ACADEMIC SENATE: EXECUTIVE COMMITTEE

Agenda

TUESDAY, FEBRUARY 6, 2024

10:00 A.M. – 11:30 A.M.

Zoom Link: https://csub.zoom.us/j/87949598031?pwd=T2Zpd09mWVZPbVQwRnlVeDFtNIkrdz09
In- Person: BPA 134 Conference Room

Members: A. Hegde (Chair), M. Danforth (Vice-Chair), J. Rodriguez, C. Lam, N. Michieka, D. Solano, E. Correa, D. Wu, M. Rush and K. Van-Grinsven (Senate Analyst)
Guest: none

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
    a. Interim President Harper to attend EC meeting- Tues. March 19, 2024

3. APPROVAL OF AGENDA **(Time Certain: 10:05 AM)**

4. APPROVAL OF EC MINUTES
    a. December 5, 2023 *(handout)*
    b. January 30, 2024 *(in progress)*

5. CONTINUED ITEMS
    a. AS Log *(Handout; see BOX folder)*
        i. AAC (D. Solano)
        ii. AS&SS (E. Correa)
        iii. BPC (D. Wu)
        iv. FAC (M. Rush)
    b. Provost Report (J. Rodriguez)
        i. Budget Inquiry
        ii. Acting Dean
        iii. Incomplete work during transition period
    c. Campus Climate Survey- Senate actionable items *(handout)*

6. NEW DISCUSSION ITEMS **(Time Certain: 10:45 AM)**

a. Student Ratings in the CSU System *(handout)*
b. New Minor Proposal- Human Resource Management *(handout)*
c. New Minor Proposal- Ethnic Studies, Feminist Studies, and Queer Ethnic Studies *(handout)*
d. ITS Software Retention Policies *(handout)*
e. Reconsideration of the role and committee structure for the Committee on Professional Responsibility (CPR) *(handout)*
f. URC Alternates – Handbook Change *(handout)*
g. Elections and Appointments – M. Danforth
    i. Elections
        1. Senate Chair and Vice Chair update
        2. Institutional Research and Planning Assessment (IRPA) Advisory Committee
            a. Albert Cruz – CEE/CS, NSME
            b. Eduardo Montoya – Mathematics, NSME
        3. General Studies Committee (unfilled)
    ii. Distributed Learning Committee (DLC)
    iii. U-wide RTP criteria taskforce (equity) (HOLD)
h. Academic Integrity Policy- Graduate and Undergraduate *[(handout)](#)*
i. Considering Support for Scholarship and Creative Activities *[(handout)](#)*
j. Administering SOCIs *[(handout)](#)*
k. GECCO Response to CalGETC *[(handout)](#)*
l. GE Breadth and taskforce composition ([*handout*](#)) HOLD *waiting for CSU Academic Senate Chair to come to EC – see minutes 10/1/2023.*
    i. Resolutions at Maritime, Pomona, LA, and Fresno.
        1. Maritime: https://www.csum.edu/faculty-senate/media/cal-maritime-resolution-22-23-02-ab928.pdf
        2. Pomona: https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1941&context=senateresolutions
        3. LA: https://www.calstatela.edu/sites/default/files/23-2%20Senate%20Resolution%20on%20the%20Separation%20of%20Cal-GETC%20and%20CSU%20GE%20Breadth.pdf
        4. Fresno: https://academics.fresnostate.edu/senate/documents/CalGETC_Resolution_Fresno_State.pdf
m. 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*)

n. Resolution on CCC baccalaureate degrees [AB 927] – EC
o. Cultural Taxation Award Criteria and Review Committee Structure – BPC and FAC (HOLD-*check with Provost on if award still exists*)
p. Strategic Plan Group data gathering instrument(s) - BPC
q. Investment Divestiture – BPC

7. AGENDA ITEMS FOR SENATE MEETING

Academic Senate Meeting – Spring 2024
Agenda
THURSDAY, FEBRUARY 8, 2024

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/89839397226?pwd=NkxIZ241eC8vK3J5Z2R5ZXJBZDg1dz09

Members: A. Hegde (Chair), M. Danforth (Vice Chair), Senator M. Ayuso (alt. for A. Rodriquez), Senator D. Alamillo, Senator J. Cornelison, Senator E. Correa, Senator J. Deal, Senator J. Dong, Senator H. He, Senator A. Jacobsen (alt for A. Lauer), Senator S. Marks (alt for A. Sawyer), Senator M. Rush, Senator T. Salisbury, Senator S. Sarma, Senator D. Solano, Senator M. Taylor, Senator T. Tsantsoulas, Senator D. Wu, Senator Z. Zenko, Interim Provost J. Rodriguez, and K. Van Grinsven (Senate Analyst).

A. Call to Order

B. Approval of Minutes
   a. November 9, 2023 *(handout)*

C. Announcements and Information
   a. Interim President's Report – V. Harper (**Time Certain: 10:10 AM**).
   b. Elections and Appointments- M. Danforth

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

E. Reports
   a. Interim Provost's Report – J. Rodriguez
   b. ASCSU Report *(handout)*

    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) – Alt. M. Taylor ***(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 232415 Graduate Policies and Curriculum Committee- Handbook Change– FAC ***(handout)***
     ii. RES 232417 HSIRB and IACUC Policy Updates– Handbook Change – FAC ***(handout)***
    c. Old Business
      i. RES 232410 Doctor of Nursing Practice – AAC and BPC ***(handout)***

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

H. Faculty Recognition **(Time Certain: 11:25 AM)**

I. Adjournment

8. <u>ADJOURNMENT</u>

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

From:	Aaron Hegde
To:	Senate Executive Committee Group
Subject:	FW: Student Ratings in the CSU System
Date:	Monday, February 5, 2024 3:48:10 PM
Attachments:	Flier - Mar 8 Systemwide SRI Meeting .pdf
	image001.jpg

Colleagues,

FYI. Let's chat if this is something that is actionable for us.

