

Minutes

of the Academic Senate Meeting
October 10, 2018

- PRESENT: Alex, Chan, Coburn, Davidov-Pardo, Durán-Quezada, Fisk, Flores, Forrester, Garcia-Des Lauriers, Gonzalez, Hargis, Husain, Jia, Kumar, Lloyd, Merlino, Milburn, Mitchell, Nelson, Ortenberg, Osborn, Pacleb, Puthoff, Quinn, Sadaghiani, Salik, Shen, Shih, Singh, Small, Speak, Sung, Urey, Von Glahn, Wachs
- PROXIES: Senator Salik for Senator Ibrahim, Senator Osborn for Senator Polet, Senator Flores for Senator Welke
- NOT PRESENT: Senator Singh
- GUESTS: A. Baski, S. Donnelly, L. Dopson, S. Eskandari, K. Forward, T. Gomez, N. Hawkes, L. Kessler, I. Levine, L. Massa, J. McGuthry, D. Parks, J. Passe, B. Quillian, J. Rencis, L. Rotunni, M. Sancho-Madriz, S. Shah, M. Woo

Chair Shen seated the two (2) new senators from the College of Environmental Design, Jerry Mitchell from Urban and Regional Planning, and Lee-Anne Milburn from Landscape Architecture.

1. [Academic Senate Minutes – September 12, 2018](#)

The September 12, 2018 Academic Senate Meeting minutes are located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/10.03.18/academic_senate_minutes_09.12.18_posted.pdf.

M/s/p to approve the September 12, 2018 Academic Senate Meeting minutes as posted.

2. [Information Items](#)
a. [Chair's Report](#)

Chair Shen introduced the new Registrar, Daniel Parks, who has been on campus since late May 2018, but this was the first opportunity to formally introduce him to the Academic Senate.

Provost Alva will be hosting a **Quarter-to-Semester Celebration Luncheon** on Tuesday, October 23, 2018. Please RSVP at <https://www.eventbrite.com/e/q2s-celebration-lunch-tickets-50717181455>.

President Coley will be recognizing week 11 of the semester, which would have been the end of the quarter, at the next Academic Senate Meeting, November 7, 2018.

Chair Shen communicated that the California State University System has received a very extensive public records data request for grade distribution information. The campus is working very closely with General Counsel and the Chancellor's Office to understand the ramifications and obligations of the request under the California Public Records Act.

b. President's Report

President Coley commented that this week has been filled with events showcasing Cal Poly Pomona. On Tuesday, October 9, 2018, CSU Trustee Jean Firstenberg toured the campus and had lunch with the Executive Committee.

The President stated that she had met with legislative aides for representatives who have responsibility for funding state education. This meeting was organized by the Chancellor's Office and it provided an opportunity to provide context of the implications of single year versus multi-year budget planning for the campus. She remarked that there was a significant amount of time spent on discussing deferred maintenance to give them a broad sense of the range of needs at Cal Poly Pomona, which also typifies all of the CSU campuses.

There was a timeline presented during the meeting with the legislators that put the budget challenges in perspective. The timeline showed that CPP enrollment planning for the next academic year starts in October, including class offerings, enrollment targets, etc. The first intersection of the state's and Cal Poly Pomona's timelines is in January. January is the first indication of the California budget. By the time the May revise comes out, Cal Poly Pomona is in the throes of the next academic year. It was emphasized that the planning in October and November determines the faculty searches for the next academic year, not knowing what the budget is going to be until July. The timeline presented received kudos from the state legislators and the CSU System who said they would like to use the timeline in the future. The President was pleased with the engagement and outcome of this meeting.

President Coley announced that there are going to be some initiatives that are not only college based but also campus based. One of the first initiatives will be a Budget Forum on November 26, 2018, from 12:00 to 2:00 pm in Ursa Major which will give the historical context of the university and the CSU budgets. There will be a series of forums during the academic year to ensure that information is being presented at an institutional level. This meeting will be recorded and available for those who cannot make the November 26th meeting.

The President mentioned that there are a number of campuses that have received the data request for grade distribution data. The request is for the grade distribution data for each *enrollment section* of *each course* by *each faculty member* back to academic year 2013-14. The President provided the responses from the Chancellor's Office to the following concerns:

Concern: Faculty grade lists are confidential.

Response: The request is for aggregate data, such as break down of letter grades, which not confidential. The request is not for itemized grades by student which is confidential.

Concern: Faculty names are confidential and should be redacted.

Response: Not true; faculty names should not be redacted since faculty names associated with courses is public information.

Concern: All the data requested is not available.

Response: Provide available data with a letter explaining what data is not available.

Concern: The data is not available in the format requested.

Response: It is not necessary to provide the data in a specific format.

Concern: To provide the data some software programming changes would be necessary.

Response: Reasonable programming expenditures can be charged to the requestor.

Concern: Do not have personnel to do the necessary programming.

Response: Campus and CSU will need to look at resources.

One senator mentioned that this data is available in their department, but the faculty names are redacted and asked why redacting faculty names is not an option. President Coley that the initial response from the Office of General Counsel is that faculty names are public information and Cal Poly Pomona is a public institution. The response to this request will not be department by department, it will require gathering information at the institutional level. She went on to say that this request was just received and that there are on-going conversations with the Office of General Council and other university presidents and that she is cognizant of all the concerns.

A senator inquired as to who made the request for the information. President Coley surmised that it was made by two (2) doctoral students. The mailing address is at UCLA.

A point was raised that if this is for a dissertation and given the nature of the request, there should be an Institutional Review Board (IRB) report produced. Is it appropriate to ask for that report? There was also a concern that the letter has more than an academic interest and may have a political interest as well and it was suggested that data would still work if faculty were identified by their status and not their names. President Coley answered that it is not appropriate to go back and ask for additional information from the requesters. She continued to say that it is an assumption based on the language in the request that this is for a dissertation and the campus does not have the authority to say that this is aegis of university research.

Chair Shen read from the request: "Using the requested data, we will test several hypotheses concerning grade inflation between adjunct and non- adjunct faculty. In addition to the primary hypothesis that grade inflation is more prominent among adjunct faculty than it is among ladder faculty, we will also explore the extent to which courses with sections taught by both ladder and adjunct faculty differ in their grade distributions."

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/10.03.18/provosts_report_to_academic_senate_2018-10-10.pdf.

Provost Alva invited everyone to the Quarter-to-Semester Celebration Lunch on Tuesday, October 23, 2018, from 11:30 a.m. to 1:30 p.m. in the Rose Garden. This event is a celebration of all the work that was completed to move the campus from quarters to semesters. Please [RSVP](#) to ensure that there is enough food for all in attendance.

