

TO: President Morales and the VP Council

FROM: The Quarter to Semester Conversion Steering Committee (Q2SCSC)

SUBJECT: Faculty Workload after the Quarter to Semester Conversion

BACKGROUND INFORMATION: On January 16, 2016, CSUSB’s Faculty Senate endorsed a report submitted by a “Workload” committee appointed by the Faculty Senate that recommends the equivalent of three three-unit courses per semester as the baseline teaching load for all tenure-stream CSUSB faculty. See: <https://goo.gl/k0rsp9>.

Because no one from CSUSB’s Division of Administration and Finance participated in the financial analysis conducted by the “Workload” committee and because the negotiations with the CFA regarding salary, which led to individual campuses being responsible for a significant portion of faculty raises, were finalized after the report was submitted and endorsed, President Morales asked the Q2SCSC to revisit the question regarding faculty workload after conversion to semesters and to make an additional recommendation. The Q2SCSC then invited the original members of the Workload committee to join a taskforce made up of Q2SCSC members. This Q2S Workload Taskforce worked with VP Freer, Interim-Provost Delgado, and IR’s Tanner Carollo to address the following questions: 1) What are the benefits and drawbacks of providing the opportunity for all tenure-stream faculty to use three of their WTU’s for professional growth and development? 2) What is the actual current workload for CSUSB faculty and how is it distributed? 3) How much would this cost? 4) Is this cost justifiable?

Question 1: What are the benefits and drawbacks of providing the opportunity for all tenure-stream faculty to use three of their WTU’s for professional growth and development?

With respect to question one, the Taskforce concluded that choosing not to develop a workload policy that enables all CSUSB faculty to use three of their WTUs each semester towards professional growth and development puts student success and persistence, as well as the student-centered nature of our university and our ability to fulfill the University’s mission as outlined in the strategic plan, significantly at risk. Research shows that “faculty behaviors and attitudes,” such as interacting with students in and out of class, utilizing active and collaborative learning techniques, challenging students academically, and creating enriched educational opportunities both in and outside of the classroom, (including mentoring and advising, involving students in research projects and other high-impact practices), “play the single-most important role in student learning” (Astin, 1993; Ewell and Jones, 1996; Pascarella and Terenzini, 1991; Tinto, 1993, 2000; Umbach and Wawrzynski, 2005). The ability for faculty to effectively engage in these behaviors is having sufficient time available to 1) utilize labor-intensive high-impact practices in the classroom and to engage with students beyond it and 2) engage in their own ongoing research, professional growth, and development.

CSUSB has a long history of supporting faculty professional activity. This is evidenced by the fact that our university has been above the system-wide average in external grant activity and sponsored program expenditures. In terms of expenditures per TT faculty member, we are tenth highest in the system and, among the smaller campuses in the system, we are first (see [Appendix A](#)). While some of this funding provides support for basic research, much of it is for programs that promote student success. Externally funded projects include those that: promote college-readiness; provide scholarships for students; facilitate the development of new academic programs in growth areas; enhance advising; build a highly qualified cadre of K-12 teachers; provide increased opportunities for students to participate in high impact practices; and enhance teaching effectiveness. In short, CSUSB faculty have been highly productive under the quarter system, but the current workload data suggests faculty workload is at its limit. If we do not allow faculty the opportunity to explicitly redistribute their workload in the semester system, we are unlikely to sustain or improve the levels of success we are already achieving in student engagement, learning and persistence and in research and community development.

Question 2: What is the actual current workload for CSUSB faculty and how is it distributed?

The Q2SCSC Workload Taskforce found that CSUSB faculty have an average *direct* teaching load (classroom + supervision) of 32.89 WTUs, with an additional 11.72 WTUs for *indirect* WTUs (teaching/service time for new preparations, special instruction programs, advising, etc.). The resulting 44.61 average WTUs do not include the expected levels of 1) research, scholarly, and creative activity and 2) service to the University and the community. When these activities are added to this total, it is abundantly clear that the actual average workload of our faculty typically exceeds the maximum 45 WTUs. (see [Appendix B](#))

Question 3: How much would this cost?

Enabling faculty to distribute their workload along the lines of, for example, CSU Stanislaus' workload policy (60%-80% of the annual workload for an average faculty member to be in the category of "direct instruction," 20% in the category of "indirect instruction," and 20% in the category of "research, scholarship, and creative activity") would cost, according to a financial analysis provided by VP Freer, approximately \$2.6 million per semester. This figure represents approximately 2% of the General Fund budget and is based on two assumptions: 1) that all tenure stream faculty members would choose to distribute their workload on the 60% direct instruction-20% indirect instruction-20% research/professional growth and development model and 2) that the additional course coverage necessary to implement this policy would be provided by part-time faculty members.

