ACADEMIC SENATE: EXECUTIVE COMMITTEE

Agenda

TUESDAY, MARCH 19, 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 (excused), D. Wu, M. Rush and K. Van-Grinsven (Senate Analyst).

Guest: Vernon Harper, Interim President

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
    a. Vernon Harper, Interim President **(Time Certain: 10:10 AM)**
    b. Article 20.37 Exceptional Service Awards – FHAC (D. Solano)
3. APPROVAL OF AGENDA **(Time Certain: 10:05 AM)**

4. APPROVAL OF EC MINUTES
    a. February 20, 2024 (handout)
    b. March 5, 2024 (handout)

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)
    c. Campus Climate Survey- Senate actionable items (handout)

6. NEW DISCUSSION ITEMS **(Time Certain: 10:45 AM)**
    a. ITS Software Retention Policies (handout) – BPC and AS&SS
    b. Review of Extended Education Programs (handout) – AAC?

c. ECE Minor in HD-CAFS Appeal (handout) – AAC?
d. Elections and Appointments – M. Danforth
    i.   Faculty Representatives for the Presidential Search – Call closes March 19, 2024 5:00 PM.
    ii. General Studies Committee (unfilled; still needed?)
e. GECCO Response to CalGETC (handout) and GE Breadth and taskforce composition – AAC (HOLD 3/18/2024)
    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
f. Academic Administrators Self-Study Criteria – FAC (HOLD 3/18/2024)
g. Considering Support for Scholarship and Creative Activities (handout) – BPC, FAC? (HOLD 3/18/2024)
h. Student Ratings in the CSU System (handout) (HOLD 3/18/2024)
i. Reconsideration of the role and committee structure for the Committee on Professional Responsibility (CPR) (handout) – FAC (HOLD 3/18/2024)
    i.   Academic integrity for faculty
j. Resolution on CCC baccalaureate degrees [AB 927] – EC (HOLD)
k. Strategic Plan Group data gathering instrument(s) follow-up – BPC (HOLD 3/18/2024)

7. AGENDA ITEMS FOR SENATE MEETING

Academic Senate Meeting – Spring 2024

Agenda

THURSDAY, MARCH 21, 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. Rees, 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).

Guests: E. Montoya, GECCO Director, V. Harper, Interim President

A. Call to Order

B. Approval of Minutes
   a. March 7, 2024 **(handout)**

C. Announcements and Information
   a. Interim President's Report – V. Harper (**Time Certain: 10:10 AM**).
   b. Eduardo Montoya – GECCO Director **(Time Certain: 10:20 AM) (handout)**
   c. 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) – 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 232420 Discontinuation of BS in Natural Sciences – AAC **(handout)**

        ii.   RES 232421 Discontinuation of Integrated Teacher Education Pathways (ITEP) Programs- AAC **(handout)**

   c.   Old Business

        i.   RES 232419 Approval of New Minor in Human Resource Management – AAC **(handout)**

        ii.   RES 232407 Pilot of Interfolio – FAC and EC (Tabled)

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

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

I. Adjournment

8. ADJOURNMENT

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

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.

M E M O R A N D U M

DATE: March 11, 2024

TO: Dr. Aaron Hegde, Chair, Academic Senate

FROM: The University Program Review Committee
Dr. Ángel Vázquez-Ramos, Chair; Dr. Hager El Hadidi; Dr. Jacquelyn Ann K. Kegley; Dr. Yeunjoo Lee; Dr. Dayanand Saini; Dr. Danielle Solano; Dr. Jinping Sun; Dr. Denver Fowler (ex officio)

SUBJECT: Review Of Programs Offered Through Extended Education

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During discussion in a recent University Program Review Committee (UPRC) meeting, the committee discussed the review of certificate programs offered through Extended Education. It became apparent to the committee that these (and other programs on self-support) do not have a process for program review. The UPRC respectfully asks the Academic Senate to develop a process for the review of certificate and other programs offered through Extended Education.

