Minutes

of the Academic Senate Meeting
January 30, 2019

PRESENT: Alex, Chan, Coburn, Davidov-Pardo, Donahue, Fisk, Forrester, Gonzalez, Hargis, Husain, Ibrahim, Jia, Lloyd, Merlino, Milburn, Mitchell, Nelson, Ortenberg, Pacleb, Puthoff, Quinn, Sadaghiani, Salik, Shen, Singh, Small, Speak, Sung, Urey, Von Glahn, Wachs, Welke

PROXIES: Senator Wachs for Senator Durán-Quezada and Senator Polet, Senator Welke for Senator Flores and Senator Kumar, Senator Alex for Senator Osborne, Senator Salik for Senator Sadaghiani, Senator Small for Senator Shih

NOT PRESENT: Jia, Milburn, Mitchell

GUESTS: A. Baski, H. Brown, S. Eskandari, K. Forward, S. Garver, E. Gibson, M. Godfrey, T. Gomez, N. Hawkes, A. Lang, I. Levine, L. Massa, J. McGuthry, S. Oldak, B. Quillian, L. Roosa Millar, L. Rotunni, M. Sancho-Madriz, S. Shah, V. Ravi, W. Xie

1.   Academic Senate Minutes – December 5, 2018

       The December 5, 2018 Academic Senate Meeting minutes are posted on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/academic_senate_minutes_12.05.18_posted.pdf.

       M/s/p to approve the December 5, 2018 Academic senate Meeting minutes as posted.

2.   Information Items
       a. Chair's Report

       Chair Shen reminded all in attendance that the deadline for two (2) important service opportunities is Friday, February 1, 2019; the Faculty Athletics Representative (FAR) and one College of Letters, Arts, and Social Sciences Academic Senate Seat. The FAR position is only open to tenured faculty and if interested please submit a brief statement of interest to senate@cpp.edu by Friday, February 1, 2019. The Executive Committee will be holding interviews for this position on Wednesday, February 6, 2019. The CLASS Academic Senate Seat is open to tenure-track faculty and full-time lecturers. Eligible departments are English & Modern Languages, Geography and Anthropology, Music, Philosophy, and Theatre & New Dance. If there are no nominations received by Friday, the seat will become "at-large" and will be open to all departments in CLASS. If interested, please fill out an Election Eligibility Form and submit to senate@cpp.edu by Friday, February 1, 2019.

       The 27th Annual Unity Luncheon is February 28, 2019, from 11:00am to 1:00pm in the Bronco Student Center, Ursa Major Suite. This event is hosted by Access and disABILITY Alliance and tickets are $25 per person or $250 for a table of ten (10). The link for registration is located on the website at https://www.cpp.edu/~unity-luncheon/index.shtml.

       Campus Master Plan Advisory Committee met on January 23 and 24, 2019. Chair Shen and Senator Lloyd were in attendance. The finalized draft plan is schedule to be completed by May 2019. After the draft is complete there is a yearlong process of looking at the environmental impact and getting CSU approval.   The latest Campus Master Plan update is on the website

located at https://www.cpp.edu/~fpm/planning-design-construction/master-plan-2018/Committee/advisory-committee-presentation-jan23.pdf. This version incorporated the feedback from the student open forum that was held in December 2018.

The first meeting of the University Leadership Council was held on January 17, 2019. The University Leadership Council includes President Coley, Cabinet Members, and Deans from all colleges, Associate Vice Presidents (AVPs) from every division, several directors, the ASI President and Vice President, and the Academic Senate Chair and Vice Chair. The general topic of the first meeting was Student Success Phases One and Two. Phase One was a summary and celebration of everything the campus community has accomplished to date in meeting the Graduation Initiative 2025 (GI2025) goals. Phase Two will start by institutionalizing what worked well in Phase One and will continue the collaborations across the divisions. Chair Shen recognized the presenters, Provost Alva, Associate Provost Eskandari, Dr. Gomez, AVP for Student Success, Cecilia Santiago-Gonzalez, Director for Strategic Initiatives for Student Success, and Olukemi Sawyerr, Interim AVP for Innovation.

b. President's Report

President Coley was traveling so no report was given.

c. Provost's Report

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/academic_master_plan_presentation_to_academic_senate_2019-01-30.pdf.