Question 4: Is this cost justifiable?

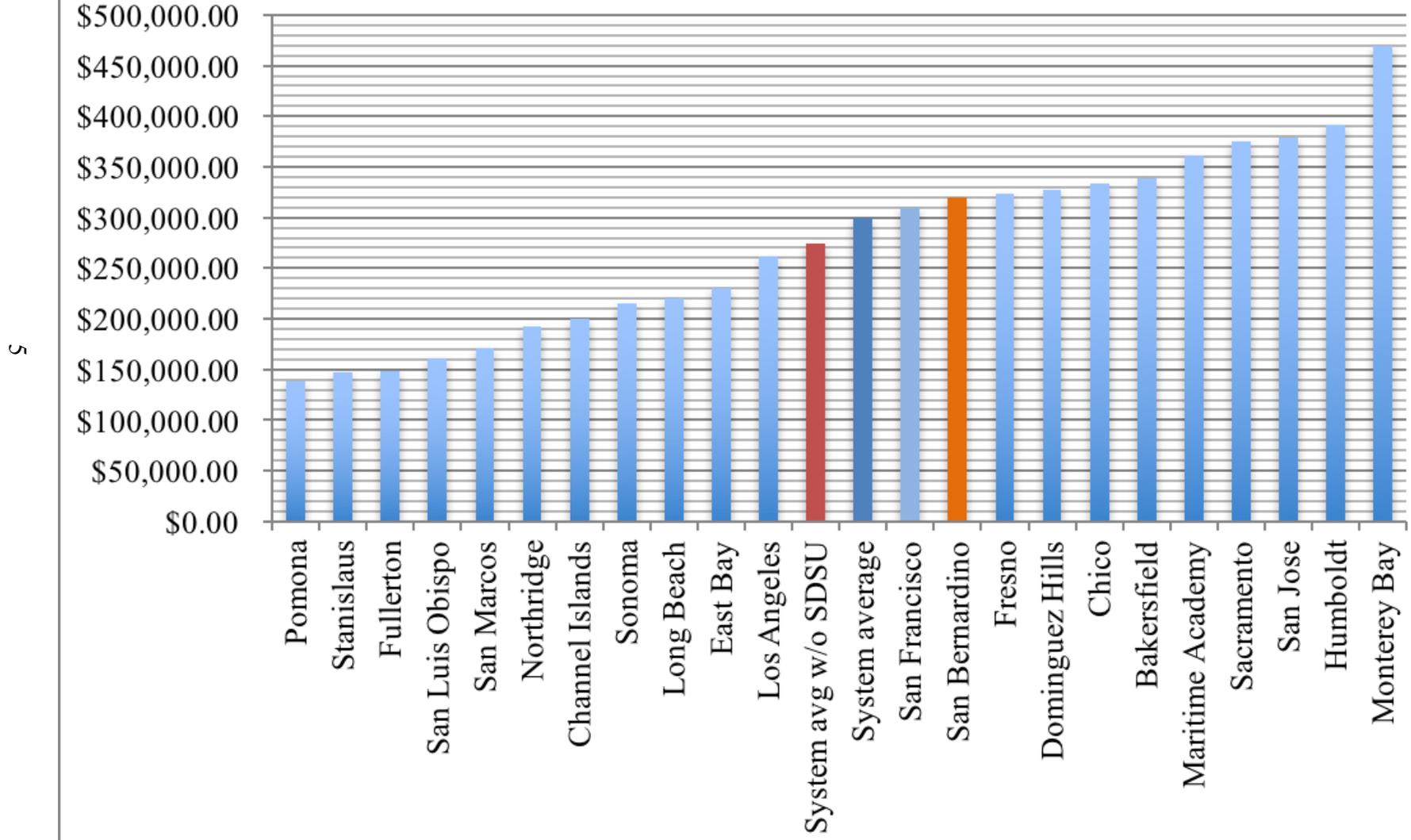
The Q2S Workload Taskforce has concluded that the expense to implement the recommended workload policy is justifiable, assuming a system of accountability jointly developed by the faculty and administration that specifically incorporates attention to the CO's metrics and the Graduation Rate Initiative. Over the last five years, the General

Fund has increased by 14% and FTES by 17%, while the amount spent on faculty for direct instruction has only increased by 10%; and the percentage of the baseline budget allocated to Academic Affairs has actually decreased by 3.35% (<https://drive.google.com/open?id=0Bx5bNCW05iaRckxuM3htRGRiQTQ>). Given the central role faculty play in student engagement, learning, persistence, and success and the fact that funding to faculty for direct instruction has not kept pace with the growth of the university, this investment in faculty seems appropriate and necessary to preserve and promote quality instruction and professional and community development.