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

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

From:	Aaron Hegde
To:	Katherine Van Grinsven
Subject:	FW: re: Denial of ECE Minor in HD-CAFS
Date:	Monday, February 26, 2024 12:37:54 PM
Attachments:	HDFS Memo 10-27-23 for minor.pdf

Hi, Katie

Could you put this under a new discussion item titled "ECE Minor in HD-CAFS appeal"?

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

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

From: Elaine Correa <ecorrea1@csub.edu>
Date: Tuesday, February 20, 2024 at 10:54 AM
To: Aaron Hegde <shegde@csub.edu>
Cc: Elaine Correa <ecorrea1@csub.edu>, Alexander Reid <areid2@csub.edu>
Subject: re: Denial of ECE Minor in HD-CAFS

Dear Dr. Hegde,
HD-CAFS requested a second minor in HD-CAFS for students interested in pursuing the upcoming ECE PreK credential. SSE curriculum committee reviewed the request and denied the minor indicating that a minor could not be created until the program was in place. This minor would help students who are interested in teaching at the PreK level in an elementary school. Students will require 24 units in ECE and 12 of these units are permitted to be completed at the community college. Therefore, the remaining 12 units could be offered by HD-CAFS minor to prepare students for the ECE PreK teaching credential.
We request that the Senate review the request for a second minor in ECE for students interested in

pursuing the PreK teaching credential.
Best,
Elaine

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

Phone: (661) 654-3066
Email: ecorrea1@csub.edu

* *I respectfully and gratefully acknowledge CSUB is on cession land treaties 285, 286, and 311 of Tejon Tribe that includes the Chumash, Yokuts, and Hul Kuhk'u lands.*
I am grateful for the opportunity to work as a guest in communities and territories across the lands known today as the United States, and Canada. I honor the stewardship of the many Indigenous peoples who have resided on and cared for these Indigenous Lands since time immemorial. I make my acknowledgement, as a sign of respect for all Indigenous Peoples, and awareness of histories and practices of injustice. I accept the true impact of the past, and the pain suffered by generations of Indigenous Peoples. I express my commitment to support activities that are inclusive by remaining committed to building relationships based in honor and respect.

DATE: October 27, 2023

TO: Dr. Alexender Reid, Assistant Professor, Human Development-Child, Adolescent, and Family Studies (HDFS)

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-Kauch, 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, October 18 to review your curriculum submissions for the following:

- New minor proposal in "Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)"
- Revised/proposed changes to the HDFS Catalog Copy for AY2024-2025

Based on the SSECC's review and discussion of the submissions, the following decisions were made:
- The new minor proposal "Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)" <u>was not approved</u> for the following reasons:
    o On the "Changes to Program Form", there was concern about the statement "No change or impact on other course offerings, departments or programs" on page 2. Committee members asked if HDFS faculty consulted with departments and programs in Special Education and Teacher Education since there is the possibility of overlap and potential confusion for students. Committee members recommended that HDFS faculty consult with the aforementioned departments and programs, as well as the educational assessment and accreditation director, regarding the proposed new minor.

School of Social Sciences and Education
California State University, Bakersfield
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- o Until the PK-3 Early Childhood Education (ECE) Special Instruction Credential has been approved and implemented at CSUB, the proposed new minor cannot be reviewed for approval.
  - o The SSECC suggested that HDFS consider adding a new minor in "Early Childhood" without the educational component. Students completing an early childhood minor could gain more in-depth understandings of early childhood development.

- The revised proposed changes to the HDFS Catalog Copy for AY2024-2025 were approved with the stipulation that the information for the minor "Early Childhood Education Minor in Human Development and Child, Adolescent, and Family Studies (HDFS)" be removed since it was not approved by SSECC. The approved catalog copy without the new minor information for AY2024-2025 can be submitted through Service Now via the Enrollment Management Catalog and selecting "Academic Request."

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: 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: 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)

<u>Classes meeting 2 hours for 1 unit of credit -- K factor: 1.3</u>

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:	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
Bakersfield, CA 93311

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
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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.