Provost Alva wished all a Happy New Year and a Happy Chinese New Year, Gong Xi Fa Cai.

The Provost shared an update on the Academic Master Plan. She stated that the process will shift from "planning" to "doing". The principles guiding the Academic Master Plan:
- The Academic Master Plan process is not a program prioritization process nor is it a process to eliminate academic programs.
- The Academic Master Plan closely aligns with and reflects the mission, vision, and values of Cal Poly Pomona.
- The development of an Academic Master Plan depends on widespread campus engagement in the conversations leading to the plan.
- The Academic Master Plan must be developed and congruent with the University Strategic Plan.
- The Academic Master Plan will have direct implications for the campus physical master planning process that is under way.

The Provost emphasized that the Academic Master Plan process provided wide spread engagement and clarification of the academic direction of the university. This was done through a set of guiding questions that were the underlying framework for very thoughtful and well written essays. The essays are located on the Academic Master Plan website at https://www.cpp.edu/~academicplan/index.shtml. The broad, framing questions used to develop the Academic Master Plan were:
- What does it mean to be a polytechnic university in the 21st century?
- What pedagogical approaches are appropriate for our learn-by-doing philosophy?
- What is the role of graduate education at Cal Poly Pomona?
- What support structures should exist for faculty and staff?
- How should our learning spaces be designed to achieve our goals?
- How should we assess the effectiveness of our academic programs?
- What enrollment management strategies are appropriate?

The Academic Master Plan Steering Committee was led by Provost Alva and the Academic

Senate Chair, starting out with Senator Speak and ending with Chair Shen. The Provost thanked both Senator Speak and Chair Shen for their participation and leadership. There were ten (10) working groups with 60 faculty members who were the authors of the various essays used to shape the Academic Master Plan.

There was extensive consultation through town hall meetings and focus group meetings. There was broad engagement with divisions outside of Academic Affairs. For the Academic Master Plan to be successful, other university divisions need to understand the goals and work to support the academic mission.

One of the outcomes of the Academic Master Plan process was the identification of eight (8) essential elements of an inclusive polytechnic university. These are signature elements of an education at Cal Poly Pomona. These elements help express Cal Poly Pomona's distinctive values and therefore ensure that the curriculum and co-curricular experiences at Cal Poly Pomona give expression and meaning to the eight (8) elements of an inclusive polytechnic university. Every student has the opportunity to experience the very best of what is offered at Cal Poly Pomona.

The emerging themes from the Academic Master Plan are:
- Inclusive Polytechnic University
- Experiential Learning (Learn by Doing)
- Support to Exemplify Our Inclusive Polytechnic Identity
- Inclusive Student Success
- Degree Program Creation and Growth
- Shaping the Undergraduate Student Population
- Role and Growth of Graduate Programs
- Enhancement and Development of Space to Support Polytechnic Identity
- Program Review and Assessment

The themes have been shared extensively with constituency groups to get feedback to ensure that the goals were captured accurately. The Academic Master Plan is organized around the themes with associated action items and objectives for the next phase of implementation.

Provost Alva stated that the guiding values of the implementation phase will be transparent and include shared governance. The next phase will continue with broad engagement with all constituencies and follow a similar collective, collaborative, and consultative approach similar to the development of the plan. The approach will be such that the Cal Poly Pomona identity is evident in the policies and programs that are created through this initiative.

Feedback to the Academic Master Plan can be given using the feedback form on the Academic Master Plan website, https://www.cpp.edu/%7Eacademicplan/feedback.shtml. It can also be emailed to academicplan@cpp.edu or seskandari@cpp.edu.

d. Vice Chair's Report

Vice Chair Nelson presented the Report Status Summary.

NEW REFERRALS: (2)
AA-010-189   Change in Make-Up Exam Policy on Course Syllabi
GE-005-189   General Education Area C Requirements

SENATE REPORTS FORWARDED TO PRESIDENT: (2)
AS-2803-189-AA 2019-2020 Academic Calendar
AS-2808-189-BC New Program Budget Worksheet

PRESIDENT RESPONSES TO SENATE REPORTS: (10)

AS-2727-167-AA   Semester Summer Term Calendar, Class Time Modules and Final Exam Times **– APPROVED**

