

- d. Elections and Appointments – M. Danforth
 - i. Distributed Learning Committee (DLC)
 - ii. U-wide RTP criteria taskforce (equity) (HOLD)
- e. GE Breadth and taskforce composition (**handout**) HOLD waiting for CSU Academic Senate Chair to come to EC – see minutes 10/1/2023.
- f. Carry-over from 2021-2022 Annual Report (Possible New Referrals)
 - i. Committee on Professional Responsibility (CPR) Constitution; academic integrity for faculty –FAC
 - ii. RES 212234 CSUB Faculty Retention and Tenure Density Priority – (HOLD- pending action from President)
- g. Resolution on CCC baccalaureate degrees [AB 927] – EC
- h. Cultural Taxation Award Criteria and Review Committee Structure – BPC and FAC (HOLD- check with Provost on if award still exists)
- i. Strategic Plan Group data gathering instrument(s) - BPC
- j. Investment Divestiture – BPC

7. AGENDA ITEMS FOR SENATE MEETING

THURSDAY, NOVEMBER 9, 2023

10:00 A.M. – 11:30 A.M.

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

- A. Call to Order
- B. Approval of Minutes
 - a. October 12, 2023 (**handout**)
 - b. October 26, 2023 (**handout**)
- 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**)
 - c. Elections and Appointments- M. Danforth
 - d. Informational Only: EIC Updates (**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 232410 Doctor of Nursing Practice- AAC and BPC (**handout**)
 - ii. RES 232411 Academic Master Plan – AAC and BPC (**handout**)
 - iii. RES 232412 Evaluation of Academic Administrators – FAC (handout)
 - iv. RES 232413 Academic Calendar – BPC (*handout*)
- c. Old Business
 - i. RES 232406 RTP and PTR Committees- Handbook Change – FAC (**handout**- docx pdf)
 - ii. ~~RES 232407 Pilot of Interfolio – FAC and EC (**handout**- docx pdf)~~
 - iii. RES 232401 Statement on Campus Modality – EC (**handout**- docx pdf)
 - iv. RES 232402 Statement on Reducing Educational Material Cost at CSUB – AS&SS (**handout**- docx pdf)
 - v. RES 232408 ATI Instructional Materials- Handbook Change-AS&SS (**handout**- docx pdf)
 - vi. 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**)

I. Adjournment

8. 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?
Claudia Catota, J.D.
Chief Diversity Officer & Special Assistant to the President
ccatota@csu.edu
(661) 654-2137

Katherine Van Grinsven

From: Elaine Correa
Sent: Tuesday, November 7, 2023 8:11 AM
To: Senate Executive Committee Group
Cc: Elaine Correa; Katherine Van Grinsven; Charles Lam; Nyakundi Michieka
Subject: re: HD-CAFS Name Change
Attachments: HD-CAFS Memo 10-4-23.pdf

Importance: High

Dear Colleagues,

As you may be aware, HD-CAFS requested a name change last year that was brought to the Academic Senate and approved by the President. This name change was accepted for CSUB but for the name change to appear on student's degrees, the same process must be completed before sending this request forward to the Chancellor's Office for approval of the name change on the degree.

Please find attached the SSE Curriculum Committees approval of this request. You will also note that the name change (for People Soft and alignment with other CSU's) has shifted from HD-CAFS (5 letters which is not possible for PS), to HDFS (4 letters which complies with PS coding permitted). HDFS= Human Development and Family Studies. The Department name remains the same "Human Development and Child, Adolescent, and Family Studies" (HDFS).

I appreciate your consideration of the request. As discussed in EC, Aaron indicated that once SSE curriculum reviewed the proposal, I should bring this request to Executive Senate for review with the approval by SSE Curriculum Committee. Since this is the same proposal reviewed last year for our internal university name change, once reviewed by the Executive Senate, I will submit the paperwork to the Provost and then President, before submission to the Chancellor's Office.

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



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.