--

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
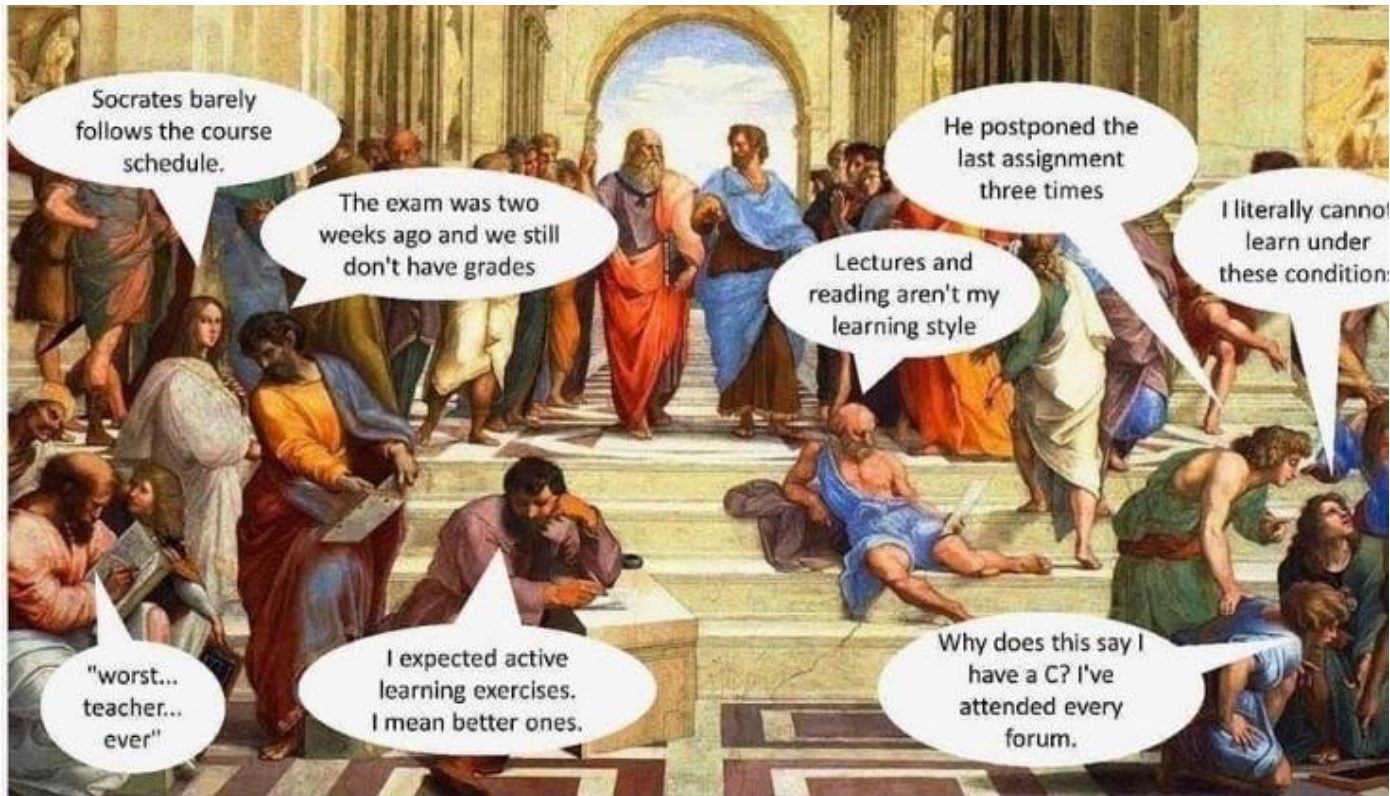
Friday, March 8, 2024. ~ 1:00 – 3:00pm ~ Zoom

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:	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

California State University, Bakersfield
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
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Office: BDC A 252

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

www.csub.edu/senate

To the Chair and Vice Chair of the Academic Senate:

Please see the attached statement, which is an update about the lack of movement by administration to address our concerns and agreed upon actions related to the homophobic attack that happened in early November 2023. It has been over 4 months since the original assault, and we demand action.