Aaron

DR. S. AARON HEGDE, PHD
Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: BDC 20
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shegde@csub.edu

California State University, Bakersfield

From: Raymond Hall <rhall@mail.fresnostate.edu>
Date: Sunday, February 4, 2024 at 10:01 PM
To: Aaron Hegde <shegde@csub.edu>, jason.miller@csuci.edu <jason.miller@csuci.edu>, JTrailer@csuchico.edu <JTrailer@csuchico.edu>, spawar@csudh.edu <spawar@csudh.edu>, christina.chin-newman@csueastbay.edu <christina.chin-newman@csueastbay.edu>, rhall@mail.fresnostate.edu <rhall@mail.fresnostate.edu>, mjarvis@fullerton.edu <mjarvis@fullerton.edu>, James.Woglom@humboldt.edu <James.Woglom@humboldt.edu>, pei-fang.hung@csulb.edu <pei-fang.hung@csulb.edu>, aavramc@calstatela.edu <aavramc@calstatela.edu>, emcnie@csum.edu <emcnie@csum.edu>, Ahaffa@csumb.edu <Ahaffa@csumb.edu>, michael.neubauer@csun.edu <michael.neubauer@csun.edu>, adkumar@cpp.edu <adkumar@cpp.edu>, senate-chair@csus.edu <senate-chair@csus.edu>, cmdavis@csusb.edu

<cmdavis@csusb.edu>, nbutler@mail.sdsu.edu <nbutler@mail.sdsu.edu>, Michael A Goldman <goldman@sfsu.edu>, karthika.sasikumar@sjsu.edu <karthika.sasikumar@sjsu.edu>, jbgreenw@calpoly.edu <jbgreenw@calpoly.edu>, glenbrod@csusm.edu <glenbrod@csusm.edu>, laura.krier@sonoma.edu <laura.krier@sonoma.edu>, mchvasta@csustan.edu <mchvasta@csustan.edu>, kcelly@csudh.edu <kcelly@csudh.edu>, ewalsh@fullerton.edu <ewalsh@fullerton.edu>

Subject: Fwd: Student Ratings in the CSU System

Dear Senate Chair Colleagues,

I wish to bring to your attention the attached CSU systemwide study and report on student ratings of instruction. All campuses are represented and the author compares and contrasts the instruments used and the various policies that govern them on each campus. Please consider sharing this with the appropriate subcommittee on your campus.

In addition, a Zoom conference and system-wide discussion of efforts to reform student ratings of instruction (course evaluations) will be held March 8th. A flyer is attached and all interested parties are invited to attend.

Thanks,

Ray Hall
Chair, Academic Senate
Professor, Department of Physics
California State University, Fresno

---------- Forwarded message ---------
From: **Kathleen Dyer** <kdyer@mail.fresnostate.edu>
Date: Sun, Jan 7, 2024 at 11:51 AM
Subject: Student Ratings in the CSU System
To: Ray Hall <rhall@csufresno.edu>

Dr. Hall,

You may know that, as part of my sabbatical last semester, I collected information about student ratings of instruction (aka "course evaluations" or "student evaluations of teaching") on all 23 campuses of the CSU system. My goal was to describe the state of this process within our system in order to guide the reforms that are in progress on many campuses, including our own.

I discovered that Academic Senates generally drive reforms in this area. Therefore, I hope to make academic senate chairs across the CSU aware of what I've learned in case it helps them with their work in this area.

As the chair of my campus senate, I wonder if you would forward this report on my behalf to your colleagues throughout the system?

The report can be located here:
https://drive.google.com/file/d/1SbmTwjOnTTFeC7ZLq9fvaqJDfyx8I4xp/view?usp=drive_link
[drive.google.com]

And I have pasted the executive summary below for ease of reference.

I am planning a system-wide zoom meeting (Friday, March 8, 1-3pm) for anyone interested in making connections across campuses to assist in this work. Interested parties should simply email me (kdyer@mail.fresnostate.edu) to request the zoom link.

Thanks for your help disseminating this information!

Katie Dyer

Kathleen D. Dyer, PhD
Professor, Department of Child and Family Science
California State University, Fresno
Website: https://sites.google.com/view/professordyerhdfs/home [sites.google.com]

The State of Student Ratings of Instruction in the California State University System
Kathleen Dyer, PhD
kdyer@mail.fresnostate.edu
January 2024

EXECUTIVE SUMMARY

Background: The use of Student Ratings of Instruction (SRI) became ubiquitous in higher education by 1990 as a result of pressure from both students and faculty. They are required by the collective bargaining agreement, and are used on every campus of the California State University (CSU) system. However, the practice remains controversial.

Objective: To describe the current use of SRI on the 23 campuses of the California State University (CSU) system. What is the quality of instruments being used? How are SRI administered? What policies govern the use of SRI results?

Methods: Information about SRI for each campus was identified via the campus website, an interview with at least one staff member who administered the system, and at least one faculty member or administrator who oversaw the process. Preliminary results were tabulated and checked for accuracy.

Results/Instruments: Campuses vary wildly in what name they give to the process of collecting student feedback about classes. The word "evaluation" is being removed and replaced with words like: feedback, opinions, ratings, reflections, and perceptions. Twelve campuses either use a single common instrument across campus, or have common instruments for a few types of classes (e.g., lectures and labs). The rest allow multiple instruments, which does not allow the possibility for testing for reliability and validity. Only one campus has explicitly tested its instrument for reliability and validity. Eight campuses are currently working on revising their system. This process generally occurs in the Academic Senate.

Results/Administration: There is no consensus about which office on campus administers SRI. It is being done by: Technology Services, Institutional Research, Faculty Affairs, deans offices, Academic Senate, and Center for Teaching and Learning. All campuses use online administration, but some also allow paper administration. All but three use a vendor for administration, with the most commonly used platforms being Scantron Class Climate, Anthology, and Explorance Blue. Response rates are alarmingly low across the system. Surveys are typically open for two weeks at the end of the semester, excluding final exams.

Results/Policy: All campuses collect qualitative comments from students, but four prevent those comments from becoming part of the personnel file and several others allow a mechanism for certain comments to be removed. Most campuses require that virtually all classes be rated with exceptions for supervision and low-enrolled classes. Most campuses do not have a policy about the use of incentives to improve response rates.

Results/Other Issues: Other issues that arose include a widespread interest in improving the potential for formative assessment to improve instruction, and the lack of guidance for personnel committees about appropriate use of SRI data.

Recommendations:

    1. Improve validity and reduce bias by using expertise on campus to implement testing of instruments for reliability and validity. Include those with survey construction and statistical expertise in addition to representatives from multiple disciplines and class types. Revise instruments until they are theoretically based and demonstrably scientifically sound. On-campus experts should be compensated for this professional work. Task forces may need to be in place for longer than one year, as the process generally takes more than one year. This process could be facilitated centrally so that the burden does not rest entirely on each campus.