ACTION REQUESTED: That CSUSB adopt and fund a workload policy, similar to that of CSU Stanislaus (see [Appendix C](#)) that enables 60% of the annual workload for an average faculty member to be in the category of “direct instruction,” 20% in the category of “indirect instruction,” and 20% in the category of “research, scholarship, and creative activity.” Such a policy might ask faculty members to articulate how the distribution of their particular WTUs contributes to the Graduation Rate Initiative and the Chancellor’s Office metrics.

APPENDIX A
GRANT PRODUCTIVITY PER FACULTY

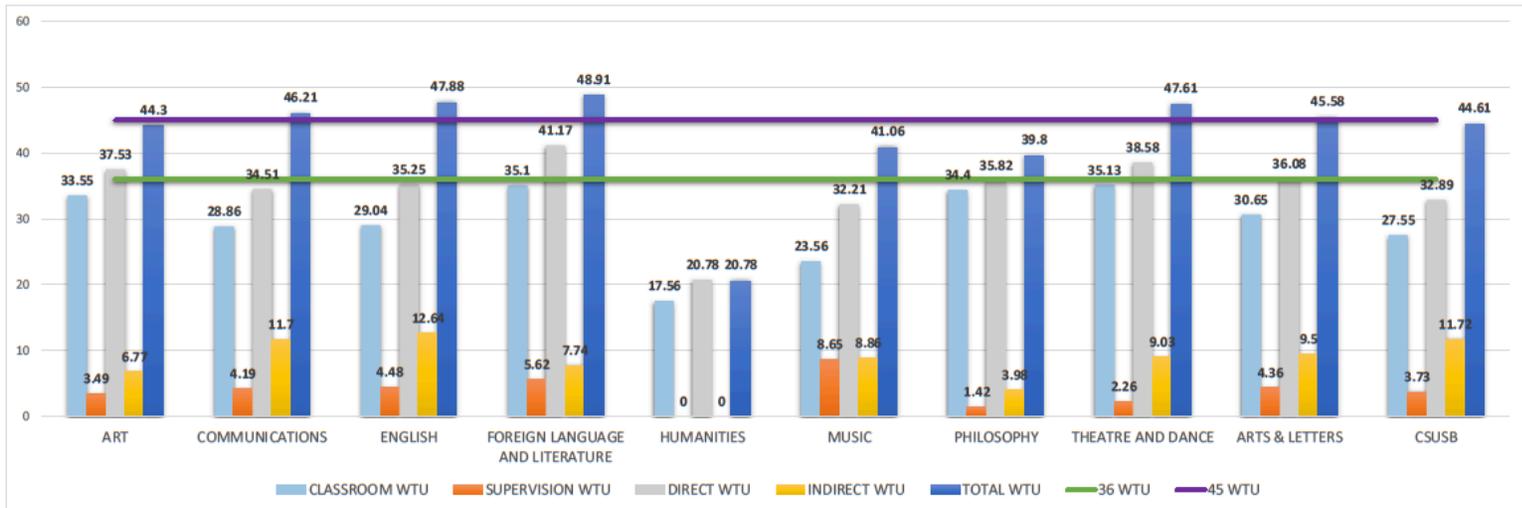
Grant Productivity per Faculty



APPENDIX B

TENURED/TENURE TRACK WEIGHTED TEACHING UNITS BY COLLEGE

T/TT WTU's: College of Arts & Letters
 2015-2016
 Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty.

Inconsistent reporting and coding practices may adversely affect indirect WTU totals. Caution is suggested when interpreting the contributions of indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