The Provost presented the following GI 2025 Progress Indicators:

Metric	2015	2016	2017	2018* Preliminary	2025 Goal
Freshman 4-Year Graduation	17.8%	21.3%	22.8%	29.6%	38.0%
Freshman 6-Year Graduation	62.9%	68.6%	65.9%	71.0%	73.0%
Transfer 2-Year Graduation	16.8%	18.1%	23.9%	31.8%	29.0%
Transfer 4-Year Graduation	75.1%	72.0%	77.4%	80.0%	85.0%
Gap – Underrepresented Minority	12.6%	12.2%	13.7%	9.2%	0.0%
Gap – Pell-eligible	6.5%	5.5%	5.3%	2.3%	0.0%

The numbers are derived by tracking cohorts over time to see how they are doing as a cohort in terms of meeting the GI 2025 goals. What is shown in the table is CPP 2018 preliminary data from the CSU on 9/28/18. Provost Alva emphasized that tremendous progress is being made towards the 2025 goals. In fact, the transfer 2-year graduation rate is exceeding the 2025 goal and the equity gaps are in single digits.

There will be meetings in all colleges to finalize the Academic Master Plan. Provost Alva stated that there is a very solid draft at this point in time. The college meetings will ensure that there is strong support and awareness of the Academic Master Plan. The schedule is as follows:

- Thursday, October 18 – University Library
- Thursday, October 25 – Don B. Huntley College of Agriculture
- Tuesday, October 30 – College of the Extended University
- Thursday, November 1 – College of Letters, Arts, and Social Sciences
- Tuesday, November 6 – The Collins College of Hospitality Management
- Thursday, November 8 – College of Education and Integrative Studies
- Tuesday, November 13 – College of Science
- Thursday, November 15 – College of Business Administration [Update: this has been changed to November 20]
- Tuesday, November 27 – College of Environmental Design
- Thursday, November 29 – College of Engineering

The Day of the Advisor Conference will be on Friday, November 9, 2018 from 8:00 a.m. to 1:30 p.m. This year's theme is *United for Student Success: Creating Intentional Equity and Inclusion through Advising*. The keynote speaker is Dr. Sumun Pendakur, Director of the USC Equity Institute at the USC Race and Equity Center.

Provost Alva mentioned that the Provost's Awards for Excellence nominations are due Friday, November 9, 2018 at 5:00 p.m. to provostsawards@cpp.edu. The 2017-18 awardees, Felicia Friendly-Thomas, Mingheng Li, and Alexander Rudolph will be honored on Thursday, March 7, 2019.

Cal Poly Pomona has been recognized by the National Science Foundation (NSF) as an I-Corps site. This puts CPP among a very few, select universities in California (one of nine institutions) that have been identified as a site where the NSF will be working with groups of faculty and students to advance the culture of innovation and entrepreneurship.

The inaugural event of the Provost's Leadership Forum will be on Monday, December 3, 2018. The topic is *Multi-Year Tenure-Track Faculty Hiring*. This is a new series that will be held once per semester and is centered on the President's commitment to engage the campus community in conversations regarding various budget related constructs.

d. Vice Chair's Report

NEW REFERRALS: (10)

AA-001-189	Credit Hour Policy
AA-002-189	M-Designation for First Year Composition Courses, Sections for Multilingual Speakers
AA-003-189	Change Application Deadline for Priority Registration to Better Align with Registrar's Office Deadline
AA-004-189	Revision to Honors Policy
AP-002-189	Master Programs: Use of Culminating Experience Units
AP-003-189	BS Physics and Astronomy 2016-17 Program Review
AP-004-189	BS/MS Chemistry 2017-18 Program Review
AP-006-189	MS Systems Engineering Program Review

AP-007-189 Program Review Policy and Procedures
 EP-001-189 Update Library Advisory Council Provisions for Semester

SENATE REPORTS FORWARDED TO PRESIDENT: (3)

AS-2796-189-AP Program Review – Apparel Merchandising and Management
 AS-2797-189-AP Program Review – Human Nutrition and Food Science Department – Nutrition Science Option
 AS-2798-189-EP Revision of Academic Senate Constitution and Bylaws

PRESIDENT RESPONSES TO SENATE REPORTS: (0)

e. CSU Academic Senate Report

Senator Speak reported.

Senator Speak announced that Rodney Short, the former director of enrollment technology for the Division of Student Affairs, passed away on August 26, 2018.

The ASCSU plenary is the first week of November. The committees are meeting this week and one of the issues that the Fiscal and Governmental Affairs (FGA) Committee will be discussing is multi-year funding. This is a complicated issue because the state legislature prohibited from doing more than one year of budgeting at a time. The FGA Committee is starting to look at different funding models in terms of how students are charged for tuition and how they pay for tuition.

f. Budget Report

Senator Lloyd reported.

The university is on a new budget calendar but divisional budgets have not been set yet. The Budget Committee is looking forward to a report from Joe Simoneschi, Associate Vice President for Finance and Administrative Services, on the statewide allocation and the Chancellor's Office allocation to Cal Poly Pomona.

The Executive Committee and the Budget Committee will be meeting with the President to get a report on MPPs on October 24, 2018.

g. CFA Report

No CFA Report presented

There was a reminder that the CFA Fall Reception is Thursday, October 11, 2018, from 11:30 a.m. to 1:00 p.m. at Kellogg West.

h. ASI Report

No ASI Report-presented.

i. Staff Report

The Staff Report is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2018-19/10.03.18/academic-senate---announcement-10-10-18.pdf>.

Senator Gonzalez reported.

Staff Council will be kicking off **Steps for Staff** on Monday, October 15, 2018, at 10:00 a.m. Staff Council is encouraging everyone to get up and move for a few minutes each day. The goal is to organize a Staff Council Team for the December 8, 2018 Jingle Bell 5k Run for the Arthritis Foundation.

The Staff Emeritus Ceremony is Tuesday, November 13, 2018 from 2:00 to 4:00 p.m. in Ursa Minor. Forty-one (41) staff and management personnel who have retired with a minimum of 10 years' service and outstanding work performance who will be honored.

j. WSCUC Report

No WSCUC Report presented.

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

M/s/p to move the time of the Academic Senate Committee Reports until after all information items.

a. [AA-001-189, Request to Modify the Credit Hour Policy – FIRST READING](#)

The first reading report for AA-001-189, Request to Modify the Credit Hour Policy, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa001189fr.pdf>.

