter Grading
February 17	.....	Last Day to Withdraw from Classes without a "W" being recorded
March 17	.....	Academic Advising for Continuing Students Begins (for Summer 2025 & Fall 2025)

Spring Semester Break: April 13, 2025 – April 20, 2025 (Easter is April 20, 2025)

March 31	.....	HOLIDAY - Cesar Chavez Day - Campus Closed
April 07	.....	Registration for Continuing Students Begins (for Summer 2025 & Fall 2025)
April 08	.....	Campus-wide Emergency Evacuation Day
April 11	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
April 21-25	.....	SOCI Week
May 01	.....	Orientation for Fall 2025 New Undergraduate Students Begins (for Fall 2025)
June 30	.....	Deadline to Apply for Fall 2025 Graduation
May 12	.....	Last Day to Submit Completed Thesis / Dissertation
May 12	.....	Last Day of Classes
May 13 – 17	.....	Examination Period
May 16 – 17	.....	Commencement
May 19	.....	Evaluation Day
May 20– 21	.....	Grades Due
May 26	.....	HOLIDAY - Memorial Day – Campus Closed

California State University, Bakersfield Academic Calendar 2025

Summer Session, 2025

SS1: 10-Week Session

May 01	.....	Orientation for New Students Begin (Fall 2025)
June 02	.....	ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS
June 02	.....	First Day of Classes
June 02 – June 05	.....	Schedule Adjustment Period
June 05	.....	Last Day to Add Classes
June 05	.....	Last Day to Change between Audit and Letter Grading
June 05	.....	Last Day of Schedule Adjustment Period (for Summer Session 1)
June 02	.....	Academic Advising for New Transfer Students Begins (for Fall 2025)
June 02	.....	Registration for New Transfer Students Begins (for Fall 2025)
June 18	.....	Census Day
June 18	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 18	.....	Last Day to Withdraw from Classes without a "W" being recorded
June 19	.....	HOLIDAY – Juneteenth – Campus Closed
July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 10	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
June 23	.....	Academic Advising for New First Time First-Year Students Begins (for Fall 2025)
June 23	.....	Registration for First-Time First-Year Students Begins (for Fall 2025)
August 06	.....	Last Day of Classes
August 06	.....	Last Day to Submit Completed Thesis/Dissertation
August 07 – 11	.....	Examination Period
August 13	.....	Grades Due

SS2: 5-Week Session

June 02	.....	ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS
June 02	.....	First Day of Classes
June 02 – June 05	.....	Schedule Adjustment Period
June 05	.....	Last Day to Add Classes
June 05	.....	Last Day to Change between Audit and Letter Grading
June 05	.....	Last Day of Schedule Adjustment Period (for Summer Session 2)
June 10	.....	Census Day
June 10	.....	Last Day to Change between Credit/No-credit and Letter Grading
June 10	.....	Last Day to Withdraw from Classes without a "W" being recorded
June 19	.....	HOLIDAY – Juneteenth – Campus Closed
June 23	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
July 03	.....	Last Day of Classes
July 07 – 08	.....	Examination Period
July 10	.....	Grades Due
July 04	.....	HOLIDAY - Independence Day - Campus Closed

SS3: 5-Week Session

July 04	.....	HOLIDAY - Independence Day - Campus Closed
July 14	.....	ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS
July 14	.....	First Day of Classes
July 14 – 17	.....	Schedule Adjustment Period
July 17	.....	Last Day to Add Classes
July 17	.....	Last Day to Change between Audit and Letter Grading
July 17	.....	Last Day of Schedule Adjustment Period (for Summer Session 3)
July 24	.....	Census Day
July 24	.....	Last Day to Change between Credit/No-credit and Letter Grading
July 24	.....	Last Day to Withdraw from Classes without a "W" being recorded
July 28	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
August 12	.....	Last Day of Classes
August 13 – 14	.....	Examination Period
August 15	.....	Grades Due