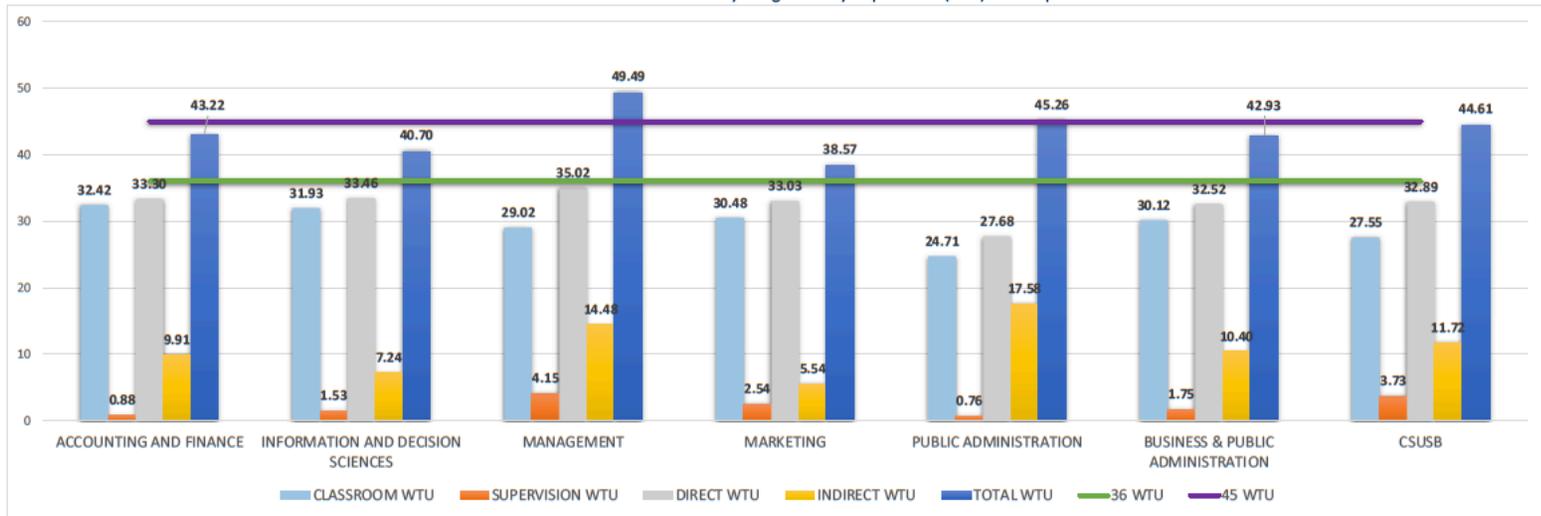
SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision Instruction (CS # 23,24,25,36,48).

DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities,

TOTAL WTU: Direct WTU + Indirect WTU

T/TT WTU's: College of Business & Public Administration
 2015-2016
 Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty.

Inconsistent reporting and coding practices may adversely affect indirect WTU totals. Caution is suggested when interpreting the contributions of indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

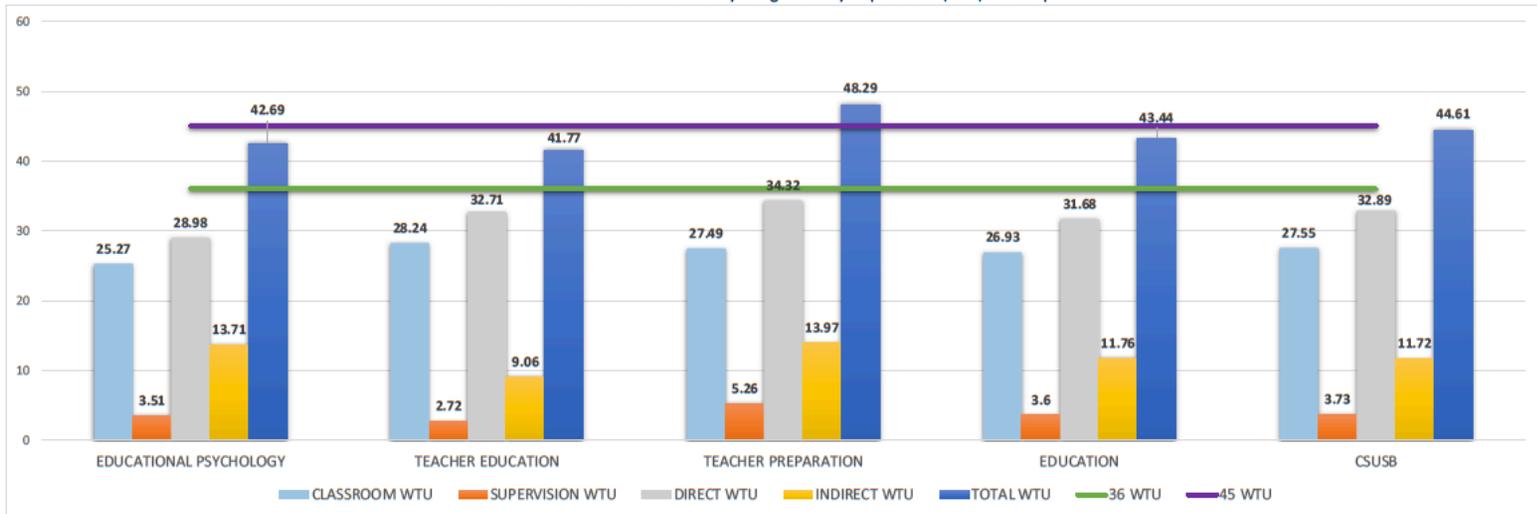
SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities,

6

T/TT WTU's: College of Education
 2015-2016
 Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty

inconsistent reporting and coding practices may adversely affect indirect WTU totals. Caution is suggested when interpreting the contributions of indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