AS-2728-167-AA   Transportation Advisory Committee **– APPROVED**

AS-2730-167-AA   Policy on Department Name Change Requests **– APPROVED**

AS-2761-178-FA   Electronic Workflow for RTP **– APPROVED**

AS-2762-178-FA   Institutional Review Board Membership **– APPROVED**

AS-2798-189-EP   Revision of Academic Senate Constitution and Bylaws **– APPROVED**

AS-2799-189-EP   Representation for Part-Time Temporary Faculty **– ACKNOWLEDGED** [1]

AS-2801-189-AA   Credit Hour Policy **– APPROVED**

AS-2802-189-AA   M-Designation for First Year Composition Courses, Sections for Multilingual Speakers **– APPROVED**

AS-2803-189-AA   2019-2020 Academic Calendar **– APPROVED**

(1) Referendum for part-time faculty representation on the Academic Senate did not pass, Senate Report AS-2799-189-EP reported the results of the vote

   e.   CSU Academic Senate Report

The CSU Academic Senate Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/csu_as_report_01.30.19.pdf.

Senator Speak reported.

The Academic Senate CSU (ASCSU) met in January and adopted a resolution for the tenants of shared governance. Senator Speak commented that the Chancellor's Office is of the opinion that sometimes it is necessary, due to time constraints, to not go through the lengthy senate process. The resolution adopted by the ASCSU tried to address the circumstances that would be appropriate for Chancellor's Office to circumvent the normal shared governance process with the use of an expedited consultation process. The resolution states that the ASCSU finds it hard to imagine circumstances in curricular changes that require exigent treatment. The hope is that this is a continuing conversation about shared governance.

The ASCSU also adopted a resolution gratefully acknowledging the Governor's 2019-20 CSU budget. Senator Speak declared that this is the best budget proposal received in a very long time. The resolution states that the ASCSU appreciates the Governor's proposed funding of a 2 percent enrollment growth, but the ASCSU advocates for a 5 percent enrollment growth funding originally requested by the Board of Trustees. In the past, the proposed budget would fund CSUs and UCs equally, but the current proposed budget does not do that. The current proposal gives more funding to the CSU system which serves a greater population of Californians than the UC system.

Senator Speak included the 2019-2020 Operating Budget Update given by the System Budget Advisory Committee with his written report. The 2019-2020 Operating Budget Update is posted on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/19-20-gov-budget-sbac-jan-2019.pdf.

Secretary of Education DeVos has proposed substantially revising Title IX. Chancellor White, on behalf of the 23 CSU campus presidents, and UC President Napolitano individually wrote letters in opposition to the proposed changes. Senator Speak read the following excerpt from Chancellor White's response, "*We suspect that the Department's well-intentioned effort to bring clarity to antidiscrimination laws, to ensure a prompt and fair remediation and resolution process, and to "empower students to hold their schools accountable" will actually have the opposite effect: confusion and frustration.*" President Napolitano wrote "…*UC is deeply troubled that, if issued in their current form, the rules will discourage reporting and participation in the resolution process, and hamper schools' efforts to prevent, investigate, and redress sexual harassment.*" Both

responses are located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/3753-uc_title-ix-comments.pdf and https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/3754-chancellor-white-ltr-devos-betsy-nprm---title-ix-1-29-19.pdf.

The last item that Senator Speak mentioned is that the ASSIST Program is getting updated. ASSIST is an intersegmental cooperation program between community colleges and California's public colleges and universities. There is a link to the update of ASSIST on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/assist-update.pdf.

f. Budget Report

Senator Lloyd stated that there is no Budget Report for this meeting but that the Budget Committee is scheduling meetings with various division heads

g. CFA Report

The CFA Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/cfa-report-to-the-academic-senate---01-30-2019.pdf.

Dr. Weiqing Xie, CFA Pomona Chapter President, reported.

Dr. Xie commented that the growth in the Governor's proposed budget for the CSU is a direct result of faculty and student lobbying in Sacramento. Governor Newsom's first budget proposal calls for the CSU to receive a total increase of $562 million over this current year.

Lobby Day is scheduled for April 30, 2019.

h. ASI Report

ASI Senator Lawren Donahue stated concerns over the parking situation on campus. On behalf of her peers and colleagues Senator Donahue said she felt compelled to bring up this important topic and make sure it is being addressed because the lack of parking is negatively impacting students' experiences. As there is talk about increased enrollment there has to be a plan to accommodate additional vehicle traffic.