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

California State University, Bakersfield Academic Calendar 2025/2026

Fall Semester, 2025

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

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

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

California State University, Bakersfield Academic Calendar

Spring Semester, 2026

September 29	.....	Academic Advising for Continuing Students Begins (for Spring 2026)
October 20	.....	Registration for Continuing Students Begins (for Spring 2026)
December 01	.....	Deadline to Apply for Spring 2026 Graduation
December 01	.....	Deadline to Apply for Summer 2026 Graduation
November 10	.....	Academic Advising for New Students Begins (for Spring 2026)
November 10	.....	Registration for New Students Begins (for Spring 2026)
January 15	.....	ALL FACULTY DUE ON CAMPUS
January 19	.....	HOLIDAY – Martin Luther King, Jr. Day – Campus Closed
January 20	.....	First Day of Classes
January 29	.....	Last Day to Add Classes
January 29	.....	Last Day to Change between Audit and Letter Grading
February 16	.....	Census Day
February 16	.....	Last Day to Change between Credit/No-credit and Letter Grading
February 16	.....	Last Day to Withdraw from Classes without a "W" being recorded
March 09	.....	Academic Advising for Continuing Students Begins (for Summer 2026 & Fall 2026)

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

March 31	.....	HOLIDAY - Cesar Chavez Day - Campus Closed
April 06	.....	Registration for Continuing Students Begins (for Summer 2026 & Fall 2026)
April 07	.....	Campus-wide Emergency Evacuation Day
April 10	.....	Last Day to Withdraw from Classes for a Serious and Compelling Reason
April 20 – 24	.....	SOCI Week
May 01	.....	Orientation for New Undergraduate Students Begins (for Fall 2026)
May 01	.....	Deadline to Apply for Fall 2026 Graduation
May 11	.....	Last Day to Submit Completed Thesis / Dissertation
May 11	.....	Last Day of Classes
May 12 – 16	.....	Examination Period
May 15 – 16	.....	Commencement
May 18	.....	Evaluation Day
May 19 – 20	.....	Grades Due
May 25	.....	HOLIDAY - Memorial Day – Campus Closed



RTP and PTR Committees - Handbook Change

RES 232406

FAC

RESOLVED: That the Academic Senate recommend revisions to the University Handbook language regarding the composition of RTP and PTR committees (deletions in ~~striketrough~~, additions in **bold underline**) as specified below.

305.6.1 Election and Composition of the Unit RTP Committee

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

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

- a. The probationary and tenured faculty of each unit shall elect a committee from among its tenured members for the purposes of evaluating and recommending faculty for retention, the award of tenure, and/or promotion. Tenured faculty enrolled in the Faculty Early Retirement Program (FERP) are eligible to serve, in accordance with their FERP contracts but may decline such service. If elected, eligible tenured members not in the FERP are obligated to serve. Faculty serving as President of the CFA, Director of the Teaching and Learning Center, or Director of Assessment are not eligible to serve on a Unit RTP Committee.
- b. At the candidate's discretion, for unstated reasons, the candidate may request a specific **eligible** member from within or outside the ~~department~~ **unit** ~~who is jointly acceptable to other members of the RTP Committee~~ **to serve as an additional member of the committee. This member serves in addition to the three or more faculty elected by the unit.** ~~All other criteria for membership on the committee must be met.~~ The requested member shall serve as a voting member of the unit RTP committee for the requesting faculty case only. Such members shall not participate in the review of any faculty except those who have requested their service.
- c. A faculty with a formal joint appointment shall have, at the time of appointment, designated the unit to conduct ~~his/her~~ **their** review.

- ~~xi.~~ **A** ~~The~~ faculty **with a formal joint appointment** shall have the right to participate in the elections of both the unit RTP committee of the designated unit and that of the other unit.
- ~~dii.~~ When reviewing a faculty holding a formal joint appointment, one or ~~more~~ **two** members selected by and from the secondary unit RTP committee shall augment the designated unit RTP committee.
- ~~eiii.~~ ~~When reviewing a faculty without a formal joint appointment but one who does a portion of his/her teaching outside the unit, the probationary and tenured faculty of the unit may augment the unit RTP committee with one or more members from the outside peer review committee.~~
- ~~fd.~~ The unit RTP committee shall consist of no fewer than three (3) full-time tenured faculty. If a unit has fewer than three members qualified to serve on the committee, **all eligible members from the unit are expected to serve on the committee.** ~~†~~The probationary and tenured faculty shall elect one or more **eligible** committee members from other units **to fill the remaining positions on the unit committee up to a total number of 3 members.** The outside member(s) shall have the same responsibilities as all such committee members.
- ~~ge.~~ With respect to librarians and counselors, the word “unit” as used in this section of the Handbook refers to the library and the counseling center, respectively, as the administrative unit for the election of a unit RTP committee.
- ~~hf.~~ Except in cases of probationary faculty already at the top rank (professor or equivalent), in promotion and tenure considerations, members of the unit RTP committee must have a higher rank than those being considered for promotion or tenure.
- ~~ig.~~ Faculty may serve on the review committee of more than one unit during a given RTP cycle.
- ~~jh.~~ Faculty members undergoing post-tenure review may serve on RTP committees unless they are requesting promotion during that academic year.
- ~~ki.~~ A **unit** chair submitting a separate evaluation and recommendation shall not serve on the unit RTP committee. **The unit chair review shall be conducted independently and in parallel with the unit committee review.**
- ~~lj.~~ A faculty serving as a dean (including assistant or associate dean) or as a member of the University Review Committee (URC) shall not serve on any unit RTP committee.
- ~~mk.~~ The unit RTP committee shall elect its own chair, who participates in the evaluation and votes on the recommendation.