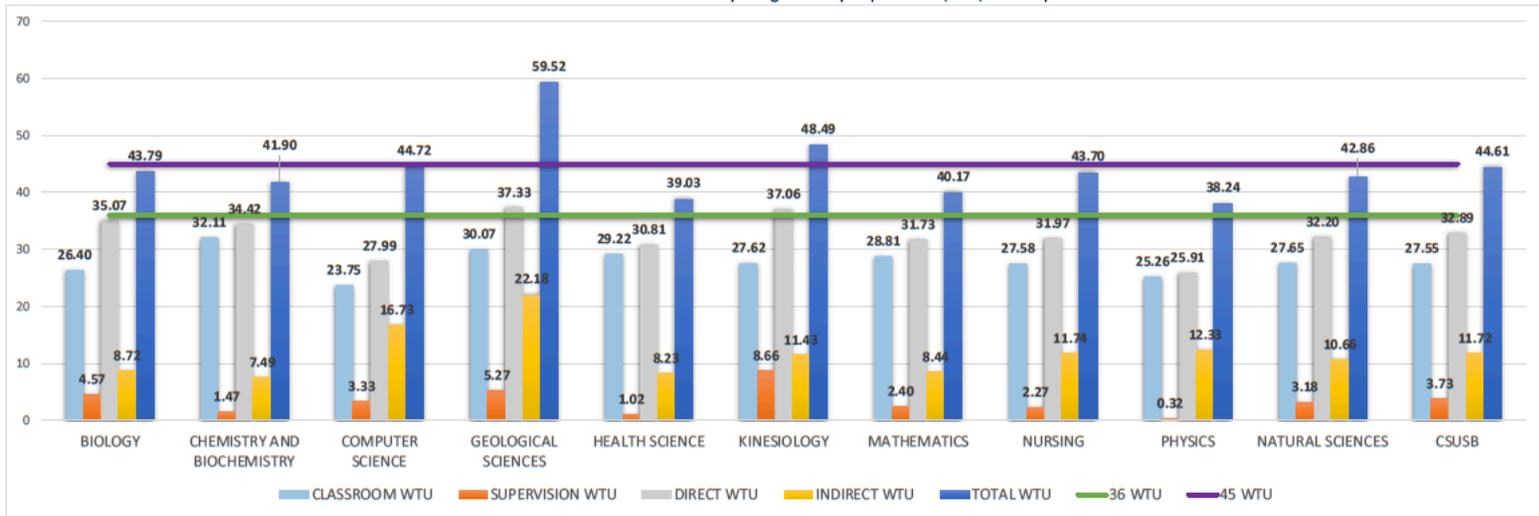
SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities ,