From: [Claudia Catota](#)
To: [Senate Executive Committee Group](#)
Cc: [Vernon Harper](#)
Subject: Great Colleges to Work For Survey Data
Date: Tuesday, December 6, 2022 2:33:31 PM
Attachments: [Copy of 2021 CSUB Faculty Experience Spreadsheet \(version 1\) 9-15-2022.xlsx](#)

Good afternoon, Senate Exec,

Attached is the *Great Colleges to Work For* survey data. In addition, the presentations are available on our website. <https://www.csub.edu/equity-inclusion-compliance/great-colleges-work-survey>

If I can be of any further assistance, please let me know.

Best regards,
Claudia

CLAUDIA CATOTA, J.D., M.A.

She/her/ella ([why pronouns matter](#))

Chief Diversity Officer & Special Assistant to the President
Division of Equity, Inclusion, & Compliance (Office of the President)
(661) 654-2137

[SCHEDULE A MEETING](#)

California State University, Bakersfield

9001 Stockdale Hwy
Bakersfield, CA 93311

<https://www.csub.edu/equity-inclusion-compliance>

TOPIC: Consideration for Support for Scholarship and Creative Activities

From: Zachary Zenko <zzenko@csub.edu>

Sent: Monday, October 23, 2023 7:07:31 PM

To: Aaron Hegde <shegade@csub.edu>

Subject: Considering Support for Scholarship and Creative Activities

Dear Chair Hegde,

I hope this message finds you well. I have recently been contacted, independently, by several faculty on this issue in my capacity as Faculty Rights Representative.

I am writing to request that the Academic Senate consider the allocation of support for scholarship and creative activities at our university. Specifically, I would like to address the issue of Weighted Teaching Units (WTUs) and how they are allocated for (direct and indirect) instructional activities but not for scholarship, despite the expectation that faculty engage in scholarship and creative activities for retention, tenure, and promotion. WTUs are defined on page 2 of the attached.

This discrepancy in the allocation of WTUs poses a significant challenge to faculty members who are expected to balance their teaching responsibilities with their scholarly and creative pursuits.

Furthermore, if I correctly understand, the support for scholarship and creative activities varies significantly between different schools within the university. While some schools offer release time to faculty to focus on their research and creative work, others do not provide such opportunities. This inconsistency creates disparities in workload and workload equity and places an undue burden on faculty members in schools without access to release time for scholarship.

The impact of this issue is particularly concerning given the diverse demands of scholarship and creative activity across different schools and departments. Faculty members in various fields have distinct needs and expectations when it comes to their scholarly work. Failing to address these differences in workload allocation and support for scholarship can hinder the overall academic productivity of our institution and create an environment where faculty members feel unduly stressed and unsupported.

Thank you for your time and consideration,
Zack

ZACHARY ZENKO, PH.D., FACSM, PAPHS

He/Him/His

Associate Professor

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

Department of Kinesiology
(661) 654-2799
Office: EDUC 149
[Zoom Link](#)

Fall 2023 Office Hours

Mondays and Wednesdays: 2:30 pm to 3:45 pm
Thursdays: 1:15 pm to 3:45 pm
By appointment

California State University, Bakersfield

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

[Essentials of Exercise and Sport Psychology: An Open Access Textbook](#)



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

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

Attachment: epr_76-36

EP&R 76-36

**Faculty Workload:
Policies and
Procedures**

Faculty Workload: Policies and Procedures

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

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

1. Definition of Faculty Workload *

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

A. 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision (such as student thesis, project or intern supervision) equivalent to 36 hours per week, and

B. 3 WTU equivalences of indirect instructional activity such as student advisement, curriculum development and improvements, and committee assignments (4 to 9 hours per week).

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

* Faculty belong to workweek group 4D7 as defined in the California State University and Colleges Sal Schedule (issued annually).