306.3 Post-Tenure Review

- a. For the purpose of maintaining and improving a tenured faculty’s effectiveness, tenured faculty shall be subject to periodic performance reviews at intervals of no greater than five (5) years.
- b. Each unit shall determine explicate criteria for post-tenure review of faculty (including Associate Professors, Associate Librarians, or Associate Counselors) provided that, at minimum, the criteria include faculty teaching performance, scholarship, service (as

appropriate to their appointment), and currency in the field appropriate to university-level expertise. Those units that do not specify criteria for evaluation shall follow the campus criteria used for retention, tenure, and promotion reviews. *(Revised July 15, 2021)*

- c. A performance review for the purposes of promotion shall serve as the post-tenure periodic review.
- d. Subject to approval by the appropriate dean, a faculty member may request an early review.
- e. ~~By October 31, the department chair shall notify those faculty who are scheduled for post-tenure review that they should prepare a Working Personnel Action File (WPAF) by the designated deadline.~~ **The PTR evaluation process shall be initiated by the Provost's office by notifying faculty who are scheduled for post-tenure review.** PTR review shall be conducted during the fall semester. ~~prior to the beginning of the evaluation process for the first performance review cycle. Compensation for librarians eligible for difference in pay leaves shall be the difference performance review cycle.~~
- f. The probationary and tenured members of the unit shall elect a post-tenure review committee to carry out the periodic review. The committee shall consist of no fewer than three (3) full-time tenured faculty of equal or higher rank than the individual being evaluated. ~~The committee shall elect its own chair, who participates in the discussion. The committee evaluation and file shall be forwarded to the appropriate dean.~~ **If a unit has fewer than three members qualified to serve on the committee, all eligible members from the unit are expected to serve on the committee. The probationary and tenured faculty shall elect one or more eligible committee members from other units to fill the remaining positions on the committee up to a total number of 3 members. The outside member(s) shall have the same responsibilities as all such committee members.**
- g. **At the candidate's discretion, for unstated reasons, the candidate may request a specific eligible member from within or outside the department to serve as an additional member of the committee. This member serves in addition to the three or more faculty elected by the unit. The requested member shall serve as a voting member of the unit PTR committee for the requesting faculty case only. Such members shall not participate in the review of any faculty except those who have requested their service.**
- h. **The unit PTR committee shall elect its own chair, who participates in the evaluation and votes on the recommendation.**
- i. **The committee evaluation and file shall be forwarded to the appropriate dean.** gj. The unit chair may submit an evaluation as part of the post-tenure review, but then shall be ineligible to serve on the unit committee. **The unit chair review shall be conducted independently and in parallel with the unit committee review.**
- hk. Faculty who are undergoing post-tenure reviews shall not serve on any post-tenure review committee during that academic year.

- i. A copy of each level's evaluation shall be sent to the faculty member who may comment on it in writing **using the rebuttal process**. ~~Such comment shall be included in the WPAF.~~
- j. The school dean shall prepare a summary of the evaluations prepared during the periodic review. The school dean and the unit **committee review** chair shall meet with the faculty to discuss the evaluations and the summary. The faculty may submit a response to the written summary.
- k. The written summary and the evaluations shall be placed in the faculty member's Personnel Action File (PAF) that is kept in the appropriate Dean's office. ~~Post-tenure review materials shall be kept in the PAF until a second post-tenure review is completed. Materials relevant to the first review shall then be removed from the file.~~

RATIONALE: The composition of the unit review committees is a key component of the faculty review process. The proposed changes align language and processes between the RTP and PTR processes. Additionally, these changes clarify the process for the election and appointment of members from outside of units to serve on unit committees.