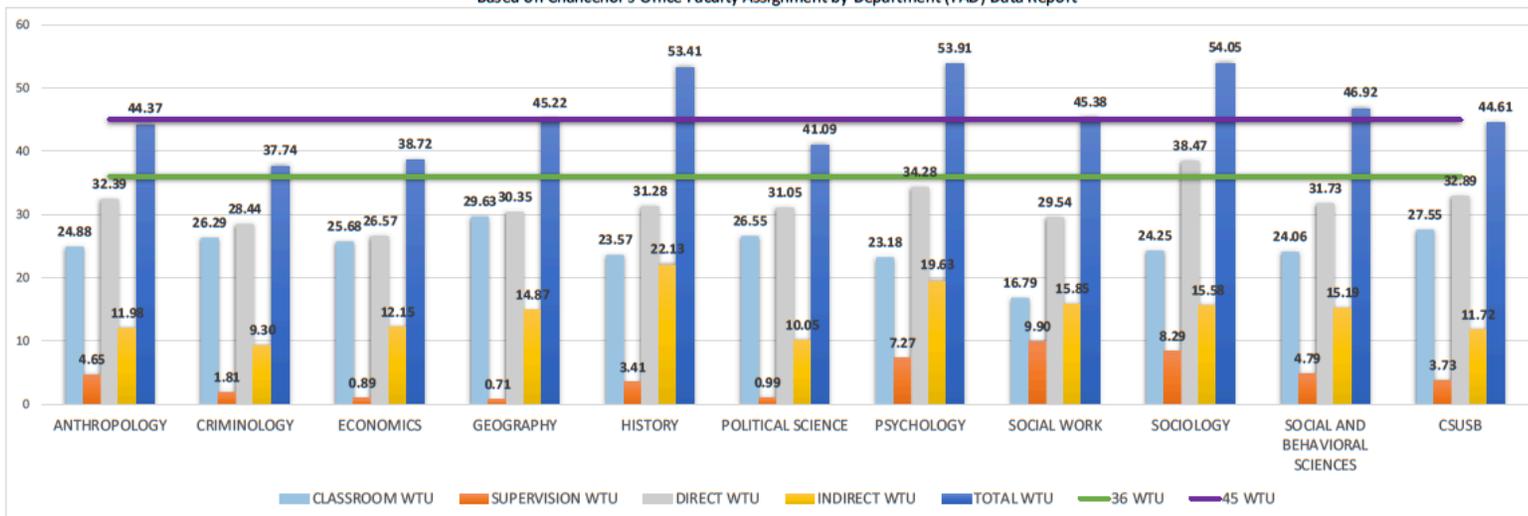
TOTAL WTU: Direct WTU + Indirect WTU

T/TT WTU's: College of Natural Sciences
 2015-2016
 Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty
Inconsistent reporting and coding practices may adversely affect indirect WTU totals. Caution is suggested when interpreting the contributions of indirect WTU.
CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).
SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).
DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.
INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities,
TOTAL WTU: Direct WTU + Indirect WTU

T/TT WTU's: College of Social & Behavioral Sciences
 2015-2016
 Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty

Inconsistent reporting and coding practices may adversely affect Indirect WTU totals. Caution is suggested when interpreting the contributions of indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities,

TOTAL WTU: Direct WTU + Indirect WTU

APPENDIX C

CALIFORNIA STATE UNIVERSITY, STANISLAUS

AGREEMENT: TENURED & PROBATIONARY FACULTY WORKLOAD

California State University, Stanislaus
Agreement: Tenured & Probationary Faculty Workload

- I. Background & Rationale
- A. Article 20 of the Unit 3 Collective Bargaining Agreement (CBA) between the California Faculty Association (CFA) and the Board of Trustees of the California State University (CSU) provides a broad framework for the definition of faculty workload. The supplemental agreement to the CBA of October 16, 1995 further clarifies the intent of the language of Article 20. The CSU Stanislaus Task Force on Faculty Workload recommends implementation (for example, within the *Faculty Handbook*) of the following agreement for the administration/management of workload for full-time tenure-track faculty at CSU Stanislaus (the University).
- B. The policies and procedures set forth in this document are intended to facilitate appropriate and equitable implementation at CSU Stanislaus of the workload provisions of the CBA. Notwithstanding the foregoing, the CBA constitutes the entire agreement of the University and the CFA. Nothing in this document shall be construed to alter, change, add to, delete from, or modify the terms or effects of the CBA. The University and CFA recognize that this document may be superseded by amendments to the CBA, and other CSU system workload policies appropriately negotiated with CFA. No provisions of this agreement are subject to the grievance procedures contained in Article 10 of the CBA. The composition of an individual faculty member's professional duties and responsibilities cannot be restricted to a fixed amount of time. This document defines several categories of faculty unit work. It specifies how the work assignment of a faculty member may be divided among tasks in various categories, according to views current on the CSU Stanislaus campus of what is appropriate, reasonable, and acceptable. The University and CFA acknowledge that the expected workload ranges specified here are not explicit requirements of the CBA, that expectations of faculty workload evolve over time, and that they can and do vary significantly from campus to campus within the CSU.
- C. The CSU and CFA recognize that:
1. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession, and to the community.
 2. Faculty members have additional professional responsibilities such as: advising students, participation in campus and system-wide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions.
 3. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship, and creative activity in the faculty member's field of expertise are essential to effective teaching.

Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.

4. The professional responsibilities of faculty members include research, scholarship, and creative activities which contribute to their currency, contributions made within the classroom, and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.
5. The University and CFA understand that instructional faculty members may not normally participate in all activities during each academic term or year.

II. Workload Guidelines for Tenured & Probationary Faculty

- A. As acknowledged in Articles 5 and 20 of the CBA, the composition, assignment, and scheduling of faculty responsibilities will be determined by the appropriate administrator, after consultation with the department and the individual. For the purposes of this policy, the “appropriate administrator” shall be the respective college dean. However, all procedures related to workload determinations shall be subject to review by the Provost and Vice President for Academic Affairs, who retains management rights delegated by the campus President.

B. Workload Components:

CATEGORY ONE: Direct Instruction

This is a faculty member’s primary responsibility. It may include classroom, laboratory, field, activity classes, or studio instruction; direct supervision of theses, independent projects, interns, or field experiences; distance learning, sports, and directed study. It is expected that sixty to eighty percent of the annual workload for an average faculty member will be in this category.

CATEGORY TWO: Indirect Instruction

This may include academic advising; curriculum development and revision; committee assignments and similar on-campus university service (for example, serving as an advisor to a student co-curricular organization). It is expected that twenty percent of the annual workload for an average faculty member will be in this category.