11. Assignment of Faculty Workloads

A. Legislative Restrictions

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

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

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

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

B. System Policy

1. Each campus shall meet its budgeted FTES (full time equivalent students) with its budgeted faculty allocation within the following limits-

150 FTES (campus size 10,000 FTES or less)

200 FTES (campus size over 10,000 FTES)

2. Assignment of individual faculty to direct instructional activities should be made in accordance with the Faculty Workload Formula in Appendix A. This Workload Formula is the basis for

calculating the faculty workload reported in the Academic Planning Data Base.

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

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

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

a. Such assignments are no to be used in such a way as to cause widespread of across-the-board deviation from or reduction of normal instructional workloads.

b. Assigned WTU should no be provided to individuals where such an assignment results in a workload in excess of 12 WTU. Exceptions to this provision must be individually approved by the President (or a designated Vice President). All such assignments should be reported.

c, Records of all WTU assignments for indirect instructional activities are subject to review and audit and should include:

1. a description of the specific task(s) to be performed and the number of WTU assigned;
2. formal approval of the assignment; and
3. an after-the-fact evaluation of the assignment.

d. Each campus must prepare an annual report summarizing its use of assigned WTU during the previous fiscal year. Such a report should include a summary of assigned WTU by academic department and purpose of assignment and will serve as the basis for campus administrative review of assigned WTU activities.

e. Unusually heavy responsibility in any of the indirect instructional activities listed in Appendix B may serve as the basis for these workload adjustments which take the form of assigned WTU in lieu of WTU generated through direct instructional activity. All such assignments should be reported in the Academic Planning Data Base.

4. Variations in course credit hours and workload formula factors make it impossible always to schedule faculty members for exactly 12 WTU of direct instruction each term; however, the workloads during the semesters or quarters should be balanced, so that faculty members are responsible for a full workload on an annual average basis. Where made necessary by calendar considerations, and in rare instances only, such adjustments may be made between one fiscal year and the next if a faculty member has not been present for the full preceding academic year.

APPENDIX A

The California State University and Colleges Faculty Workload Formula

Classes meeting 1 hour for 1 unit of credit - - K factor: 1

| | | |
|-----|--|---|
| C-1 | Large lecture | Unlimited except by physical facilities or scheduling necessities. |
| C-2 | Lecture-Discussion, including methods | normal limit 40 |
| C-3 | Lecture-Composition Lecture-Counseling Law-Case Study | normal limit 30 |
| C-4 | Composition Accounting Mathematics Mathematical Statistics, Logic, and Philosophy; Business Math and English Science Math Music (Harmony, Theory, Composition, Counterpoint, Orchestration, Instrumentation, Conducting, Form and Analysis, Sight Singing) Speech: Public and Correction Foreign Language (including literature and culture courses taught in the foreign language) Engineering Lecture Problems Linguistics | normal limit 25 |
| C-5 | Undergraduate Seminars Graduate Discussion Honors and Graduate Seminars | normal limit 20 normal limit 15 |
| C-6 | Clinical Processes Education (Testing) Nursing Psychology Driver Training in simulator | Lower Division -- normal limit 20 Upper Division -- normal limit 10 Grad. Division -- normal limit 10 (or physical facilities in all divisions) |

Classes meeting 2 hours for 1 unit of credit -- K factor: 1.3

| | |
|---|--|
| C-7 Art, Anthropology, Science activities | normal limit 24 or physical facilities |
| C-8 Education Workshops (includes methods taught on an activity basis in education and subject areas) Social Science activity Science demonstration | normal limit 30 |
| C-9 Music activity - large group | normal limit 40 |
| C-10 Instrumental or vocal instruction | normal limit 10 |
| C-11 Physical Education and Recreation activity | normal limit 30, (or physical facilities) |
| C-12 Speech, Drama, and Journalism activities | normal limit 20 |
| C-13 Business and Accounting Labs Geography Foreign Language Home Economics Psychology Library Science Photography Engineering Industrial Arts Agriculture Mathematics Statistics | normal limit, physical facilities or scheduling necessities |
| C-14 Remedial Instruction: EOP courses only: Mathematics Reading Speech Writing | normal limit 15 |