If possible, we would like to add this statement to the agenda of a Senate meeting.

In solidarity,

Aubrey Kemp and Jeremiah Sataraka

   Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB
and
Kris Grappendorf and Bre Evans-Santiago
   Previous Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB
and
Vanessa Zepeda
   Faculty Advisor, LGBTQ+ Student Network at CSUB
and
Jovanna Penuelas
   President, LGBTQ+ Student Network at CSUB
and
The Executive Board of the California Faculty Association at CSUB

On behalf of the Co-Chairs of the LBGTQ+ Faculty and Staff Affinity Group and the Executive Board of the California Faculty Association (CFA) at California State University, Bakersfield:

On November 16, the Co-Chairs of the LBGTQ+ Faculty and Staff Affinity Group at CSUB finalized and began to disseminate the statement below regarding the homophobic assault by a volunteer previously associated with CSUB Athletics. This current update is to hold administration accountable for actionable items that they agreed to on December 8, 2023, but on which, have yet to follow through. We also provide many more details of the efforts we have made throughout this time since the homophobic assault, and the resistance and lack of communication from administration with which these efforts have been met in our Timeline of Administration Lack of Response to Homophobic Attack document.

On December 8, 2023 the majority of the signers of our original statement, along with other stakeholders such as the current Interim President Dr. Vernon Harper, Claudia Catota, (Chief Diversity Officer and Special Assistant to the President), Lori Blodorn (AVP for Human Resources), and Kyle Conder (Athletics) met to discuss our demands and actionable items regarding this violent, homophobic act that clearly affected our campus. These agreed upon demands are listed below.

Agreed upon actions from meeting on December 8, 2023:
- Write and send a statement from our Interim President and the Office of Equity, Inclusion, and Compliance to the entire campus in support of our LGBTQ+ community after this violent attack
- Include in the above statement, an explanation from Kyle Conder and Athletics about how they are working to develop their inclusivity training and in what ways they are creating a safe space for our LGBTQ+ athletes and community on campus
- Increase budget for Faculty and Staff Affinity Groups from $1,000 to $2,500 annually
- Improve and strengthen CSUB volunteer policy and review all current volunteers (e.g., investigate how they were "hired", what training they have completed), as there is apparently no record of how Mike Duncan was "hired" or in what capacity he worked as a volunteer with our baseball program
- Develop protocol/practice for checking in with Affinity Groups when incidents occur instead of releasing statements from the university without this consultation
- Improve diversity related campus programming coordination and support (so our Affinity Groups and cultural student clubs are not the main/only organizers of Cultural Diversity Events on campus such as OUTober). This includes more support:
  - **From** Campus Programming in organizing these events/cultural celebration months
  - **For** the Multicultural Alliance and Gender Equity Center (MAGEC) at CSUB, which houses a resource which "aims to uplift, validate and support students of all cultural backgrounds, religious beliefs, sexual orientations, and gender identities." As an important note, we are only one of two campuses in the entire CSU system without a designated Pride Center https://www.sjsu.edu/pride/about-us/csu-pride-centers.php). This is even more of a reason to either increase funding for MAGEC or to establish a different designated Pride Center for our campus community.

As of March 18, there has been no real update or movement by Claudia Catota nor any administrator on these demands, except that we have been informed the increase in Affinity Group funding will not be implemented until Fall 2024. We are beyond disappointed at the lack of movement by our administration following such a violent homophobic attack by a campus volunteer. As the LGBTQ+ PRIDE Affinity Group, LGBTQ+ Student Network, and other stakeholders have attempted to initiate action with administration failing to follow through on agreed upon demands, this update echoes the original statement, with the support of our California Faculty Association Executive Board at CSUB: The university claims to value inclusion and diversity - This is an opportunity for our institution to have a supportive and appropriate response to the reality that is living as a LGBTQ+ person in today's society. We do not feel safe on campus or in our local community. We will not be silenced. We are needing answers to the questions posed in our statement, and we demand movement on the agreed upon action list that is provided above.