Senator Wachs, Academic Affairs Committee Chair, presented the report.

M/s to receive and file AA-001-189, Request to Modify the Credit Hour Policy.

Recommendation:

Proposed CPP Credit Hour Policy
Credit Hour

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement which is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work. The credit hour policy applies to all courses at all levels (i.e., undergraduate, graduate, professional) that award academic credit.

Compliance review of the credit hour policy is conducted at the time of the periodic academic program review process. New or revised academic programs will be reviewed for compliance with the credit hour policy by the Associate Vice President for Academic Programs.

Discussion:

This change adds language to the existing policy so that it contains all the elements that WSCUC will evaluate during their upcoming reaffirmation of accreditation process. There is no change to the existing policy, this change just updates the language to align with the rest of the CSU campuses.

The second reading of AA-001-189, Request to Modify the Credit Hour Policy, will be on November 7, 2018.

b. [AA-002-189, M-Designation for First Year Composition Courses, Sections for Multilingual Speakers – FIRST READING](#)

The first reading of AA-002-189, M-Designation for First Year Composition Courses, Sections for Multilingual Speakers, is located on the Academic Senate website <http://academic.cpp.edu/senate/docs/aa002189fr.pdf>.

Senator Wachs, Academic Affairs Committee Chair, presented the report.

M/s to receive and file AA-002-189, M-Designation for First Year Composition Courses, Sections for Multilingual Speakers.

Recommendation:

The designation of M will be added to the list of course designations. The designation M will denote a course specifically designed for students designated as bilingual or multilingual. These sections will be designated as sections preferable and recommended for multilingual/bilingual speakers of English. A line will be added to the Catalog description of courses: Sections designated with an M are recommended for bilingual and multilingual speakers of English. In BroncoDirect, each M-designated section will have the line, "This section is recommended for bilingual and multilingual speakers of English".

Students will self-place into sections designated as M in English composition as based on scores on the Directed Self-Placement Questionnaire. The Directed Self-Placement Questionnaire is a tool developed by the EML Department to determine which First Year Composition sequence (either a single-semester ENG 1103 course or a Stretch of ENG 1100 followed by ENG 1101) is appropriate for them. Self-identification, as multilingual speakers in need of language support, is also part of the DSP questionnaire.

Discussion:

The English and Modern Languages (EML) Department requested that a designation of **M** be approved for the stretch series of First Year Composition Courses. If a student tests into a single class this designation is not applicable. The **M** sections will be recommended for multilingual speakers of English. There will be no strict enforcement of the M-designation, meaning, non-multilingual students will be allowed to enroll into these courses.

The second reading of AA-002-189, M-Designation for First Year Composition Courses, Sections for Multilingual Speakers, will be on November 7, 2018.

c. [AA-009-178, Course Materials Adoption Policy – FIRST READING](#)

The first reading of AA-009-178, Course Materials Adoption Policy, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa009178fr.pdf>.

Senator Wachs, Academic Affairs Committee Chair, presented the report.

M/s to receive and file AA-009-178, Course Materials Adoption Policy.

Recommendation:

The Academic Affairs Committee recommends the adoption of the following process:

Course Materials Adoption Policy

California State Polytechnic University, Pomona

Affordability of course materials and availability of materials in alternate-media format are both issues which impact student learning outcomes and the accessibility of higher education for all students. Timeliness of adoptions for course materials is crucial for ensuring that all students have the ability to purchase and use textbooks and other instructional materials chosen by faculty as critical components of academic success in their classes. Additionally, provisions of the 2008 Higher Education Opportunity Act (HEOA) require that institutions of higher learning make textbook cost information available to students at the time of registration, to the maximum extent possible.

Late submission of course materials information adversely impact our students in the following ways:

- Increasing the cost to students for course materials
- Delayed access to accessible versions of materials for students with disabilities
- Potential delayed arrival of books causing disruptions to reading assignments

To address these issues, the following Procedure for Timely Course Materials Adoptions shall be followed:

1. All instructors requiring or recommending textbooks/course materials (including course-packs, digital materials, Open Educational Resources materials, and adaptive learning products) in their classes are **required** to submit their adoptions by the deadline established by the Bronco Bookstore. This due date is always **five business days** prior to the start of priority registration for the term.
 - a. Department Chairs shall encourage all instructors to start considering textbook and other instructional materials choices as soon as a schedule for courses in a particular semester is determined.
 - b. All textbook adoptions will be made via the bookstore's online system.
 - c. Each department shall identify an individual ("contact") who shall be responsible for tracking the submission of course material requests. The contact shall have responsibility for reminding the faculty of the deadline, and should have access to the bookstore's online system to track adoptions, and to submit on behalf of faculty.
2. The bookstore will use established communication channels (PolyUpdates, emails, newsletters) to publicize the due date and remind faculty as it approaches.
3. After the due date has passed, the bookstore will send weekly reminder messages including the current list of outstanding courses to department contacts and to Academic Affairs.
 - a. The bookstore will also use the messaging tools within the online system to generate reminders to specific instructors with outstanding courses.
4. For classes with no assigned instructor at the time registration opens, where the course materials are not chosen by an adoption committee or course coordinator, the Department Chair or designee *may should* assign "default" course materials/textbooks, if feasible and appropriate.

- a. Instructors who are assigned to a class after the deadline, and have a *compelling need* to change the textbook or other instructional materials selected for that class should contact the Bookstore to make changes as soon as possible, with the approval of the department chair.
 - b. For courses where the chair is not able to select materials on behalf of the pending instructor, the new instructor should be asked to submit their adoption as soon as possible once the course assignment is known.
5. Departments and faculty should take note of the following definitions for book usage indicators (required, recommended, optional, attend first, part-of-set, substitute, bookstore recommends, special-order, pick one, no text required), and be aware of the bookstore’s policies for course materials adoptions.