    2. Reduce bias by using written feedback for formative assessment but excluding it from summative assessments that go in instructor personnel files. Each campus should carefully consider the use of comments in the process.

    3. Prioritize student voice by maintaining the requirement that virtually all classes be rated without allowing individual faculty to selectively exclude classes. Communicate to students that SRI is an important and safe mechanism for them to be heard by their campus leaders.

4.   Address the problem of low response rates. This issue should be investigated to identify evidence-based solutions. Currently, the best evidence is that requiring in-class administration is the most impactful practice. The use of incentives should be explored, particularly those that operate at the level of the institution rather than at the level of individual classes.

5.   The window for administration of SRI surveys can safely be restricted to two weeks that should not include finals week. Longer windows increase work and annoyance without improving response rates.

6.   Improve guidance offered to administrators and personnel committees about the use of SRI scores, especially when response rates are low and with regard to written comments.

7.   Establish system-wide communication and collaboration about SRI practices in order to share expertise and experiences. The issues are the same on all campuses, yet currently each campus is addressing the issue alone. All could potentially benefit from an established network for those working on these reforms.

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Kathleen D. Dyer, PhD
Professor, Department of Child and Family Science
California State University, Fresno
Website: https://sites.google.com/view/professordyerhdfs/home [sites.google.com]
Book: Research Foundations of Human Development and Family Science: Science versus Nonsense [routledge.com]

California State University
System-Wide Discussion of Efforts to Reform

Student Ratings of Instruction / Course Evaluations
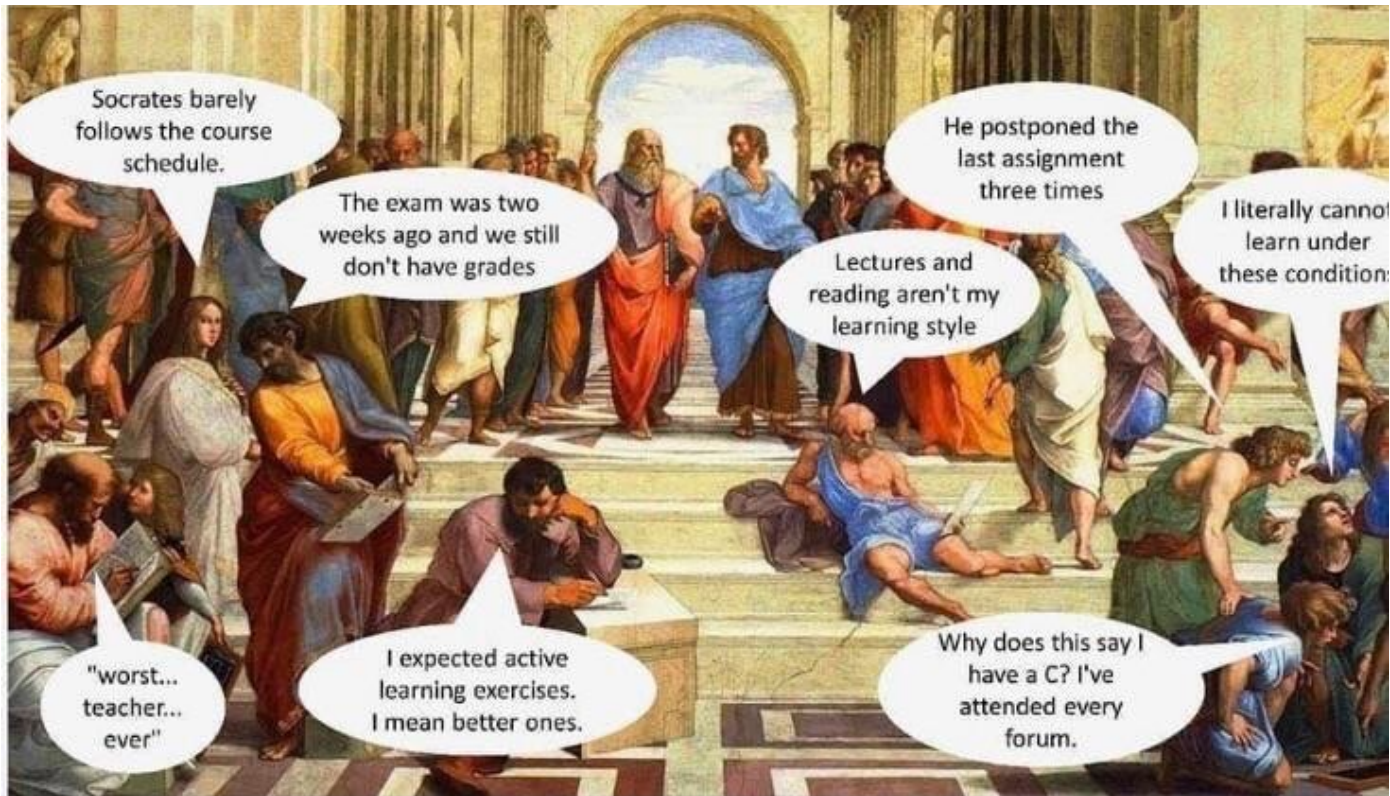
Friday, March 8, 2024. ~ 1:00 – 3:00pm ~ Zoom

For those involved in this work on your own CSU Campus.

Contact: Katie Dyer, Fresno State, kdyer@mail.fresnostate.edu to get a Zoom link.

From:	Debra Jackson
To:	Aaron Hegde
Cc:	Katherine Van Grinsven; Deisy Mascarinas
Subject:	New minor proposal - Human Resource Management
Date:	Monday, February 5, 2024 4:38:11 PM
Attachments:	Changes to BSBA Program Form - HR Minor - signed.pdf

Dear Dr. Hegde,

The faculty from the Department of Management and Marketing have proposed a new minor in Human Resource Management. This proposal was approved by the BPA Curriculum Committee on September 25, 2023, and the Dean of BPA on September 26, 2023. With Dr. Rodriguez's consent on February 5, 2024, I am forwarding this proposal to you for review and approval by the Academic Senate. Please see attached document.