In solidarity,

Aubrey Kemp and Jeremiah Sataraka
Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB
and
Kris Grappendorf and Bre Evans-Santiago
Previous Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB
and
Vanessa Zepeda
Faculty Advisor, LGBTQ+ Student Network at CSUB
and
Jovanna Penuelas
President, LGBTQ+ Student Network at CSUB
and
The Executive Board of the California Faculty Association at CSUB

November 16, 2023

On behalf of the Co-Chairs of the LBGTQ+ Faculty and Staff Affinity Group at California State University, Bakersfield:

We begin this statement by denouncing the clearly homophobic attack by Mike Duncan, who is associated with CSUB, on a gay couple this early November. We stand with the LGBTQ+ community, especially on our campus, as we work to process and heal from this horrible event that happened so close to us. There are some resources at the end of this statement for those who may be interested. Our group is committed to working towards a safe and

inclusive campus, and acknowledges that there is always work to be done. This event has made clear ways in which our campus can improve our processes of working with volunteers and hiring employees at the university. We clearly have progress to make in this area, and our group is always ready and willing to work with the university to give guidance on ways we can improve. The LGBTQ+ Faculty and Staff Affinity Group, along with the LGBTQ+ Student Network, are working on some events for our campus community in the near future to offer a space for healing and to find ways to improve the campus culture for our community - we will send out information once we have these planned. We have also received information that some members of our campus community are receiving death threats because of this event - we absolutely denounce this behavior and do not condone death threats or disrespect to *anyone* in response to this event. As a campus community, we need to come together to recognize the overarching issue and we will not solve this by taking our anger or hurt out on <u>any</u> individual.

Regardless of the official employment status of Mike Duncan at California State University, Bakersfield (CSUB), his affiliation with our university is still an association; where he represents our campus and had access to and interacted with our students, faculty, and staff. More specifically, he was involved with our student athletes, as the official titles of this "unofficial employee" indicate on the [now removed] Staff Directory webpage; he was the "Director of Program Development" and labeled as a "Baseball Coach." In that regard, the implication that our institution is one in which there is no homophobia (or racism, sexism, etc.) present is absurd. Additionally, [at the time this statement was written and disseminated] no one from the university has reached out to the co-chairs of the LGBTQ+ PRIDE Faculty and Staff Affinity Group nor the LGBTQ+ Student Network to ask for guidance on a proper response to such an aggressively homophobic attack. There has not been a campus-wide email sent to offer information about counseling services (see the end of this statement for resources if you are seeking help) or ways the campus is offering support to the LGBTQ+ students, faculty, and staff after watching (or hearing about) such a homophobic attack by someone associated with our campus. In fact, they seem to not even acknowledge it was a homophobic assault, as in their official statement released on their Instagram page on Saturday, November 11, CSUB and Kyle Conder, Director of Athletics at CSUB, only referred to the attack as "an off-campus altercation" and an "unfortunate incident." This minimization of the experiences of the LGBTQ+ community is an attempt to gaslight and silence the anger felt by our community from this clearly homophobic assault.

The first part of the university's statement is simply attempting to remove association of Mike Duncan with the university, which is impossible. As explained previously, regardless of official employment status, he represented our university on a webpage (before it was completely removed from the internet after the incident) and interacted with our athletes and campus community, and as such cannot be simply disassociated from the university. We demand answers to his "volunteer" status, as the university claims: In what capacity did he volunteer? How was he involved with students and athletes? Where did his title come from? Did he undergo any vetting process when he volunteered? Is there any inclusion and diversity training (or training at all for that matter) for volunteers who will be interacting with our campus community? The university simply apologized for the "confusion caused by a webpage that gave the impression he is an employee," and not for the fact that this person possibly could have impacted our

LGBTQ+ community in a negative way. Further, if the university truly believes this person had no association with our campus community, then they should be willing to denounce the act and call it what it is, a homophobic assault, rather than feeding into the narrative that this was simply an "unfortunate incident."