IMPORTANT STATUS DEFINITIONS FOR COURSE MATERIALS ADOPTIONS:

- A. REQUIRED:** Means that students will be assigned either the entire text or specific readings from this adopted text and that information will be necessary to complete assignments, projects, or tests that are crucial to passing the course.
- B. RECOMMENDED:** The professor strongly believes the content will improve students’ understanding of the course and grade performance. May or may not be used for graded assignments or tests, students *may* be able to pass the course without the recommended material by using alternate sources.
- C. OPTIONAL:** May be a supplement that relates to the main required text and provides additional content or help (e.g., study guide or solutions manual). May also be a book that is for extra credit, or one from which the professor believes students may benefit.
- D. ATTEND FIRST:** The professor needs to explain or give instructions before students purchase – i.e. students will be doing group assignments and each group will use different books.
- E. PART OF SET:** A component of an adopted bundle, such as the book by itself or the access code by itself. The bookstore is required to list these components to comply with HEOA.
- F. SUBSTITUTE:** A slightly different version or format of the adopted book that is equally acceptable. An example may be that a book with CD is adopted, but used books without the CD will suffice. This option may be used in cases where the publisher forces the bookstore to accept a new edition, and faculty agrees to putting the new edition out.
- G. BOOKSTORE RECOMMENDS:** The bookstore is offering an alternate format as an affordable option (i.e., loose-leaf “Value edition”) to required adopted text. Also occasionally used for supplements the bookstore is offering that students may find helpful for studying. Designated clearly as the bookstore’s choice, not the choice of the faculty.
- H. SPECIAL ORDER:** Adopted title should only be ordered on a special order basis for specific students.
- I. PICK ONE:** Students should pick just one option and should not buy all the listed materials. Can be used if a professor wants to list multiple editions as ‘required’ rather than one as required and the others as substitutes.
- J. “NO TEXT REQUIRED”:** The course **will not use** course materials including textbooks, lab manuals, course readers, trade books, or any form of text-based materials whether in print or digital format that need to be purchased or licensed, or open educational resources (OER) textbooks and/or course materials. “NO TEXT REQUIRED” should not be used if the professor:
 - Uses a book but recommends that students buy off campus or online.

- Uses a book that can only be acquired elsewhere.
- Uses a book as recommended or optional.
- Uses a book that is only available in digital form.
- Uses adaptive content that is only available digitally.

BRONCO BOOKSTORE’S COURSE MATERIALS ADOPTIONS POLICIES:

1. ALL ACADEMIC DEPARTMENTS ARE EXPECTED TO SUBMIT ADOPTION INFORMATION TO BRONCO BOOKSTORE (or “No Text Required” confirmations) FOR ALL COURSES OFFERED IN EACH ACADEMIC TERM

Course materials information should be submitted via the bookstore’s online adoption collection platform. Emailed information will be entered into the system or directly into our back office system by our staff but there may be delays.

2. BRONCO BOOKSTORE IS THE ONLY OFFICIALLY RECOGNIZED VENUE FOR COURSE MATERIALS INFORMATION FOR CAL POLY POMONA UNIVERSITY.

Even if a given professor or department prefers for students to purchase materials elsewhere, CSU system and CPP campus policy (ATI), state and federal legislation (AB 1548, AB 2477, Higher Education Act) require that timely, accurate information about books for CPP courses be posted via Bronco Bookstore’s website.

3. LATE ADOPTIONS: Please remember to submit information even when faculty are assigned a class or decide on a book after the due date. There is no cut-off date beyond which we will not order adopted materials.

4. CHANGES TO ADOPTIONS: However, changes to pre-existing adoptions after the due date must be approved in writing (email is fine) by your department chair.

5. BUNDLES & CUSTOM BOOKS:

- **If faculty adopt a custom book or a bundle, submit the information for THAT version, not for the book alone or the standard national text!**
- If the custom/bundle ISBN is not available yet, submit the information you do have without an ISBN and we will follow up with the sales rep.
- For bundles, use the “comments” field to explain the bundle contents and let us know whether all parts of a bundle are absolutely required.
- Let us know if the publisher will also be selling bundle components such as online adaptive content platforms (Connect, Mylab, Mindtap, Aplia) directly to students
- **NOTE: Bronco Bookstore will also stock used, unbundled versions of the main text in adopted bundles unless there is a compelling reason not to do so**

6. TEXTBOOK EDITIONS:

- Specify which edition you **prefer** – don’t list the new edition just because the publisher rep said it was the only edition available.
- We can stock used copies of older editions if we have enough advance notice.
- We do NOT automatically accept publisher substitutions to the newest edition unless we know the professor is aware of the change.
- **If you want the most recent edition of a book and have the information about that edition, please submit that ISBN.** Do NOT submit the older edition’s ISBN and assume we’ll know to update it.

- If older editions to the one you submitted are acceptable, please click the 'older edition OK' button – that lets us know it is permissible to list those editions as 'substitutes' and try to find inexpensive used copies.
7. **COURSEPACKS/READERS/MANUALS:** If you are planning to produce a reader or write a manual, please contact the custom publishing specialist. For more information about our custom publishing services, please see the "COURSEPACK/CUSTOM PUBLISHING & COPYRIGHT CLEARANCE" section on the Faculty Resources page of broncobookstore.com.
- IMPORTANT: Do not use Copy & Mail if your reader/manual contains anything from a copyrighted source. Copy & Mail staff do NOT clear copyright permission or pay permission fees to rights-holders.*
8. **MULTI-TERM CLASSES:** Please let us know students in the later classes of a series will continue to use the same book as in the first semester. Submit the same book as "required" (or whatever status applied in the first semester) and let us know in the comments that most students will already have the book.
9. **LONG-TERM ADOPTIONS:** Please use the comment section to let us know if this book order will be continued through future semesters i.e. "book will stay the same every time class is offered for next two academic years" "will use same book next spring". This helps us make better stock decisions. NOTE – BRONCO BOOKSTORE STILL NEEDS DEPARTMENTS TO SUBMIT ADOPTIONS FOR EACH SEMESTER.
10. **DESK COPIES:** For faculty who submit on time, a **desk copy, if specifically requested, will be ordered by our staff (assuming the publisher in question provides such)**. For exam copies prior to ordering, our staff will be happy to help you find the correct publisher contact information or sales rep. Professors who have requested a desk copy from the publisher but not received it in time may borrow a copy from our stock until their desk copy arrives, *up to a maximum of 2 weeks*.

Discussion:

This policy was submitted by the bookstore. At the time of student registration for most terms, Cal Poly Pomona is generally out of compliance with respect to timely adoption of course materials, reflecting incomplete information submitted to the bookstore. The bookstore is respectfully asking that the Academic Senate take the existing bookstore policy and makes it a campus policy.

Senator Wachs disclosed that there has been some discussion on whether this should be a campus policy that requires adoption by the Academic Senate. This is not defining a new policy, it is merely codifying an existing bookstore policy.

Suzanne Donnelly, Senior Associate Director of Bookstore, was available to answer any questions.

President Coley added that it is a federal law to provide ADA materials to students. She stated that it is important to determine how to operationalize the timely adoption of course materials and help all departments support this policy.