Senator Lloyd added that as a member of the Campus Master Plan Advisory Committee this issue is being discussed and is considered very important. There have been discussions about new parking structures which are very expensive. He stated that if everyone is driving, single occupancy, to campus there will be increased gridlock so alternative forms of transportation need to be encouraged and incentivized. The committee is looking a multi-prong approach to transit which includes improving bike paths and access, both on and off campus in the surrounding communities. Senator Lloyd assured Senator Donahue that the committee is aware that parking is problematic and it is working the problem.

Chair Shen added that the Campus Master Plan has addressed some of the parking concerns and that there are some aspects of the plan that will go into effect very soon, mainly increased and improved shuttle routes that will allow students to park in the overflow lots and get to their classes in a timely manner.

i. Staff Report

The Staff Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/01.30.19/sc-valentines-fundraiser-flyer-2019.pdf.

Senator Gonzalez reported that the Staff Council Scholarship (formerly known as the Amelia Hammond Scholarship) Valentine's Fundraiser is going on. Tickets are available from all Staff Council members until February 14, 2019 for $1.00 each or 11 tickets for $10.00. First prize is a Ring Doorbell. The drawing is Thursday, February 14th at 12:00pm and winners need not be present.

The Provost's Awards for Excellence and the George P. Hart Award Symposium is on March 7, 2019 in BSC Ursa Major, from 3:00 to 5:00pm. Senator Gonzalez stated that everyone, faculty or staff, are invited to attend. Senator Alex will receive the 2019 George P. Hart Award for Outstanding Faculty Leadership. The other awardees are Alexander Rudolph for Excellence in Teaching, Mingheng Li for Excellence in Scholarly and Creative Activities, and Felicia Friendly Thomas for Excellence in Teaching.

j. WSCUC Report

No report given.

3. Academic Senate Committee Reports – Time Certain 3:45 p.m.

a. FA-004-189, Policy 1329 Modification for Course Evaluation for Periods Shorter than Semesters – FIRST READING

The first reading report for FA-004-189, Policy 1329 Modification for Course Evaluation for Periods Shorter than Semesters, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/fa004189fr.pdf.

Senator Von Glahn, Chair of the Faculty Affairs Committee, presented the report.

M/s to receive and file FA-004-189, Policy 1329 Modification for Course Evaluation for Periods Shorter than Semesters.

Recommendation:

We suggest the following changes to Policy 1329 - Section H: https://www.cpp.edu/~academic-programs/univ-manual/avp-documents/1325-1349/policy_1329_student_evaluation_of_teaching.pdf

All student evaluations shall be administered between the start of the 13th week and the end of the 15th week of the academic semester. There are two exceptions: One, when multiple instructors teach a class, the evaluation for each individual instructor shall take place during the last two weeks of the instructional period of each individual instructor. Two, when the duration of a course spans fewer than 15 weeks the evaluation shall take place during the last two weeks of the instructional period.

Discussion:

The current policy states that all student evaluations shall be administered between the start of the 13th week and the end of the 15th week of the academic semester. This change introduces two exceptions to the policy:

1. When there are multiple instructors teaching a class. In this situation the evaluation will be given during the last two weeks of instruction with that professor.
2. When a course spans fewer than 15 weeks, evaluations shall take place during the last two weeks of the instructional period.

The second reading of FA-004-189, Policy 1329 Modification for Course Evaluation for Periods Shorter than Semesters, is scheduled for February 27, 2019.

b. FA-003-189, Update of Policy on Assigned Time for Exceptional Levels of Service to Students – SECOND READING

The second reading report for FA-003-189, Update of Policy on Assigned Time for Exceptional Levels of Service to Students, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/fa003189sr.pdf.

Senator Von Glahn, Chair of the Faculty Affairs Committee, presented the report.

M/s to adopt FA-003-189, Update of Policy on Assigned Time for Exceptional Levels of Service to Students.

Recommendation:

The FAC recommends we adopt the new policy in which the dates for forming the committee, the due dates for the applications, and the acceptance notifications are now given weeks in semester (e.g., Friday of week 10) instead of specific calendar dates (e.g., November 18th) that would have to be changed every year. Thus, the policy should be changed to as seen below:

POLICY ON ASSIGNED TIME
FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS

1. **PURPOSE**
   To provide a process for Unit 3 faculty employees, as defined in the Collective Bargaining Agreement (CBA) between CSU and the faculty, to write proposals and compete for assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system and support the Mission and Strategic Plan of Cal Poly Pomona (CPP) pursuant to Article 20.37 of the (CBA).