Classes meeting 3 hours for 1 unit of credit -- K factor: 1.5

C-15 Laboratories in Art

- Foreign Language
- English (as a foreign language)
- Home Economics
- Industrial Arts
- Kinesiology
- Speech Correction
- Cartography
- Audio-Visual
- Mathematics
- Library Science
- Police Science)

normal limit: physical Facilities

Classes meeting 3 hours for 1 unit of credit -- K factor 2.0

C-16 Laboratories in Science

- Agriculture
- Engineering/Meteorology
- Psychology
- Natural Resources
- Photograph

normal limit: physical facilities, generally 24;
allowable range 8-24 based upon learning situation, hazard to
health and equipment, and availability of equipment

C-17 Demonstration-Laboratory, for
clinical practice in off-campus
facilities:

normal limit 8

Classes meeting more than 3 hours for 1 unit of credit -- K factor 6.0

C-18 Coaching major intercollegiate sports

- (Not more than four per year for women)
- (Not more than four per year for men)
- (The sum including coeducational sports no to exceed eight per year)

normal limit 20

Classes meeting more than 3 hours for 1 unit of credit -- K factor 3.0

C-19 Coaching minor intercollegiate sports

normal limit 20

C-20 Production courses or workshops in:

- Art
- Drama
- Journalism
- Music
- Photography
- Radio-TV
- Debate:
(resulting in a major public performance, showing or distribution.)

normal limit 20

C-21 Music -- major performance groups:

- Symphony orchestra
- College band
- College chorus

normal limit 40

S -- Allowance for supervisory staff:

(Only for courses providing individual supervision)

Undergraduate level:

S-25 Supervision of directed teaching
and public school nursing

ratio: 1:25

S-36 Supervision of field work
Driver Training in car off campus
Work Study
Project Supervision

ratio: 1:36

S-48 Music - Studio instruction (majors only)

ratio: 1:48

Graduate level:

S-25 Supervision of directed teaching
and public school nursing
Supervision of field work
Work study
Theses and projects

ratio: 1:25

S-12 * MSW Field Courses

ratio 1:12

APPENDIX B

Activities for which Weighted Teaching Units may be assigned.

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

11. Excess Enrollments

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

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

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

12. New Preparations

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

14. Course or Supervision Overload

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

18. Instructional Support for Graduate Students

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

21. Special Instructional Programs

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

22. Instructional Experimentation, Innovation, or Instructionally Related Research

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

23. Instruction Related Services

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

31 Advising Responsibilities

a. A faculty member may be given assigned WTU for carrying an excessive advising load due to a relatively high proportion of part-time faculty in his department.

b. A faculty member may be given assigned WTU for carrying a greater than normal share of departmental or school advising responsibilities.

c. A faculty member may be given assigned WTU for services as departmental graduate advisor.

32. Instruction-Related Committee Assignments

a. A faculty member may be given assigned WTU for participation over and above normal levels in such areas as curriculum, personnel, budget, library, audiovisual, and selection committees at the department, school or college level.

b. A faculty member may be given assigned WTU for membership in or liaison to special committees whose activities have significant bearing on the instructional programs of the college, or the CSUC system at large.

33. Curricular Planning or Studies

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

b. A faculty member may be give assigned WTU for development of special tests for credit by examination.

34. Accreditation Responsibilities

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

3 5. Instruction-Related Facilities Planning

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

Memorandum of Understanding

The California State University and the California Faculty Association agree that in the calculation of faculty workload, the following definitions shall be used in describing instruction involving one-on-one contact between faculty and student.

S-Factor Definitions

S-Factor courses are assigned when the mode of instruction involves direct one-on-one contact between faculty and student. The average amount of faculty time per student referenced in the definitions includes faculty preparation, evaluation, travel, and liaison with agencies when necessary.

S-1. This category maybe used for any supervision that requires of the instructor * an average of three-quarters of one hour per week of activity with each individual supervised student. The faculty member would receive one-third WTU for each student.