The question was raised on whether or not it appropriate or necessary to create campus policy that mimics the policy of a governing body. In addition, at the rate things change, for example, digital publishing, and the senate timeline may not support keeping up with the changes.

Suzanne Donnelly explained that when an adoption from the faculty is received there is a significant amount of work that is done before an order is placed. The bookstore tries to source used copies, does buy backs, looks into vendors with rental programs, etc. Digital materials usually require price negotiations. Books are cheapest to procure several weeks, or even months, prior to the start of a semester. One of the reasons this request was brought to the Academic Senate is to bring some visibility to the existing procedure by making it a policy.

Associate Provost Eskandari appreciated all the discussion but stated that the federal law states that at the time of registration students need to know the required course materials and the cost of those materials. With the President's support, the administration has put together an incentive package for departments who meet the timelines. The incentive program will continue but the hope is that making this a campus policy will bring additional awareness to the campus. He went on to say that this is also a student success issue; the information needs to be logged into the bookstore in order for the Disability Resource Center (DRC) to determine what the accessibility needs are.

The second reading of AA-009-178, Course Materials Adoption Policy will be on November 7, 2018.

d. [AA-010-178, Request to Modify Grade Appeal Policy \(1605\) – FIRST READING](#)

The first reading of AA-010-178, Request to Modify Grade Appeal Policy (1605), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa010178fr.pdf>.

Senator Wachs, Academic Affairs Committee Chair, presented the report.

M/s to receive and file AA-010-178, Request to Modify Grade Appeal Policy (1605).

Recommendation:

That in addition to the adoption of the following policies, that students receive separate notification of deadlines at the end of each semester and during the first week of each semester. We want to ensure that students are aware of the new timeline to ensure that students who may face hardships are not prevented from filing grade appeals, we also ask that students with extenuating circumstances be able to appeal the timeline if necessary. Otherwise we recommend the following timeline and policies be adopted.

GRADE APPEAL TIMELINE

WEEK	SEMESTER 1	SEMESTER 2	
		Appeal Timeline	Campus Deadlines
1		Step 1: Student communicates with instructor within the first 3 weeks.	
2			
3			
4		Step 2: If grading issue is not resolved, appeal to Chair (or Dean), no later than the 5th week of the semester.	
5			
6		Step 3: Student may submit a written statement within 10 working days to the Grade Appeals Committee. The formal grade appeal should be submitted <i>during the 6th week, but no later than the Friday of the 7th week of the semester term.</i>	
7			
8		Step 4: Grade Appeal Committee requests response from course instructor (2 weeks to respond)	
9			
10		Committee Process: Appeal review scheduled within 2 weeks of Instructor's response, subject to availability of committee members. Members include faculty and student representatives. Appeals are not reviewed during the Summer term.	
11			
12		Committee meeting held.	

13			
14		Grade Appeal Committee recommendation processing occurs.	
15			
16	Finals		
17	Grades Posted		

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1605* GRADE APPEALS POLICY AND PROCEDURE**

Under the provisions of Executive Order 1037, “Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Policies on Academic Renewal, and Grade Appeals” and the University’s “Statement of Student Rights, Responsibilities, and Grievance Procedures,” students may appeal grades that they consider to be unfair.

The Executive Order governs the assignment of grades by faculty and requires an appeal procedure to ensure that the rights and responsibilities of faculty and students are properly recognized and protected. Occasionally, a circumstance will prevent assignment of an earned grade or will cause an assigned grade to be questioned by a student.

The following policy has been adopted by Cal Poly Pomona to provide the mechanism to deal with such unusual occurrences:

- Course grades assigned by instructors are presumed to be correct. It is the responsibility of the student who appeals an assigned grade to demonstrate clerical error, prejudice, or capriciousness in the assignment of the grade, or that a reasonable accommodation for a documented disability was requested and not appropriately provided; otherwise, the judgment of the instructor is final.
- A student who believes that a course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of various steps in the process as follows:

Step 1: The student should speak face-to-face with the instructor during the first three weeks of the semester following the assignment of the grade. If a face-to-face appointment cannot be arranged, the student should attempt to communicate with the instructor by phone, e-mail or fax during the same time period. Note: If the grade is assigned in the spring semester, the student should follow these procedures in the following fall semester. If the instructor is on leave, on sabbatical, or is not currently on the faculty including FERP faculty at the time of the appeal, the University shall attempt to contact the instructor on behalf of the student.^{1 2}

If a grade has been assigned in error, the instructor can quickly correct the error by submitting a Grade Change Request via the online grading system.

¹ Revised AY 2016-2017

² The grade appeal process is suspended during the summer term when fewer students and faculty members are expected to be on campus. The grade appeal process is also suspended if the faculty member is on leave or on sabbatical. Thus, for spring semester, “the following semester” will be the following fall semester. For appeals of summer term grades, the following semester is the following fall semester. For appeals when the faculty member is either on leave or on sabbatical “the following semester” is the semester the faculty member returns to CPP.

Step 2: If the grade dispute is not resolved with the instructor and the student intends to appeal the grade, the student must appeal to the next level as soon as possible, but no later than the fifth week of the following semester. In most cases, the student will appeal to the chair of the academic department that offered the class. If the instructor is a department chair, the student should appeal to the dean of the college that offered the class. If the instructor is a dean, the student should appeal to the Provost. The person to whom the student appealed will discuss the issue with the instructor and respond to the student, usually within two weeks.

Step 3: If the student is still not satisfied after receiving the response from this second level of appeal, the student may submit a formal grade appeal no later than the 6th semester week but no later than the Friday of the 7th week of the semester term to the University Course Grade Appeal Committee through the Office of Student Success.

Step 4: The Chair of the University Course Grade Appeal Committee will forward the student's statement to the instructor. The instructor will submit a written response within 2 weeks in writing. The student's statement and the instructor's response will then be reviewed by the Grade Appeal committee, normally within two weeks of receipt of the instructor's response.

The Committee will take one of the following actions:

- a. Request additional information from the student and/or the instructor.
- b. If the University Course Grade Appeal Committee finds that the student has grounds for complaint based on discrimination, caprice, or clerical error, then the instructor of record will be asked to reevaluate the grade. If the instructor refuses to reevaluate the grade or the instructor's reevaluation results in the same grade, then the chair of the academic department that offered the class shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student's work and assign a grade. If the instructor is a department chair, the dean of the college that offered the class shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student's work and assign a grade. If the instructor is a dean, the provost shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student's work and assign a grade.
- c. Recommend to the instructor that the grade be maintained as given.
- d. Call for a formal hearing.