2. **EXCEPTIONAL ASSIGNED TIME COMMITTEE (EATC)**
   2.1. Membership
   The EATC shall be composed of one tenure-track faculty representative from each college through an election conducted by the Academic Senate, and one student appointed by the Associated Students, Inc. Each member serves a one academic year term. Applicants for assigned time under this policy are not eligible to serve on this committee.

   2.2. Functions
   2.2.1. To evaluate faculty applications for assigned time for exceptional levels of service to students

   2.2.2. To make recommendations based on those evaluations to the Provost and Vice-President for Academic Affairs (VPAA).

   2.2.3. To periodically review and, if needed, make recommendations for changes in this policy to the Faculty Affairs Committee (FAC)

3. **ASSIGNED TIME BUDGET AND REPORTING**
   Pursuant to the above-referenced article of the CBA, the CSU has agreed to provide resources to each campus for assigned time for exceptional service to students based on the number of full-time equivalent students at that campus.
   3.1. Accountability and Expenditures

3.1.1. A

CPP shall expend all funds allocated to them under this program. CPP shall provide an accounting of expenditures for this program for the prior fiscal year by no later than November 1 of the subsequent year to the EATC, the Academic Senate, and the CSU.

3.1.2. For accounting purposes, costs of assigned time shall be calculated based on the minimum salary for assistant professor from the current CSU salary schedule.

3.1.3. wards from appeals will be handled in accordance with article 20.37 of the CBA.

4. ELIGIBILITY & RESTRICTIONS

4.1. Eligibility

4.1.1. All Unit 3 faculty employees are eligible to submit a proposal to request assigned time for exceptional levels of service to students.

4.1.2. Faculty members already receiving assigned time for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this program.

4.2. Restrictions

4.2.1. Assigned time can only be utilized during the academic year when the activity is performed.

4.2.2. A maximum of 3 WTUs per applicant per academic year shall be awarded. The EATC may award less WTUs than those requested by the applicant based on their assessment of the application.

4.2.3. The funds available to this program are allocated by the Chancellor's Office based on campus enrollment for each year.

5. TIMELINE

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5.1. he EATC shall be elected by Friday of week 10 of fall semester. Applications will be due by Friday of week three (3) or spring semester. Awards will be announced by Friday of week eight (8) or spring semester.

6. APPLICATION MATERIALS

Applicants for assigned time to support exceptional levels of service to students shall submit a complete application form and a letter from the Department Chair in support of the application. The application form shall include space for an acknowledgment by the Dean indicating that the College is not providing assigned time for the same general activity described in the application (see section 4.1.2). Incomplete applications will not be reviewed.

7. SUPPORTED ACTIVITIES AND REVIEW CRITERIA

7.1. The following activities may be supported

7.1.1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students

7.1.2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success

7.1.3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty

7.1.4. Assignment to courses where increases to enrollment have demonstrably increased workload

7.1.5. Other extraordinary forms of service to students

7.2. Review Criteria

7.2.1. Application provides evidence that activity or activities are effective in achieving service-to-student-related goals (35%)

7.2.2 Application provides evidence that activity or activities target underserved, 1stG and under-represented students (35%)

7.2.3 Application provides evidence of congruence between assigned time request and actual workload from the activity (20%)

7.2.4 Application provides evidence of persistence in this activity during tenure at Cal Poly Pomona (10%)

8. RECOMMENDATIONS

The EATC shall submit its evaluations and the application materials to the VPAA who in consultation with the appropriate administrator responsible for assigning workload (e.g., Dean or Vice President of Student Affairs), shall make the final determination regarding the approval or denial of assigned time.

9. INFORMATION PROVIDED TO APPLICANTS

Once a decision is reached by the VPAA, he/she will forward his/her approval or denial as well as the evaluation of the EATC to the applicant. If an application is denied, the response shall specify the reasons for the denial. An applicant may appeal a denial.

10. APPEALS

10.1. Appeals Committee

The Appeals Committee shall be comprised of the Chair of the EATC, two members of Academic Senate Executive Committee, one member of the FAC, and the VPAA or designee. The Chair of the Academic Senate appoints the faculty. Applicants for assigned time under this policy are not eligible to serve on this committee.