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



Statement on Reducing Educational Materials Costs at CSUB

RES 232402

AS&SS

RESOLVED: That the Academic Senate support the California Compact which has the goal of reducing overall educational costs by 50 percent for students by 2025 through the lowering of educational costs by asking faculty [to consider](#) adopting one or more [of the following recommendations](#):

1. Adoption of [Free](#) Open Educational Resources (OER) ~~instead of textbooks~~,
2. Utilizing electronic or digital media subscriptions through a library license,
3. Providing copies of materials on Library Reserve,
4. Posting pdf copies (copyright and accessibility compliant) on LMS.

and be it further

RESOLVED: That to further facilitate reducing costs for students, the Academic Senate recommend that information about available affordable textbook options be included in the mandated notification about textbook costs.

The bookstore notification should include a statement indicating that there are low-cost and/or free resources available at CSUB, and that students should contact their instructor for details.

RATIONALE: Textbook affordability remains a pressing issue for students that impacts student academic success. In compliance with the California Compact, it is critical that CSUB reduce the cost of instructional materials by 50 percent by 2025. Faculty contributions to lowering instructional material costs is key to CSUB's efforts in reducing equity gaps and increasing retention to graduation with ensuing instructional materials are easily available and accessible.

Distribution List:

President

Provost

VP Student Affairs

AVP Faculty Affairs

AVP Academic Affairs

School Deans

Antelope Valley Dean

Library Dean

EEGO Dean

Department Chairs

General Faculty



NOTE: A clean copy of the resolution proposed.

ATI Instructional Materials – Handbook Change- Appendix K

RES 232408

AS&SS

RESOLVED: That the CSUB Academic Senate approve the following updates to the Accessible Technology Initiative (ATI) Handbook – Appendix K instructional Materials Accessibility:

IM Goal 1.0- Timely Adoption of Instructional Materials

Faculty submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair ensures that appropriate materials are ordered by the first day of priority registration. When faculty have not been identified for normal course offerings before the first week of advising, the Department or Program Chair will notify the Runner Bookstore of the appropriate instructional materials required.

IM Goal 4.0- Instructor Use of LMS (or non-LMS) Course Websites

Faculty ensures two kinds of accessibility when using LMS and non-LMS course websites. First relates to the accessibility of the platform, second accessibility relates to the content placed in LMS.

Accessibility of the platform:

- a. Instructor reviews the accessibility guide provided by the LMS provider to understand how they can enhance accessibility while using the LMS.
- b. Instructor runs accessibility checker on their html content.
- c. They follow recommendations to create accessible exams on LMS.
- d. They keep the needs of students who use assistive technology to view materials and exams in mind when using LMS for their course.
- e. When using website or materials from publisher, the faculty contacts the publisher for details about the level of accessibility provided by the publisher.

Accessibility of the content:

- a. Faculty attend the training conducted by FTLC on how to create accessible materials.
- b. They ensure that all documents are in accessible format.
 1. Digital media has closed captions, transcripts, and image descriptions.
 2. They use alt text for images.

3. They add language attribute tags to all foreign language text.
4. They avoid using abbreviations or all caps.

Teaching faculty are encouraged to make all instructional materials available in LMS and training and resources to assist faculty are available through the Faculty Teaching and Learning Center.

IM Goal 5.0- Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies

The Solutions Consulting and Technology Accessibility Review (TAR) Teams (comprised of staff from ITS, Procurement, Library, and SSD) evaluate all software and hardware products purchased by the campus for accessibility and security.

An approved accessibility checker tool will be provided in the LMS to assist instructors with assessing the accessibility of course content.

IM Goal 6.0- Accessibility Requirements for Course Review and Remediation

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies, develop processes, and implement procedures for incorporating accessibility compliance as a required component in the curriculum review and approval process. This includes processes for selecting appropriate course materials, timely accessibility prior to the start of the course, regular evaluations of material accessibility, course content remediation if required, and prioritizing and remediating inaccessible course content. The appropriate University and Academic Senate officers will communicate this requirement, ensuring compliance with all ADA regulations.

IM Goal 7.0- Creation and Adoption of Accessible Instructional Materials

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty to ensure that course materials are available in compliance with Americans with Disabilities Act (ADA) standards and regulations. Additionally, faculty are encouraged to seek further assistance to develop accessible course content materials by requesting guidance from FTLC and the Services for Students with a Disability (SSD) to ensure that any materials that are created and/or adopted are available and accessible for all students.