CATEGORY THREE: Research, Scholarship, or Creative Activities, broadly defined.¹

These activities can take many forms, and should be identified and explained in departmental retention-promotion-tenure (RPT) elaborations. It is expected that up to twenty percent of the annual workload for an average faculty member may be in this category.

¹ For a very useful explication of an expanded definition of contemporary scholarship in higher education, see Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professorate*, (Princeton University Press, 1990).

CATEGORY FOUR: Professional Activities

Activities may include significant participation in professional organizations, active participation in the practice of one's discipline, pursuit of advanced degrees, formal training, licensure or professional certification, instructionally-related services, accreditation or assessment activities, and shared governance. It is expected that up to twenty percent of the annual workload for an average faculty member may be in this category.

- C. For the purposes of this agreement, the University further distinguishes between funded and unfunded workload assignments. Funded assignments (also called "reimbursed time") are assignments for which external (for example, grants) or internal (for example, regular General Fund allocations) funding pays the instructional replacement costs involved. Examples include: chairing a department, playing a significant role in shared governance, serving as a CFA officer, etc.
- D. The following situations and activities are also relevant to determining workload assignments. Explanations are not all-inclusive, and are intended for illustrative purposes only.
1. *Excessive enrollments*. Usually thought of as student numbers far exceeding "typical" averages or ratios within a department, this situation is also defined (or limited) by available fiscal resources, availability of qualified instructors, and/or appropriate facilities.
 2. *New course preparations*. A situation more likely to pertain to new faculty with relatively little or no prior teaching experience.
 3. *Course or Supervision overload*. Usually applied in situations attempting to balance unequal assignment over the course of a year.
 4. *Instructional Support for Graduate Students*. This might include thesis supervision, conducting comprehensive examinations, and/or conducting foreign language (or similar "research tool") examinations.
 5. *Special Instructional Programs*. These could include:
 - a. participation in team teaching;
 - b. production of materials for televised instruction or other modes of distance education (including Web-based curricula);
 - c. liaison or coordination duties for multi-section courses;
 - d. development, administration, and evaluation of credit-by-examination materials.
 6. *Instructional Experimentation or Innovation*. These might include any of the following:
 - a. development and implementation of experimental courses or programs of study;
 - b. development and implementation of innovative methods of instruction, or media integration into existing curricula.
 7. *Instruction Related Services*. These might include providing services to university clinics, study skill centers, farms, art galleries, and other campus programs or facilities which are ancillary to the instructional program.

8. *Advising Responsibilities.* Because academic advising is included in the “normal” workload, this category would be limited to “excessive” advising loads, (for example, a number substantially larger than the average load carried within the department, college, or equivalent academic unit). This category could also include serving as a unit’s only or primary graduate student advisor and/or coordinator of the unit’s graduate program.
 9. *Instruction Related Committee Assignments.* Activities included under this category could be defined as significant participation (for example, as chair) of curriculum, personnel, search, or library committees at the department, college, or university level. This category could also include participation as a campus representative on multi-campus or CSU system-wide committees.
 10. *Curricular Planning or Study.* This might include special curricular development or revision related to entire degree programs or campus-wide initiatives (for example, General Education). This category may also include assessment activities related to issues like program delivery, effective teaching/learning, and similar pedagogical issues.
 11. *Accreditation Activities.* This category could include all significant responsibilities associated with the development, planning, research, writing, and/or implementation of accreditation activities/materials. These could include both disciplinary and institutional accreditation processes.
 12. *Instruction Related Facilities Planning.* This might include significant participation and duties related to the planning of instructional facilities and the coordination/supervision associated with the implementation of those plans.
- E. Because instruction is a primary responsibility, and the University must meet CSU system enrollment mandates within narrow budgetary parameters, departments and deans will consider the following parameters prior to assignment of Category 3 and Category 4 work, and Category 2 work in excess of twenty percent.²
1. The department and dean, respectively, shall consider responsibilities for full-time-equivalent-student (FTES) targets, curriculum delivery, and budgetary constraints as part of the management of potential assigned time.
 2. Potential assignments must be equitable in terms of access, process, and the timebase used within a specific activity category (that is, equal assigned time for equal work).
 3. Potential assignments must be subject to administrative review at both the college and University levels.
 4. Potential assignments have accountability. Faculty receiving assigned time must expect these activities to be scrutinized as part of various evaluation processes (for example, RPT, or merit pay considerations). After an activity has been completed, faculty members are expected to submit a copy of the attached Faculty Assigned Time Report (FATR) on the activity, demonstrating its accomplishments and/or worth to the mission of the University.

² Category 3 and Category 4 work, and Category 2 work in excess of twenty percent are hereinafter called “assigned time.”