Thank you,
Debra

____
DEBRA L. JACKSON, Ph.D.
She/her/hers
Associate Vice President for Academic Affairs
Dean of Academic Programs
Accreditation Liaison Officer
(661) 654-3420

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

http://www.csub.edu/academicprograms

From:	Debra Jackson
To:	Aaron Hegde
Cc:	Katherine Van Grinsven; Deisy Mascarinas
Subject:	New minors proposals--Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies
Date:	Monday, February 5, 2024 4:41:16 PM
Attachments:	ETHS Minor Proposals signed.pdf
	Re Ethnics Studies Minors - SECOND REQUEST!.msg
	Re Ethnics Studies Minors - SECOND REQUEST!.msg
	2024-2025 Catalog Submitted Draft 12-4-2023.doc

Dear Dr. Hegde,

The faculty from the Department of Ethnic Studies have proposed three new minors—Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies. These proposals were approved by the SSE Curriculum Committee on November 20, 2023, and the Dean of SSE on November 29, 2023. With Dr. Rodriguez's consent on February 5, 2024, I am forwarding the proposals to you for review and approval by the Academic Senate. Please see attached documents.

Thank you,
Debra

____

DEBRA L. JACKSON, Ph.D.
She/her/hers
Associate Vice President for Academic Affairs
Dean of Academic Programs
Accreditation Liaison Officer
(661) 654-3420

California State University, Bakersfield
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http://www.csub.edu/academicprograms

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

Katherine Van Grinsven

From:	Jaimi Paschal
Sent:	Friday, February 2, 2024 3:48 PM
To:	Katherine Van Grinsven
Subject:	Policy review by Senate Committees
Attachments:	Zoom Campus Remainder Retention Policy Proposal.docx; Panopto Retention Policy Proposal.docx

Katie,

I have 2 ITS software retention policies that impact faculty and staff that we would like reviewed and approved/modified by Senate Committees. The first, Zoom Video Retention Policy is specific to staff video retention as the retention policy was approved for faculty video retention in October 2021. The second, Panopto video retention needs reviewed as we recently transitioned from an old software, TechSmith Knowmia, to Panopto and do not have unlimited storage. Are there additional documents that you need in order to route this through the governance process?

All guidance is appreciated.

Jaimi

Jaimi Paschal, EdD

Associate Director of Academic Technology Services
(661) 654-3912

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9001 Stockdale Hwy, Mail Stop: 41LIB
Bakersfield, CA 93311

Zoom Video Retention Policy Recommendation

Zoom Overview
Zoom is the current campus standard for remote video communication, virtual events, and some VoiP Phones.

Problem Statement
Zoom cloud storage is limited. As Zoom features grow and the campus adapts utilization of those features, cloud storage demand increases. Zoom meetings, events, whiteboards, branding, and phone services (such as voicemail) all utilize cloud storage. As Zoom's features grow the campus needs to be proactive in maintaining storage utilization to prevent high costs of operation.

Recommendation
The proposed policy for video retention has already been approved and adopted for faculty hosted meetings and webinars. The retention policy is to only hold Zoom Cloud video on Zoom for 180days.

After 180 days Zoom will auto delete video content from Zoom Cloud.

All Zoom cloud meeting and webinar recordings are automatically copied to the Panopto video hosting service. After the proposed 180day period deleted Zoom Cloud videos can still be accessed via Panopto.

All other Zoom Cloud stored elements would not be effected by this proposed policy.

Expected time to Implement
Immediate upon approval

Impact if no decision is made
Eventually the storage space utilization will grow. As campus needs and utilization grows the university will require the purchase of additional Zoom Cloud storage space.

Without approval CSUB will also have an inequity as the Faculty have been subject to this policy since December 2021.

Panopto Retention Policy Recommendation

Panopto Overview
Panopto is a video media manager service that CSUB has transitioned to replace TechSmith Knowmia. This service is used to host and create faculty, staff, and students' videos on their website (panopto.csub.edu). The service is used to store and host videos that include long term Zoom cloud recordings, campus promotion, training, websites, and campus courses.

Problem Statement
Storage space on Panopto is not unlimited. With the campus adoption to hybrid courses, and/or more videos being created and used in Canvas, unregulated storage utilization is untenable. To avoid a situation where the campus must either continuously purchase additional premium storage space or suddenly facing rapid and bulk removal of stored content, the Panopto transition team would like to implement a retention policy.

FTLC/ITS Panopto Transition team
Leadership includes:
- Jaimi Paschal

Evaluation team includes:
- Alex Slabey – FTLC Instructional Designer
- Mallory Gardner – FTLC Instructional Designer
- James Evans – ITS Zoom Administrator
- Don David – ITS Canvas Administrator
- Ernie Hashim – ITS Media Services Support

Recommendation
A 3-year retention policy is being recommended. Videos that have exceeded 24 months since last viewing will be automatically deleted.

Storage space on Panopto is divided into two parts, Active and Archive. The recommendation is a two-stage policy.

Stage 1: After 18 months since the last view of a video, the video is placed into Archive status. Videos in archive are compressed and save on space utilization. Videos in archive cannot be immediately viewed, but each person can return any of their archive videos back to active state at any time. Restoration from archive to active can range from minutes to 24 hours.

Stage 2: From video archive date, if the video exceeds an additional 18 months since last view date, the video will be permanently deleted.

In total, videos that have not been accessed in 3 years will be removed. Once a video has been played, the retention timer restarts.

Expected time to Implement
Immediate upon approval

Impact if no decision is made
Eventually, the storage space allotted in our contract will run out. The campus will have to determine what will be deleted or be required to pay for additional storage space, as needed.

From: Aaron Hegde
To: Melissa Danforth; Katherine Van Grinsven
Subject: Re: Alicia Rodriquez- Committee on Professional Responsibility
Date: Tuesday, January 30, 2024 1:48:01 PM

Hi, Melissa and Katie.

For now, we can leave things as they are, especially since we do not know for sure if Alicia will stay in her current position or return to faculty. The CPR only meets when there are issues. As you pointed out Melissa, there is one other level now, the Faculty Ombuds. In the case we do need to form the committee, we can reach out to their respective schools and see if someone else can fill in. Going forward, let's reconsider the role for CPR. Katie, would you please put that on the next EC agenda?

Aaron

DR. S. AARON HEGDE, PHD
Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

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9001 Stockdale Hwy, Mail Stop: BDC 20
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shegde@csub.edu

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

From: Melissa Danforth <mdanforth@csub.edu>
Date: Friday, January 26, 2024 at 12:19 PM
To: Katherine Van Grinsven <kvan-grinsven@csub.edu>, Aaron Hegde <shegde@csub.edu>
Subject: RE: Alicia Rodriquez- Committee on Professional Responsibility

Hi Katie,

Relatedly, JJ is the Faculty Ombuds and is the other 2022-2024 position on the committee.