10.2. Timeline and Notification of Decisions

Appeals shall be made, in writing, to the Chair of the Academic Senate and shall be filed no more than ten working days after the date upon which the VPAA notifies the applicants of his/her decision. The appeal shall be limited to one-page in length. The Chair of the Academic Senate will appoint the Appeals Committee within ten working days of receiving the first appeal. The Appeals Committee shall complete their review in no more than thirty working days after receipt of the appeal. The Appeals Committee shall send the applicant notification of its decision. Decisions made by the Appeals Committees shall be final and binding and are not subject to the grievance procedures in Article 10 of the CBA.

11. EFFECTIVE DATES

The policies and procedures in this document are an implementation of Article 20.37 of the 2014-2020 CBA. The policy will continue as future CBAs continue support for this program.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
Exceptional Levels of Service to Students (CBA 20.37)
ASSIGNED TIME APPLICATION FORM

INSTRUCTIONS

**1.	Complete the information below. This page shall serve as the cover sheet to your application.**
**2.	Add a narrative, not to exceed two pages, addressing the criteria shown on page 2.**
**3.	Obtain your Dean's signature, confirming that you are not already receiving assigned time for the category of activity for which you are applying.**
**4.	Obtain a letter of support from your department chair, which should address the extent to which the activity is above and beyond normal expectations.**

Applicant information

Name:
Department(s):			**College(s):**

CATEGORIES (check all that apply)

1 _____	student mentoring, advising, and outreach
	_____	underserved
	_____	first-generation
	_____	underrepresented students

2 _____	the development and implementation of high-impact educational practices
3 _____	curricular redesign intended to improve student access and success
4 _____	service to department, college, university, or community that goes significantly beyond the
	normal expectations of all faculty
5 _____	assignment to courses where increases to enrollment have demonstrably increased
	workload
6 _____	other extraordinary forms of service to students

Signature of Dean, confirming that applicant is not already receiving assigned time for the category of activity for which he or she is applying.

Dean's signature_____Date**:_____**

Rubric for evaluating applications for assigned time for

ELIGIBILITY	yes/<u>no</u>		Not eligible: Faculty members already receiving assigned time for the same general category of activity
	<u>yes</u>/no		Application provides evidence that effort towards the activity is above and beyond normal expectations

Scoring rubric for committee members: 3-strong evidence; 2-some evidence; 1-little evidence; 0-no evidence

	(35%) Application provides evidence that activity or activities are effective in achieving service-to-student-related goals
	(35%) Application provides evidence that activity or activities target underserved, First Generation and under-represented students
	(20%) Application provides evidence of congruence between assigned time request and actual workload from the activity
	(10%) Application provides evidence of persistence in this activity during tenure at Cal Poly Pomona

Exceptional Levels of Service to Students (CBA 20.37)

Discussion:

This updates the policy to account for the assigned time for exceptional levels of service to students being extended by the Collective Bargaining Agreement (CBA) through 2020 and provides provisions if funding is extended by the CBA past 2020. The policy has also been updated for the semester calendar.

The motion to adopt FA-003-189, Update of Policy on Assigned Time for Exceptional Levels of Service to Students, passed unanimously.

c. AA-003-189, Priority Registration Deadline Change – **SECOND READING**

The second reading report for AA-003-189, Priority Registration Deadline Change, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/aa003189sr.pdf.

Senator Wachs presented the report.

M/s to adopt AA-003-189, Priority Registration Deadline Change.

Recommendation:

The Academic Affairs Committee recommends the following change to section 2.5 of the Priority Registration Policy:

2.5   Deadlines for applications for priority registration are determined by the Academic Senate Office in accordance with the priority registration period defined in the academic

calendar. The deadline will be approximately four (4) weeks prior to the beginning of priority registration.

Discussion:

Previous policy dates did not leave sufficient time for the sponsors to receive the Priority Registration decision, appeal decision if necessary, and get students entered into the PeopleSoft database. The new wording states that the Academic Senate Office will set the deadline in accordance with the academic calendar.

The motion to adopt AA-003-189, Priority Registration Deadline Change, passed unanimously.

d. AA-004-189, Revision to Honors Policy – **SECOND READING**

The second reading of AA-004-189, Revision to Honors Policy, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/aa004189sr.pdf.