5. In order for an activity to be eligible for assigned time, it must be agreed upon by the department chair and the dean, after consultation with the individual faculty member. All other potential activities must have funding attached to them for the purpose of paying for the cost of instructional replacements (for example, grants).
 - F. All members of the University community involved with the implementation of this Agreement must clearly understand that the recognition and definition of potential assignments do not, in themselves, guarantee or promise an automatic reduction of a faculty member's direct instruction workload.
- III. Implementation.
- A. The Academic Senate may recommend implementation policies and procedures to the University and CFA consistent with this Agreement. The office responsible for coordinating the subsequent implementation of campus policy is the Provost and Vice President for Academic Affairs, in consultation with the academic deans and the Academic Senate.
 - B. Administrative Procedures
 1. The primary document for initiating and recording the workload assignments is the attached Faculty Workload Plan (FWP). Each full-time tenure-track faculty member, in consultation with the department chairperson, must prepare an FWP for the forthcoming academic year. The FWP will specify the workload associated with the four workload categories. Particular attention should be paid in describing proposed activities, objectives, and the type of evaluation to be submitted at the conclusion of the project.
 2. After the department chairperson consults with the individual faculty member on his/her anticipated teaching and other workload assignments, the chairperson will be responsible for ensuring that the department submits a FWP for each faculty member. Chairpersons will be expected to balance the faculty member's requests against the instructional needs of the department, the department's fiscal and human resources, and the department's enrollment targets. The FWP shall be forwarded to the appropriate dean for review and approval/disapproval. In cases where the faculty member and department chairperson do not agree on the content of the FWP, the faculty member may submit to the dean an alternative FWP. The dean will weigh requests for assigned time against proposed course schedules, available resources, and established enrollment objectives. The dean will also be responsible for ensuring that:
 - a. proposed assigned time activities meet the requirements and criteria of the present policy;
 - b. proposed assigned time activities have been assigned an appropriate percentage of total workload;
 - c. all requests for assigned time are treated fairly and equally.
 3. Faculty Workload Plans (FWP) will be forwarded to the Faculty Affairs office for processing and review by the Provost.
 4. If the dean contemplates denying a request for assigned time, he/she will seek an informal resolution of the matter with the department chair and faculty

member. If this consultation does not produce a satisfactory resolution, the dean will return copies of the FWP (including any alternate versions) to the department chair and the individual faculty member with a brief explanation for the denial of the request. Subject to each college's local governance and organization, the dean will appoint a minimum of three faculty members to a Workload Advisory Committee (the work of this committee may be assumed by an already existing committee). The faculty member may appeal the denial of a FWP to this committee, which will then provide a recommendation to the dean.

5. After review by the faculty member, dean, and (when requested by the faculty member) the Workload Advisory Committee, the signatures of the faculty member, department chairperson, and dean on the FWP will confirm the workload assignment for the forthcoming academic year.
6. The Provost, in consultation with the deans and the Associate Vice President for Faculty Affairs, and CFA will periodically monitor this program to assess the effects on faculty and ensure that:
 - a. assigned time workload is not jeopardizing the University's primary instructional mission and its enrollment objectives;
 - b. activities proposed for assigned time are appropriate and decided equitably;
 - c. appropriate accountability mechanisms are in place and being used to record assigned time, review the activities proposed, and evaluate faculty performance/completion of these assignments.
7. The Provost shall submit an annual report listing total workload and the distribution of workload by category, individual faculty member, department, and college to the Academic Senate.
8. At the end of each academic year each faculty member receiving assigned time for research, scholarship, and creative activity, or other professional activities shall submit a Faculty Assigned Time Report (FATR) describing these activities for the preceding academic year, including objectives, time frame for completion, and the degree to which objectives were achieved. Copies of this report will be filed with the department chairperson and dean. Failure to submit a report may be appropriate grounds for a dean's denial of a subsequent request for assigned time. Activities within Category 3 which do not, within a reasonable amount of time, have tangible outcomes (for example, an accepted conference paper or published article) may also serve as grounds for denying subsequent Category 3 assigned time. The deadline for submission of this report shall be the tenth working day of the academic year.

IV. Agreement.

These guidelines were adopted by mutual agreement of the CSU Stanislaus Workload Task Force, created to resolve CFA Grievance #2004-33. This Agreement expires August 31, 2010. Members of the Task Force were:

For the CSU Stanislaus CFA Local

For California State University, Stanislaus

John J. Sarraille

David P. Dauwalder

Lawrence L. Giventer

Ted A. Wendt

Peter A. DeCaro

James M. Klein

APPROVED:

California Faculty Association

California State University

Source: Faculty Affairs, 2007.