Kyle Conder's contribution to this statement, where he referred to the homophobic attack as an "unfortunate incident," is extremely disappointing. We are glad to know he has felt welcome at CSUB since he began his work here about a year ago, but that does not become a monolith for all students, faculty, and staff at CSUB. In his statement, he says he is "proud to lead our student-athletes, coaches, and staff in a way that values diverse perspectives, experiences, and identities for a thriving community." We would like answers as to how Athletics is doing this? What training is being implemented? What are the ways in which you are leading this group of people to value diversity and respect all identities? How are you training your volunteers, since it is claimed they are not "officially" staff? Without any action or clarification on how this is happening, we hear these simply as words meant to cool down a situation that is uncomfortable for some in positions of power; and while "uncomfortable" is not a preferred feeling, feeling unsafe on campus, being gaslit, and reading words that imply our campus does not have any problems in this area is a much worse feeling.

We will also take this opportunity to provide an example of how our campus community could improve in being more actively inclusive for LGBTQ+ students, faculty, and staff. We are coming off of the heels of OUTober, a month meant to celebrate the LGBTQ+ Community, especially on our campus and in the surrounding area. During this month, the CSUB Instagram page posted about a few of the events. On these posts, there were numerous homophobic and transphobic comments - ranging anywhere from claiming the queer community is "taking over another month" to overtly homophobic and transphobic statements that we feel are inappropriate to write here as they could be triggering to some in our community. To our knowledge, there was no moderation of these comments by CSUB, and we observed what seemed to be many of our own LGBTQ+ students, faculty, and staff having to defend the fact that we are holding these events. The statement released on November 11 reads, "CSUB treats all people with dignity, humanity, and respect," and that CSUB is a "safe space for all who wish to study, work, or gather here." The [lack of] responses to posts on social media about OUTober is a prime example of how this is not entirely true, and to insinuate the campus is completely safe for all and that everyone should *feel* safe, is actually harmful and dangerous. Further, we want to know exactly how the university believes they are contributing to a completely inclusive and equitable campus? What programs are actively being implemented? Are they successful and, if so, how do you know? What training in LGBTQ+ sensitivity, allyship, and/or anti-racism is being utilized for faculty, staff, students, and volunteers? What incentives is the university providing to faculty, staff, students, and volunteers to take such training?

We feel the statement by CSUB is not sufficient for meeting our needs of support in response to this homophobic event. Releasing a statement denying the experiences of our community and minimizing the effect this has on our campus is not acceptable. The university claims to value inclusion and diversity - This is an opportunity for our institution to have a supportive and appropriate response to the reality that is living as a LGBTQ+ person in today's society. We do not feel safe right now on campus. We will not be silenced. We are needing

answers to the questions posed above, and we demand action. Our Affinity Group is happy to offer a space or welcomes the opportunity for stakeholders with CSUB, Athletics, and the community to open a discussion about how to respond appropriately to events like this, what steps can be taken to improve our inclusion on campus for the LGBTQ+ community, and to establish a working relationship to move forward.

In solidarity,

Aubrey Kemp and Jeremiah Sataraka
Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB
and
Kris Grappendorf and Bre Evans-Santiago
Previous Co-Chairs, LGBTQ+ PRIDE Faculty and Staff Affinity Group at CSUB
and
Vanessa Zepeda
Faculty Advisor, LGBTQ+ Student Network at CSUB

"My silences had not protected me. Your silence will not protect you." – Audre Lorde

Resources:

CSUB Counseling Center (to make an appointment or find information):
https://www.csub.edu/counselingcenter/

Psychology Today (to help find a therapist/counselor based on insurance; can filter for individual needs like LGBTQ+):
https://www.psychologytoday.com/us/therapists

The Trevor Project (for mental health support for LGBTQ+ youth)
https://www.thetrevorproject.org/