IM Goal 8.0- Communication Process and Training Plan

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. The ATI Steering Committee is the shared governance body responsible for the communication process. As part of this effort, Services for Students with a Disability (SSD) shall educate their students and develop materials to be distributed in first-year seminar courses for incoming students; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall engage with Faculty Teaching and Learning (FTLC) unit, schools, and departments to develop materials

and workshops to inform the faculty about ADA compliance. Presentations are provided regarding course content and materials during University Day.

IM Goal 9.0- ATI Instructional Materials Accessibility Plan

The ATI Instructional Materials Working Group shall work with the appropriate stakeholders (University President, ATI Steering Committee, ATI Officer, ATI Working Group, ATI Subcommittees) on developing an evaluation process to ensure that accessibility plan objectives are met, and the Annual Instructional Materials Plan is implemented.

RATIONALE: Implementing these updates will provide consistency with the goals and objectives of the Chancellor’s Office as well as CSUB’s compliance to meeting State regulations.

Distribution List:

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- School Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of Extended University and Global Outreach
- Department Chairs
- General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:

NOTE: A strike through copy of the Appendix K wording with inserts in the text (where applicable) and in 'red' the proposed changes

ATI Instructional Materials - Handbook Change- Appendix K

RES 232408

AS&SS

RESOLVED: That the CSUB Academic Senate approve the following updates to the Accessible Technology Initiative (ATI) Handbook – Appendix K instructional Materials Accessibility:

CURRENT APPENDIX K

APPENDIX K: Instructional Materials Accessibility Plan (IMAP)

~~1. A process for timely adoption of textbooks by faculty:~~

~~All instructional materials must be accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as effective for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timely delivery of course content in accessible formats. To the extent possible, instructional content, including online course materials, should be accessible to students with disabilities at the same time it is available to any other student.~~

~~Faculty will submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair will ensure that appropriate materials are ordered by the first day of priority registration.~~

IM Goal 1.0- Timely Adoption of Instructional Materials

Faculty submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair ensures that appropriate materials are ordered by the first day of priority registration. When faculty have not been identified for normal course offerings before the first week of advising, the Department or Program Chair will notify the Runner Bookstore of the appropriate instructional materials required.

~~2. A process for identification of textbooks for late-hire faculty:~~

~~When faculty have not been identified for normal course offerings before the first week of advising, the Department or Program Chair will notify the Runner Bookstore of the appropriate instructional materials required.~~

Deleted addressed under new goals by CO

~~3. A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format:~~

~~Students with documented disabilities receive priority registration. The Services for Students with Disabilities (SSD) Office shall keep a current list of students who require instructional materials in alternate formats. In order to assure the timely delivery of alternate formats, students with documented disabilities are responsible for notifying SSD of their schedule within one week of priority registration.~~

Deleted addressed under new goals by CO

~~4. A strategy to increase faculty use of the campus learning management system (LMS) for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid or blended courses.~~

~~Instructional materials distributed in the classroom shall also be available in accessible formats.~~

IM Goal 4.0- Instructor Use of LMS (or non-LMS) Course Websites

Faculty ensures two kinds of accessibility when using LMS and non-LMS course websites. First relates to the accessibility of the platform, second accessibility relates to the content placed in LMS.

Accessibility of the platform:

- f. Instructor reviews the accessibility guide provided by the LMS provider to understand how they can enhance accessibility while using the LMS.
- g. Instructor runs accessibility checker on their html content.
- h. They follow recommendations to create accessible exams on LMS.
- i. They keep the needs of students who use assistive technology to view materials and exams in mind when using LMS for their course.
- j. When using website or materials from publisher, the faculty contacts the publisher

for details about the level of accessibility provided by the publisher.

Accessibility of the content:

- c. Faculty attend the training conducted by FTLC on how to create accessible materials.
- d. They ensure that all documents are in accessible format.
 - 1. Digital media has closed captions, transcripts, and image descriptions.
 - 2. They use alt text for images.
 - 3. They add language attribute tags to all foreign language text.
 - 4. They avoid using abbreviations or all caps.

Teaching faculty are encouraged to make all instructional materials available in LMS and training and resources to assist faculty are available through the Faculty Teaching and Learning Center.

~~5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example):~~

~~The CSU Procurement Directors have hired a consultant to assist them with a process for incorporating accessibility requirements in the purchase of instructional materials.~~

IM Goal 5.0- Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies

The Solutions Consulting and Technology Accessibility Review (TAR) Teams (comprised of staff from ITS, Procurement, Library, and SSD) evaluate all software and hardware products purchased by the campus for accessibility and security.