But we really don't have time in the schedule right now for a special election call. That would bring out maximum call cycle time to over 15 weeks (minimum is well under 15 weeks, but we don't know how many calls will need second calls and elections.

Also, I think that committee structure needs to be rethought now that there is a Faculty Ombuds position. Maybe we can put it on the Exec agenda to refer out to FAC.

Melissa

From: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Sent: Friday, January 26, 2024 12:14 PM
To: Melissa Danforth <mdanforth@csub.edu>; Aaron Hegde <shegde@csub.edu>
Subject: Alicia Rodriquez- Committee on Professional Responsibility

Hi,

I'm so sorry. I missed that Alicia Rodriquez was also on the Committee on Professional Responsibility (CPR), term 2022-2024. I am not sure if we want to issue a call for interest now, or wait for the elected committees call? Here is the current roster:

Members of the Committee on Professional Responsibility are elected with special attention to the high ethical and professional regard in which their colleagues hold them. All committee members are full-time tenured faculty, with the school representatives elected by the faculty of their respective schools, for overlapping two-year terms; the At-Large committee member is elected by the General Faculty for a two-year term. The Academic Senate Chair convenes a meeting to establish procedures, and the committee elects a chair at the first meeting. Handbook 303.8.1 At the last meeting each year of the Academic Senate, the CPR shall submit an annual summary report of its activities. Information that identifies individuals or departments shall not be included in the report. Handbook 303.8.4.2			

	Name	**Department**	**Term**
1 A&H Faculty Member	Alicia Rodriquez	History	2022-2024
1 BPA Faculty Member	Jing Wang	Accounting & Finance	2023-2025
1 NSME Faculty Member	Yize Li	Physics & Engineering	2023-2025
1 SSE Faculty Member	Jianjun Wang	Advanced Educational Studies -Special Educ.	2022-2024
1 At-Large Faculty Member	Anna Jacobsen	Biology	2023-2025
ADMINISTRATIVE CONTACT:	Aaron Hegde	Chair of the Academic Senate	2022-2024

Katie

–

KATHERINE VAN GRINSVEN
Senate Analyst
Office of the Academic Senate
Direct Line: (661) 654-3128
Office: BDC A 252

From:	Aaron Hegde
To:	Melissa Danforth
Cc:	Katherine Van Grinsven
Subject:	Re: URC alternate - potential referral
Date:	Tuesday, January 30, 2024 1:54:01 PM

Hi, Melissa and Katie

I think it is a good idea to consider alternates for the URC, as we do with some other committees. In this case, it would be difficult to find someone else to fill in for the sabbatical individual since the replacement individual may have already been on the unit RTP. Rather than creating any potential disruptions, we can perhaps leave this as they are? I will talk to James and see if the Provost Office can perhaps offer a small stipend for the possible extra workload. However, I think it is something that should be referred to committee with regards to having alternates. Katie, could you please add that to the next EC agenda as well?

Thanks,
Aaron

DR. S. AARON HEGDE, PHD
Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegde@csub.edu

From: Melissa Danforth <mdanforth@csub.edu>
Date: Friday, January 26, 2024 at 12:36 PM
To: Aaron Hegde <shegde@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: URC alternate - potential referral

Hi Aaron,

As you might recall from the email chain with URC in Fall, one of the URC members is on sabbatical

this semester, but the Handbook says the structure of the URC should be finalized in Fall semester before the unit committee forms.

Handbook section 305.8.2 quote: "The election of the six (6) members of the URC shall precede unit RTP committee elections."

This means URC is operating with one fewer member this term, since the email chain started after unit committees were formed. Operating with one fewer member increases the workload on all remaining members, since the majority of URC reviews occur in Spring (for files originally submitted to unit committees in Fall).

I'd like to recommend that Exec Committee make a referral to subcommittee to consider this issue. In particular, there should be a mechanism for having an alternate for when committee members can't serve due to sabbatical, interim MPP appointments, medical leave, other leave, conflicts of interest with specific cases, and so on.

As a reminder, the current URC structure is 1 faculty member from each school and 2 at-large faculty members, plus 1 library liaison if neither of the at-large members is a librarian. The person on sabbatical is the NSME representative, but fortunately both of the at-large representatives are from NSME, so all schools still have representation on URC.

Thanks,
Melissa

--
Dr. Melissa Danforth
Vice Chair, CSUB Academic Senate
Chair of the Pandemic Research Group Steering Committee
Professor of Computer Science
Department of Computer & Electrical Engineering/Computer Science
California State University, Bakersfield
Website: https://www.cs.csub.edu/~melissa/

Katherine Van Grinsven

From:	Jaimi Paschal
Sent:	Friday, February 2, 2024 3:48 PM
To:	Katherine Van Grinsven
Subject:	Policy review by Senate Committees
Attachments:	Zoom Campus Remainder Retention Policy Proposal.docx; Panopto Retention Policy Proposal.docx

Katie,

I have 2 ITS software retention policies that impact faculty and staff that we would like reviewed and approved/modified by Senate Committees. The first, Zoom Video Retention Policy is specific to staff video retention as the retention policy was approved for faculty video retention in October 2021. The second, Panopto video retention needs reviewed as we recently transitioned from an old software, TechSmith Knowmia, to Panopto and do not have unlimited storage. Are there additional documents that you need in order to route this through the governance process?

All guidance is appreciated.

Jaimi

Jaimi Paschal, EdD

Associate Director of Academic Technology Services
(661) 654-3912

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: 41LIB
Bakersfield, CA 93311

Zoom Video Retention Policy Recommendation

Zoom Overview
Zoom is the current campus standard for remote video communication, virtual events, and some VoiP Phones.

Problem Statement
Zoom cloud storage is limited. As Zoom features grow and the campus adapts utilization of those features, cloud storage demand increases. Zoom meetings, events, whiteboards, branding, and phone services (such as voicemail) all utilize cloud storage. As Zoom's features grow the campus needs to be proactive in maintaining storage utilization to prevent high costs of operation.

Recommendation
The proposed policy for video retention has already been approved and adopted for faculty hosted meetings and webinars. The retention policy is to only hold Zoom Cloud video on Zoom for 180days.

After 180 days Zoom will auto delete video content from Zoom Cloud.

All Zoom cloud meeting and webinar recordings are automatically copied to the Panopto video hosting service. After the proposed 180day period deleted Zoom Cloud videos can still be accessed via Panopto.