S-2. This category may be used for any supervision that requires of the instructor an average of one hour per week of activity with each individual supervised student. The faculty member would receive one-third WTU for each student.

S-3. This category is restricted to supervision as a primary technique of instruction in requiring of the instructor an intensity of supervision resulting in an average of on and one-half hours per week with each supervised student or in liaison with school or agency personnel. The faculty member would receive one-half WTU for each student.

S-4. This category is restricted to supervision as a primary technique of instruction in which the instructor assumes direct responsibility for the activities of the student, and that requires of the instructor an intensity of supervision resulting in an average of two hours per week with each supervised student or in liaison with agency personnel. The faculty member would receive two-thirds WTU for each student.

S-5. This category is restricted to supervision as a primary technique of instruction in which the instructor assumes direct responsibility for the activities of the student, and that requires of the instructor an intensity of supervision resulting in an average of three hours per week with each supervised student or in liaison with agency personnel. The faculty member would receive one WTU for each student.

Supervision Courses --Amend. to EP&R 76-36

You are aware that the current contract between the CSU and the California Faculty Association (CFA) provides for a joint CSU/CFA Workload Committee to, inter alia, review and recommend revisions and clarifications to existing workload formulae. This committee has reviewed the existing supervision (S factor) course classification and recommended that revised definitions which are discipline independent be provided for existing supervision categories, and that a new category S-4 (equivalent to S-18 in the previous nomenclature) be created. These recommendations have been reviewed by the Management Advisory Group and, subsequently, by all campus presidents. A memorandum of understanding involving these revisions has been signed by the CSU and CFA (see attachment).

These new supervision course classifications are available for use by the campuses beginning with the Summer 1992 term. The new definitions and numbers make no changes in workload for the categories. They do, as indicated above, add a new category (S-4) for which eighteen supervised students constitutes a full workload. The new definitions attempt to clarify the connection between the workload measured in WTU and the amount of time spent with each student in the course of the supervised activity. Please note that the existing supervision course categories have been renumbered as S-I through S-5 (corresponding to S-48, S-36, S-25, S-18, and S-12, respectively).

The new category and the revised numbers should be used for faculty workload reporting beginning with Summer quarter, 1992.

Handout: GE Breadth and Task force Composition

From: [Beth Bywaters](#)
To: [Katherine Van Grinsven](#)
Subject: FW: Request to prepare for GE changes
Date: Tuesday, April 18, 2023 10:39:32 AM

From: Debra Jackson <djackson9@csub.edu>
Sent: Tuesday, April 18, 2023 9:39 AM
To: Aaron Hegde <shegde@csub.edu>
Cc: Vernon Harper <vharper@csub.edu>; Beth Bywaters <ebywaters@csub.edu>
Subject: Request to prepare for GE changes

Dear Aaron,

I would like to request that the Academic Senate form a work group to plan for expected changes to our GE Breadth.

State Assembly Bill 928 (AB 928) calls for the establishment of a “singular lower-division general education pathway” that meets the academic requirements necessary for transfer admission from the California Community Colleges (CCC) to both UC and the California State University (CSU). AB 928 also limits the number of units in the pathway to a 34-unit ceiling. This new lower-division general education pathway goes into effect fall 2025.

While we do not yet have details about how the CSU will adjust our GE Breadth requirements in response to Cal-GETC, I do expect that there will be changes. If not, the lower division requirements for native CSU students will be different from those for transfer students, which creates a troubling inconsistency. Currently, CSU’s Breadth is 39 units, whereas Cal-GETC is 34 units. Cal-GETC has 3 units fewer in lower-division Area C, does not have the 3-unit Area E, and has one unit for B3.

Given that Cal-GETC goes into effect in fall 2025, I believe it behooves us to develop a plan to adopt these changes to the GE curriculum in the likely event that they are adopted across the CSU. Any changes to our GE curriculum would require full senate approval. To prepare for a fall 2025 implementation, we would need to have this in place by early fall 2024 for catalog deadlines.

Thank you for your consideration,
Debra

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