An approved accessibility checker tool will be provided in the LMS to assist instructors with assessing the accessibility of course content.

6. A method to incorporate accessibility as a required component in the curriculum review and approval process.

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies, **develop processes**, and **implement** procedures for incorporating accessibility **compliance** as a required component in the curriculum review and approval process. **This includes processes for selecting** The appropriate course materials, **timely accessibility** prior to the start of the course, **regular evaluations of material accessibility**, **course content remediation** if required, and **prioritizing and remediating inaccessible course content**. The appropriate University and Academic Senate officers will communicate this

~~R~~requirement, **ensuring compliance with all ADA regulations**.

IM Goal 6.0- Accessibility Requirements for Course Review and Remediation

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies, develop processes, and implement procedures for incorporating accessibility compliance as a required component in the curriculum review and approval process. This includes processes for selecting appropriate course materials, timely accessibility prior to the start of the course, regular evaluations of material accessibility, course content remediation if required, and prioritizing and remediating inaccessible course content. The appropriate University and Academic Senate officers will communicate this requirement, ensuring compliance with all ADA regulations.

7. A plan to support faculty in the creation of accessible course content.

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty to ensure that ~~seeking to develop accessible~~ course content materials are available in compliance with Americans with Disabilities Act (ADA) standards and regulations. Additionally, faculty are encouraged to seek further assistance to develop accessible course content materials by requesting guidance from FTLC and the Services for Students with a Disability (SSD) to ensure that any materials that are created and/or adopted are available and accessible for all students.

IM Goal 7.0- Creation and Adoption of Accessible Instructional Materials

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty to ensure that course materials are available in compliance with Americans with Disabilities Act (ADA) standards and regulations. Additionally, faculty are encouraged to seek further assistance to develop accessible course content materials by requesting guidance from FTLC and the Services for Students with a Disability (SSD) to ensure that any materials that are created and/or adopted are available and accessible for all students.

8. A communication process and training plan to educate students, faculty, and staff about the campus IMAP.

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. ~~The ATI Steering Committee is the shared governance body responsible for the communication process.~~ As part of this effort, ~~Services for Students with a Disability~~ SSD shall educate their students and ~~shall develop materials to be distributed in CSUB 101 and orientation~~ first-year seminar courses for in-coming students; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall ~~engage with Faculty Teaching and Learning (FTLC) unit, schools, and departments~~ to develop materials and workshops to inform the faculty about ADA compliance. Presentations are provided regarding course content and materials during ~~at~~ University Day 2007.

IM Goal 8.0- Communication Process and Training Plan

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. The ATI Steering Committee is the shared governance body responsible for the communication process. As part of this effort, Services for Students with a Disability (SSD) shall educate their students and develop materials to be distributed in first-year seminar courses for incoming students; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall engage with Faculty Teaching and Learning (FTLC) unit, schools, and departments to develop materials and workshops to inform the faculty about ADA compliance. Presentations are provided regarding course content and materials during University Day.

~~9. An evaluation process to measure the effectiveness of the plan.~~

IM Goal 9.0- ATI Instructional Materials Accessibility Plan

~~The University Section 504 Compliance Officer/ADA Coordinator shall work with the entities identified in item #8 above to~~ The ATI Instructional Materials Working Group shall work with the appropriate stakeholders (University President, ATI Steering Committee, ATI Officer, ATI Working Group, ATI Subcommittees) on develop an evaluation process to ensure that accessibility plan objectives are met, and the Annual Instructional Materials Plan is implemented.

IM Goal 9.0- ATI Instructional Materials Accessibility Plan

The ATI Instructional Materials Working Group shall work with the appropriate stakeholders (University President, ATI Steering Committee, ATI Officer, ATI Working Group, ATI Subcommittees) on developing an evaluation process to ensure that accessibility plan objectives are met, and the Annual Instructional Materials Plan is implemented.

~~10. The identification of roles and responsibilities associated with the above processes.~~

See items #8 and #9 above.