Step 5: When the Committee has made its recommendation, the student will be notified of it in writing, and be given a copy of the instructor's written response to the student's statement. This grade appeal procedure may take six to eight weeks to complete. The outcome of the formal grade appeal procedure is final; there is no higher level of appeal.

Additional information on preparing a written grade appeal is available from the Office of Student Success.

Discussion:

The current Grade Appeal Policy did not have clear timelines. The Academic Affairs Committee looked at what other universities were doing and put together a timeline for the policy that very clearly delineates the responsible person, the action, and the deadline.

It was suggested that the deadline for a student to make the initial contact with the instructor to request a grade appeal be extended to five weeks prior to the second reading of the report. If the committee does not change the report prior to the second reading, there will a motion to amend the report to extend the deadline.

Dr. Gomez, AVP for Student Success, added that changing the timeline for grade appeals would better accommodate scheduling the Grade Appeals Committee meeting and resolving the issue prior to when grades are due to the Registrar's Office. There are approximately 30 to 40 grade appeals per year.

The second reading of AA-010-178, Request to Modify Grade Appeal Policy (1605), is scheduled for November 7, 2018.

e. [AA-011-178, Automation of Grade Forgiveness – FIRST READING](#)

The first reading of AA-011-178, Automation of Grade Forgiveness, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa011178fr.pdf>.

Senator Wachs, Academic Affairs Committee Chair, presented the report.

M/s to receive and file AA-011-178, Automation of Grade Forgiveness.

Recommendation:

The Academic Affairs Committee recommends that following policy be adopted.

We recommend automated grade replacement go into effect immediately moving forward for semesters.

Automation of the grade forgiveness entails that once a student retakes a class that cannot be retaken for additional credit, the new grade (assuming it is a better grade than the original grade), will automatically replace the original grade. If the new grade is lower than the original grade, the new grade will not replace the old one. For example, if a student earns a D in a course, and retakes the course, but earns an F, the F will not replace the D.

Undergraduates may repeat up to 16 units for grade forgiveness. If a student retakes an eligible class in which student earned a grade of C- or lower, grade forgiveness would automatically apply as long as the student had remaining units. Once the 16 units of grade forgiveness are exhausted, students would have to file additional paperwork through existing processes to increase the amount of grade forgiveness available.

Should a student prefer to use grade forgiveness differently than facilitated by automatic grade forgiveness, a general academic petition may be filed to this effect. For example, if a student has exhausted all grade forgiveness, but would prefer to use forgiveness for a course re-taken after all grade forgiveness has been exhausted, the student may file a general academic petition asking that the grade forgiveness units be used as desired.

Some courses are excluded from automatic grade forgiveness, explicitly any course that may be repeated for credit, and special topics courses. Special topics courses may differ semester to semester and may be repeated for credit. If a student wishes to retake a special topics course and apply for grade forgiveness, a general academic petition may be filed. This will only be approved if the content of the special topic course is identical to the content of the course from the semester in which the student is applying for grade forgiveness.

Under executive order 1037 students may repeat an additional 12 units for grade replacement, meaning the repeat grade will not nullify the original grade, and both grades will be factored into the student GPAs.

Should a student wish to repeat a quarter course under semesters, or a course that has undergone a number change, a general academic petition should be filed to that effect. Such petitions should be approved as a matter of course, assuming all existing conditions for grade forgiveness apply. All existing rules for grade forgiveness continue to apply. This policy impacts,

only the automation of grade forgiveness. As per existing policies, a repeated course counts only once for units (for example a student who replaces a D with a B should earn only the number of units assigned to the course for one completion of the course in their “total units completed” toward graduation.

Discussion:

Currently if a student retakes a class and they want to have their previous grade replaced with the new grade they would need to file a petition. Most other CSUs automatically replace the grade up to the maximum amount of units dictated by the policy. Grade forgiveness would still require a petition. There is a difference between grade replacement and grade forgiveness. **Grade replacement** is when a student retakes a class but the original grade is still calculated in their GPA, but the new grade is considered the grade for that class. **Grade forgiveness** is when the original grade is not calculated in the GPA. Undergraduates may repeat up to 16 units for grade forgiveness and up to 24 units for grade replacement.

Dr. Gomez, AVP for Student Success, commented that due to the manual petition process, grade replacements are often not caught until a student applies for graduation and when it is processed the student can be a unit short for degree requirements. This change would provide an accurate assessment of total units to degree.

It was commented that this would require some sort of IT support and the question was asked if this was possible from an IT perspective. John McGuthry, Vice President and Chief Information Officer, responded that it should be possible.

The second reading of AA-011-178, Automation of Grade Forgiveness, is scheduled for November 7, 2018

f. [FA-001-189, Policy 1381, Faculty Leaves of Absence Without Pay, Needs to be Updated for the Semester Calendar – FIRST READING](#)

The first reading report for FA-001-189, Policy 1381, Faculty Leaves of Absence Without Pay, Needs to be Updated for the Semester Calendar is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/fa001189fr.pdf>.

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

M/s to receive and file FA-001-189, Policy 1381, Faculty Leaves of Absence Without Pay, Needs to be Updated for the Semester Calendar.

Recommendation:

The FAC recommend that the previously updated [Policy 1381, Faculty Leaves of Absence Without Pay](#), be approved.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA POLICY NO: 1381

FACULTY LEAVES OF ABSENCE WITHOUT PAY (UNIT 3 CBA, ARTICLE 22)

Full-time, temporary, probationary and tenured faculty members, librarians, coaches, counselors, and part-time tenured faculty members, librarians, coaches, and counselors are eligible for leaves-without-pay.

Eligible employees may request a leave-without-pay (LWOP) for personal or professional purposes. A personal leave of absence without pay may be for purposes of unpaid sick leave,

outside employment, maternity/paternity, family care leave, or other purposes of a personal nature. A professional leave of absence without pay may be for purposes of research, advanced study, professional development, or other purposes of benefit to the campus.

Leaves are granted for up to two years. An extension may be granted for up to one year at a time. Maternity/paternity leave is limited to twelve months and does not constitute a break in service.

A faculty unit employee on a leave of absence without pay for more than fifteen (15) working days may opt to continue his/her health and dental benefits at his/her own expense. An employee on a leave of absence without pay for fifteen (15) working days or less shall receive health and dental benefits as provided by the CSU in the same manner as when the employee was on pay status. However, if the employee's payroll warrant amount is insufficient to cover payroll deductions necessary to cover or continue health and dental insurance premium payments above the CSU contribution, the employee shall be responsible for direct payment of the total premium (employer and employee share) amount to the respective carrier in accordance with the existing procedures for direct payment.