Senator Wachs presented the report.

M/s to adopt AA-004-189, Revision to Honors Policy.

Recommendation:

The Academic Affairs Committee recommends the following minor changes for alignment, with the following caveat.

Dean's Honor List

The Dean's List, announced at the end of each semester, honors undergraduate students who have completed, at Cal Poly Pomona, 12 or more letter grade units during the semester with a 3.5 or better grade point average.

Each student on the Dean's List should be celebrated by the University with a minimum of a letter from the appropriate Dean and any further honors the College wishes to bestow.

President's Honor List

The President's Honor List, announced at the end of the spring semester, honors undergraduate students who have a grade point average of 3.5 or better for completion at the University (Cal Poly Pomona) of 12 or more units during any two semesters of a university year.

Graduating seniors may still achieve either the Dean's or President's Honor's list who have a grade point average of 3.5 or better for completion at the University (Cal Poly Pomona) of 12 or more units during one semester, but the final semester may be 9 units if this is all that is required for graduation.

Discussion:

When the policy was changed for semesters, the requirement to get onto the President's Honor List is now inconsistent with the requirement to get on the Dean's Honor List, such that it became easier to make the Dean's List. This omission was an oversight and the requirements were brought into alignment. However, the committee did consider that graduating seniors might want to maintain or attain their honor's status, but may not need the required amount of units to graduate. Hence, the committee settled on a nine (9) unit exemption for graduating seniors in their final semester.

The motion to adopt AA-004-189, Revision to Honors Policy, passed unanimously.

e. AP-001-189, Degree Program Structure for Semesters, in Response to EO 1071 – **SECOND READING**

The second reading report for AP-001-189, Degree Program Structure for Semesters, in Response to EO 1071, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/aa001189sr.pdf.

Senator Small presented the report.

M/s to adopt AP-001-189, Degree Program Structure for Semesters, in Response to EO 1071.

Recommendation:

To address the changes associated with EO 1071R, the rules and definitions laid out in AS-2465-145 (Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model) and AS-2490-156/AP (Proposed Master's Degree Structure under Semester Calendar) shall be superseded by the following:

Edit to point 5a of AS-2465-145:
Whereas AS-2465-145 said, "All degree programs will have a required common set of courses (minimum of 12 units) hereafter called 'core courses,'" the new guideline shall be that:

> All degree programs shall have a common set of specified core courses**, which shall comprise the majority of units in the program. Culminating experience units, when required as part of a program and addressing the same learning outcomes for all options, shall be considered as part of the program core.

Edit to point 1.c of AS-2490-156:
Whereas AS-2490-156 said "The core will contain 6 units or more in order to achieve this purpose; a minimum of 3 units in the core is required," the new guideline shall be that:

> Programs shall contain a collection of specified core courses** that all students in the program complete for the degree. The purpose of the core curriculum is to ensure that there are sufficient opportunities for students to achieve the program's learning outcomes. The core courses shall comprise the majority of the units in the degree program.

**Definition of Core Courses:
Whereas core courses were previously defined in AS-2465-145 as "The set of common courses required for all students in a major", the new definition shall be:

> The set of courses that are either required for all options within a major, or achieve the learning outcomes common to all options within a major. It is possible for a group of courses to achieve the same set of learning outcomes, even if not all students are required to complete exactly the same set of core courses. It is expected that most core courses will be the same for all options, but some portion of the core courses may differ between options, provided that the same learning outcomes are addressed. In particular, the allowable portion shall be interpreted flexibly for programs that need to comply with state requirements for teacher credentialing, discipline-specific accreditation requirements, or other external regulations. However, all students must be provided equal opportunity to achieve all program learning outcomes.

> Core courses can include courses that are "double-counted" to satisfy GE and major requirements, but shall not include courses only taken to satisfy GE requirements.

Each course used to satisfy the learning outcomes of the program core should easily be associated with the major's CSU code, CSU Generic Title, and CIP definition. The information regarding these items is located on the Chancellor's Website (CSU Codes to CIP2010.)