All other Zoom Cloud stored elements would not be effected by this proposed policy.

Expected time to Implement
Immediate upon approval

Impact if no decision is made
Eventually the storage space utilization will grow. As campus needs and utilization grows the university will require the purchase of additional Zoom Cloud storage space.

Without approval CSUB will also have an inequity as the Faculty have been subject to this policy since December 2021.

Panopto Retention Policy Recommendation

Panopto Overview
Panopto is a video media manager service that CSUB has transitioned to replace TechSmith Knowmia. This service is used to host and create faculty, staff, and students' videos on their website (panopto.csub.edu). The service is used to store and host videos that include long term Zoom cloud recordings, campus promotion, training, websites, and campus courses.

Problem Statement
Storage space on Panopto is not unlimited. With the campus adoption to hybrid courses, and/or more videos being created and used in Canvas, unregulated storage utilization is untenable. To avoid a situation where the campus must either continuously purchase additional premium storage space or suddenly facing rapid and bulk removal of stored content, the Panopto transition team would like to implement a retention policy.

FTLC/ITS Panopto Transition team
Leadership includes:
- Jaimi Paschal

Evaluation team includes:
- Alex Slabey – FTLC Instructional Designer
- Mallory Gardner – FTLC Instructional Designer
- James Evans – ITS Zoom Administrator
- Don David – ITS Canvas Administrator
- Ernie Hashim – ITS Media Services Support

Recommendation
A 3-year retention policy is being recommended. Videos that have exceeded 24 months since last viewing will be automatically deleted.

Storage space on Panopto is divided into two parts, Active and Archive. The recommendation is a two-stage policy.

Stage 1: After 18 months since the last view of a video, the video is placed into Archive status. Videos in archive are compressed and save on space utilization. Videos in archive cannot be immediately viewed, but each person can return any of their archive videos back to active state at any time. Restoration from archive to active can range from minutes to 24 hours.

Stage 2: From video archive date, if the video exceeds an additional 18 months since last view date, the video will be permanently deleted.

In total, videos that have not been accessed in 3 years will be removed. Once a video has been played, the retention timer restarts.

Expected time to Implement
Immediate upon approval

Impact if no decision is made
Eventually, the storage space allotted in our contract will run out. The campus will have to determine what will be deleted or be required to pay for additional storage space, as needed.

From:	Emily Poole Callahan
To:	Katherine Van Grinsven
Cc:	Aaron Hegde
Subject:	Academic Integrity Policies for Academic Senate Review/Approval
Date:	Sunday, December 3, 2023 12:40:56 PM
Attachments:	Academic Integrity Policy- Graduate.docx

Hello Katie-

Hope you are doing well. Attached are two policies 1) The newly drafted Academic Integrity Policy-Graduate for review by the Senate and 2) The Undergraduate Academic Integrity Policy that has already been reviewed/approved by the Senate however, we recently updated Artificial Intelligence information that needs review (in yellow).

Dr. Hegde serves on the committee that drafted these documents and suggested I send them to you for inclusion in the next round of review for the Senate at the beginning of next semester. Please let me know if you need any additional information.

Thank you,

EMILY POOLE CALLAHAN
Pronouns: She/Her/Hers
Assistant Vice President for Student Affairs and
Dean of Students for Student Integrity and Well-Being
(661) 654-6090

California State University, Bakersfield
9001 Stockdale Hwy, Mail Stop: 44CAF
Bakersfield, CA 93311

CSUB Graduate Academic Integrity Policy

Philosophy on Academic Integrity:

The California State University, Bakersfield (CSUB) Guiding Principles begin with a commitment to academic excellence and to the pursuit of integrity and truth. CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree and impacts the reputation of our campus.

Policy:

Students at CSUB are expected to do all their academic work (coursework, assignments, exams, research, etc.) without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced. This policy is in addition to the Professional Standards of the student's graduate program.

Types of Academic Integrity Violations:

Academic integrity violations include, but are not limited to, plagiarizing, cheating, providing unauthorized assistance, collaborating with other students without the approval of the instructor, using technology improperly, and falsifying university documents for the purpose of gaining an unfair academic advantage, improving a grade, or obtaining course credit. Academic Integrity violations are listed in the Student Conduct Code and the University Handbook, and all offenses listed below, but not limited to the following, are taken seriously.

Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using work submitted in another class without permission of the instructor.

Cheating includes, but is not limited to, using "cheat (crib) sheets" or notes during an exam without the approval of the instructor, copying from someone else or looking at another student's answers during an exam, using books or outside sources without permission during an exam or assignment, receiving answers on an exam or assignment from someone else, or using an online source to obtain answers without approval.

Unauthorized Assistance is providing answers or information on an assignment or exam to a fellow student without approval of the instructor.

Unauthorized Collaboration is working with others on an assignment or exam without approval of the instructor and/or copying from someone else without their knowledge.

Both unauthorized assistance and collaboration interfere with the ability of the instructor to evaluate the individual student's performance in their course.

Improper use of technology includes using computers, computer programs, cell phones, calculators, or other software or electronic aids to gain an unfair academic advantage without

permission of the instructor.

Falsification of University Documents includes, but is not limited to, falsifying signatures, such as another student's signature or a faculty/staff signature on a university form (for example, an add/drop form).

Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

Procedures for Reporting a Violation of the Graduate Academic Integrity Policy:

Any violation of Academic Integrity should be reported to the Office of the Dean of Students.

When a faculty, staff, or administrator discovers a violation of the academic integrity policy, they shall discuss the violation, including the evidence, with the student(s) involved and allow the student(s) to respond. Any academic penalty, including the student's potential grade penalty for the offense, falls within the purview of the faculty member teaching the course. (See "Recommended Consequences for Academic Dishonesty.") For further guidance, consult with the appropriate Program Director, Department Chair, Academic Dean, or Dean of Students' office.

After the violation has occurred and the penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students Office through the Academic Integrity Violation Reporting Form to be considered in its totality in order to determine whether the reported incident is part of a larger pattern of misconduct. Disciplinary sanctions for academic dishonesty are processed through the procedures outlined in the CSU Executive Order 1098, Student Conduct Procedures.

Recommended Consequences for Academic Integrity Violations:

Grade penalties are at the sole discretion of the faculty member. This policy assumes that every graduate student is familiar with the expectations of ethical writing and decision-making. Suggested guidelines for academic penalties within the course can range from failure of the assignment/exam/paper/project to failure of the course depending on the severity of the academic integrity violation. Any additional academic penalty, including whether the degree/program can continue, should also align with the professional standards of the specific graduate program.