An eligible employee on LWOP may not return to pay status prior to expiration of the leave without written approval from the President. Moreover, he/she must notify the dean/director no later than March 1 of his/her intention to return to duty at the beginning of the academic year; or no later than September 1 of his/her intention to return to duty at the beginning of spring term.

A faculty member on LWOP for professional purposes shall, when otherwise eligible, accrue service credit toward, sabbatical eligibility, difference in pay eligibility, service salary increase eligibility and seniority. The maximum accruable credit toward sabbatical eligibility is one year per six-year sabbatical eligibility period. The maximum accruable credit toward service salary increase eligibility is one year per professional LWOP and extensions thereof. Accrued service credit will be forfeited if the conditions of the leave were not met.

For retirement purposes a LWOP is not considered a break in service; however, retirement service credit is not earned during this period of time.

The application procedure for leaves of absence without pay is as follows:

1. A memorandum requesting a leave without pay may be submitted to a department chair/supervisor at any time. The request must state whether the requested leave is for personal or professional purposes, and the specific period (up to 2 years) leave is requested. The department chair will evaluate the application and submit his/her recommendation to the college dean/director. In arriving at his/her recommendation, the department chair will consult with the tenured members of the department/unit and the results of such consultation will be presented in writing to accompany the recommendation.
2. The dean/director will forward the application with his/her recommendation to the Provost who acts on the request and notifies the applicant, the dean/director, the department chair/supervisor and the payroll and human resource departments.
3. In the case of leaves without pay for professional purposes, accrual of service credit toward sabbatical eligibility, difference in pay eligibility, service salary increase eligibility, or seniority requires that any conditions specified in approving the leave be met. Upon returning from leave, the eligible employee shall request verification of accrued service credit. The department chair/supervisor in consultation with tenured members, will recommend for or against approval of service credit. The approval recommendation will follow the approval route described above to the office of Provost. If it is determined that the conditions of leave are not met, accrual of service credit shall be forfeited.

Eligible employees who are granted a leave of absence without pay may retain their library

identification card, parking card-key and university keys while on leave if they obtain approval through the line organization and make proper clearance arrangements with the cashier's office and the physical plant and personnel services departments before they sign the necessary leave papers in the payroll office.

A faculty or staff employee on a LWOP for more than one full pay period may opt to continue his/her fringe benefits at his/her own expense. Upon written request of an eligible employee, the CSU shall provide a system for the continued payment of his/her insurance including health and dental benefits during the period of an unpaid leave of absence. During this period, the employee shall pay both the employee's and the CSU's contributions. The employee shall pay all contributions prior to the date each payment is due. If the employee chooses not to continue the payments, the coverage will be suspended and will be reinstated first day of the month following return to pay status.

For computing employees' vacation credit, when an absence without pay of more than eleven (11) consecutive working days falls into two (2) consecutive qualifying pay periods, one (1) of the pay periods is disqualified.

An authorized leave of absence without pay shall not be considered service for the purposes of vacation accrual. Under no circumstances may a faculty unit employee be granted sick leave during a leave of absence without pay.

Discussion:

This policy was inadvertently left out of the report for FA-004-156, Adjustment of Faculty Affairs Policies for Semester Conversion, which was adopted by the Academic Senate. Senate Report AS-2685-167-FA was approved by the President on October 3, 2017 and this policy was mentioned in the recommendation but was not included in the body of the report. This was submitted to amend that oversight.

The second reading of FA-001-189, Policy 1381, Faculty Leaves of Absence Without Pay, Needs to be Updated for the Semester Calendar, is scheduled for November 7, 2018.

g. [GE-001-189, Change Prefix for AG 2480 to AMM 2480 – FIRST READING](#)

The first reading of GE-001-189, Change Prefix for AG 2480 to AMM 2480, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge001189fr.pdf>.

Senator Salik presented the report.

M/s to receive and file GE-001-189, Change Prefix for AG 2480 to AMM 2480.

Recommendation:

The GE Committee recommends approval of GE-001-189: Change Prefix of AG 2480 to AMM 2480.

Discussion:

AG 2480 was submitted to the GE Committee as AG 2480 to be taken by all the AG College students. However, as it turns out, other departments submitted their own area E courses. In subsequent discussion between the College of Agriculture and the home department of the course, Apparel Merchandising and Management, it was agreed to change the prefix from AG to AMM.

The second reading of GE-001-189, Change Prefix for AG 2480 to AMM 2480, is scheduled for

November 7, 2018.

4. New Business

a. Constitutional Referendum Results

Senator Puthoff presented the following results of the constitutional amendment referendum:

1. Do you want to amend the constitution to provide for part-time faculty representation on the Academic Senate?

1 answer(s) allowed

192 voter(s) responded to this question

Answer	Responses	% of Question	% of total Ballots
Yes	106	55%	54%
No	86	44%	44%

2. Do you want to amend the constitution to align the dates to the semester calendar?

1 answer(s) allowed

193 voter(s) responded to this question

Answer	Responses	% of Question	% of total Ballots
Yes	190	98%	97%
No	3	1%	1%

It was announced that the amendment to provide for part-time faculty representation on the Academic Senate has passed.

[An announcement was made on October 11, 2018 regarding the interpretation of the election results at this meeting. The Constitution states that “An amendment is ratified by an affirmative vote of a majority of all those enfranchised by the Senate or by 60 percent of those voting, whichever is the smaller.” Based on the 25 percent voter turnout, a “majority of all those enfranchised” did not apply. Based on 55 percent voting in the affirmative, the referendum did not pass.]

5. Old Business

a. [AA-002-178, Review of Policy on Formation, Dissolution, Merger or Movement of an Academic Department \(tabled at May 2, 2018 Academic Senate Meeting\) – SECOND READING](#)

The second reading for AA-002-178, Review of Policy on Formation, Dissolution, Merger or Movement of an Academic Department, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa002178sr.pdf>.

M/s/p unanimously to un-table AA-002-178, Review of Policy on Formation, Dissolution, Merger or Movement of an Academic Department.

Senator Wachs presented the report.

M/s to adopt AA-002-178, Review of Policy on Formation, Dissolution, Merger or Movement of an Academic Department.

Recommendation:

California State Polytechnic University, Pomona
Academic Programs Committee
Policy on the Division of an Academic Department

I. Introduction:

Proposals for the formation, merger or movement of an academic department shall follow existing procedures.