Timeline
Several degree programs (subprograms) on campus will require curriculum adjustments to bring all programs in compliance with the EO 1071R. All corrections are required to perform before the next scheduled program review. Programs may be granted program review postponement if additional time and resources are required to complete the curriculum changes. Program review postponement requests should be directed to the Director of Program Assessment and the AVP of Academic Programs by the Department Chair via the Associate Dean. All programs (subprograms) are required to be compliant with EO 1071R by April 2024.

Procedures for curriculum change.
All curriculum changes should follow standard procedures and policy as listed on in the Cal Poly Pomona Curriculum Guide and CSU Academic Programs and Faculty Development: Program planning resource guide. Subprograms may seek elevation to a degree major, in this case, departments should follow the Elevating Option or Concentration to a Full Degree Program Template.

Discussion:

Senator Small stated that there have been significant changes to the report since the first reading. Since the first reading the Chancellor's Office has expressed concern that campuses are interpreting the requirements of EO 1071 too leniently and has issued an updated Frequently Asked Questions (FAQs). The Chancellor's Office has stated that while there may be cases where a core class can be one chosen from a list, such cases shall be a small percentage.

After much discussion, the committee added the following language to address the new FAQs (new language is highlighted in yellow in the report):

"It is expected that most core courses will be the same for all options, but some portion of the core courses may differ between options, provided that the same learning outcomes are addressed. In particular, the allowable portion shall be interpreted flexibly for programs that need to comply with state requirements for teacher credentialing, discipline-specific accreditation requirements, or other external regulations."

Senator Von Glahn inquired why the psychology program was included in the list of affected programs because it does not have any options within the program. Dr. Massa, AVP of Academic Programs, responded that the primary concern of EO 1071 is programs with options and emphases, but there has been a larger discussion of effective program design and if a program is set up, even without options, so that students have very little in common, do those programs need to be addressed. This concern arises since the Chancellor's Office seems concerned that students who are getting a particular degree have a significant portion of their core, more than 51% in common, but they are only looking at options and emphases at this time. Dr. Massa added that maybe those type of programs should not be included in the list of impacted programs at this time.

Senator Speak added that this is the case of the Chancellor's Office looking at all the 23 CSUs as one big university, instead of considering each one as its own entity. Curricular decision making should be at the local level. There is also a real serious concern about an Executive Order being interpreted by Chancellor's Office staff in FAQs. An Executive Order from the Chancellor has the force of law; FAQs are a webpage feature and yet they are now being insisted on as the rule of law for the Executive Order. We need to raise the question about what kind of specification goes underneath an Executive Order.

Senator Puthoff yielded his time to Dr. Ravi, Chemical and Materials Engineering Chair. Dr. Ravi stated that EO 1071 is the source of great concern for his department. He is concerned about the timeline for implementing the requirements of EO 1071.

Senator Small responded that the implementation language is an attempt to provide the faculty with a flexible framework. Any program changes required by EO 1071 are required to be completed by the next program review or 2024.

The motion to adopt AP-001-189, Degree Program Structure for Semesters, in Response to EO 1071, passed with one abstention.

f. AP-024-178, Graduate Studies – Institutional Learning Outcomes – **SECOND READING**

The second reading report for AP-024-178, Graduate Studies – Institutional Learning Outcomes, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/ap024178sr.pdf.

Senator Small presented the report.

M/s to adopt AP-024-178, Graduate Studies – Institutional Learning Outcomes.

Recommendation:

The Academic Programs Committee recommends approval of the following list of Graduate Institutional Learning Outcomes.

Students will be able to:
Communications: Excel in written and oral communication, with the ability to convey complex ideas clearly, consistently, and logically**.**
Information Literacy: Evaluate the validity and comparative worth of diverse information sources related to the relevant discipline.
Evaluation of Theories: Evaluate the major theories and approaches to inquiry specific to the discipline.
Scholarship and Creative Activities: Utilize research and/or scholarship to achieve a relevant product consistent with disciplinary ethics and standards.

These outcomes are intended as broad goals with which all programs can demonstrate alignment through their own, discipline-appropriate learning outcomes. They will not form the basis for an additional set of assessment activities separate from those already conducted by programs, but rather shall be used for institution-level evaluation and interpretation of assessment data provided by programs.

Discussion:

There has been no feedback since the first reading report.

The motion to adopt AP-024-178, Graduate Studies – Institutional Learning Outcomes, passed unanimously.

The January 30, 2019 Academic Senate Meeting adjourned at 4:05 p.m.