Deleted and covered above goal

~~11. Milestones and timelines that conform to the dates listed below.~~

~~June 15, 2007: Submission of CSUB's Instructional Materials Accessibility Plan (IMAP):~~

~~Draft (this has occurred as required).~~

~~**November 1, 2007:** Submission of CSUB's Instructional Materials Accessibility Plan (IMAP): Final~~

~~**July 1, 2008:** CSUB will implement the IMAP provisions related to timeliness of alternate formats for print-based instructional materials such as those reflected in points #1 to~~

~~#4 of Coded Memo AA-2007-04. These provisions should impact the timeliness of materials for the first academic term of Calendar Year, 2008.~~

~~**Fall Term, 2008:** New courses and new course content, including instructional materials and instructional websites, will be designed and authored in a manner that incorporates accessibility. If incorporating accessibility is not possible or would constitute an undue burden, then a plan to provide an equally effective alternate form of access must be developed, documented, and communicated. Existing course content will be made accessible at the point of course redesign or when a student with a disability enrolls in the course.~~

~~Deleted and covered under goal 9~~

RATIONALE: Implementing these updates will provide consistency with the goals and objectives of the Chancellor's Office as well as CSUB's compliance to meeting State regulations.

Distribution List:

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- School Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of Extended University and Global Outreach
- Department Chairs
- General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:

NOTE: A comparison in 3 colors of a.) The Chancellor's Office Goals, 2.) the Original Appendix K, 3.) the proposed changes by AS&SS

Green (CO Goal), Red (Current CSUB Goal), Blue (Suggested changes/Discussion)

CO- <https://ati.calstate.edu/instructional-materials/goals>

CSUB- <https://maindata.csub.edu/media/17471/download?inline=>

Subcommittee Report- See attachment in email "ATI Instructional Materials"

Sample from CSUF https://www.fullerton.edu/ATI/_resources/pdfs/CSUF-ATI-Plan-2022-2024.pdf

IM Goal 1.0- Timely Adoption of Instructional Materials

The campus has implemented a comprehensive plan to ensure the timely adoption of instructional materials, including courses with late-hire faculty or adjunct faculty.

Success Indicators for Goal 1

- 1.1 Campus has formally documented (e.g., Policy, Resolution, or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials.
- 1.2 Develop a process (e.g., developed and documented practices, specified staff time, educational/training resources, and technology) to achieve compliance with timely adoption.
- 1.5 Develop a process to distribute performance reports regarding timely adoptions to campus administration at least annually.
- 1.6 Develop a process to distribute performance reports regarding timely adoptions for late-hire faculty to campus administration at least annually.

Current CSUB 1- A process for timely adoption of textbooks by faculty:

All instructional materials must be accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as effective for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timely delivery of course content in accessible formats. To the extent possible, instructional content, including online course materials, should be accessible to students with disabilities at the same time it is available to any other student.

The CO's goal 1 does not discuss accessibility issues. Their goal seems to broadly address timely adoption of materials. Should we delete this section altogether?

Faculty will submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair will ensure that appropriate materials are ordered by the first day of priority registration.

1.1 states that the campus has a "formally documented process for adoption." Do we have this? Is it just "before the first week of advising?"

Subcommittee evidence- "University Handbook Section 203.3 requires timely adoption of instructional materials. University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <https://www.csub.edu/senate/university-handbook>"

1.2 also discusses the process (e.g., training, documented practices) for compliance. I believe we just receive an email saying when textbooks are due. Anything else?

Subcommittee evidence- "Provost's Office sends out textbook adoption deadline memos each semester. "

1.5 discusses performance reports. Do we have this?

Subcommittee evidence- "Previous regular reporting of missing textbook adoptions was not transitioned over to interim person filling this role in Provost's Office during AY 2020/21. New person hired for role will begin this reporting again in Fall 2021."

1.6 discusses the distribution of performance reports. Do we have this?

Subcommittee evidence- Not included.



Option to Retreat Policy- Handbook Change

RES 232409

FAC

RESOLVED: That the Academic Senate recommend revisions to the University Handbook language regarding the option to retreat and awarding of tenure when hiring an Academic Administrator (deletions in ~~strike through~~, additions in **bold underline**) as specified below.

305.2.5 Award of Tenure to Academic Administrators

Academic administrators who have been awarded tenure as faculty in a previous position may be awarded tenure by the President upon hiring if the academic unit granting the **option to retreat** ~~rights~~ considers the academic record to warrant it.