Scope:

This policy provides principles, decision variables, and a set of processes and procedures used in considering proposals to form or divide an academic department into two or more departments. Such proposals must contain a rationale for the proposed department(s), adhere to the principles and decision criteria highlighted below, and follow the procedures laid out in this document.

Principles:

- A. In all cases primary consideration shall be given to how best to serve the mission of the University.
- B. Discussion surrounding the separation of an academic department shall be guided by the following:
 - 1. A proposal to separate an academic department will ordinarily be the result of a regular Program Review, accreditation review, or an *ad hoc* consultative review of the academic department.
 - 2. Any change of this kind must be considered within the framework of principles and processes as set forth by this document.
 - 3. The process shall provide the opportunity for participation of the academic community, including faculty, students, staff, and administration. It shall require careful examination of all pertinent factors, including but not limited to human, curricular, and budgetary considerations, alternative organizational structures, service to the community, external agency regulations, and the campus culture. The examination shall identify changes ancillary to the proposed change.
 - 4. The consideration of alternative proposals shall include an analysis of the potential benefits and the potential costs of each alternative including hidden costs.
 - 5. The perspectives and preferences of department faculty about where they might be located in any proposed academic structure shall be an important consideration in any proposal for the division of an academic department(s).
 - 6. Impact on the ability of departments to achieve the University's mission as articulated in the University mission statement, vision and core values;
 - 7. Impact to quality of departments/majors
 - 8. Impact to efficiency of each department

V. Decision Variables:

In considering a decision to separate an academic department, no one variable shall necessarily be deemed more crucial than any other. The recommendation shall not be based solely on quantitative measures, but on a holistic assessment of the departments in terms of the following three decision variables, within a process that is broadly consultative and collegial.

A. Importance to the Institution

1. The extent to which the department(s) will be central to Cal Poly Pomona's mission, vision, and core values.
2. The extent to which the departments' courses and academic programs are central to the curriculum of a department, college, or the University.
3. The extent to which the department(s) provide a special service to the local community or to the State of California.
4. The extent to which the department(s) demonstrate potential for external funding and support.

B. Maintenance of the Quality of the Programs to be Housed in each Department

1. The extent to which any one of the departments or their academic programs may be impacted by the separation of an academic department. Potential impact to department quality may be assessed by program review, external review, accreditation review, or an ad hoc review. The variables for evaluating department quality may include:
 - a. Ability of the faculty to offer and maintain a current and rigorous curriculum.
 - b. Sufficient faculty resources to create a viable department (staff committees, participate in RTP...)
 - c. Availability of resources adequate to maintain sufficient breadth, depth, and coherence of program(s) within departments;
 - d. Evidence of support for student success which may include:
 - i. Departmental advising program;
 - ii. Student commitment, motivation, and satisfaction;
 - iii. Co-curricular learning experiences that are relevant to the program goals such as internships, research experiences, study abroad;
 - iv. Other accomplishments by current and former students that reflect on program quality.
 - e. Sufficient well-qualified faculty to maintain existing programs;

C. Efficiency and Demand

1. To what extent would the departments be cost-effective relative to disciplinary norms and compared to similar departments at comparable institutions. The measurements presented may include student-faculty ratio; total cost per FTEF; and total cost per FTES. Other discipline-specific variables may also be used.
2. To what extent the present and projected demand is better served by a departmental division.
 - a. The number of applications for admission received that meet minimum CSU eligibility requirements;
 - b. The number of students admitted;
 - c. The FTES generated in lower division, upper division, and/or graduate level courses that fulfill degree requirements of the program;
 - d. The number of students served by majors in the department(s) ;
 - e. The anticipated need of the California workforce for graduates in these majors.
 - f. The ability of each department to function as separately

VI. Process

Proposals to divide an academic department may originate from individual faculty, administrators, or existing academic units within the university community. Proposals must be carefully reviewed by the faculty in the departments impacted by this change, the existing college leadership structure, the Provost (or designee), the Academic Affairs Committee of the Academic Senate, and the Academic Senate. The recommendation of the Academic Senate shall be submitted to the President for final decision. While every effort should be made to complete this process within one calendar year from the initial recommendation, as outlined by the Curriculum Schedule, failure to do so will not impact the ultimate outcome.

- A. Recommendation to separate a department into two or more departments may be initiated by the department faculty, or by the college dean or Provost.

1. When the recommendation is made by the Provost or the college dean responsible for the department, the Provost shall forward a recommendation to the Office of Academic Programs, which will prepare a referral to the Academic Senate. The Office of Academic Programs shall be responsible for distributing consultation forms to the department and college dean, the associate deans of the other colleges, and to other interested parties. If the department chooses to contest the recommendation, it shall be given a period of one academic quarter, excluding summer, following receipt of the consultation form from the Office of Academic Programs to submit a response.
2. When the program or department faculty recommend division of a department, the recommendation shall be submitted via the department to the College Curriculum Committee and to the dean for endorsement. The associate dean shall be responsible for consultation. The dean shall forward the proposal with a recommendation, to the Provost who shall forward the proposal, again with a recommendation, to the Office of Academic Programs. The Office of Academic Programs shall prepare a referral to the Academic Senate for consideration.
3. Each recommendation must be accompanied by documentation that indicates specific reasons for separation based on the decision variables above.
4. Each recommendation must include information regarding the potential effect on the budget, including future employment status of faculty and staff in the department(s).
5. The Academic Programs Committee, as delegated by the Academic Senate, shall review the relevant documents and consult, as appropriate, with relevant individuals or bodies on campus before making its recommendation to the Academic Senate. The Academic Senate shall review the proposal and indicate approval or denial of the recommendation.
6. The President shall review the proposal and indicate approval or denial of the recommendation.

B. The Plan of Separation

1. The plan shall include the following dates:
 - a. The date after which the departments will function as separate departments;
2. It will be the responsibility of academic department(s) to advise students currently enrolled in the department, as well as students who have recently applied for admission to programs housed by the department(s).
3. The Office of Academic Programs shall be responsible for notifying campus stakeholders and other interested parties on campus of the President's final decision of all proposals to restructure academic departments.

Discussion:

Provost Alva's original concern with that there language about dissolving academic programs which requires extensive review and the details of the implications of dissolving that program. The terminology "programs" and "departments" in the previous version of the policy were used interchangeable. The language has been clarified and this current version is acceptable according to the Provost.

The motion to adopt AA-002-178, Review of Policy on Formation, Dissolution, Merger or Movement of an Academic Department, passed unanimously.