Additional Potential Sanctions for a Violation of the Graduate Academic Integrity Policy:

In addition to the academic penalty assigned by the faculty member and/or program, disciplinary sanctions imposed by the University may include probation, suspension, permanent expulsion from the university and from the CSU system, or the withholding of a degree.

Disciplinary probation will be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension of more than an academic year and expulsion will be part of the student's permanent academic record. Once a disciplinary sanction is determined, the outcome will be provided to the instructor who reported the incident and remains in the student's electronic disciplinary file in accordance with the CSU Records/Information Retention and Disposition Schedule.

Repeated Violations of the Graduate Academic Integrity Policy:

Any repeated violation of the academic integrity policy will result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record. Decisions regarding penalties for repeated violations shall be determined by the Student Conduct Officer after conferring with a committee composed primarily of one tenured faculty member per school with teaching responsibilities in at least one of their respective graduate programs.

Proposed Syllabus Language:

Academic Integrity: Certain forms of conduct violate the university's policy of academic integrity and the [Student Conduct Code](#). Academic dishonesty (cheating) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to exams alone but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using your work submitted in another class without permission of your current instructor. Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member will meet with the student(s) involved and is required to notify the Dean of Students' office. The Dean of Students or designee will investigate; confer with the faculty member, student(s), and any witnesses identified; and review all evidence submitted by the faculty member and student(s) to impose an administrative sanction, beyond the academic penalty already placed by the faculty member. Students who perform dishonestly in this course may earn zero credit on the assignment/exam or a failing grade in the course.

Students are expected to uphold the standards of academic integrity, the [CSUB Guiding Principles,](#) the student conduct code, and the professional standards of their graduate program.

Catalog Statement:

The principles of truth and integrity are recognized as fundamental to our campus community. CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree.

Students at CSUB are expected to do all work assigned to them without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced.

From: Zachary Zenko <zzenko@csub.edu>
Sent: Monday, October 23, 2023 7:07:31 PM
To: Aaron Hegde <shegde@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

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 proprietary 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.

2 1. 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 ad-ministration 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 join 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.

From: Aaron Hegde
To: Katherine Van Grinsven
Subject: FW: Academic Senate Considerations of SOCI process and timelines
Date: Monday, November 20, 2023 1:43:29 PM
Attachments: Outlook-lqf0ffdq.png

DR. S. AARON HEGDE, PHD
Chair, Academic Senate
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shegde@csub.edu

From: Zachary Zenko <zzenko@csub.edu>
Date: Thursday, November 16, 2023 at 9:29 AM
To: Aaron Hegde <shegde@csub.edu>, Maureen Rush <mrush@csub.edu>
Subject: Academic Senate Considerations of SOCI process and timelines

Dear Chairs Hegde and Rush,

I am emailing you with a topic to consider for referral.

As we engage in ongoing conversations regarding the efficacy and fairness of student evaluations, I would like to propose some considerations.

The subject of student evaluations of courses bears inherent biases that have been well-documented in numerous studies. These biases challenge the reliability and fairness of such evaluations in accurately assessing teaching effectiveness.

I mentioned in the previous senate meeting that the typical time for paper-based SOCIs is one week, and in fact one class period. In contrast, the online SOCIs have more than

one month for data collection. This is, of course, extremely different and inequitable. I also worry that this causes additional bias.

Allowing a month for evaluations introduces numerous variables that could significantly influence the feedback received, including final grades on major projects or exams, potentially skewing the results. Moreover, the nearly undeniable correlation between grades and student evaluation scores emphasizes the need to understand this relationship more thoroughly to prevent faculty members from being unfairly penalized for maintaining academic rigor (although I like to believe that one can be rigorous and achieve excellent SOCIs).

Specifically, I suggest considering:

1. Shortening the time frame for students to submit evaluations to minimize the impact of external factors such as final grades on their feedback. If paper-based SOCIs are available to students for one class meeting, then I think it is reasonable that online SOCIs are available for one or two weeks (not a month).

2. Encouraging the provision of summary correlations between grades and student evaluation scores to aid in distinguishing between rigor and ease within courses - or at least recognize this as a confounding variable. To facilitate this, students would need to submit their student IDs with their evaluation. Same for the next suggestion.

3. Developing a system to identify and flag biased, discriminatory, or prejudiced responses within evaluations and exploring the feasibility of automatically excluding students with multiple occurrences of such responses across multiple courses from the summary scores. I believe this has already been implemented in other institutions. Currently, the online SOCIs do not allow the linkage between quantitative scores and qualitative comments. If a student makes a discriminatory comment, then their quantitative evaluation cannot be automatically or manually addressed.

In my opinion, the Academic Senate must ensure the fairness and reliability of our student evaluation process. This approach aligns with our commitment to teaching excellence and the integrity of our educational standards.

Thank you for your time and consideration of this proposal.

Warm regards,

ZACHARY ZENKO, PH.D., FACSM, PAPHS

He/Him/His

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Essentials of Exercise and Sport Psychology: An Open Access Textbook

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

From: Eduardo Montoya <emontoya2@csub.edu>
Sent: Sunday, December 10, 2023 11:10:43 PM
To: Aaron Hegde <shegde@csub.edu>
Subject: GECCo's Response to Cal-GETC

Dear Chair Hegde,

GECCo has been assessing the implications of Cal-GETC and how it may impact the structure of our lower-division GE program. While GECCo firmly believes that our lower-division GE program best addresses the needs of our student population and that the unique strengths of our current GE program may not be fully realized within the Cal-GETC framework, the attached document includes an outline of CSUB's current lower-division GE program and our GECCo's proposed structural modifications to our lower-division GE program, should alignment with Cal-GETC become mandatory. These recommendations were formally voted on and approved by GECCo.   Please note that the recommendations for structural modifications to our lower-division GE program, as outlined in the attached document, are not an endorsement of Cal-GETC.

Recognizing the limited timeframe for implementing such changes, we have focused our recommendations on minimizing changes to the current structure of our lower-division GE program. Our aim is to align with Cal-GETC while avoiding any increase in the current unit count required for lower-division coursework. However, we maintain that our current lower-division GE program best addresses the needs of our student population.

As a member of the AAC, I am committed to helping the Senate as needed in understanding GECCo's perspective and considerations, to ensure the best outcomes for our students. Please feel free to reach out for any further discussions or clarifications needed.