309.6 Roles and Procedures of the Search and Screening Committees

i. For ~~retreat rights~~ **an option to retreat** and potential tenure purposes, candidates shall be interviewed by the **academic department** in which they are seeking **the option to** retreat, ~~rights~~, at which time **the tenured faculty members of the department, in consultation with the probationary faculty faculty members of the department,** will forward to the Search and Screening Committee a recommendation assessing the candidate's potential for the reward of tenure **and at what rank. Such a recommendation should follow the procedures outlined in the Option to Retreat Policy.** A negative recommendation from the department regarding a particular applicant is to be considered a right of refusal to accept the candidate in that department.

j. Any recommendation for tenure upon appointment would normally be restricted to those applicants who have been, or are currently, tenured by an accredited academic institution of higher education. Applicants without such a record shall be evaluated for tenure according to criteria jointly established by the appropriate department, the dean, and the P&VPAA.

RATIONALE: The issue of retreat rights needed clarification regarding the hiring procedures during which a candidate can request the option to retreat to a certain department and to the processes by which departments consider granting the option to retreat. The language provided refers to the attached *Option to Retreat Policy* (new) for CSU Bakersfield that aligns with the CSU Employment Policy Governing Administrator Employees' Option to Retreat. The new policy acknowledges that 'retreating' to a department is not necessarily a 'right' but an option and includes a notice of potential ineligibility to retreat in the event of a 'finding.'

Distribution List:

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School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



California State University, Bakersfield
Division of Academic Affairs

Policy Title: Option to Retreat Policy (Application of the CSU *Employment Policy Governing Administrator Employees' Option to Retreat*)

Policy Number: TBD

Policy Status: [Draft]

Affected Units

Administrators

Academic Departments and Programs

Policy Statement Text

The CSU [*Employment Policy Governing Administrator Employees' Option to Retreat*](#) delineates systemwide protocols governing the option for Administrators to Retreat to a faculty position at the end of their administrative appointment and provides conditions under which Administrators are eligible and ineligible to Retreat. The CSU policy, which is intended to provide systemwide consistency in granting options to Retreat, also requires each campus to adopt procedures to guide the process.

Procedures for Considering and Granting the Option to Retreat

1. Prior to campus visits, the search committee will ascertain which candidates want to be considered for the option to retreat, and then notify the relevant Academic Department(s) of the candidate's request for consideration.
2. The candidate will meet with the ~~(tenured) faculty of the~~ **Academic** Department during the interview process.
3. The ~~(tenured) faculty of the~~ Department will evaluate the candidate's qualifications, including but not limited to:
 - a. Education
 - b. Background
 - c. Excellence in teaching, scholarship, and/or research and creative activities
 - d. Professionalism
 - e. Previous history of tenure

4. The Department will provide a written recommendation to the search committee and appropriate administrator. If the option to Retreat is supported, the Department will also recommend rank and tenure status (with or without).
5. Final approval is determined by the President or designee.

If appointed to an Administrator position, individuals already holding a tenured faculty appointment in an Academic Department at CSU Bakersfield shall be granted an option to Retreat to their tenured faculty position.

In accordance with the CSU policy, academic candidates who have earned and held a tenured Professor position at another campus within the CSU will ordinarily be granted the option to Retreat to a tenured faculty position.

Non-academic candidates who have never earned or held a tenured position may be granted the option to Retreat, with or without tenure, on a case-by-case basis, provided they:

1. Demonstrate a substantial record meriting such rank
2. Receive the recommendation of the faculty committee
3. Are approved by the campus president or chancellor

Options to Retreat should always be granted at the time of appointment and memorialized in an Administrator's appointment letter. The appointment letter must include the terms outlined in the CSU *Employment Policy Governing Administrator Employees' Option to Retreat*, including:

1. Option to Retreat, with or without tenure
2. Rank (Professor or Associate Professor)
3. Department and School
4. Salary placement details upon Retreat
5. Terms of administrative sabbatical or paid time upon Retreat (if applicable)
6. Amount of time required to provide notice of intent to Retreat
7. Any additional terms
8. Notice of potential ineligibility to Retreat in the event of a Finding

Eligibility to exercise the option to Retreat will be handled at the time the Administrator gives notice of intent to Retreat and must be determined according to the CSU *Employment Policy Governing Administrator Employees' Option to Retreat*.

The Office of Faculty Affairs will maintain documentation of current Administrators who have been granted options to Retreat upon appointment and a list of Administrator positions within Academic Affairs for which an option to Retreat would generally be considered.

Consultations

Academic Senate
Provost's Council

Policy Foundations and References

CSU: *Employment Policy Governing Administrator Employees' Option to Retreat* (revised November 16, 2022)

Approved Date: TBD

Effective Date: TBD

Date Submitted to Policy Portal: TBD