Best,
Eduardo

Attachment: GECCO_response_to_CalGETC

GECCo's Response to Cal-GETC: Proposed Structural Changes to Lower-Division GE if Cal-GETC Alignment Becomes Necessary

Cal-GETC is a singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the CSU and the UC. CSU GE Breadth (GE-Breadth) is a current transfer pathway allowing CCC transfers to fulfill lower-division general education requirements for any CSU campus prior to transfer. With Cal-GETC, the CCCs would no longer offer the GE-Breadth transfer pathway. Below we provide some relevant information regarding Cal-GETC and GE-Breadth, an outline of CSUB's current lower division GE program, and our recommended structural changes to our lower-division GE program should alignment with Cal-GETC become mandatory.

Cal-GETC

Cal-GETC is the transfer pathway established as required by AB 928. CCC transfers to a CSU who fulfill Cal-GETC will still need to complete upper division GE and other specific graduation requirements outside of general education (i.e., American Institutions requirements). Cal-GETC is not an admission requirement or admission guarantee for transfer to the CSU or UC. Cal-GETC consists of 34 semester units.

CSU GE Breadth

GE-Breadth is a transfer pathway allowing CCC transfers to fulfill lower-division GE requirements for any CSU campus prior to transfer. CSUB's lower division GE program aligns with CSU GE Breadth requirements by having students fulfill the requirements of Area A for English Language Communication and Critical Thinking, Area B for Scientific Inquiry and Quantitative Reasoning, Area C as Arts and Humanities (designated at CSUB as C1, C2, and AI-History), Area D as Social Sciences (designated at CSUB as D and AI-Government), Area E for Lifelong Learning and Self-Development, and Area F for Ethnic Studies. In comparison to GE-Breadth, Cal-GETC includes a one-unit B3 lab course, only two courses in Area C, and does not include Area E.

CSUB's lower division GE program (areas and unit distribution)

- **First Year Seminar (2 units)**
- **Area A and B4 (12 units):** A1 (Oral Communication), A2 (Written Communication), A3 (Critical Thinking), and B4 (Quantitative Reasoning).
- **Area B (6 units):** B1/B3 (Physical Sciences with lab) and B2/B3 (Life Sciences with lab).
- **Area C (9 units):** C1 (Arts), C2 (Humanities), and C3 (AI-History).
- **Area D (6 units):** D1 (Social or Behavioral Science discipline) and D2 (AI-Government).
- **Area E (0 units):** SELF requirement met with a 1–3-unit major or other GE area course that also fulfills the SELF requirement.
- **Area F (3 units):** One course in an Ethnic Studies discipline.
- **Total units:** 38 units

Structural misalignment of CSUB's lower-division GE program with Cal-GETC

- **First-Year Seminar (FYS)**: Cal-GETC does not have an FYS area.
- **Area E**: Cal-GETC does not have a SELF area.
- **Area C (Arts and Humanities):** Cal-GETC has 2 courses. CSUB has 3 courses (2 courses and AI-History course).
- **Area B3 (Laboratory):** Cal-GETC has a 1-unit lab course. CSUB integrates B3 into B1/B2 courses.
- **Cal-GETC consists of 34 lower-division GE units:** CSUB's lower-division GE program consists of 38 units.

Proposed structural changes to CSUB's lower-division GE program if we are required to align with Cal-GETC

We firmly believe that our GE program best addresses the needs of our student population. Given the limited time available to implement changes to align with Cal-GETC, our recommendations minimize the changes to the structure of CSUB's lower-division GE program and aim to avoid increasing the current required unit count for lower-division coursework.

Recommended structural changes to CSUB's lower-division GE program:

- **First-Year Seminar**: Cal-GETC does not have an FYS area. We recommend that FYS be removed from lower-division GE and become a 2-unit institutional requirement[1].
- **Area E**: Cal-GETC does not have a SELF area. We recommend that SELF be removed from the CSUB lower-division GE program.
- **Area C**: Cal-GETC prescribes 2 courses, whereas we have 3 courses (2 courses and AI-History). We recommend that the AI-History (C3) course be removed from lower-division GE program, but it will remain a CSU graduation requirement.
- **Area B3 (Laboratory)**: Though Cal-GETC has a 1-unit B3 course, our current GE program meets area B3 through B1 and B2 courses, and we recommend this practice continue as to not change the current curriculum of lower-division area B.
- **Unit count**: 33 units of lower division GE (38 - 2 – 3)

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[1] FYS is currently waived for CCC transfers, and we expect this practice to continue.

Required units:

- **Current GE program:**
  - 38 lower-division GE units
  - 9-10 upper-division units
  - Total units: 47-48 units
- **Proposed modified GE program:**
  - 33 units of lower-division GE
  - 5 units of graduation and institutional requirements (AI-History and FYS)
  - Upper-division GE: 9-10 units
  - Total units: 47-48 units

Rationale
- **FYS becoming a 2-unit institutional requirement**: FYS plays an important role in facilitating the smooth transition of our students from high school to the university setting. Beyond introducing them to the academic demands of the university, this high-impact practice acquaints them with essential campus resources, ensuring they are well-prepared to navigate challenges. Additionally, FYS fosters a sense of belonging to the university, which is instrumental in retention and graduation rates, and it helps cultivate a campus community from the outset. Given these benefits, retaining FYS is integral to our commitment to student success and well-being, particularly given its significant impact on our large population of first-generation students.
- **Removing Area E:** Currently, students may fulfill the SELF requirement through major-specific courses, while others may fulfill SELF with another GE area course that also fulfills the SELF requirement. Given these considerations, with the removal of the standalone SELF requirement, students may still take courses as part of their GE experience that address strategies for self-knowledge and lifelong learning.
- **Removing AI-History from Area C**: In considering adjustments to Area C (Arts and Humanities), removing AI-History allows this area to still maintain a clear focus on core arts and humanities subjects.
- **Area B3 (Laboratory)**: Although Cal-GETC has a 1-unit B3 course, our current GE program meets area B3 through B1 and B2 courses, and we recommend this practice still be followed[2].

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[2] If CSUs are mandated to offer a 1-unit standalone B3 course, this additional unit in the lower-division GE would not affect CSUB's high-unit majors. This is because these majors already fulfill the lower-division B area requirements through their major coursework.

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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DEBRA L. JACKSON, Ph.D.
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